

SEPTEMBER-OCTOBER, 1908

The Kindergarten PRIMARY Magazine

INDEX TO CONTENTS

A Practical Suggestion to Kindergartners	<i>Dr. Jenny B. Merrill,</i>	1
The Kindergarten Program	<i>Harriette Melissa Mills,</i>	2
The Use and Abuse of Design	<i>Mae B. Higgons, Ph. B.</i>	10
Day By Day With Nature—For the Kindergarten and Primary Grades,	<i>Mary A. Proudfoot, A. M.</i>	14
Plans for Primary Grades,		15
The Busy Bee,		16
Suggestions for the Kindergarten and Primary,	<i>Bertha Johnston,</i>	18
The Doctor's Motor Car	<i>Bertha Johnston,</i>	19
Municipal Playgrounds In Manhattan,	<i>Carol Aronovici</i>	20
Guatemala Schools,		25
Editorial,		26
Folk and Fairy Stories	<i>Richard Thomas Wyche,</i>	27
Drawing, Cutting, Folding and Paper Tearing	<i>Lileoñ Claxton,</i>	23
The Swing	<i>Robert Lewis Stevenson</i>	29
Miscellaneous		33

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J. H. SHULTS, Business Manager, Manistee, Mich.

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To the Public.

As per announcement elsewhere I have assumed the business responsibilities of the magazine, and my purpose is to vouch for its regular appearance on the 27th of each school month so long as I shall be connected with it in my present capacity. As the April-May and Sept.-Oct. numbers were issued as one, subscribers and advertisers will receive credit for two issues or one-fifth of the school year, hence subscriptions that would have ended in June will be continued to include the November number, and advertising contracts will be extended accordingly.

As a means of avoiding errors in payments through our agents or otherwise we shall publish each month a complete list, arranged alphabetically of all persons credited with any sum whatever on the magazine account. Next month's statement will date back to include August.

Our plan is to publish more kindergarten matter with a little less business and to spend the entire receipts from the magazine and perhaps more in its publication. It is not undertaken for profit. J. H. SHULTS.

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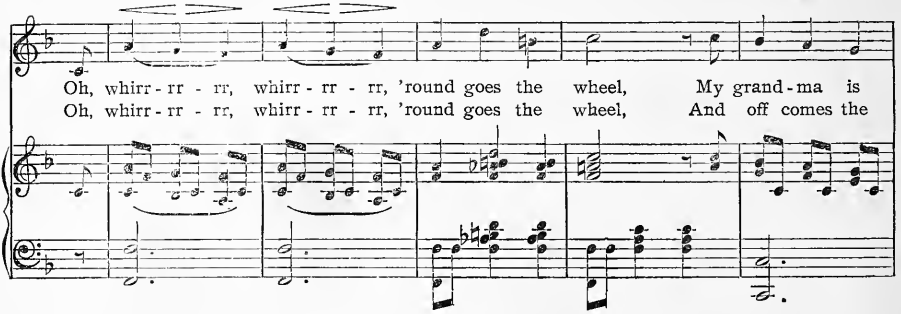
Words by MARY A. PROUDFOOT.

Melody by FREDERIC JAMES LONG.

Moderato.




Piano introduction in 3/4 time, marked *Moderato*. The music is in a key with one flat (B-flat) and begins with a piano (*p*) dynamic. It features a simple melody in the right hand and a supporting bass line in the left hand.




Oh, whirr - rr - rr, whirr - rr - rr, 'round goes the wheel, My grand - ma is
Oh, whirr - rr - rr, whirr - rr - rr, 'round goes the wheel, And off comes the

The first vocal line is accompanied by piano accompaniment. The lyrics are: "Oh, whirr - rr - rr, whirr - rr - rr, 'round goes the wheel, My grand - ma is / Oh, whirr - rr - rr, whirr - rr - rr, 'round goes the wheel, And off comes the".



spin - ing the wool on her reel, As gen - tly she draws out the
thread from the lit - tle reel, While grand - moth - er twists it to

The second vocal line is accompanied by piano accompaniment. The lyrics are: "spin - ing the wool on her reel, As gen - tly she draws out the / thread from the lit - tle reel, While grand - moth - er twists it to".



fast grow - ing thread, And keeps the wheel turn - ing by man - y a tread.
long, slen - der strands, Then knits us thick mit - tens to warm our cold hands.

The third vocal line is accompanied by piano accompaniment. The lyrics are: "fast grow - ing thread, And keeps the wheel turn - ing by man - y a tread. / long, slen - der strands, Then knits us thick mit - tens to warm our cold hands."

The Kindergarten-Primary Magazine

VOL. XXI—SEPTEMBER-OCTOBER 1908—NO. 1.

TO THE SUBSCRIBERS AND FRIENDS OF THE KINDERGARTEN PRIMARY MAGAZINE— GREETING.

The Kindergarten Primary Magazine Co. has been reorganized, and will hereafter have its main business office in Manistee, Mich., with editorial and branch offices in New York. The business department will be in the hands of Mr. J. H. Shults, and the editorial under Dr. E. Lyell Earle, with Miss Bertha Johnston, Dr. Jennie B. Merrill and Prof. Harriette M. Mills as special contributors.

All subscriptions, advertising terms, back payments and everything pertaining to the business department of the Magazine should be sent directly to the Kindergarten Magazine Co., Manistee, Mich., and all checks, money orders, etc. should be made payable in the same way.

Many reasons contributed to the effecting of this change. First of all there is one Kindergarten Magazine already appearing in the East, and the West seems to be the natural headquarters of this publication.

Secondly: The Kindergarten Magazine published apart from a business house must always be a losing venture, inasmuch as the number of kindergarten teachers is relatively small, their salaries not at all proportioned to the excellence of the work they do, or to the quality of the preparation they receive.

Thirdly: Advertisers, who are the real support of every paying magazine, are inclined to shun publications appealing to a relatively small class such as kindergarten teachers, and consequently the publishers of the magazine are compelled to make a pure contribution to the cause of Kindergarten Education.

The history of kindergarten publications in America and elsewhere has been a record of sacrifice and devotion on the part of a few noble women and occasionally a man, a history that might well appear in pamphlet form and enlighten the Kindergarten World.

We all know what such women as the Misses Amalie and Marie Ruef Hofer, Miss Vanderwalker, Miss Bertha Johnston and others have done to support the cause, not only with time, brains, and exhausting energy, but also with actual money spent, a return for which can never be made. The present publishers of the Kindergarten Primary Magazine are glad to make this public announcement, because they have investigated the business methods of the magazine to the present time, and know as no one else can know the sacrifice made by these noble women.

To that long list we should add contributors to the magazine whose name is almost legion, who have given their articles largely free and have done their best to sustain the standard of Kindergarten Education.

The history of the magazine under Dr. Earle during the two years has been the same as that of the past fifteen years. It has been carried in New York City with a large annual outlay, for which there can never be any monetary returns. The sole reason for this contribution on the part of the publishers was the effort to keep the magazine alive, to bring it out in accordance with its high standards when it threatened not to appear at all or to pass into doubtful hands.

The future of the magazine, however, is absolutely secured. Mr. Shults is an established business man; Dr. Earle a successful editor. The problem of printing and publishing has been solved. The present reorganized company can promise that the high standard of excellence sustained in the past will not be lowered, and that the magazine shall appear promptly before the

first of each month, and be in the hands of every kindergartner desiring its help.

The magazine still has a mission, namely to assist in bringing the blessing of kindergarten training to all the children of America. The work must be a labor of love and interest in the cause. The publishers' hands must be sustained first, by increasing the number of subscriptions, secondly by recommending the magazine as a strong advertising medium, and thirdly, by sympathy and good will, as well as by the contribution of helpful articles, and suggestions that every live kindergartner is able to produce.

More rural one-room teachers, more principals, more superintendents, more fathers and mothers must be brought into sympathy and co-operation with the cause. In order to accomplish this purpose the magazine must have a far wider circulation than any kindergarten periodical in America has ever had, especially among primary teachers. To this end we are willing to do our share, and every subscriber who will send us one dollar within the next month can renew her own subscription and can have the privilege of sending one copy six months entirely free to any person whose name is not already on our list.

Now let us have a prompt, quick response from every kindergartner subscriber. Send us \$1.00 by first mail after reading this, and if you do not recall now any person to whom you would like to have the magazine sent, we will credit you for one and one-half years and you can send the name in later.

The motto of the magazine is "Onward and Upward." We earnestly ask every subscriber to interest two or three others in the magazine, and she will have a material part in contributing to this onward and upward progress.

The September and October numbers are issued as one, but the magazine will hereafter appear each school month.

A Practical Suggestion to Kindergartners

From a Supervisor of Drawing—being an Extract
From a Summer Letter to Dr. Merrill.

*I did so enjoy what Miss A. said about kindergarten work.

I believe the time is surely coming when so much paper work must go. If I had those little children I would have them use clay and make toy dishes, dolls and animals. That is what they like best and what they would prefer to keep. As for the rarest vase in the world they would cheerfully trade it off for a lead tea-pot.

Now if they make toy dolls of clay, when they come to draw they will not be so determined to put the arms on the neck, nor six fingers on each hand, nor make the feet of animals look like rosettes, because they cannot fashion such details from clay.

Children soon tire even of toys, but I believe they cling most fondly to dishes and dolls. Mechanical contrivances are only a passing joy.

*What Miss A. said: "I intend to experiment upon some simple durable materials next year."

Kindergartners Interested in these suggestions are urged to experiment and report results to the magazine.

THE KINDERGARTEN PROGRAM

By HARRIETTE MELISSA MILLS.

Method—Theoretical and Practical Consideration.

The principle of unity which determines the general attitude toward the pupil, toward the aim of education, the selection of subject matter and educative materials, determines, also, method in education. Difficult and obscure as are the problems of method, we are constrained to render an account of them in the administration of the daily program of the kindergarten; and especially are we concerned with method as regulative of the lesson exercises with groups of children of various ages.

Whether we look at method from the viewpoint of the teacher or from that of the child, we are concerned with plans of action for the control of experience, but it is the activity of the child or pupil that constitutes the fundamental factor in the concept of method as applied to educative processes. The endowment of power or capacity to act, is the pivotal element in human development. That this power is psychical we believe; yet we cannot image the beginning of psychic manifestations any more than we can image the beginnings of physical and intellectual activities. We only know activity as begun; and further, we know that through continuous and progressive manifestations of activity under varying forms, there is revealed an individual whose uniqueness vindicates the right to be called a person. Activity reveals that indefinable characteristic which no other individual possesses or ever can possess, and which eludes description and baffles interpretation. But we cannot conceive the element which reveals a self as sheer activity. Activity apart from a medium, or the element in which to act, is unthinkable; and in seeking the coefficient of the power to act, we predicate environment with its constitutive, many sided forms of experience.

But what do we know of the genesis of experience? And have we any way of determining how the child's vague continuum of impressions becomes differentiated from the total environment into an actual experience? Here, again, we meet an, as yet, insurmountable obstacle, since we do not understand in any adequate manner the nature of experience, neither can we image the beginning of the experience

process. We can only affirm, that at the kindergarten stage of development the worms of experience are fructifying child life and spirit, wakening "slumbering qualities and capacities (germs heart centres, and starting points.) in the child, as the sun's light, the earth's warmth, the materials of life and nourishment in the air and water act in spring on the seeds, germs, and sprouts of the plants;" and that all the processes of activity which ultimately bring these worms of experience under reproductive and productive control, have begun their functioning. But the method of their functioning in the initial stages is hidden within the mystery of the undifferentiated self.

Yet the problem of method is none other than this—by what means does a child get control of a world other than himself, and in getting control of this "other," gets control of himself? We answer at once; it is by activity that these ends are accomplished. But activity may be mere mechanical activity which is continuous; e. q., the governor of an engine is active, and its activity is continuous. Clearly, this is a form of activity due to external and mechanical causes; while we are concerned with the category of self activity, stimulated, indeed, from without, but, to use Froebel's own words, "actually and finally determined by the innermost working of the soul." It is that form of activity whose strivings are characterized by continuity and progression. Self-activity has just this dynamic element—the power of going on; but its power is cumulative in both subjective and objective relationships. By it the individual secures progressive development and control of a world other than himself.*

Admitting the dynamic character of this force which yields progressive development of child life and objective experience, it is pertinent here to ask the following questions: Are there distinct stages to be noted in this movement? Or, stated in another form, What are the modes of self activity by which the purposes of progression and

*This idea of the vital element in education is by no means a product of recent educational thought, even though recent years have given the idea increasing practical application. Charles Hoole, a school master of the seventeenth century, translated the "Orbis Pictus" of Comenius; and in its preface, dated 1659, he advised teachers to consider this child-contributed factor in education, "it being the very basis of our profession to search into the way of children's taking hold by little and little of what we teach them."

control are achieved? Do these modes of activity fall into anything resembling an ordered series? What are the more important measures leading to a many-sided control of experience? No final answers to these questions are possible; but the exigencies of daily practice require at least tentative answers as a working basis; hence, we must give some account of our attitude towards these primary issues in practice. In attempting to meet these issues, many of the stages can be only noted; and no claim is made that any single one has, as yet, been worked over into complete harmony with every other issue.

We believe that the modes of self-activity form a progressive and ascending series, moving toward the end of many sided control of self and experience. But the process cannot be adequately imaged under the figure of a system of locks in a canal by means of which one level, rising to repletion, flows into the next higher level. The processes of the soul's development do not admit of close material analogie, however helpful they may be when used only as such. The processes by which the life of control develops must be conceived in terms of inter-action and inter-relation—each mode of activity from its initial movement continuing and reinforcing all its correlative activities.

All that has been said in earlier discussions concerning the three common problems in education, must now draw to a focus in our endeavor to understand the fourth and last of these problems with which this series deals—method in education. From the beginning, the law of organic unity has been held as the principle of life and of education, and the ideal goal none other than an all-sided freedom for the individual and the race. Now between the law of unity and the ideal goal of freedom, stands method, or the plans of action by which the law is demonstrated and the goal approximately won. It must be seen at once that we are not here dealing with the categories of mechanical activities, but with the categories of living activities—the plans of action of a living soul. Freedom is not predicated of mechanical facts; it belongs to life, and hence cannot be won in slavery. Freedom can be attained only by a free soul in an environment conditioned by freedom; and method is nothing less than the life process seeking its own fulfillment through its own activity.

Here we must grapple with the problem of method at close range. Leaving aside all problems of heredity, let us take our stand with the child before the implicit unity of its life has been subjected to the conditions and coersions of its environment, and see what constitutes its life. Clearly it is constituted by action. Describing the initial stages of action, we say that it is unregulated and aimless, a persistent doing. Interpreting the activity, we find in persistence of this capacity, or power to do in the child, the germ of the will to do of adult life. Here, there is will potential, which, under processes of growth and development become will actual—the variable factor in the evolution of the will being difference in activity. But the life of action includes not only the capacity, or power to do, which is will; it includes, also the capacity, or power to know, which is intellect. From one approach, the child's activity is the prime factor in the gradual emergence of will, and from another approach, activity is the prime factor in the development of the intellect. These—the will to do and the capacity to know—are, in a sense, terminal aspects of the soul's activity, which, through inter-action, inaugurate and extend the life of control of self and experience.

It is not the purpose of this article to develop to any extent the method, or plans of action, by which intellectual control of experience is accomplished. It must suffice to indicate briefly that the principle of organic unity is regulative of the processes of intellectual development. From this point of view, no single aspect or stage of the process by which either the will or the intellect develops is self-interpretive. For example, sensation as a factor in intellectual development can give no account of itself as a thing in itself. Sensation becomes intelligible only when seen in its organic relationship to the total intellectual realm; and since intellectual life, prior to sensation, is unknowable, sensation and its content must be viewed as a sign pointing to a higher form of the self's activity—the plane of perceptual consciousness. Yet here is not a final resting place. Perceptual consciousness with all its immediateness and practical application, is marked by an increase of dynamic power. The power of attention, which, on the plane of sensation is exceedingly intermittent and undefined, becomes the essential characteristic of perceptual consciousness; and, since the control of ex-

perience sought by consciousness on the plane of perception is mainly the control of external conditions, it has, as its coefficient, an increase of bodily movement. And yet, with all its immediateness, the plane of perceptual consciousness is charged with the element of "mental prospectiveness," or to use another term, with "feelings of meaning" that are promonitory of the plane of conceptual consciousness where mental life, while retaining all the immediacy and practicalness of its correlative activity, perception, passes beyond the mere externals of experience, and penetrates to the internal meaning of experience. Conceptual activity as a method of control of experience has the capacity to transcend the limitations of time and space, and to move out into the world of general and universal truth, into freedom of thought, and, by the corresponding development of will, into freedom of action.

However, it is the method of self activity as will that enlists our interest. Let us now return to the little child with his manifestations of persistent physical activity. No one who has watched an infant can deny that physical development is one result of the eager restless activities of the child. Doing and the consequent feeling of doing which prompts to the repetition of the activity, are factors in the method of control of self and experience. The inarticulate sound which the child makes penetrates the awakening consciousness, and there follows repetition of the sound—a kind of self-imitation. Again, the satisfaction with which the infant continues the sound, or repeats a movement, clearly reveals play as fundamentally an attitude of the self toward its own self initiated activities. This spontaneous, aimless activity, and the capacity for self imitation, albeit unconscious, gives us the first step in the method of self-activity, which is will. It will require no forcing of the imagination to see that the aimless activity which has an essential office in the evolution of the power of will to do, tends to persist, and is turned to account in the service of more extended control of self.

Every observant kindergartner knows that the activities of the child of kindergarten age are mainly of this aimless type wherein doing and the repetition of doing proceed for the mere joy in activity, rather than for the attainment of a conscious purpose. Yet an adequate evaluation of this form of activity is necessary to the under-

standing of child life. This activity and its accompanying repetitions, which, for want of a better word, may be designated self-imitation, is a method of achieving freedom on its lowest plane—the freedom and control of the physical self. It is comparatively easy to note that through persistent activity, the physical powers of the child develop and pass under relative control; but the development of the powers of will and intellect are by no means so rapidly or clearly seen. That a liberating function is at work here is revealed; but so obscure is our knowledge of beginnings, it is necessary to proceed with great care. The great merit of the Froebel system consists in "regulating the natural spontaneous activity of the child according to its own inherent law, in order that the purpose of its nature may be fulfilled." To permit the functioning of this first form of activity too long or too exclusively, is to arrest the child upon this plane of doing. And again, to force the child into purposeful activities beyond his developed power to do, is to inflict equal injury to the life process.

From the development of aimless activity and its repetitions, or the "unconscious imitation of one's self by one's self" there emerges imitation proper—the capacity and power to do as an "other" doer. The dawning of this power marks an epoch in the child's life. A second method of control of self and experience has emerged. The consciousness of the child is focussed upon the activities of others. The earlier method of aimless activity gives place to activities that are under the propulsion of purpose, albeit vague and undefined, while the power of repetition carried to a higher level becomes the means of perfecting within the child the activities of his fellows.

The significance of imitation in life and its function in education is but partially understood. Yet with better knowledge, an existing prejudice is passing from educational thought. Froebel in the "Mother Play" saw in the child's capacity to imitate a method by which the child could be led into the life of control of self and experience. He made this the corner-stone of his system of child development; and the movement of educational thought since his time has come to place a truer evaluation upon this "despised form of action.*"

*For those who still retain a feeling of uncertainty regarding the function of imitation in education, the chapter on The Psychology of Infancy

The method of imitation is inseparably bound up with the development of a social consciousness. Dr. Harris indicates that through the various modes of imitation the individual repeats within himself the doing, feeling, and thinking, of others, and thus enriches and defines his own life, by the lives and experiences of others. We may in this connection study the law of opposites, since the social consciousness waits upon the recognition of this other before any real consciousness of self can be realized. The other with its various activities of body—gesture, language, etc.—is set over against the self, and imitation becomes the mediating agency between the self and its other.

Admitting that the other which is imitated is in a measure formative and definitive of the self that imitates, the models that are imitated become matters of first importance. In free kindergarten days the child has responded to various models through imitation; but difficulties have beset the way, since the other that he imitates cannot be adequately reproduced because of the child's physical and intellectual limitations. Further, the activities imitated are mainly adult models. It has become habitual to say that the plays of childhood which reproduce adult activities, are premonitory of the serious duties and pursuits of later life; e. q., the doll play of childhood is interpreted as premonitory of the cares which maternity entails; yet who knows this to be true? May it not be safer to conjecture that the doll play arises out of a dim remembering, or recall, of ones self as recipient of such care? Be this as it may, if the given world of infancy and childhood by any reach of the imagination, could be conditioned by child companionships, and its impressions only such as childish pursuits suggest, would these so called premonitory activities appear? Surely not; and herein lies the fallacy of the overwrought symbolic interpretation of childish activities, which is due mainly to a similar interpretation of Froebel's "Mother Play." This we know, that in the period of early childhood, when the other is all abounding and the processes of physical control are being established through persistent play activities, imitation proper enters and facilitates the life of control, imitating good and

ill alike, since discrimination and evaluation are not attributes of mimetic power.

One point further should be noted. What this concentration upon the other, the "not self," means, psychology attempts to explain. But as yet we do not know how the self as a person emerges out of this mimetic life. Certain it is, that very early we may detect a unique character of response—one individual's mode of imitation being unlike that of any other; and it is this factor that reveals a second and very important function of imitation; for not only is imitation a method of conservation and control of experience, it is also the instrument of progress. It may, under some circumstances, degenerate into mere copying; but in the young child, it is living, spontaneous self activity. With the development of power to do as others do, consciousness takes up the directive, and the child, setting itself over against the other, seeks to bridge the gap, or to mediate the difference, by imitation. This result achieved, the newfound power becomes the object of repetition and experimentation, revealing that propensity to variation which is the primary factor in individual and racial progress.

Imitation from one aspect makes for adjustment of the individual to his environment; while from another aspect it makes for adaptive processes by which the individual may transcend the limitations of environment. The unity of experience which is fostered by imitation under the dual aspects of adjustment and adaptation, makes for a higher and more comprehensive physical, intellectual, and volitional freedom. Recognizing imitation, then, as a form of self-activity, and knowing it to be the young child's method of control of experience, the teacher selects and arranges in the program themes or experiences that belong to the "center rather than the circumference of life," as models for imitation; and further, the teacher revises ways and means of facilitating the life of control through the use of expressive materials, and provides for the ideal enrichment of experience by the presentation of models in music, art, and literature.

Here again, the teacher, must guard against arrested development, which will follow when either phase of imitation is over emphasized. When stress is laid upon adjustment processes, there is danger that activities will be dominated by a collectivistic ideal, the individual being submerged,

and the group reduced to one dead level of mimetic perfection. On the other hand, when too great stress is laid upon adaptive activities the individualistic ideal becomes dominant, and as a result, the kindergarten is lacking in social and cooperative spirit. The possibilities of normal development here lie in demonstrating the law of balance between these two aspects of the method of imitation.

Recalling that no single stage of any inwardly initiated process is self-explanatory, but is rather a sign pointing toward a higher form of the self's activity, we must seek within the mimetic process for the sign which points to a higher control of self and experience. This is found in the growing alertness and increasing sensitiveness to stimuli—a condition wherein the minimum of external stimulation is met by the maximum of internal response. There can be no question but that this inner sensitiveness is due to a quickening mental imagery which makes for vividness in picturing a given situation, and an accompanying alertness in filling in the detail of the experience to be controlled when once its salient points have been presented. Thus, the pupil passes through the various modes of imitation into a state wherein the quickening capacity of response to suggestion takes up the burden of control of experience.

On this plane the acquisitive and reproductive powers and the adaptive and experimental measures of control of experience function at the maximum rate. The presence of growing power in the child to image a situation and give to it many-sided expression, furnishes opportunities for the training necessary to child development. The increase of intellectual power to grasp a given situation; an increase of volitional power as directive of increasing physical powers, these are factors in the control of experience by the method of the individual's own state of suggestibility. These are the existing conditions that make the period of childhood preeminently one calling for training which has as its dominant characteristics, first inspiration, and then guidance. These are the years for gaining a practical control over self and environment. (See "Pedagogics of the Kindergarten" page 28). Thus, out of spontaneous activity, imitation, and suggestion, arises habituation—the ordered response of the individual to the common situations of daily life. The ability to meet this condition of

sensitiveness to suggestion of the child, seizing the moment of inner readiness, belongs to the artist teacher; while teaching by suggestion constitutes an art of teaching.

But practical control of experience, with all its opportunities and attainments cannot long satisfy the normal developing child. Will, grown strong in its response to suggestions that impel to action, has also been acquiring power to withhold action; and with the growth of inhibitory power, the child enters upon the plane wherein conventional control of experience becomes possible and absolutely essential to further development. It now becomes the function of self-activity, to withhold action until intellect and will become consciously informed with the purposes and ideas of another. Thus, training gradually gives place to instruction; while the conditions which render instruction normally possible lie in the increasing capacity of volitional response to stimuli.

The capacity of the individual to receive and act upon direct instruction was met in the kindergarten in the earlier days by dictation exercises with gifts and occupations. This procedure has fallen into disuse since child study and genetic psychology have revealed that the capacity to act productively under the consciousness of direction belongs to a stage later than the kindergarten. Much indirect instruction obtains in the kindergarten, and towards the close of the kindergarten period a minimum of instruction may, very properly, be given, thus preparing the pupil for the work of the first grade wherein the individual comes into possession of the conventional modes of expression. Power to use these elements of expression in conventional form, develops in turn the power to adapt them in ways that bear the stamp of originality and creativity. Here again, mental initiative moves out upon the plane of free spontaneous activity—the freeplay of an informed intellect responding to consciously conceived purposes which are sustained by a developed will.

The terminal aspects of the individual's method of control of experience are, alike, spontaneous activity; but how different. In briefest characterization, one is aimless, unconscious activity wherein the physical element predominates; while the other is purposeful, conscious activity, utilizing every developed resource of physical, intellectual, and volitional power in response to

the allurements of an ideal. The movement that defines method of control of self and experience has passed from the unconscious, implicit unity and freedom of infancy to the relatively conscious and explicit freedom of mature years. To unduly retard this movement is to arrest development. To unwisely stimulate and accelerate it is to develop a precocity which often lapses into mediocrity from sheer prodigality and wastefulness. The movement of the mind of the learner with its characteristic modes of activity constitutes method; and a knowledge of the significance of the various levels of activity is a prerequisite condition of success in teaching.

Method, then, is consonant with the nature and needs of the child; and the media in which it functions, is the experience content of life in general, and the ordered experience content of purposeful education in particular. Method is an internally conditioned process. This point of view is at issue with popular conceptions of method which claim that method deals with the presentation of the subject matter of experience by means of structural agencies. Method, from the latter point of view, is an externally conditioned process arising in the mind of the instructor. The subject matter constitutes the major factor in instruction, and the minor factor is contributed by the mechanically arranged approach which is called method. But if the foregoing discussions are valid, then method consists in the inwardly initiated activities of the child manifest for the control of experience. Method is not determined by the teacher nor by the subject matter of education. It is revealed primarily by the activities of the learner. The spontaneous activities of childhood furnish the clues to methods of control that are natural and unlearned; and educational procedure, based upon these native measures of control consists in utilizing and accentuating these activities, increasing their efficiency by a wise direction. Waste is eliminated by wise concentration upon those phases of activity most available for control. Here again the differentiating agency of selection and the integrating agency of arrangement may be clearly demonstrated, and the learner may find in the carefully selected and arranged experiences of the school program, the supplementary and interpretive elements that define the rudimentary meanings of its own life.

No hard and fast lines of demarcation exist between the various modes of self activity as will or self-activity manifest as intellect; neither does any phase of the movement complete its function and then become quiescent. A single day spent in introspection will prove that the control of daily experience in adult years, takes place by means of interrelated mental states which lead to unconscious aimless activity, mimetic response, response to suggestion, volitional response, and conscious creative response to experience.

What, then, is the teacher's problem? It is a problem that can be defined only in terms of self-activity. The primary self-activity as method is contributed by the child, and requires training, guidance, inspiration and direction. The secondary self-activity is that of the teacher manifested in device in meeting the requirements of the primary self-activity. The child contributes the subjective factor, and the teacher represents the objective factor of the educational process. Both are essential, since mental initiative can only become realized through objective expression which must be guided to successful issues by the teacher's device. The central difficulty lies in the fact that device, masquerading under the name of method, has been made to serve a dual capacity, thus usurping the place of true method and resulting in the teacher planned and teacher executed exercise. Thus, under cover of clever device, experiences are presented that the child cannot appreciate, and materials used that he cannot control. Method and device are, alike, induced, or superimposed upon the child. Device, as the teacher's plan of action, occupies a large place in educational procedure; but it cannot take the place of method which belongs to the learner and indicates the plane upon which activity is most vital. Device is necessary and legitimate, but it must be subservient to the larger issues involved in the development of child life.

In proof that this point of view of method can be made the working basis for lesson plans in primary grades, or for the exercise plans with the educative materials of the kindergarten, the following suggestions—the outgrowth of years of experience with children—with illustrate.

In thinking about an exercise or lesson plan, two general points should be clearly defined at the very beginning; first, the

office, or function of the teacher in relation to the plan; and second, the function of the exercise plan itself. Of the first, Dr. Charles McMurray says:

"The function of the teacher is to provide suitable material and to render the conditions as favorable as possible to the child's exercise of his own mental forces. The purpose of the teacher's plan is to engender self-activity."

In relation to the second.

The lesson plan must be conceived as a psychological process in which the self-activity of the child is to be guided in realizing one aim, namely the organization of experience for the purpose of many sided control—expressive control, motor, manual, and graphic, language control descriptive and interpretive, and all with reference to social ends, since all true education must be relative to the society in which it is given.

Further may be added a third general consideration regarding method of which Dr. Arnold Tompkins writes:

"Method is the movement by which the mind of the learner identifies itself with the thought and spirit of the world other than himself and thus participates in the universal life of the world which is his inheritance."

In particular, it may be noted that the exercise plan should have five distinct divisions:

1. The Children.
2. The subject matter or experience to be emphasized.
3. The aims and purposes to be realized.
4. The material selected for expressive activity.

5. The method.

1. The Children.

Think of the group of children with reference to age—capacities, interests. Think of these elements in their retrospective, immediate, and prospective references. Think of the exercise in relation to the time of year and the length of time the children have been in kindergarten.

2. Subject Matter.

Select subject matter embodying some fundamental phase of social experience that is a direct outcome of previous experience, or can be shown to be closely related to it. Indicate the important points to be emphasized within the given experience. The character of the subject matter selected should be such as will progress naturally into the next related experience.

3. Aims and purposes.

(a) Determine clearly for yourself the aim or purpose of the general subject matter.

(b) Determine the purpose of the immediate exercise.

(c) Determine what the children may reasonably be expected to gain from the new thought and activity.

4. Media of Expression.

Determine the medium and gift or occupation—by means of which the child may express his thought relative to a given situation.

5. Method.

(a) Indicate the native reaction that will be the reasonable response of the child to the proposed subject matter; i. e., the child's psychologic modes of activity; namely, free play, imitation, suggestion, dictation, creative activity.

(b) Indicate how the subject matter shall be approached in order to establish the interest as mutual; e. g., through conversation, picture or object, play, story, or song.

(c) Indicate the point in the development when the child's purpose in the exercise emerges and is clearly stated.

(d) Having established a motive for play with the material, present the material to the children.

(e) Indicate the point in the exercise when the unity of the exercise is established through interchange of thought or activity.

In the use of such a plan every exercise by any method save free play of the first orders should have three movements; first, motivation, second, unification, both of which deal with the group in relation to a common thought and action content; and third, individuation, wherein the special needs of each child are met by the intimate direct approach of the teacher. In every exercise, provision is thus made for the functioning of adjustable and adaptive activities. Every exercise is a step in the education by unification which requires that a balance be kept between collectivistic and individualistic activities. In providing in the lesson plan for the exercise of these dual activities, the primary function of school as an institution organized for the conservation, preservation, and transmission of experience believed to be of value to the developing human being is honored; and through the fostering of individual power to adapt experience to new ends, the essen-

tial factor in individual and racial progress is fostered.

This form of an exercise plan is likely to meet with at least, two objections; the first relating to the teacher and the second to the child. Of the first it may be conceived that such a carefully planned exercise may prove a hindrance, and the teacher become the slave of her device. It may produce this effect, truly; but, on the other hand, the teacher who thinks through her plan, stating its aims and purposes, may make it a means to an ever broadening freedom. From the point of view of the kindergarten, the second objection may be urged that it is not play but work. Here, let us remember that kindergarten is the first plane of purposeful education; and that while it avails itself of all the characteristic modes of child activity, its sanction for such use lies in the fact that they are made to function for the conscious control of self and the organization of experience. Aimless play activities constitute a large part of the business of early childhood; but out of these emerges the purposeful play of middle childhood—the kindergarten stage of development. And further, the final test of play lies not in the mere manifestation of activity, but in the spirit which prompts to activity. Work may often assume the character of play and play, in the common acceptance of the term, may be work—nay worse, it may be drudgery. Dr. Horne writes: "Doing and achievement smile alike on work that is as joyous as play, and play that is as profitable as work."

The purpose of the foregoing studies regarding the kindergarten program has now been fulfilled; namely, a discussion of four of the common problems which the kindergarten shares with education in general. The kindergarten can lay claim to no other principles than those which regulate all educational endeavor. In closing, let us dwell for a moment on the main sanctions for the Humanitarian program.

Its volitional sanctions rest upon a belief in the primacy of the will. The acting, feeling, desiring, striving, and asserting characteristics of child life are the indices of the presence of rudimentary will. Upon the development of the primacy of the will in the individual, depends the maintenance of a permanent capacity for progress in the race, since the whole structure of human achievement and freedom rests upon the foundation of will. Hence the emphasis

that is placed upon choice, and upon the situations which furnish the best media for volitional activities.

Its intellectual sanctions rest upon the belief that the necessary correlative of the will to do is the power to know. Just as will in the individual develops under the whet and play of other wills so intellect develops in the same social media. "Sociality has been the great agent in the achievement of man's intellectual preeminence, and it has operated by widening and diversifying human experience."* Hence the

* (See "Outlines of Cosmic Philosophy" by John Fiske, Chapter 21.) emphasis that is laid upon the most fundamental of human experiences first those of the home and the activities which make home life possible—and second, upon nature as manifestly related to home life.

Its social sanctions with the emphasis which is laid upon kindness, courtesy, cheerfulness, and good will, are part and parcel of the philosophy concerning the will and the intellect. The social media is the culture ground of all human activities and virtues.

Its ethical and moral sanctions are based upon the belief in the brotherhood of man. The human relationships that the program emphasizes reflect that unity of purpose with which ethical culture deals; and since everything that is done in the kindergarten is with reference to humanitarian ends, it follows that the management and discipline of the kindergarten are based upon the willingness of its members to interrelate their activities and interests.

Its religious sanction is based upon the belief that man, himself is not self explanatory; that the aim of all willing and knowing, and the relationship of man to man is found in the relationship of man to an ever living will and intellect—God. It is not necessary that there be direct religious instruction in kindergarten, since it is the informing spirit that imbues the will and intellect of man with transcending power. It is the indwelling spirit in nature, which, speaking through nature's wondrous beauty bids the listening learning spirit "be still and adore." If the little child is brought in the right spirit into the presence of God in the world of humanity and of nature, those stirrings of the spirit, which in untaught, primitive man gave birth to religious aspiration and expression, will, I

believe, waken in the heart of the little child.

These are the sanctions which underlie life and education; and they are the sanctions which entitle the kindergarten to share in the activities by which even a little child may enter into his birthright of freedom.

The End.

THE USE AND ABUSE OF DESIGN.

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In discussing the use and abuse of design in the kindergarten, it may be well to note that there are two phases of the subject, so distinct as to be quite separate.

First, there are those productions called in the parlance of the kindergarten, beauty-forms or forms of symmetry. These are usually made with the blocks, tablets, rings, and parquetry papers or, less frequently now-a-days, with the Froebel system of paper-cutting.

This is what the word design means to the kindergartener, who confines herself to the formal work described by Froebel. To many other kindergartners, however, the word has a far different meaning. It means that form of artistic expression which is known as design by an artist or an art teacher; it means the arrangement of units under the laws of repetition, balance and harmony; it means the production of borders, ornaments and sketches calculated to decorate definite objects; it means the appreciation of the beautiful, begun in the kindergarten and carried on throughout life. The first use of the term design is peculiar to the kindergarten, the second is familiar in all grades of the school and, indeed, in life in general. The chief fault with the formal design of the kindergarten is that Froebel's tendency toward the over-emphasis of geometry has been followed, while his playful spirit has been forgotten by many.

Froebel gave as one of the uses of the gifts the production of symmetrical figures which he called beauty-forms. We find, however, that in his description these beauty-forms are translated in terms of life-forms, for he says of a form, "It appears to us something, but we do not know what is formed by it; we call it a picture, and it will look now like a flower, now like a star." Also later in describing the different moves

in a sequence, he speaks in terms of life-activity, saynig, "Come, child! We will dance the cubes" and he gives little rhymes for the child to sing for the dancing. Surely this playful changing of shapes is very different from the dictation of sequences of symmetrical forms which one sees in many modern kindergartens. Contrast the usual method of presenting forms of symmetry with what Froebel says of this kind of work. He says [in the Pedagogies of the Kindergarten], "How shall these representations of forms of beauty be carried on with the children? [Precisely as has been already explained in the original delineation of these plays]: in the same way as mothers play with their children, of their own accord, and guided by motherly love and motherly feeling. Mothers observe some kind of a thing which they believe will captivate the child's mind, be it only for an instant, and they try forthwith to retain it for the child's observation. Some particular object which has a symmetric form has been represented by the mother or the child or by both together. Through its symmetry it captivates for an instant the child's attention. * * *

The watchful mother perceives the fascination and seeks to heighten and retain it through words spoken or sung. Notice the life names in the rhymes he gives

"This is a very pretty play
All our blocks in a wreath to lay."

or,

"Now all our blocks to the middle go
And clearly a beautiful star they show."
or again,

"When the stars and circles meet
Then they look like flowers sweet."

It is hard to see how a kindergartner who tries to follow Froebel to the letter, can read these words and still continue to dictate to children a sequence of forms which have no meaning to the child. "What is a sequence to the adult mind may not be to the child's mind because he does not see the underlying philosophy."

Recently, as a matter of observation and experiment, I dictated a long series of forms with the blocks of the Third and Fourth Gifts combined. The children obediently made form after form with little apparent joy. Finally, I worked in a more divergent form which I thought too scattered to be seen as a whole by the children.

I was surprised by a spontaneous burst of admiration with which it was greeted. "Ah, isn't that pretty?" "It's a star" and "That's pretty" came in a chorus from the children who had been almost silent up to that point. To my mind this was an indication that each form is a separate thing to the child to be approved or not on its own individual merits, not as part of a larger whole. The use of a sequence may be legitimate as a means to an end but it is certainly not an end in itself. Easy forms must precede the more difficult ones but each one must have a meaning of its own. In free play the following day the children did not attempt to reproduce the different steps in the series. These called forth no further activity. But they did try to make the interesting form which had attracted their attention and when their imagination and memory failed, they called upon the teacher to direct them. The unity of the sequence made no impression upon them but interest was the unifying agent in the work. The law of contrast and sequence has led us to forget the relation between interest and effort and to force upon the children many forms which do not interest them.

I do not believe that sequence work can be made to any extent the outcome of the child's own thought and I do believe that Froebel was right when he said, "All that does not grow out of one's own inner being, all that is not one's own original feeling or thought, or at least awakens that, oppresses and defaces the individuality of man instead of calling it forth." I believe that to be educative, design must become the working out of a problem. The child must see the need for it and must think out the best way to fill that need. To be sure, an able teacher can make any work educative by the way she presents it but by the same power she can make a thing which is inherently interesting that much the more educative. Why should we confine ourselves to blocks, tablets, rings and parquetry papers, when there are so many leaves, grasses, shells, nuts, etc., that could serve the same purpose and that appeal so strongly to the child-mind? Primary education has long since discarded the type forms of drawing and other work and has taken nature material instead.

Perhaps by studying primary methods, kindergarteners might get a better perspective of the child's life so as to help him to

realize his highest possibilities in each stage of his development.

We should recognize the fact that this is a distinct advance and should plan our work accordingly. The kindergarten would only be carrying out Froebel's suggestion if it did so. If the kindergartner should become acquainted with the work of the first and second grades, she would gain an insight into the line of work which the child is expected to follow after he leaves the kindergarten, and, though we would not teach anything merely because it will be of use in the future, we may be able to.

Turning now to the other phase of the topic, What are the reasons for teaching design in the kindergarten? To answer this question we must first answer the larger question, Why do we teach anything? What is the aim of education? Looking at the many and varied answers to this question we find that, right living or adjustment to environment, natural human and spiritual, is the ideal sought. Froebel expresses it "to lead and guide man to clearness concerning himself and in himself, to peace with nature and unity with God." If this is the aim of education it must also be of every branch of education. We teach art not because it may train a few possible artists but because it affords an experience which will broaden life.

If we look at education from the cultured standpoint, we find that the study of artistic expression gives the aesthetic and artistic development which increases a hundred fold the richness of life through the power of the appreciation of the beautiful. If we look at it from the utilitarian standpoint, we find that the study of artistic expression is the means for gaining control of the mental image and trains the imagination. Imagination is at the foundation of all human activity. The power of imagining things as they are and as they would be in different combinations lies at the very root of production and invention. Imagination makes possible the sympathy which governs our relation to those around us. I have heard it said that lack of the picture making faculty was responsible for most of the criminals of the world; that a person who could imagine beforehand all the effects of an act would avoid crime. If the study of art will train the imagination and help men to live better lives, it is well worth while.

Design inculcates the line of order which

is the basis of righteousness. Denman Ross says there is more ethical value in manual training than in the study of a dozen sciences.

For the child of kindergarten age the first of the laws of design is the all important one. Balance and harmony are too subtle to appeal to him but repetition or rhythm is the response to a nature instinct. Life itself is essentially rhythmical. Every bodily and every mental process shows this. Respiration, heart beat and the process of waste and repair are the constant accompaniment of life and if their rhythm be disturbed, pain is the result. Day and night with their alternation of activity and rest have a definite influence on the mind. We might multiply examples by showing how the patter of the raindrops, the ceaseless ebb and flow of the ocean, the growth and decay of plant life, the change of seasons and many other processes of nature are a part of life and have affected man throughout the ages.

It is perfectly natural that children should find satisfaction in rhythmical activities and forms. Design is rhythm applied to the picturing activity.

Groos in his "Play of Man" states that the pleasure which is derived from form is primordial and universal, and he goes on to trace the development of design in the earliest forms of art. In so far as the Recapitulation Theory is applicable, we may gain some knowledge of the child's instructive attitude from the study of primitive life. In the early development of the arts man decorated his person, his pottery and his baskets with representations of the activities of nature. A series of vertical lines represented the fall of rain, a broken line stood for lightning. These show simple repetition though the latter begins to have in it the elements of contrast and alternation shown and in the compound curves for waves, and the alternation of sun and star indicating day and night. As the race progressed there came to be a fuller appreciation of design and mere repetition was supplemented by symmetrical and bi-symmetrical forms arranged with reference to balance and harmony and studied as to proportion, relation to background, and appropriateness to limiting space and object decorated.

In the kindergarten, we naturally begin with simple repetition and alternations which the child happens upon in his play, as

when he places first a tall block, then a short one and repeats the combination. In drawing, painting, and other occupations, the repetition of a unit may be the result of simple efforts of control. We may wish to give the child an opportunity to experience the activity of using a brush and he may just daub, daub, and if by chance on holding it off, he sees a system of arrangement he will try to reproduce it or will vary it for the satisfaction of his instinct.

Simple arrangements in stringing or pasting have a wonderful charm for the child. Even grown people find a certain fascination in stringing beads and similar activities.

After such work involving only repetition, more purposeful design may be introduced and the child may compare different pieces of work and learn that beauty depends upon spacing, balance, and tone as well as upon repetition and alternation. Every design which a child makes should have some excuse for being, that is, it should be made to suit some definite purpose. It must not be a border or ornament **such as** we use on objects but must actually decorate the object itself. The crafts are the basis and initiative for design. Pottery, basketry, weaving, book-binding and metal and wood-working supply the productions which naturally call for decoration and in a school where these industries are taught all the design work would originate in this way. But what about schools where there are no facilities for teaching these crafts? Must design then be unpored upon the children according to the teacher's ideas? By no means.

Most of the failures in the teaching of design result from this very fault. The object to be decorated and the need for the design do not grow out of the life of the children and consequently interest is lacking.

Subject matter and material are in a large degree the outgrowth of the environment and should differ in different localities. For instance, with children whose homes and school rooms were destitute of curtains, we would not attempt to make a border for a curtain. Similarly, we would not lead children who had never seen a rabbit to use this form in a decoration. Of course in both of these cases the teacher may provide the conditions to make the lesson of vital interest. If a window or a closet needs a curtain, nothing could be a better excuse

for a study of design than the making and decorating of such a curtain, and if a rabbit came to visit the kindergarten, it would be very natural to use that unit in design. Lacking such incentives, however, there are always available, articles made of clay, wall-paper, carpets, and curtains for the doll's house, borders for the black board, book-covers, blotters, calendar cards, wall pockets, picture frames, valentines, May-baskets, and boxes and other construction work. All of these objects can be made to suggest decoration which is perfectly legitimate in the kindergarten and primary grades.

When the object to be decorated has been chosen, the kind of design to be used becomes the problem. Dr. Haney says "A design which is to be applied, must primarily consider both the purpose of its application and the nature of the form it is to decorate. The first question must always be: Is the problem a proper one? Should this form be decorated?; and if it should, what shall be the nature of the decoration?"

These questions should be answered by the children after a sufficient study of good examples. Classic decoration as well as artistic designs found in the environment should be presented in order to give the children a wide range of usual material to influence them in the selection of designs for their work. This applies in the higher grades more than in the kindergarten but may be begun even with the little ones as soon as any decoration of objects is undertaken. The children should learn to select their designs according to beauty and fitness and the teacher should guide them in learning why one design is better than another.

Friezes for the room, made by the combined efforts of the class are very good. For these the units should be objects of interest, appropriate to the line of the right for the season or the day. More or less natural outlines should be used as conventionalizations come at a later period. At Thanksgiving a frieze may be made by alternating corn-stalks and pumpkins on a background of soft brown. At Christmas the units may be a Christmas tree and a Santa Claus, cut from crepe paper decorations. In March a windmill and a boat have been used effectively. At Easter a chicken and an egg and, later, in the spring, flowers, animals, birds, or insects may be used.

When the child begins to abstract the principle of design from the embodiment of it, he begins to love art for its own sake. I believe this comes later than the kindergarten period, but we may help the children form habits of artistic expression as a foundation upon which the grade teachers may build.

I leave it to you to decide which of the two phases of design is the more educative and which you will use but I would remind each one that we are not true disciples of Froebel unless we present to the children that which serves to awaken self-activity in its broadest sense. Whatever the form of the work it must be self-expression. Only thus can we hope to make the children truly artistic.

Summary.

There are two distinct phases of design:

1. Making symmetrical figures, borders, etc., with the traditional kindergarten material.

2. Decorating definite objects with designs studied from the standpoint of art.

The first form of design was described by Froebel but it seems that his spirit has not been imitated by those who use forms of symmetry in uninteresting sequences. These are not educative when given in the usual way. Children do not use sequences as adults do because they can not understand the underlying philosophy.

The second phase of design may be made the outgrowth of the children's own experiences, and therefore allows great opportunity for development.

We teach art to broaden the children's experience and help them to live. Art trains the imagination. Imagination is the basis of all human activity.

Design should teach the laws of repetition, balance and harmony. Repetition is natural to the youngest children because rhythm is fundamental to life. Balance and harmony can be taught in the grades better than in the kindergarten.

The crafts are the natural basis for design. Where these are not taught, objects made by the children should be decorated or friezes made for the room, curtains, etc.

Whatever the form of the work, it must be self-expression. It is the process, not the product that counts.

DAY BY DAY WITH NATURE—FOR THE KINDERGARTEN AND PRIMARY GRADES.*

MARY A. PROUDFOOT, A. M.

Subject: The Bee, with Suggested Occupations.

A walk in the garden.

I. Observe the bee in a garden to determine her mission.

Trace one if possible, from flower to hive. This course could be done easily if a hive were in the garden. Allow the children to taste the nectar from the flowers, and afterwards honey taken from a hive. In some mysterious way she changes the nectar into honey.

II. Observations of the bee's return.

Watch the arrival and alighting, and observe the entrance into the hive. Procure a frame of honey to be afterwards used in the kindergarten.

III. Use of honey.

Let the children prepare a table for a little spread out under the trees in the kindergarten yard, or at the home of one of the children, decorating the table with the blossoms the bees have been seen to visit most. Through the actual use and contact with the honey, as with all other things of their environment, children will unconsciously learn the characteristics of things, their use, and where they come from. If the children have no access to bee hives directly, much can be learned by a visit to field or park.

IV. The work of the bees as seen in the observation hives. (See the primary plan immediately following this program).

It may be difficult for kindergarten, or even primary children, to detect the queen bee among several thousand in a colony, but they can watch the bees busy at their tasks. They can also examine a section frame and be shown the honey cells and learn that some are reserved for the breeding of workers and drones, and perhaps they may be able to discover those larger cells, constructed for the rearing of the new queens.

V. Observe and make a model of an old fashioned circular bee hive, the kind made of straw and known as a skep. Each child can easily make one by twisting straw into a rope, and then coil it into shape, by sewing each round of straw together. Such a model might be made of raffia.

Uses of wax for various occupations.

a. To wax thread.

The most simple use of wax is for the waxing of thread. See the shoemaker wax his thread, and let the children wax strings for their kindergarten beads. Mother also uses bees wax to wax her irons, just like the laundryman.

b. Furniture polish.

A practical furniture polish can be made by a mixture of turpentine and bees wax and the children will be glad to polish the kindergarten chairs and tables.

c. Dip-candles.

It will be interesting to learn how the grandmothers of olden times made dip candles. This can be done by dipping string into hot melted bees wax, exposing the string to the air after each dip, until the wax hardens.

d. Molded candles.

The best candles are made however, by pouring melted wax into little paste-board molds. The molds can be made of old postal cards. Cut the card into the size desired, and make a hollow cylinder leaving one end open and one closed. Through the closed end draw a string which will be drawn through the center for the wick. In pouring in the wax, the string will have to be held in place. When the wax is cool, pull off the paper mold. These candles can be saved till Christmas time, when they can be used on the Christmas tree.

e. Wax modeling.

This is an interesting occupation, but as bees wax is not plentiful, each child can only be given a small quantity, and should only be asked to model a very simple object.

f. Waxed floors.

Some children will have seen wax used to polish floors, or they themselves may use it to give a finish to any little wooden boxes made by children in the primary grades.

Stories:

Emilie Poulsson's *In the Child's World*.

a. *The Rhyme of the Idle Boy*—Emilie Poulsson.

b. *Solomon and the Bees*—J. G. Saxe.

c. *Edith and the Bees*—Helen Keller.

E. Wiltse's *Kindergarten Stories and Morning Talks*.

a. *The Bee Pockets*.

b. *The Queen Bee*.

Songs:

W. H. Neidlinger's *Small Songs For Small Singers*.

The Bee.

Jessie Gaynor's Songs of the Child World.

The Bumble Bee.

E. Reinecke's Children's Songs.

To the Bee.

Poems:

Mary Lovejoy's Nature in Verse.

a. The Song of the Bees—Marion Douglass.

b. The Busy Bee—Isaac Watts.

c. To a Honey Bee—Alice Cary.

Frank Dempster Sherman's Little Folks Lyrics.

Jester Bee.

PLANS FOR PRIMARY GRADES

Subject: The Bee with Suggested Occupations.

In the kindergarten, the children became acquainted with the work of the bee and grew familiar with the products through their use. The children of the grades can more completely enter into the life of the colony, and appreciate the miniature ideal community, where there exists a common interest, each bee contributing to the one store, a harvest to be shared for the good and prosperity of all. They can trace the complete cycle of the bee's experience from the long summer days of industry, to the winter's period of rest and luxury.

The only method for this study is that of direct observation. The W. I. Root Co. of Medina, Ohio, will ship observation hives filled with Italian bees, for prices ranging from one to four dollars, according to the size of the hive. A description of these hives may be found in the Nature Study Review for May, 1905, page 112. These constructions are provided with glass windows which enable children to watch closely the movements of the bees. There is also a wooden case which fits over the hive, for bees do not like the light, and when not being observed, should be covered. If this is not done, they will cover the glass themselves, with beeglue. In placing one of these hives, it should be set in a second story window on the quiet side of the house. The entrance should be turned toward the window, and the latter raised sufficiently to

allow the bees to pass in and out. Boards can be inserted beneath the sash on either side, to exclude the bees from the room.

The Use of Tongue and Antenna.

Those members of the colony which will first interest the little observer will be the "busy-bees" or the workers and the first problem will be to find out what enables them to sip the nectar. Watch and see how they unfold a long black tongue from under the head. It will soon be discovered why this tongue is of such length, for when the bee seeks honey from flowers like the slender honey suckle, the tongue can probe down into the narrow blossoms much deeper than the bee herself can go. Can the children find out what seems to guide the long tongue to its treasure? Notice the trembling feelers or antenna, which like so many fingers feel the way. The antenna are also of use to the bee in helping her to recognize other bees, when they lock antenna; then, perhaps, that is their way of greeting one another.

The Honey Sack.

After finding the honey the next question is how the bee carries her store. If it were possible to see a bee resting upon a window pane, the light shining through the body would reveal the sack, but as this occasion would be rare, the children would probably have to be told the fact and also that it takes several trips even to fill one cell.

The Worker Bee as Collector of Pollen.

Watch the bee draw herself over the flowers, as if she were searching for something. Whether it be for nectar or not, she becomes covered with the dust or pollen from the flowers. If the opportunity allows, it will be interesting to see the bee brush off the pollen with the brushes on her legs. This pollen she rolls together and puts into a pocket in each hind leg. Why does the pollen cling to the bee?

This pollen is saved by her and before it is put into the cells, a bit of honey is kneaded with it and thus the bee makes bee bread. Show some of this to the children; let them taste it. It is bitter and of a brown color. This is made for the young bees and is the first food given to them after they are hatched.

The Colony.

Observe the bees in the hive; the plan and construction of cells, and the uses of the same for honey, bee bread, and breeding. How do bees make wax? Wax is an excretion sweated from the pores between the abdominal segments of the workers. This they scrape together with their feet and convert into comb with their jaws. These segments or rings can be counted by the children and it would be interesting to call their attention to the process of cell making. The bees' honey is sweeter than the nectar gathered from flowers, but how it is thus changed is quite a mystery.

The Queen Bee.

Among so many, it is difficult to single out the queen, so that possibly it will be best to study a picture of her, comparing this, with the real workers and drones that can be seen. She has no honey sack or brushes to gather together the pollen. She has brushes, to be sure, but these she uses to make her toilet. Her wings are small; her tongue short. The queen uses her sting as her egg placer and seldom as a weapon. The workers are her daughters, the drones, her sons. Her mission is to lay eggs and it is always the duty of a crowd of her daughters to caress and care for her, for she does no other work and is even fed by them. They make a special sweet jelly which they feed her.

Bee Eggs and the Work of the Nurse Bee.

When the queen lays an egg in a cell, a larva or tiny worm-like creature hatches out in three days. The little larva is very hungry then, so the nurse bee makes a kind of bee milk and fills the cell with it. Soon the larva grows so large it almost fills the cell, and when this happens, the nurse stops feeding it, and covers it with a little wax coverlet. The larva then spins a cocoon for itself and changes into a pupa, or beedoll, (really a chrysalis), but it lies still only for a few days, then awakes, bites a hole in the coverlet, and steps out a perfect bee. The nurse bee feeds it bee bread then, but it is soon strong enough to wait upon itself, and if the bee is a worker will begin life at once by doing the duty of a nurse to a hungry larva.

The Drones.

These are the brother bees. It will not

be so difficult for one of these to be obtained for study. They can not work, since they are not prepared with the proper facilities. The drone has no honey sack, his tongue, too, is short and he has no pockets for gathering the pollen, so that he must be excused for not being as industrious as his sisters. His real mission need not be referred to, till a somewhat later period.

What Bee Swarming Means.

In early summer when the colony becomes uncomfortably large and new queens are most ready to step forth, the old queen goes forth from the hive followed by many workers, to seek a new home. She first lights on a branch and all of her companions cling to her in quite a crowd. It is then that they may be shaken into a new hive, and thus induced to stay. Read John Burroughs' "An Idyl of the Honey Bee," which tells about how to hunt for the homes of wild honey bees. When children can not have an observation hive, they may be able to visit a bee-keeper.

"THE BUSY BEE."

The following is intended to illustrate how a nature study story may be used to present a resume of the facts the children have observed. The story thus serves as an ideal review; containing familiar facts, with just the new element of story hunt to make it sufficiently impressive.

Children, have you ever heard of a bee's hive in the hollow of an old tree? The door of this house is often only as large as a little mouse hole.

A dark house it would be for you or me without a single window; but the bees like it, after being in the sunshine all day, for each one has more than a thousand eyes, and can see just as well in the dark as in the light.

A bee hive is neat, too, for the bees have a place for everything. If we could go into their house, we should see neat rows of wax baskets, some filled with the bee bread and some with honey, while still others are used for babies' cradles.

Now, how they get these wax baskets is a secret. All I know is that when they need new ones, they have a honey party, eat all the honey they can, and then taking hold of hands, hang themselves up and go to sleep. One might think perhaps a

dream-fairy brought the wax to them, for when they wake up they find wax enough in their vest-pockets to make all the wax baskets they need. In bee language, however, we must not call them baskets, but cells.

I must not forget to tell you about the mother bee, for the bee children love her far better than anyone else. They take such good care of her that they do not let her do any work, and even feed her beejelly, which is far sweeter than honey. But you will not wonder that they love this queen bee, when I tell you that almost every day she lays little bee eggs in some of the cells and these eggs are always hatching out new sister and brother bees.

The youngest of the workers watch their turn to be little nurse bees and take care of the babies. You would, however, never guess what a baby bee looks like—not like a little bee, but like a small, white worm that is not even called a baby bee, but Larva. Larva is the baby bee, however, and as soon as it comes out of the egg, the little nurse bees feed it from their own mouths with bee milk. Ah, but that milk is sweet, sweeter than honey, and in no time the funny little thing grows so fast it becomes almost too large for its cell. That would never do, so the nurses stop feeding Larva; and knowing that babies always sleep a great deal, they make a wax coverlet and cover little Larva up in a wax cell.

If Larva were like our baby, it might feel lonesome and cry, but instead it pulls a fine thread out of its mouth and weaves itself a tiny silken gown, and goes to sleep for two or three days. During these days, it grows to look very much like a doll, but the little nurse does not know anything about this. What if she could look into that covered cell? But the doll is a live one and wakes up after a while, and tired of lying so still, bites a hole in the coverlet. Then it steps out of its doll dress, and finds itself no longer Larva, but a lovely bee in a velvet gown of black and gold. The nurses next quickly feed it bee bread, and it is not long before the young bee is not only as large as its sisters, but just as strong.

Oh, how many workers there are in that hive! All day the bees fly in and out, busy as bees ought to be. There goes a big sister, Miss Bee, with all of her companions. Miss Bee is not going out in order to gather nectar this morning, but to go to the

millers', to Mr. Dandelion's, who keeps yellow flour.

"Buzz, buzz," says Miss Bee; "please give me some of your yellow pollen," (for that is the name of the bee's flour), "I need it, for I must make bee bread this morning." "Take it all, all my pollen," said Mr. Dandelion, "but where will you carry it?" "Right here, in my back pockets, I have one on each side. Look, here and here," said Miss Bee, and first with one back foot, and then with the other, she filled her pockets till they bulged on either side like any boy's. Now, the secret of Miss Bee's bread making is that she mixes honey with her pollen. This makes sweet dough, and it hardens. Perhaps some of you know what that brown bread tastes like.

If I were a bee this very day, the most fun of all to me, would be to go out for nectar. Just think of dipping deep down into a morning-glory cup! Only see Miss Bee this moment.

"Buzz, buzz, Mrs. Morning Glory," says she, "will you give me some of your nectar?" "Aye, aye, my pretty maid," replies Mrs. Morning Glory, "come into my blue house and you will find plenty of nectar, way back on my pantry shelf. But I am afraid you cannot reach it, Miss Bee." "Just watch me, Mrs. Morning Glory," and she begins to unfold a long but dainty tongue, which she has tucked under her chin. Longer and longer it grows, until at last, it reaches the treasure and sucks in a tiny drop, which goes into the little honey sack which every worker bee carries in her little inside, right under her velvet jacket. A bit of that drop she swallows for her own dessert, but most of it she puts safely into her honey-sack, and when she reaches home, stores it away in one of the wax cells.

Now if I were a bee, I should visit the flowers all summer long, and sometimes I should want to fall fast asleep in a beautiful lily cup, but then, if I did, my mother could not call me a worker, and if I were not busy the other bees would be sure to call me "drone! drone! drone!" A drone you know is the brother bee who does not work, but poor thing how can he, for he has neither honey-sack nor pockets. He could not gather nectar if he tried. Who then, would gather nectar if he tried. Who, then, would toil of the summer could enjoy a long winter's rest in the hive with the good queen mother?

SUGGESTIONS FOR THE KINDERGARTEN AND PRIMARY

BERTHA JOHNSTON.

Kindergarten has opened once more and children and teachers are happy to meet again after the summer's experiences. Teachers who have had good training will prefer to be self dependent in planning their program—but even those who are most independent are pleased to gather suggestions from different sources, which they will use as occasion demands and judgment dictates.

The Kindergarten Magazine has frequently published a day by day, or a week by week program, in response to demands from many quarters. It has done this, often under silent, and some times under expressed protest—lest the young kindergartner be tempted to use the outline as an end rather than as one of many means to a desired end. In this article we will attempt no fixed outline, but rather give a few suggestions some of which may be of value to teachers in any grade, and which the kindergartner may use or discard according to her own plans and purposes.

There will be a few ideas given in connection with different gifts for use in the play circle, apropos of various "points of departure." Many kindergartners will choose the "home" for the "point of departure," that being the center of things for the very little people. As many sensitive young children find the first few days very hard—being unused to so large a family, so many unfamiliar faces, it would be well to help them project themselves by centering attention in the "baby." There is likely to be a baby in very many homes, and if not in their own, in that of a neighbor or a relative.

Talk of the family, in the morning circle—who help make the home, father, mother, brothers, sisters and baby. Sing the finger songs—teaching them of course gradually, and choosing such as meet your own immediate needs, and if the children appear to suffer from self consciousness, ask them if they would like to learn a song to sing to the baby at home, or learn a finger play to teach to baby.

It is well to have dolls in the kindergarten. Let the children bring their own dollies. Sing the finger plays point out the dollies. Sing the finger plays, pointing out the dollie's fingers. At some mother's meet-

ing tell the mothers how they may make dolls out of cotton goods, painting in the features, etc. Miss Harriette M. Mills of the New York Froebel Normal has each of her class of students make and clothe a doll, and it is interesting and instructive to see what a variety are forthcoming, and how each one discloses the character of the young woman who makes it.

In the play with the dolls, one or two facts may be impressed upon childish minds which may save much future pain. For instance, it is said that a large proportion of blindness in adults is preventable being due to carelessness with the eyesight of children. Therefore, in the circle, let a child carry a doll-baby, or wheel it in the carriage. Let the teacher ask the play-mother—Is dollie quite comfortable? Are her pillows fixed right? Are you sure the sun is not shining in her eyes? Then, in a natural, nondictative manner, tell the children that we must always be careful that the sunlight does not shine in baby's eyes. That, just as baby cannot eat the meat we do, or lift the heavy things that we can lift so easily, so baby's eyes will be burnt by the light which our own strong eyes can endure very well. Then, see that the dollies eyes are thus protected, and occasionally through the term, when you see the children playing with the dolls, ask, half playfully, are you always careful to keep dollie's eyes from the bright light? Such little hygiene talks should be given in no set manner, lest by making the point too emphatic you tempt the children to experiment with baby's eyes.

On a circle, or in a corner of the room, a bed or cradle can be made for dollie, with the chairs—here again see that dollie's eyes are shielded from the light.

At the table, plays with the gift balls may be taught the children so that they may teach them to baby, although few children will have the balls at home.

The second gift may be used as a cradle or a doll carriage, with the ball for the lively baby, the cylinder and cubes, the stove where you cook baby's food.

The third gift may be transformed in succession (starting from baby's house) into baby's high chair, baby's crib, and baby's carriage. Cut paper dolls of brown paper, and use little china dolls to fine purpose to these plays, in the child's eyes. Similar objects may be made of the other gifts. Different teachers may work out the series,

each in her own way, either dictate or suggest to the children.

In weaving with the older children, weave coverlet for baby's carriage, or turn mat up into baby's basket.

In cardboard modeling make simple box which mounted on cardboard legs will be crib for baby—older children can cut and paste a high chair. By experimenting the inexperienced teacher will find herself developing in equal ratio with the children.

From her paper-folding series let the teacher select one associated with baby and then give practice to the little ones in the forms which lead up to it. It is instructive to the teacher to give, perhaps a week in which, each day, some one material is used, and observe how the children learn its possibilities. For example, give a week, one period each day, to weaving, or to paper folding, series could include baby's table cloth, baby's first book, (teach a song to sing to baby); the window from which baby sees many pretty, moving things; the tunnel, or bridge, under which roll a marble for baby's amusement, baby's chair, etc., in the salt cellar series we have baby's cup and saucer.

Summer Experiences.

Some kindergarteners may wish to begin the year with a rehearsal of the summer experiences. The children who have been in the city all summer may be able to tell of summer school or playground joys, while out of town children will tell of travel by carriage or rail or motor-car or hay rides and picnics, and sails upon the river or sea.

In the city, the small boy who daringly or sometimes, alas, maliciously runs in front of motor-car or trolley, is the despair of the motorman and the conscientious chauffeur. Perhaps, we may be able indirectly to help the children to assume a different attitude to those who drive these swiftly moving vehicles.

On the circle, the teacher may tell the story found at close of this article being careful not to so emphasize the dangers of confronting the cars, that the venturesome or contrary-minded child will forthwith go out and tempt Providence.

After the children have told of travel by rail or boat they will be glad, as always to play "train." Let some children be the automobile and mark off with chalk the dangerous grade crossing, station a child as flagman or sometimes play that there is no flagman; as the automobile approaches the

crossing have the careful trustworthy owner, get out, walk to crossing, look up and down tracks and then signal that it is safe to cross, or, perhaps, that a train is coming. Emphasize the caution and trustworthiness of the chauffeur.

Instead of a train, vary by having a trolley, with a very careful motorman who feels responsible for the lives of the people in his car.

At the table, with beginning children who are learning the colors, let the red, green and yellow balls represent the lights on the train or trolley. Have them choose and suspend the ones that indicate the back or front of a car, or that signify different street car lines.

Out of second gift blocks build a car barn, and let the boxes be trolley cars, with the ball for passenger and the cylinder for steady motorman. Slide the boxes from child to child along the table having them stop at times to let passengers on or off, or to see if crossing is safe.

Either gifts may be used in same way, and elevated grade crossings may be built as well as bridges and tunnels and depots.

THE DOCTOR'S MOTOR-CAR

By BERTHA JOHNSTON.

There was once a Doctor who was very fond of children and so, nearly all of the sick people he visited were little folks. He had so many calls to make one summer, that he decided to buy an automobile. He found that he could manage with this to see a great many people in one day. And the children were always so glad to see him because he was always so merry and jolly that it did one good just to look at him or hear him speak or laugh.

But one week he had so many calls to make that when Sunday came he thought he would take his own wife and little baby out for a rest and ride in the country for he was really very tired himself. He told his chauffeur, therefore, that he might have Sunday for a day of rest and he would drive the car himself.

Soon they were in the country having such a good time, looking at the green fields and the wild flowers and the beautiful clouds in the blue sky and the river far, far away in the distance.

Now it happened, that, not long before, a careless man had been walking along the road carrying the box in which were the remains of his lunch, papers and crumbs

and parings of fruit and strings, and he tossed these across the road into the bushes but some fell into the road and among these was the bottle in which he carried his coffee. This broke as it fell, and the pieces of glass fell right into the road, directly into the way of bicyclists and automobiles.

And now comes our Doctor with the baby and its mother all so happy, never dreaming of the glass in the road. On, on they come, when suddenly "look out, Mister, calls a voice and down from a tree swings a boy. "There's glass in the road," he said, "and if you don't look out that pretty cooing baby of yours will have a tumble or perhaps get home late for supper and bedtime." "Thank you, my boy," said the Doctor, in his merry way. "You are a man and a gentleman and I hope some day you may have a machine of your own," and then he left his car and he and the boy tossed the glass into the grass by the wayside where no cars or carriages would be likely to run over it. Then the Doctor drove on, thankful indeed that he did not have to spend long hours in mending his wheels or any broken bones. Soon after, they turned homeward and the fresh air had made the baby so drowsy that when they reached their house she was sound asleep and they undressed her and put her to bed without waking her up.

The authorities of the school of St. Cyr, France, propose to publish a historical account of the school, and have requested certain information of the War Department relative to the parties from the United States who attended the school at different times from 1863 to 1893, and as the persons in question were not connected with the military service at the time the Chief of Staff is endeavoring to locate the individuals with a view to obtaining the information the school authorities desire.

The names sent Gen. Bell so far concerning whom the requested information is desired are Burthe, 1863-4; Jones, 1864-6; Slidell, —; Harden Hickey, 1874-6; J. H. Baron, 1898; Crosbey, 1879-81; Charde, 1891-3.

Information relative to any of these persons or others from this country who attended the school at St. Cyr at any time should be sent to Major Gen. J. Franklin Bell, Chief of Staff, in order that their biographies may be included in the publication in question.—The New York Times.

MUNICIPAL PLAYGROUNDS IN MANHATTAN.

CAROL ARONOVICI.

Freedom and opportunity to play is an inalienable right of childhood. Slowly society is awakening to its duty to provide its children with time and facilities for wholesome play. This problem becomes more pressing as population increases and open breathing and play spaces are replaced by the crowded tenement or skyscraping office and factory building. In New York the records of the Juvenile Courts, the roll of the penal institutions, the records of hospitals and schools, the daily list of accidents show the fruits of the crowded tenement and the street playground.

The recent organization of the Playground Association of America shows that public spirited people are awake to the importance of the problem. Chicago, Boston and Washington are in a fair way toward its solution. In Manhattan the congestion reaches its climax. The question is what is Manhattan doing for its 80,000 children and is she doing it economically, progressively, efficiently? These questions we shall try to answer in the following paper.

History.

In 1887 a bill (1) was passed by the legislature, and approved by Mayor Hewitt authorizing the City of New York to spend \$1,000,000 a year in acquiring small parks, in each of which a playground was to be constructed and equipped. This law remained a dead letter until 1895, when new legislation (2) provided for the purchase of two small parks within two years from that date. The sites were purchased and the houses demolished; but the grounds were left a heap of ruins. Finally, in 1900, the Outdoor Recreation League obtained permission to level off the ground and make it possible for the children to play upon it. This was the beginning of municipal playgrounds in Manhattan.

Since 1900 the Borough of Manhattan has established, and opened in rapid succession, eleven playgrounds. Some of these were placed in parks already in use; for others, new parks were created.

Cost.

The establishment of these parks entailed a total expenditure of \$12,643,991.51, dis-

tributed as follows: (1.) Chapter 676 of the Laws of 1887 (2) Chapter 293 of the Laws of 1895.

Hamilton Fish Park.....	\$ 1,719,455.00
Thomas Jefferson Park.....	2,748,122.00
Seward Park	1,811,127.00
Corlears Hook Park.....	1,370,421.00
Tompkins Square Park.....	93,358.00
Hudson Park	533,705.04
St. Gabriel's Park.....	1,034,711.00
DeWitt Clinton Park.....	1,272,385.00
John Jay Park.....	388,534.00
East River Park.....	522,118.88
Chelsea Park	1,200,000.00
Total	\$12,693,936.92

Adequacy.

That eleven playgrounds are wholly inadequate to the needs of the people of Manhattan Island there remains no doubt. With its 2,112,380 people at least 800,000 of whom are between the ages of four and eighteen, Manhattan has more than 190,000 persons (or about 70,000 children to a playground). The following table shows not only that Manhattan has fewer playgrounds in proportion to its population than other cities considered, but also, what is perhaps of even more significance, that Manhattan's density of population is much greater than any of them.

TABLE.

Cities	Population	Number of play-	Number of play-	Density of population
		grounds	grounds	
Manhattan, N. Y.	2,112,380	11	192,634	131.8
Chicago, Ill.	1,432,315	13	148,640	16.8
Newark, N. J.	272,950	3	90,983	19.3
Boston, Mass.	588,482	16	36,780	23.9
Louisville, Ky.	219,191	6	36,531	16.7
Portland, Me.	53,493	2	26,746	3.9
Washington, D. C.	298,050	20	14,902	7.8

*See New York State Census for 1905.

It is the congestion more than the size of a city that makes playgrounds necessary. The table shows that Manhattan Island is almost six times more crowded than Boston and over seven times more crowded than Chicago. This means that the Manhattan children must share the scanty space unoccupied by tenements with a great many more children than do those of other large cities. Almost unknown here are the delights of the vacant lot and every year sees more and more children crowding into the narrow dangerous streets.

Nor are the playgrounds large and commodious spaces. The eleven small parks containing playgrounds cover a total of seventy acres, but of this only twenty-four acres are devoted to the playgrounds. The

following table shows what part of each small park is occupied by playgrounds:

TABLE II.

Total area of the parks in which there are playgrounds and the actual area occupied by the playgrounds proper.

	Area of Park	Area of Playground
DeWitt Clinton Park.....	7.4 acres	3 acres
Thomas Jefferson Park.....	15.5 acres	9 acres
Wm. H. Seward Park.....	3.3 acres	2 acres
St. Gabriel's Park.....	2.9 acres	1.5 acres
Corlear's Hook Park.....	8.3 acres	2 acres
Tompkins Sq. Park.....	10.5 acres	1.5 acres
East River Park.....	12.5 acres	1 acres
Hamilton Fish Park.....	3.7 acres	2 acres
Hudson Park	1.7 acres	.5 acres
John Jay Park.....	3.0 acres	1.5 acres
Chelsea Park	1.0 acres	.25 acres
Total	69.8 acres	24.25 acres

Distribution.

The playgrounds and park kindergartens must be located within easy reach of every child. The children of the tenements cannot afford to ride on street cars and even the delights of the playground will not induce them to take long journeys on foot. (See following table). Moreover, they hesitate to cross busy and crowded streets and they will not willingly go into the territory occupied by people of other nationalities than their own. All these considerations should be borne in mind in determining the location of playgrounds.

TABLE I.

Showing the radius of the playground attendance.

Playground	Distance of Home from Playground				Total No. of children questioned
	Less than 4 Bl'ks	4 to 6 bl'ks	7 to 10 bl'ks	10 and over	
Hamil. F. Pk.	85	31	4		120
Tompkins Sq.	99	29	3	2	133
Seward Park.	172	36	7	3	218
Thos. Jef. Pk.	178	42	8	2	230
Total	534	138	22	7	701

The figures given above show that out of the 701 children attending the playgrounds during the investigation 534, or 76 per cent, live less than four blocks away from the playgrounds.

It is, therefore, evident that the advantages of the playgrounds are enjoyed only over a limited area and that with the playgrounds as few as they are, most of Manhattan's eight hundred thousand children are still dependent upon the dangerous streets for their free play.

With the increased density of population, the homes become more and more sunless and airless and the play space more and more scanty. It is evident, therefore, that playgrounds are most needed in the con-

gested districts of the city. Have the Manhattan authorities borne this consideration in mind in determining the location of the playgrounds?

In a very general way they have. Figure 1 shows that the west side with its population of 901,423, but with an average density of only 93.3 persons per acre has two playgrounds, while the more crowded east side has nine. Within the east side, however, the distribution has not been so wise or so equitable. The east side, south of 14th street with a population of 602,975 and with 432.9 persons to the acre has four playgrounds, while the district north of 14th street with a population of 598,295 and an average density of only 211.2 persons per acre has five playgrounds. When we consider the smaller divisions of the city the injustice seems even more marked. For example, Ward 8 with a population of 727.9 to the acre, the most densely settled district in the city has no playground, while in the same region Ward 6 with a population of only 397.6 persons to the acre, and with one exception the least populous district of the lower east side has a playground, and Ward 12 with 465 persons to the acre has two. While no section of the city has too many playgrounds, some districts where they are most needed have been entirely neglected. The result is that although Manhattan has spent more money on playgrounds than any two cities in the country the benefits have been far from proportionate.

In Manhattan with its constantly increasing land values the solution must lie in the acquisition of small but numerous play spaces distributed with due reference to the density of the population, and, in so far as it is possible, within easy walking distance of every home. (1)

(1) In Germany, as is shown by the map on page , the play grounds are small and devoted entirely to the use of the children. This makes it possible for the state to provide a larger and better distributed number of playgrounds. As far back as 1897 there were in Prussia 1985 playgrounds, almost all of which were within less than ten minutes' walk from a school, and, as is well known, the German schools are well distributed, according to the distribution of homes. Germany was not slow to learn that distance is a very important factor in playground distribution, and the splendid results achieved in Germany are undoubt-

edly due to its tendency to sacrifice size to number.

Management.

In the organization of the department, the playgrounds fall into the division of "Playgrounds, Kindergartens, Bathhouses and Comfort Stations in the Parks." The official in charge of this division is an Assistant Superintendent who is not fitted, either by training or by interest, for the supervision of the playgrounds. Moreover, there is nothing but the most general oversight, no plan or system, no responsibility. As a result the attendants who are people of various kinds and degrees of training are permitted to use their own judgment in conducting playgrounds, and to carry out their own ideas whether they are good or bad. Besides, the attendants are frequently transferred from one playground to another with all the unpleasant adjustments which such changes always mean. In short, there is misunderstanding, confusion, and lack of co-operation, all because there is no competent and responsible head to the playground system.

In this connection it may be said that the present method of registering attendance is misleading. Counts are made twice a day, once from the time of opening to 1 p. m. and a second time from 1 to 5 p. m. This system makes the attendance appear well distributed throughout the day, and conceals the fact that during most of the year it is largely concentrated between twelve and one and between three and five. (See Table III).

New York, in the Borough of Manhattan was the first city in the United States to provide its playgrounds with paid and trained teachers. Today the eleven playgrounds are regularly supervised by seventeen women teachers and twelve gymnasium instructors. The yearly salary of the women is \$720.00 and that of the men is \$900, making an annual expense of \$23,040 to the city.

The management of the individual playground is not such as to bring the most satisfactory results. It is the park foreman and not the teacher who is really in charge of the playground. The park foreman has the custody of the supplies and acts as time keeper of the teachers' work. He it is who decides whether the weather is suitable for opening the playground or whether the teachers should be sent home. His author-

ity is often carried to a point where the prestige of the teachers is lowered before the children and discipline suffers accordingly. Because of the legal objection to the employment of teachers by any other municipal department than the Board of Education, the Department of Parks has deprived the teachers of their rightful titles and substituted "Attendant," the name by which the employees about the bath houses and comfort stations are designated. In fact, one order from the Department of Parks to the foreman was found to read "You are hereby directed to acquaint the playground and gymnasium attendants of your gang, etc." The matter of title is perhaps of little importance but it is clearly illogical that persons who are selected to take care of parks should be made supervisors of work which is by nature educational. It is as if the janitor of a school building were put in charge of the teachers there.

The opening hours of the playgrounds are a striking example of bad management and needless expense. Under the present arrangement nine of the eleven playgrounds under the Department of Parks are open the year round as follows: From 10 a. m. to 5 p. m. during October, November, December, January and February; from 9 a. m. to 6 p. m. during March, April and May; and from 9 a. m. to 7 p. m. in June, July, August and September.

It is apparent, from the above schedule, that during eight months of the year October to May the hours of the playground conflict with those in the public schools. The natural result of this schedule is, that between 9 or 10 a. m. and 12:15 p. m. and between 1 and 3 p. m. the playgrounds are practically deserted and the teachers are idle from four to five hours during a day, eight months of the year. The exceptions are very often truant and the attendants are frequently called upon to cross-examine the children who come into the playground during school hours.

An illustration of the distribution of attendance during school hours, as compared with the hours when the children are out of school, is given by the following table, prepared from the attendance in Tompkins Square Playgrounds during several days in February and March.

TABLE.

Showing hours of attendance in Tompkins Square Playground.

Hours	February, 1907			March, 1907.		
	20th	21st	25th	26th	4th	5th
9-12*	10	20	None	10	6	5
12-1	133	110	75	80	125	140
1-3	19	27	15	30	20	30
3-6*	310	210	150	200	150	300
Total	472	367	240	320	301	475

*In February the hours were from 10-5, while in March they were from 4-6.

But if the attendants are occupied only a small portion of the time during the eight school months, their work is doubled during vacation when they are expected to look after five or six hundred children in the course of eight or nine hours. The 1906 report of the Statistician on playgrounds and kindergartens shows that in every case the attendance during the summer was at least double that of the school term, and in John Jay, DeWitt, Clinton and Tompkins Square Playgrounds the attendance was trebled.

While the Department of Parks keeps the playgrounds open throughout the day regardless of the small attendance during school hours no effort has been made to induce the children living near a playground to take advantage of its benefits and keep off the streets. Within a block or two of a playground street gangs may often be observed shooting craps, smoking cigarettes or playing ball, to the peril of passers-by. The records of schools and reformatories and of the Juvenile Court show that street gang amusements are responsible for a great deal of delinquency and crime. While no boy can, or should be brought to a playground against his will, the police, by dispersing these gangs might be the means of inducing them to go to the playground where the surroundings are more healthful and where they would not annoy the neighborhood.

The value of play as an educative influence is so well known and the importance of directed systematic play is so generally accepted that no exposition of these facts is necessary here. The playground should be under the supervision of the Board of Education. To the Board of Education has been intrusted the work of training the children of the city, and it does this according to a thorough and harmonious system. It is of the utmost importance that directed

play be so carried on as to strengthen and emphasize school influence. Unless work and play are conducted by the same department there will be no harmony, no co-operation. The Board of Education is the proper, logical agency. To the Department of Parks has been delegated the important but absolutely different function of taking care of trees and grass.

The Board of Education already conducts a system of playgrounds which quite dwarfs the park's system in its proportions. There were 80 such play-places located in the court yards or on the roofs of the school buildings, and in a few cases, in vacant lots. These recreation centers are conducted in a systematic, scientific manner and in harmony with the other work of the schools. The city, by appropriating money for playgrounds to be conducted by the Board of Education has recognized the educational importance of play. That the same Board of Estimate should appropriate money for the same purpose and recognize in one case the Board of Education and in another the Department of Parks as the proper authority to conduct the work is clearly illogical.

The difference between the school and the park playgrounds can be seen in the equipment of the two types of playground. For purposes of comparison, an inventory of the equipment in Thomas Jefferson and Tompkins Square Parks and a list of the standard equipment used by the Board of Education, are appended. While there is as yet no recognized standard of playground equipment, it is apparent that the word playground is interpreted in widely different fashion by the two departments. The park playgrounds are, as a rule, equipped with the best and most up-to-date apparatus. It is gymnasium apparatus, however, and of an elaborate and expensive nature. It shows that the idea of the Park Department is to provide a place for gymnasium and athletic sports rather than an opportunity for guided free play. The inevitable result is that the playground attracts the professional or would-be professional athlete and becomes a show place, to the exclusion of the children who have not attained to proficiency in athletics. On the other hand, the Board of Education recreation center playgrounds show a simpler but more diversified equipment and one which is fitted to accommodate more children at a given time and to offer them

a greater variety of amusement. As evidence of this the figures show that the attendance at the playgrounds at present under the Department of Parks is considerably less than it was in the same playground five years ago, when they were under the jurisdiction of the Board of Education.

Besides the greater variety of outdoor amusements the recreation centers offer many other advantages—libraries, reading rooms, equipment for quiet games and for manual training and opportunities for conducting clubs. The Department of Parks attempts none of these things in the playground. Some of these activities, because of lack of space, are manifestly impossible. Others, under a more responsible administration, might be carried on successfully. There is no reason why the larger of the parks should not be equipped with buildings for quiet games, baths, and perhaps small libraries and reading rooms.

Manhattan, with her crowded living conditions and expensive land, cannot hope to duplicate the splendid playgrounds of Chicago with their athletic fields, open air and indoor gymnasiums, for men, women and children, swimming pools, etc. The larger of our playgrounds might easily be equipped with wading pools which entertain a great number of children, pleasantly and healthfully and with little risk of supervision. The other features should be kept constantly in mind when we are constructing playgrounds in what are now less crowded parts of the city.

Conclusion.

The close relationship that play bears to education has been recognized by both the Board of Education and the city financial authorities. In spite of this recognition, the playground work is still divided between the Department of Parks and the Board of Education. The Department of Parks has given proof of wastefulness of methods, and of incompetence to conduct the playgrounds in a satisfactory manner. The logical conclusion is that jurisdiction over the playgrounds should be given over to the Board of Education.

In the meantime, the following changes are obviously necessary and possible:

1. That all playgrounds hereafter acquired by the city under the law of 1887 (1) be located with the aim in view of accommodating the most crowded districts.

2. That the playgrounds be situated, as far as possible from busy thoroughfares, so that children may have access from all sides.

3. That in the acquisition of future playgrounds, size be sacrificed to number.

4. That a general, coherent and harmonious system of conducting the playgrounds be adopted.

5. That the playground work be harmonized with the work in the public schools.

6. That the teachers and instructors be designated by their proper title and not by some substitute which lowers the prestige of the persons engaged in the work.

7. That a responsible and competent person be placed in charge of the system and of the individual playground.

8. That the co-operation of the police be secured for the purpose of breaking up street gangs in the neighborhood of the playground.

GUATEMALA SCHOOLS.

The new transcontinental railroad which was opened on January 19 has brought Guatemala much nearer to the United States, and American capital and enterprise are expected to play an important part in the immediate future of the country. Already the people, though as yet little known here, want to be like Americans.

"There isn't a girl in my school who doesn't want to be like the Americans," says Miss Alice Dufour, principal of the girls' manual training school of Guatemala and a graduate of Columbia, who is now in this city. "All of them are eager to learn the English language," she continued, "and while the transcontinental railroad was being built they had a kind of race with the road, all trying to acquire fluency in the language before the road was completed."

Miss Dufour's school was established out of his private funds by President Manuel Estrada Cabrera, along with a similar institution for boys. Only children whose parents are loyal to the administration are admitted, and the president, besides paying the salaries of the teachers, furnishes uniforms for the pupils and everything else required for the successful operation of the schools.

"All the pupils live at the school," said Miss Dufour, "and they attend classes six days a week for ten months of the year. They visit their homes only on the last Sunday of each month. The girls rise at

5 o'clock and breakfast off coffee and dry bread. Then comes another meal at 8, the regular dinner at 11, fruit at 3 p. m., supper at 5 p. m. and coffee and bread at 8 o'clock. The supper is always prepared by the class in cooking, and the chief object of the school is to give the girls a knowledge of how to run a home, a quality sadly lacking among the women of Guatemala and, in fact, all Central American countries. Families of even moderate means have from three to six servants.

"Gardening is also a feature of the school work. Each girl cares for a plot of ground 4 by 10 feet. Here she raises roses, orchids and other flowers on one side of a banana tree, while on the other she grows radishes, lettuce and like vegetables. Seedlings are protected by the giant leaves of the royal palm.

"Cooking, gardening, dressmaking and housekeeping do not take all their time. They also study French, English and Spanish, history, geography, mathematics, elementary science, music and art."

The public school system of Guatemala dates only to the rule of President Barrios, who held the reins of government from 1870 to 1885, and amid the political disturbances that have afflicted the country it has not greatly flourished. One of the first acts of the present president was to revive and rehabilitate the school system. Among other things, he established the "Feast of Minerva" which comes at the close of the school year. It lasts three days, and professors, principals and government officials join the children in celebrating it.—New York Tribune.

ARMY EDUCATION.

The conditions confronting officers and men who have children to educate, are simply pitiful. Many an officer is at this moment in debt, and paying interest on borrowed money, so that he may send his son or his daughter to a good school, or keep them in some city where their education will be continuous and uninterrupted. No matter of domestic economy touches officers more deeply than this of the children's education.

It is true that the public schools of a city, if the post be near a city, are generous in taking boys and girls in, and some do so for a tuition fee; but it is, nevertheless, a fact that an army officer cannot demand local school service as a right, because of

his profession and his residence on a military reservation. Even when near a city, the post is outside of it, and the children spend from two to four hours daily traveling behind army mules to and from the school house.

The so-called "post schools" now established, and to which children are sometimes sent through absolute necessity because of isolation, are a farce, for the officer having the high sounding title of "Superintendent of Post Schools," is generally so fully occupied with other engaging military duties that he can give little or no attention to the school development and system, while the man who is teacher has usually never acted in that capacity before.

Again, officers and men are so changed about that the education of the children is subject to sad and costly interruptions, as they frequently go back one grade in their transfer from one locality to another.

Is there not a remedy for this? West Point represents hundreds of similar, though smaller cases, and these children are as lusty, as loyal and as American as any the nation produces.—Army and Navy Life.

EDITORIAL.

We are pleased to call attention to an association of zealous, public-spirited citizens which has recently been organized in Milwaukee although its scope is national rather than local as indicated by its name, viz.: the National New Education League. Its object is, in brief, the self uplifting of the American nation upon a higher intellectual, ethical, esthetic and universal cultural level by a reorganization of the public school system along the lines of the new education.

Some of the means to this end are briefly outlined as follows:

1. An energetic agitation throughout the United States are the more consistent application of the "new educational" principles, methods, aims, and practice not only in the kindergarten, but as the best foundation for the objective, developing, organic and correlative art of child-culture and soul-evolution, to be continued in pedagogic development through all the stages of the common school work, making of education one unitary living growth under the co-operation of the school (teachers), the home (parents), and the community (district population), as briefly but compre-

hensively outlined in C. H. Doerflinger's booklet "synopsis."

2. The publication of a monthly paper and other literature.

3. The expansion of the league into every district or parish throughout the country.

4. The seeking of a private endowment for a 12 grade "Model New Education Advanced Common School" in which a selected faculty of true educators devoted to this cause shall find an opportunity, untrammelled by political or other detrimental forces, to prove the superiority of the proposed new system over that now in vogue, by the practical results it will attain, approximating those of the high school in the quantity of imparted knowledge, but better as to powers and character.

5. The advocacy of Mr. Doerflinger's plans for the publication of a series of New Education Teachers' Manuals and other needed auxiliaries.

6. The advocacy of a development of the United States Bureau of Education into a well equipped Government Department.

Mr. C. H. Doerflinger has had a movement such as this, upon his heart and brain for many years. Like Froebel, he proved his patriotism by risking his life for his country in the civil war (losing a leg in the great conflict) and like Froebel again, he proved his patriotism still further and in more difficult, discouraging ways, by striving through long years to raise the educational ideals of his city and state.

He was well trained himself in a fine school established upon the best educational principles and has studied thoughtfully the educational systems of Switzerland, Germany, France and Mexico at first hand.

In common with many thoughtful observers of today he feels dissatisfied with the results of our schools. For some reason we are not turning out the children our country needs, either as to character or general equipment to fight the battles of life with honor or success. Our public schools, our private schools, our colleges alike fail in establishing high principles or, disinterested characters in those who graduate from their beautifully equipped buildings and perfect organizations.

From time to time men with high educational ideals have succeeded in establishing and carrying on schools permeated with the noblest spirit of consecration on the

part of the teachers; and guided by wise, courageous and far-sighted leaders much has been accomplished and even the rank and file of the public schools have felt their influence. Notable among these efforts may be mentioned, the German-American Academy of Milwaukee founded by Peter Engelman, the Ethical Culture School of N. Y., founded by Felix Adler, the Cook County Normal School with which Colonel Parker carried on his long battle for the social ideal of the school, the Laboratory School of the University of Chicago in which Dr. Dewey has proved many things, and the Horace Mann School of New York City. Possibly the Ethical Culture School is the only one which fulfills the demands of the present ideal, as for many years it embodied the highest educational theories and was free to all students, but of late years, when the advanced grades of the high school were added it ceased to be entirely free.

The Laboratory School and Colonel Parker's School of Education and the Horace Mann school of New York have fallen under the restricted control of the university organizations and so have lent freedom, and there appears little probability that the public schools which are more and more systematized, should ever secure the freedom called for by the new education, but we believe with Mr. Doerflinger that the times are ripe for an experiment such as he suggests and which has the indorsement of well-known educators.

If one school such as we have named above could in time be placed in every leading city in our country to little by little make its impress upon the main body of the school system it would not but result in vast changes in the tone of modern society. We ask co-operation of all who know the defects of our present modern life, the tragedies enlisted because of the selfishness, low moral ideals and lack of reverence of the average child as well as the children of the very rich and the extremes to join with us in the effort to establish first one such school, then others as rapidly as the necessary funds may be secured. It requires consecration and sacrifice but the promise of a new earth, if not a new heaven, is assuredly worth the cost.

FOLK AND FAIRY STORIES.

RICHARD THOMAS WYCHE, President Story Tellers' League.



IN the child's estimate the stone that the builders rejected has become the chief of the corner. Many a floating fairy and folk tale that failed to find its way in saga and epic, has because of its inherent worth lived through the centuries, and is today the favorite fire-side story of the younger children. The child's interest in "The Three Bears," "Cinderella," "Little Red Riding Hood," "Beauty and the Beast," "Santa Claus," and so on, is a better guide to us than the opinion of the overwise adults in determining the literature he shall have. The stories that gave pleasure and inspiration through the centuries lived while others were forgotten, and we have today the winnowed and selected fairy stories of the world to choose from; but one should know the folk tales of his own land before those of another country. Our children study the geography and history of America before that of India.

The North American Indian and the Negro have furnished us with many charming folk tales. Longfellow has used and idealized many of the Indian traditions in his masterpiece "The Song of Hiawatha," while Joel Chandler Harris has collected and given to us in his faultless dialect many of the Negro stories. The re-telling of these traditions are splendid examples to us of the story teller's art. Longfellow selected his material partially from "Schoolcraft's Collection of Indian Traditions," while Harris gathered his at first hand from the Negroes, and in idealizing these selected and gathered stories, they have written masterpieces that will live forever. Hiawatha with its sweep of imagination, sustained effort and heroism comes properly under the head of an epic, and for charm of meter, out-of-doors life, spiritual and ethical ideals we have no story superior to it. It was the first story that revealed to me the vastness and beauty of storyland, when as their teacher I looked into the eyes of listening children.

For humor, relaxation and pure fun we have no better stories than the deeds of "Brer Rabbit," in the Uncle Remus books.

These stories told as they were by a gray-headed, kind-hearted, old Negro to a little boy who came to his cabin fireside every evening after supper, reveal a beautiful picture of a child race, typified in Uncle Remus, speaking to a child of a more mature race. They understood each other, a child looking into the face of a child. What a unique situation that is: the untaught race becoming the teacher of the educated race. If music, humor, good-natured railery, skillful blending of animal traits and human nature as given in the stories that were told every day to the children of the South, meant an educational impress, we must then duly consider the work of the black mammys and uncles who told these stories to the children by the fireside, in the fields, and under the shade of trees.

The Negro, bringing some of his stories from Africa, getting some from his white master, others from the Indians, and himself creating many on the plantation, has produced a piece of literature that will remain for all time a record of what he thought and felt during his years of servitude in America. An interesting example it is, too, of the unconscious making of literature by a primitive race. When we compare the stories of the Negro with those of other races we see this difference: the Indian's hero was Hiawatha, the Norseman's was Siegfried, the Greek's was Ulysses; but the Negro's hero is the rabbit. Other races had men and women as characters in their stories, but the Negro has only animals. His hero is the harmless and helpless rabbit, who outwits the fox, the lion and wolf. Not by might or power, but by craft he succeeds. If the hero of a race reveals characteristics then the Negro's message to the world is not one of prowess and brute force, but one of a child-like spirituality, as seen in his songs and stories.

The Negro's emotional life, his songs, superstitions, stories, and beliefs in haunts directly by the race that creates its own literature. And since Uncle Remus stories have been published, the literature of the Negro has reached all parts of America, and extends even into Europe. William Morris puts Uncle Remus down as one of the American books he enjoys. While these stories are universally popular, they are because of the dialect, not suitable for language work in the schools, yet the dialect and quaint old English has in itself a charm and educational value. And for pure humor, Ameri-

can literature has nothing better. The boy and girl whose sense of humor has not been developed, who has not been allowed to relax and laugh is not fitted for the world's work. To the extent that we can let down and relax, to that extent we can rebound to higher things.

He who has been giving the child something all day to teach him, needs occasionally to give him a story not to teach a blessed thing.

We cannot go all the time keyed up to the deeds of Hiawatha or King Arthur. When friction and little misunderstandings arise, as they usually do in organized effort, nothing is better for teacher and pupil than to laugh together at the deeds of some character such as Brer Rabbit. An immediate psychic adjustment is made, they have met on a common plane and are for the moment comrades. The atmosphere is lightened, sweetened and purified so that all can breathe freely again. We have more muscles in our face for laughing than for crying. How shall we develop those muscles unless we laugh. To see the point in a story and know when to laugh means a finer and higher form of mental development and culture than understanding a rule in mathematics.

It is rarely that we find stories so pregnant with life as the Uncle Remus tales for they interest both the young and old. The little child enjoys the animal play and talk. Most of the humor is lost on him, and for that reason a simple heroic story is more popular with him. But the adult sees in the artistic settings, the post lude and pre lude, the dialect, the humor and human life, something extremely interesting and amusing. Measured by some standards these flowers of the soil may seem common and unworthy, but those who heard them in their childhood and those who feel the fellowship of all literary art, can see with Wordsworth, in the meanest flower that blooms thoughts too deep for tears. Others have crossed the seas, and climbed the heights of some Mount Olympus to find literature, but Joel Chandler Harris found his in the common life on the plantation; and he has written a piece of literature that will live. As Theodore Roosevelt says of him, "Presidents may come and presidents may go but Uncle Remus stays put."

With the passing of the primitive races and the coming of the printing press, folks tales have had a tendency to die out. * *

If as Froebel has said, story telling is a refreshing spirit bath, then the fairy story is the most popular bath with a little child. But to attempt to give him all the fairy stories now published, English, German, Japanese and Russian, would be worse than not giving him any. Some one has defined a fairy story as a heavenly story with an earthly meaning and in this all good fairy and ghosts, touching the white child at the most impressionable period, left a lasting impress on America and especially on the South; for the children of no other section of the country have had such splendid story tellers and as charming fairy tales told them.

IF.

If I was big I'd have a troop
 An' go an' fight the foe,
 An' lose my arm or somethin'
 Just like my Uncle Joe.
 An' when we'd licked 'em good and hard
 An' won our spurs, why—then—
 I guess you'd see how brave we'd be
 If me an' the boys was men.
 I wonder how 'twould really seem
 To be like Uncle Joe,—
 Do you suppose he's kinder scairt
 When lights is turned way low?
 I think if I was really growed,
 So I could beat a drum,
 When bedtime came and it was dark,
 I'd want my mother some.

THE SWING.

BY ROBERT LOUIS STEVENSON.

How do you like to go up in a swing,
 Up in the air so blue
 Oh, I do think it the pleasantest thing
 Ever a child can do!

Up in the air and over the wall,
 Till I can see so wide,
 Rivers and trees and cattle and all
 Over the countryside.

Till I look down on the garden green,
 Down on the roof so brown—
 Up in the air I go flying again,
 Up in the air and down!

September and October are missionary months with this magazine, during which time any subscriber who renews for a year can have the privilege of sending one copy free for six months to any person not now on our list, the object being to reach more people and interest them in the kindergarten cause. Select some young kindergarten or primary teacher and send the magazine to her as a gift to a friend, or send 25c additional and secure the magazine for a full year for your friend. We will begin subscription at any time; Christmas, if you like.

DRAWING, PAPER CUTTING, FOLDING AND PAPER TEARING FOR SEPTEMBER.

BY LILEON CLAXTON.

The plan of the articles that are to follow on this subject is to find a thought for the month, some nature interest, some study of animal life, more or less definitely connected with that thought, some helper whose work is especially appropriate during the month; to not forget to look back into the days that have gone and even cast the eye forward to the days that are to come. The particular objects chosen will only be suggestive and imply lines of story work and talks, excursions into the world and much self expression on the part of the child. If the materials used be considered as means of self expression rather than materials for illustration, the real purpose will be attained. The results will be valuable only as they enable a child to see and act for himself. Finished work is not the purpose to be kept in mind. If the same object be drawn and then cut free it will help the child greatly to see form and mass. The results will be very much more satisfactory than just to perform the one process with a given object. The drawings, etc., when saved and made up in book form show at a glance the improvement in the work, and if the parents are invited to come each month to see the children's work and compare with others, and finally to take it home it will add greatly to the interest. A design for the book cover would then be one feature of the month's work.

September.

The month of recall; the time when the work goes back to the home and summer joys. This then is a month when home interests appear largely in the drawing, cutting, folding and paper tearing. This also is the month when the neighborhood is searched for some beautiful object to be the subject of conversations, visits and lessons during the year.

The choice of subject-matter depends entirely on the child's environment and development. The feeling for the work and truths presented will be found to some degree in the most benighted districts and in the crudest home life. To be sure, after the starting point of the child's experience is found, the work will lead away from some homes more quickly than others, but the child's experience must be the working

foundation. The mothers and fathers are the helpers to whom we especially direct the thought of the children in September.

The following outline will be suggestive of work along these lines:

Free Drawing.

1. The mother at her daily duties; churning, milking, feeding chickens, washing, ironing, sewing, caring for the baby.

2. The father at his daily duties; driving milk to town, working in fields, etc., conductor, carpenter, mason.

3. The home.

4. The school.

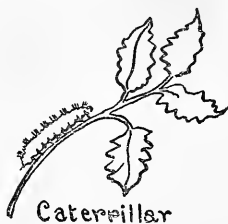
5. Representation of some of the plays of summer time, as fishing, boating, a day at the beach, gathering flowers, trolley ride.

6. Illustration of stories.

Directed Drawing.



Cocoon



Caterpillar

Caterpillar
Cocoon
Animal life.
Some bird that migrates.



Goldenrod
Asters



Goldenrod



Asters

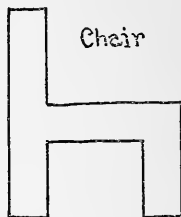


Milkweed Pod

Seed pods
Pears
Peaches
Bunch of grapes
Book cover—Goldenrou and astors
Flowers, fruits and toys brought in class-room by the children.



Grapes



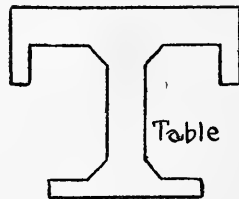
Chair

Free Cutting.

1. This is the time for snipping if the children wish to. But gradually the children will be led from this to a line of cutting, suggested by the teacher.

2. Also plan to have pictures cut from magazines, fashion plates, etc., but the results will of necessity be very crude.

3. The home (cut doors and windows.)
4. Table-cloth.
5. Napkins.
6. Chairs.
7. Tables.

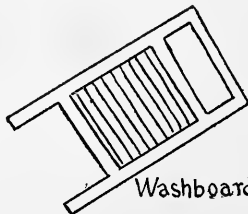


Table

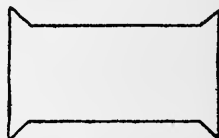


Tub

8. Tubs, washboard, ironing board,



Washboard



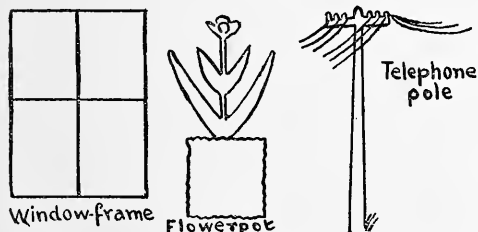
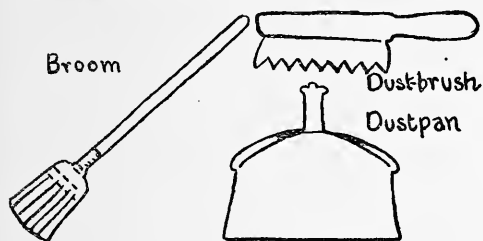
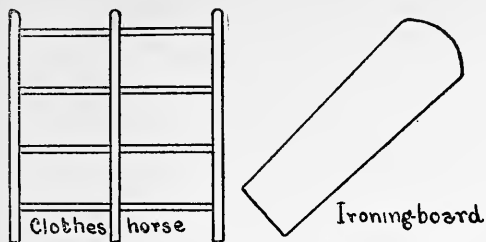
Spool

clothes line full of clothes, clothes horse with clothes on it, spool of thread, dust pan, dust brush, broom.

Drawing and Cutting.

1. Draw a window frame; cut out space

for glass; paste a thin, colored paper on back for glass.



2. Free illustrative drawings of father and mother at work. (These pictures must be kept free from detail, for instance, the father holding a hammer, the mother with a broom, would be good subjects.

3. Drawing a flower; cutting it out; pasting a slat on the back and standing this in a flower pot made of an empty spool covered with crepe paper and tied with a ribbon.

4. A flight of birds on a blue background; cut some birds larger than the others and arrange the larger ones in the front.



Practice Drawing.

.. Street—Add objects of interest.

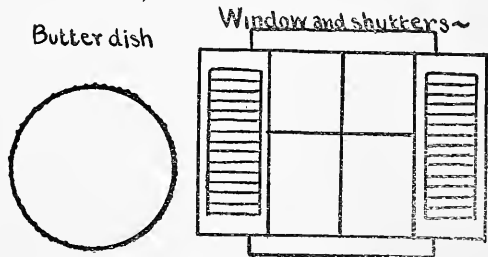


Poles—Add details appropriate, as clothes lines, vines, etc.

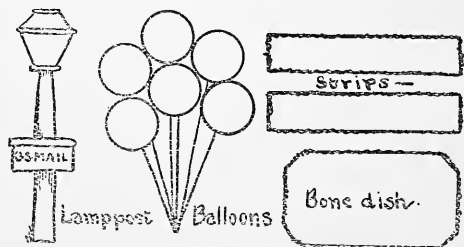
Ball—Add strings to make balloon, etc.

Folding and Cutting.

1. Towels.
2. Shutters—Draw window and paste the shutters.
3. Bed, Bureau, Table, Piano, Chair,



The foundation form is described in a previous article.



Wagon—Farm wagon.

Make barrels by rolling the strips used for chain paper.

If the wheels of the wagon be fastened with paper, fastened so that they "walk," it will add greatly to the charm of the construction.

4. Home and school-house; also based on descriptions in previous articles.

Paper Tearing.



Bouncing ball



- Strips for chains.
- Snips,
- Plates,
- Saucers,
- Bouncing balls,

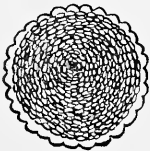
OCTOBER

This is the month of falling leaves and harvesting; preparation for winter both in the home and the world of nature. The farmer sees that his buildings are in repair and the mother begins to look over the winter clothing. The flowers have made their seeds. The fruits are ripening theirs. Jack Frost touches the nuts and the squirrels gather their winter store. The bees have sufficient honey for the long winter months and almost imperceptibly the insects and creatures of the winds have disappeared. Winter is coming and all must be ready. The farmer is the helper to whom our attention may well be directed and as the thoughts of the children are drawn to his activities the spirit of the season may be reflected in the Drawing, Cutting, Folding and Paper Tearing in a variety of ways. The following outline will be suggestive:

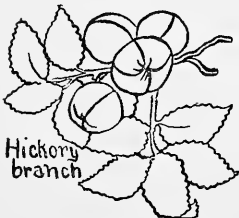
DRAWING

1. Seed pods—to remind us of September and to suggest November.

Sunflower seed-pod



Chestnut branch



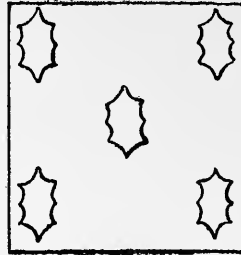
Hickory branch



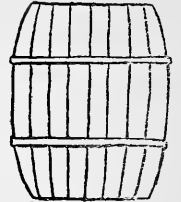
Tree bending in wind

2. Maple Leaf—red.
green.
brown.

3. Oak Leaf—green.
brown.



Book-cover Barrel~

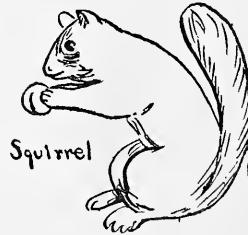


- 4. Chestnut branch, including open and shut burrs and leaves.
- 5. Hickory branch, including open and shut burrs and leaves.
- 6. Different trees in foliage.
- 7. Bare trees.
- 8. Tree bending in the wind.

Apple



Branch with deserted nest



Squirrel

Jack o' lantern



9. Apples—red.
green.
yellow.

- 10. Branch with deserted nest.
- 11. Squirrel—The animal life for November.
- 12. Jack-o-Lantern.



Bare tree

Sheep



13. Book Cover—Maple leaves in colors.

PRACTICE DRAWING

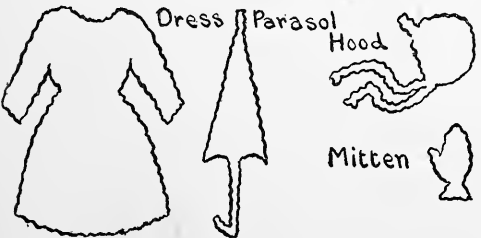
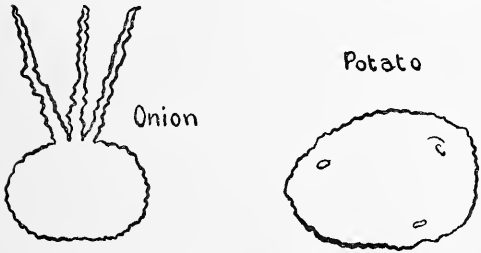
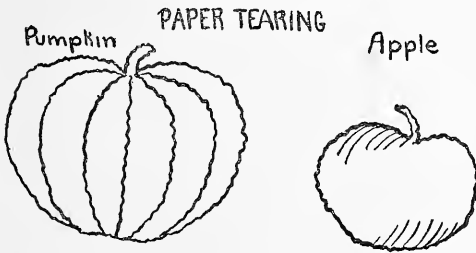
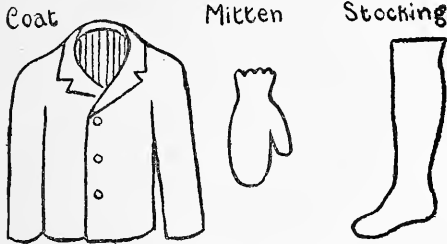
1. Barrel for apples.
2. Bare tree.

FREE DRAWING

1. Illustration of stories.
2. Representation of conditions in nature as colored foliage, falling leaves, squirrels gathering nuts, store houses being repaired, sheep in fields.

CUTTING

1. Apples.
2. Sheep.
3. Sheep fold. (Described in previous article.)
4. Coats.
5. Mittens.
6. Stockings.



3. Fruits.
 4. Chestnut.
 5. Acorn in cup.
 6. Sheep fold.
 7. Hen house on same foundation as sheep fold.
- Draw big windows.

8. Illustration of story work.

DRAWING AND CUTTING

1. Apple tree filled with ripe fruit.
2. Chestnut tree.
3. Mr. Squirrel's family.
4. Mr. Squirrel's home.
5. Sheep to paste on back ground or use in sand tray.
6. Illustration of stories, keeping the pictures simple as a squirrel with nut in fore feet or watch dog.

CUTTING

1. Farmer.
2. Leaves.

You can do kindergarten missionary work at our expense. See announcement first page.

A NEW-FOUND SENSE.

If the eyes of one who had never seen were suddenly opened, the world would be a strange sight. We see not only by means of the physical powers of the eye, but by experience. A blind man whose sight is restored cannot recognize his own wife until he touches her face or hears her voice. A man who had never seen until he was thirty years old has sent to the Problem, a magazine for the blind, a remarkable account of his experience when the bandage was drawn from his eyes in the hospital, and he was, as it were, born again into the world:

"What I saw frightened me, it was so big and made such strange motions. I called out in terror and put out my hand. My fingers touched my nurse's face. I knew she was there, for she had just taken the bandage from my eyes, and I knew what I was touching; but I did not know what it was I saw.

"'For mercy's sake, what is it?' I asked.

The nurse answered me soothingly, taking my fingers in her hand and moving them from her mouth to her eyes, to her nose, chin, and forehead.

"'It is my face that you see. Look! You know this is my mouth—my chin—and these are my eyes.'

"'So I knew that I was seeing what was familiar to the touch of my fingers,—a human face. But the sensation was still one of terror. I seemed so small beside that expanse of human features which was so familiar to my fingers, so unnatural to my new sense.

"When the nurse moved away from my cot, I felt a new sensation, which was so agreeable that I laughed aloud. The nurse came back, but not so close as before.

"'What is that?' I asked.

"'You are looking at the blanket which lies across your feet,' she said.

"'Blankets must be very beautiful things,' I said.

"'It is a red blanket,' she explained.

"Then I thought I knew why people spoke of the beauty of the red rose. This was my first knowledge of colors.

"I saw, and yet did not know that I saw. How could I know at first that those new and wonderful sensations meant the birth of a sense of which I knew nothing except in theory? Of course I was expecting to see; but was this sight—this jumble of extraordinary sensations?

"The dazzling light first convinced me, for I had always been able to distinguish between night and day. But I could not recognize objects with my new-found sense until I had translated into its speech the language of the other senses.

"The one lesson of the blanket was sufficient to

teach me the color, red. Yellow was a different matter. The nurse brought me a cool drink. I could recognize her by sight now. The thing I saw in her hands I knew to be a tray after I had felt of it. Suddenly I felt a thrill of disgust.

"What is that thing on the tray?" I asked. "It makes me sick."

"It is a lemon. You said you liked lemonade."
"Then it is yellow. It is the color that nauseates me."

"Any object close to me looked tremendously large. I had often romped with children, yet when I first set eyes on a baby it looked gigantic.

"The first day I sat by the window I put my hand out to feel the pavement.

"That must be the pavement," I said. "I'm going to feel of it to make sure."

"My goodness!" laughed the nurse. "The pavement is two stories below."

"The first meal I ate was an odd experience. When I saw that great hand with a huge fork approaching my mouth, the inclination to dodge was almost irresistible."—Youth's Companion.

Take advantage of our kindergarten missionary offer. See announcement first page.

Subscribe now and get the magazine free for a friend. See announcement first page.

"Play-Drill." A series of useful physical movements for young children by Annie M. Bennett, with words and music by Alice L. A. Hands. The primary end of the book is "to teach young children to breathe deeply both in the inspiratory and expiratory acts. This is most successfully done when the children are taught to do it unconsciously in the form of play. They are instructed, for instance, to blow away imaginary bubbles or kites and to do this with the utmost vigor. In doing this they are sure to make a complete exhalation, and nature will see that there is a complete inhalation, the little ones being all unconscious of anything but the fun." There is throughout the plan, insistence upon a perfect standing position which recalls Ling's insistence upon a frequent return to his fundamental position which was also one in correct standing. In her introduction however the author makes special concessions to those who for any physical defect may not be able to assume this important position. The selections are arranged with reference to giving all parts of the body their needed quota of exercises. It is planned with sound good sense and a thorough understanding of the child and what he needs and does not need. There are numerous pictures from photographs to illustrate the special exercises and the music compositions are simple, short and expressive. The directions are clear and brief. One picture shows the children sitting on a rug placed in an open court and rowing very vigorously their imaginary boat. There are flower songs, see-saw songs; words to accompany horse and butterfly music, as well as wind songs, swinging, policeman and soldier songs. The closing one is quite up-to-date in that it takes for its subject the "electric cars," as a running exercise. George Philip & Son, London, England. Price 1 s 6 d. The book is well bound in serviceable red cloth and opens easily for piano playing.

"List of Books for the Blind." In 1904 the Board of Trustees of the Brooklyn Public Library voted to establish a Library for the Blind. They found upon investigation, that upon the rolls of the department of Public Charities were 397 blind pensioners, and to each of these was sent a notice of the intention and inquiry as to whether they were readers and if so the kind of type used. For a long time, the Church of the Messiah had main-

tained a library for the blind but recognizing the special fitness and better equipment of the Public Library for carrying on the work they transferred to its care its entire collection of 437 volumes. This formed the nucleus for the present Public Library for the Blind which was opened April, 1905. The collection since that time has increased to a total of 1140 volumes, including 125 volumes of sheet music. Books for the blind are printed in five different types. These are known as: Line, English Braille, American Braille, Moon, and New York point. We are told that the Moon print is especially adapted to the aged, and to those whose sense of touch is deficient, while to those whose touch is normal, New York point offers certain advantages. Since facilities for learning to read are beyond the reach of many individuals the library provides a teacher who gives a regular course of instruction in the home free of charge. Pupils up to the age of 76 have been taught successfully. Oral readings are held three times a week and in addition to its books the library receives four periodicals a week in the four different types. It contains also a number of maps for the use of the blind. In this connection we would mention a suggestion made by Dr. Jaral, the great French physician who became blind somewhat late in life. Out of his own sad experience he has written a book of suggestions for those who are facing this dread loss of sight. He has stern words for those physicians, who knowing that blindness is inevitable fail, out of mistaken sympathy to give the due warning which will enable the patient to prepare himself beforehand for the darkness that is to come. Dr. Jarval gives many practical ideas that will aid the patient in training himself for a certain degree of independence. For himself, being a man of scientific training and familiar with several languages, he finds one of his greatest deprivations to be his inability to continue his studies in the foreign tongues. He therefore highly recommends the translation of all important books into Esperanto which will thus place them at the disposal of the blind of any nation.

Free subscriptions to the magazine. See announcement first page.

In "School and Home Education" for March we find what promises to be a paper of revolutionary tendencies. It is by B. C. Gregor, now of Chelsea, Mass., and is called "The Foundation of Grammar. In 1902, when superintendent of schools, Trenton, N. J., Mr. Gregory conducted a practical investigation to determine what was wrong in present methods of teaching grammar. That something was wrong was certain, according to reports of High School teachers. This study was made by having all of the children from the fourth to the eighth grades inclusive, write a composition on a subject given by the teacher. Each teacher was to follow her customary plan in such work. The compositions were then marked in accordance with a certain detailed scheme, covering 45 different points, and the errors were classified. The results were surprising and seem to indicate that the schools have right along been pursuing the wrong way to turn out writers of good, plain English. There has evidently been much time and energy wasted. A study of this article will help grade teachers to a better understanding of just what the grammatical weaknesses of the children are likely to be and how they may best be corrected. Mr. Gregory believes that the three essential points to be followed at first are: 1. The insistence upon very short and simple sentences. 2. The avoid-

ance of superfluous words. 3. Practice to insure the agreement of subject and predicate, nouns and pronouns, etc. Attention to these three matters would eliminate many common errors which are not necessary to be dealt with before the High School period. Mr. Gregory says: "Here are three propositions which this discussion tends to put in the light of facts: First, many errors are so complex that children rarely make them; second, when the children do make them they are so immature that they cannot understand the explanation when it is offered; third, if the errors could be explained, the pupils don't have practice enough in said errors to enforce their correction." The article is not concluded in the March number but the facts already given set one to thinking at once. There is more than one way of simplifying the course of study.

We offer to send the magazine as a missionary free. See conditions on first page.

A COUNTING LESSON.

BY CAROLYN S. BAILEY.

One little nest in the apple tree;
Two fat robins, and blue eggs three;
Four little heifers, meek and brown;
Five little lambkins soft as down;
Six little grass blades new and green—
Seven blue violets peeping between;
Eight nodding blossoms of sweet red clover;
Nine little honey bees circling over;
One little girl come back again
To grandfather's farm,
And she counts ten.

Note.—A little girl should give this recitation. She should count off a finger at a time as she recites, pointing to herself as the last three lines are repeated. Accent the SHE and TEN, of the last line very strongly and with a "cute" inflection. It will be considered a "dear" little thing if the right child gives it.

WORDS FREQUENTLY MISUSED

Rarely ever, incorrectly used for hardly ever.
Libel, incorrectly used for slander.
Learn, incorrectly used for teach.
I says, incorrectly used for I say.
Liable, incorrectly used for likely
Lay, incorrectly used for lie.
Average, incorrectly used for or dinary.
Expect, incorrectly used for suspect.
Farther, incorrectly used for further.
Latest, incorrectly used for last.
Many, incorrectly used for much
Luxuriant, incorrectly used for luxurious.
Plenty, incorrectly used for plentiful.
Propose, incorrectly used for purpose.
Real, incorrectly used for really.
Compliment, incorrectly used for complement.

One by one thy duties wait thee;
Let thy whole strength go to each;
Let no future dream elate thee,
Learn thou first what these can teach.

Then let us learn to help each other
Hoping unto the end:
Who sees in every man a brother,
Shall find in each a friend.

The Acorn.

BY FANNY J. CROSBY.

A little acorn said one day,
As near an aged elm it lay,
"I wonder if I e'er shall be
As strong and tall as that big
tree?"

The little acorn soon was found,
And kindly planted in the ground,
Where after many years it grew,
And to the breeze its branches
threw.

Its leaves were green, and 'neath
their shade
The old reclined, the children
played.

And so we all, if we will try,
Can useful be as time goes by;

And as the acorn, we are told,
Its branches spread o'er young
and old,

Oh, let our greatest joy be found
In doing good to all around.

Tonight—Confession.

I have read the gospel story.
I have listened to its song;
How the Lord of life and glory
Came to save both old and young.
I have seen bright, eager faces
Glow with rapture and delight.
But—to know His precious promise
Is for me this blessed night!

I have heard it since my childhood,
Heard it at my mother's knee,
But I did not feel the blessing
Could be meant at all for me.
Now I see the gift He offered,
See the wisdom and the might,
So, I come to claim His promise,
And confess my Lord tonight.

Oh, for all those years of waiting!
Can I serve, and thus atone
For the past—dear Lord, forgive me!
When my heart seemed turned to stone?
I would now obey Thy precepts,
Conquered by Thy love and might;
Buried, but to rise and serve Thee,
Let me do all this tonight!

Then I'll try to do Thy bidding,
Seek Thy blessed will to know;
Ask Thy guidance and protection,
All along my path below.
Then, when called to go up yonder,
Join that throng of angels bright,
May I then be counted worthy
Of the choice I've made tonight.
—Mary Sias.

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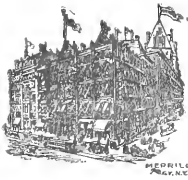
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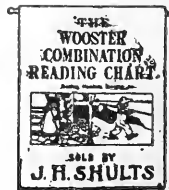
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INDEX TO CONTENTS

The Contribution of the Kindergarten To Elementary Education -	<i>Charles McKenny,</i>	37
The Kindergarten Festival -	<i>Jane L. Hoxie,</i>	42
Number In The Kindergarten -	<i>Harrietta H. Freeland,</i>	44
Mothers' Meetings And Reading Circles Character In The Raw, a Glimpse of a City Playground -	<i>Jenny B. Merrill,</i>	46
A Kindergarten Terrarium -	<i>Mabel E. Macomber,</i>	47
Items Of Interest In Connection With Thanksgiving -	<i>Lileon Claxton,</i>	49
Aim Of Nature Study -	<i>New York Kindergartners,</i>	50
Child Nature In Relation To Kindergarten Teaching, Query Column, -	<i>Anna I. Wiesenburg,</i>	51
Program Previews For November -		53
The Mother in the Home -	<i>Jenny B. Merrill, Pd. D.</i>	54
The Clock -	<i>Bertha Johnston,</i>	55
Drawing, Cutting, Paper Folding And Paper Tearing For November -	<i>Bertha Johnston,</i>	58
A Few Suggestions For November, -	<i>Lileon Claxton.</i>	59
The Folk Game In Education -		61
A Story For Thanksgiving -	<i>Marie Ruef Hofer,</i>	64
Thanksgiving Story -	<i>Bertha Johnston,</i>	66
Book Notes, -	<i>Elizabeth G. Peenc,</i>	67
Suggestions For Clay Work And Pro- per Material In The Kindergarten And Primary, -		68
		70

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To Friends and Patrons of the Kindergarten-Primary Magazine



THIS is indeed the golden age of education. There is danger, however, of our school system becoming heavy at the top. We are liable to forget the specific needs of the child at the plastic period from four to seven, when growth cannot be so easily measured as in the later stages of life. Kindergarten teachers of the world have always had to contend for the rights of the child at this early age.

The Kindergarten-Primary Magazine stands for the child's rights, development, and preparation for the fullest success in life and it stands for these at the age of the child when he is not able to plead his own case.

The Kindergarten-Primary Magazine has a mission. Its publishers and editors and contributors are doing a work of love. It has been brought out with an annual loss of thousands, and can never be made a paying proposition on pure educational lines. The purpose never was or is it at present to make money on the magazine. It stands for the child, it stands for an ideal, and its faithful friends are willing to put brains and money and energy into the realizing of this ideal.

Kindergarten and Primary Teachers, however, throughout the country and throughout the whole world should have the same mission as the Kindergarten Magazine. They should be jealous about sharing in the realizing of this ideal, and are, I am sure, ready with brains and energy to do so.

There is another way, however in which they may help. Namely, by supporting the subscription list and the advertising columns of the magazine, by subscribing for it themselves, and by inducing other teachers to subscribe for it, and increase its circulation up into the ten thousands, so that every kindergarten-primary teacher throughout the United States, and in other countries where the English language is spoken shall be a reader and supporter of the magazine. If the expenses and responsibility is divided among such a large body of undivided workers it will be felt but little by each one, and the possibilities of making the magazine, from the intellectual, artistic and pedagogical sides, far more attractive and useful than it is to day will be increased immeasurably.

The duty, therefore, of every friend of the child at the Kindergarten age is to support the magazine, is to send in news items that would be of interest to Kindergarten-Primary teachers throughout the world, to renew their own and to secure new subscriptions, to write advertisers, letting them know that their advertisements are read and to do everything in their power to make it the leading journal of child life and child education in the world today.

Act today and induce some friend to act also. This is the Xmas time and period of giving, and no better or

more helpful gift can be given to teacher or mother than a year's subscription to the Kindergarten Magazine.

You should also take the Kindergarten Primary Magazine

Because it contains departments that cannot fail to interest any kindergarten or primary teacher in the world. If you contemplate becoming a kindergarten, a careful study of this magazine previous to attending a kindergarten training school will help you greatly. If you are a primary or a rural one-room teacher you will find departments that will especially interest you while the whole contents of the magazine will bring the spirit of the great kindergarten movement within the range of your spiritual vision.

The magazine is not published for profit. The fact that it appeals to a small class excludes it from the large general advertisements which are the chief source of profit to the average magazine. While the Kindergarten-Primary Magazine is the best possible advertising medium for kindergarten supply houses, training schools, etc., there are not enough of these to turn a profit. The magazine has always been appreciated by kindergartners and its circulation has spread beyond the United States, until it now circulates in the following provinces and countries: Brazil, Germany, Austria, China, Japan, Syria, Turkey, New Zealand, Mexico, Australia, France, England, Scotland, Wales, and all the provinces of Canada. But there is no profit in subscriptions. It costs for printing and postage alone 60c per year for each subscription sent out and when editorial work, bookkeeping, office rent, etc., is added of course a loss is certain; but the editorial work and office rent will not be greater for a circulation of 10,000 than for 5000, hence we have decided to push for a big circulation, and thus accomplish more for the kindergarten cause at but little additional cost. We want you to help us in a way that will cost you little and accomplish much. For one dollar we will send you the magazine not for a year but for a year and a half. However, we do not want you to accept that; but to have the magazine sent to your address for one year, and we'll tell you what we would like to have you do with the remaining six months' subscription; Do you know some kindergarten teaching in a small city or village, isolated from kindergarten influences and in danger of dry rot; or some primary or rural teacher who can be helped by the magazine? If so make her a Christmas present. We will send it beginning with the Christmas number and ending with the school year, June, 1909, without extra charge and if you send us 25c. additional we will extend it to one full year of ten numbers. Thus you will help the cause which every true kindergartner holds dear and help yourself as well. We want to help bring the blessings of kindergarten training to all the children of America.

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J. H. SHULTS, Business Manager, Manistee.

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THE CONTRIBUTION OF THE KINDERGARTEN TO ELEMENTARY EDUCATION.*

(Charles McKenny, Principal State Normal School, Milwaukee.)

THE law of adjustment is a fundamental law of life. It is interesting to note how easily and almost automatically we settle into new environments. Like the chambered nautilus we stretch ourselves in our new found homes and know the old no more.

These remarks are pertinent to the present occasion. The modern school is such a prominent fact in the life of today, educational literature is so abundant, educational gatherings like the present are so frequent and modern views of the child are so generally accepted that we are prone to forget how recent they all are.

To us, impatient to see our ideals actualized, reform seems to move at a snail's pace,

*Address delivered at the I. K. U. convention in New Orleans, 1908.

but to the historian who shall write the story of the present age she will seem to have sped on with the fleetness of a hare. How recent are notable educational events. The first city superintendency dates from 1837. Today there are more than ten thousand such officials. The first American normal school was established in 1839 and in 1852 there were but six. Today there are one hundred eighty. So far as we have records, there were one hundred and seventy-eight high schools in 1850. Today there are more than seven thousand. The first kindergarten was established in the United States in 1855. At the present time the grand total, including both public and private kindergartens, is at least five thousand. Today one-fifth of our entire population is enrolled in our schools.

The unprecedented advancement implied in these facts has taken place during the lifetime of a man who still vigorous and efficient, is the present speaker of the National House of Representatives and a candidate for the highest office in the gift of the American people. Now, what has caused this remarkable progress in so brief a period as the life of a single man?

As we stand by the lower Mississippi sweeping on in its majestic course to the sea, we reflect that this mighty flood of water is the united currents of many rivers, small and great, that have their sources in widely separated sections of the central basin. Analogously this noble stream of human thought and endeavor which we call modern education is the composite of numerous movements and tendencies having their origin in many instances in widely separated causes, yet so uniting their influences that it is often impossible to measure the dynamic results of any particular one.

First of all, educational progress has been due to the marvelous development of the resources of the country, the consequent increase of wealth and the elevation of the standard of living. The growth of our factory system has built up our cities till nearly fifty per cent of our population are living under practically urban conditions. Generally speaking, the children of the cities have not been needed nor allowed in the industries and have crowded into the schools, lengthening the school year and increasing the number of years of school life.

Another primary factor has been the American doctrine of individuality. It is impossible to overestimate the potency of this doctrine in the expanding life of America. Religion, politics, industry, education, each and all have

been profoundly modified by it. The theory that so far as public education is concerned every child should have an equal chance with every other child has played a large part in diversifying our schools and building up our elective courses, and has made the public hospitable to any proposition that enlarges the possibilities of the oncoming generations.

We must also take into account as a vital influence the successive waves of academic enthusiasm which during the last century passed over the country and which led to a renaissance of interest in now this and now that realm of human thought. Literature, science, history and sociology, drawing, music, have all occupied the center of the stage at different times and have left their impress upon the courses of study from the kindergarten to the graduate school, and we are now in the midst of another season of awakening which seems destined to modify our educational courses in the direction of vocational subjects.

I have sketched this general background of educational progress that we may have a clearer perspective and a surer standard of judgment as we pass on to consider the contribution the kindergarten has made to the grand result.

Without question, the greatest contribution to human progress is the discovery of a fundamental principle which will illuminate and regulate conduct. Through such principles man secures control of nature and turns her energy to his advancement. Who can measure the blessings which have come to the race from such discoveries as the laws of chemistry, the germ theory of disease and the application of anesthetics and antiseptics to surgery? The greatest good fortune that can befall any age or country is the possession of men of genius who by the discovery of such laws shall strike out new pathways for human progress.

Such a genius was Frederick Froebel, the last and greatest of that splendid quartette of educational reformers, Rousseau, Pestalozzi, Herbart and Froebel who discovered childhood, dynamited the old educational ideals and methods, created schools for the children of the common people, elevated the study of education to a science, established the kindergarten and it seems to me, laid down for all time the general principles along which education must proceed.

My theme tonight is the contribution that the kindergarten has made to elementary education and this leads of necessity to a discussion of the principles underlying the kindergarten procedure,—in short to Froebel's educational philosophy. In discussing Froebel's educational principles I shall avoid the more abstract elements of his philosophy as not suited to this occasion. I shall have nothing

to say of unity, symbolism, or the ultimate constitution of the universe. I shall speak of those principles only which have won recognition and acceptance from educators of all shades of philosophic creeds.

Froebel might well have chosen as his central text or principle, that beautiful line from the prophesy of Isaiah, "A little child shall lead them," for the center of his whole educational system is the nature of the child. Like Jesus, he set a little child in the midst.

From his profound and sympathetic study of the child, Froebel conceived his first great principle, namely, that education, on the part of the child, is a process of unfolding of his native powers and capabilities. In other words, the education of man is the evolution of the child.

This ought not to sound strange to twentieth century teachers. Evolution is a familiar word to our ears. We may not know its methods, but we believe in the principle.

But in Froebel's day evolution was not a household word, although it was advocated by leading scientists and philosophers of his day. Darwin's epoch marking origin of species was given to the world nearly a generation later than Froebel's Education of Man. The honor of first suggesting the general principle of evolution does not belong to Froebel, but his is the glory of having first applied it to education.

Although at first Froebel's conception of the child does not seem of startling import, a little reflection and some acquaintance with the history of education will make it stand out as one of the most far reaching and revolutionary principles ever introduced into education.

To begin with, it places upon the organizer of schools and courses of study and upon the teacher of every grade the supreme obligation of knowing the child. To know the child one must see him in relation to the past; must conceive of him as the culmination so far, of creative activity, the heir of all the ages, summing up in himself the results of the long line of life struggles on this planet; must see him in relation to the present, a self-active being with contrary and antagonistic impulses, endeavoring to adjust himself to his complex environment; must see him in relation to the future, a being who one day is to take a place in human society and by his life to add or subtract from the sum total of virtue, truth, mercy and love in the world; must see him in relation to the three great envying influences which shape his life, nature, man and God.

Now, what practical application has such fine philosophy upon the daily school routine? Much every way. In the first place a conception of the forces which have shaped human nature will help to a right understanding of the child of today. It makes a vast difference

whether a teacher looks upon fighting, selfishness, laziness and deceit among her children as evidence of total moral depravity, or as inherited tendencies passed on from ages when they were advantageous in adapting their possessors to their primitive environment. Inspiration will come to the teacher who can project herself into the future and see her boys and girls, men and women, makers of homes and factors in the great human struggles of their day. Only by so viewing them will she be able to feel the sobering responsibility and the glory of her work. Only by so doing will she rightly estimate the import of the drifts of character and tendencies of disposition which begin to reveal themselves even in infancy. The forward and the backward look give us perspective to rightly view the present.

Not only does knowing the child imply seeing him in all these various relationships, but it follows naturally that if education is an unfolding of the inherent powers of the child that the teacher must have an intimate knowledge day by day and month by month of the development of the child. She must catch the tendencies and powers at their flood. She must realize that there are times and seasons in the unfolding of human nature. There are periods of full tide and also periods when the tide is at ebb. If there is one thing above another that modern psychology has emphasized which is of vital interest to education it is this,—that inherent tendencies if they are not fed and nourished when they awaken in the child, will die from lack of nutrition. One of the saddest facts in human life is that of arrested and one sided development. Men and women who might have been sweet-spirited, large minded and generous, are sour and narrow, unloving and unlovable, simply because their better impulses were not nourished into strength.

The love of beauty, virtue, sympathy, industry, service, love, religion are to be found in every normal child. So also are the nascent abilities that make for the intellectual life. It is the function of home, church and school to nourish these nascent powers into strength and permanence and the school curriculum and school procedure should be such as to minister to every worthy tendency of the unfolding nature. How sadly has education failed. O, Education, Education, what crimes have been committed in thy name.

The one-sided, inefficient, unlovable and unloving lives about us, the hatred of school, the dislike of school studies, the dislike for teachers, the numbers who leave school at tender years, all testify to the lack of adjustment of the schools to the needs of many children.

In saying this I am not pronouncing against the school nor declaring public education a failure. I am simply saying that we

have not yet attained though we have been pressing toward the goal.

If man is to be complete and symmetrical the evolution of the child must be complete. You can never get more into manhood than you develop out of childhood. This means that from his infancy the full circle of the child's powers shall be educated, nourished, developed. To use a current phrase, "the whole child must go to school." How trite this sounds. How commonplace. Yet this ideal was never stated in a vital manner nor worked out in a practical way till stated by Froebel and worked out in the kindergarten. How far from this ideal was the school of our childhood. How little was there to develop the appreciation of art, music, nature; how little to cultivate self expression through drawing, manual arts or dramatics. In the school of that day the three R's were crowned and all bowed to their sceptre.

We have made progress in fifty years. In the best schools of today, the song, the story, manual arts, nature excursions and games have their place, not as recreation, not simply to lighten the program, but as educative agencies essential to the full development of the expanding life of children. And progress must continue till what is true of the best schools will be true of all schools.

Froebel's conception of evolution of the child's powers as the end of education is in direct contrast with the two ideas that controlled the school of the olden time. So far as psychology influenced the practice of the old school, its aim was discipline. The old school taught that the mind was an aggregation of more or less independent faculties; that there was such a thing as general perception and memory and reason. It held that it was possible to so train a man to think, that he could think equally well on all problems; that his memory could be equally accurate in remembering all classes of facts. Mathematics were exalted as studies which trained the faculty of reasoning. Classical languages were held in high esteem because they were supposed to train the power of memory, of attention and of discrimination. It was even held that the powers of mind, acquired in the mastering of Greek and Latin accents were the best possible equipment that a man could receive for studying the natural sciences. Although the new psychology has demonstrated the unsoundness of such views they still linger in the popular mind and sorry am I to say, in the minds of many within the profession. There are hundreds today who believe that arithmetic is the most serviceable of all subjects in the school as a means of training reason.

Modern psychology declares that there is not reason but reasonings; that a man may reason well in mathematics and be a dunce in

history; that a man may be able to generalize on scientific data and be stupid in mathematics. It maintains also that there are, in the words of James, not memory, but memories. A memory for names, a memory for historical facts and dates, a memory for mathematics, a memory for science and so on through the category. On the basis of modern psychology there is no justification for a narrow and intensive course of study in the elementary schools, but every warrant for the broad and rich curriculum which shall appeal to and nourish the many sided nature of the child.

The second ideal of the olden school was knowledge. "Knowledge is power." How often one hears that quoted even today. It was a favorite copy of the writing books of the olden time. At best it is but a half truth. Mere knowledge is not power. Knowledge in encyclopedias, knowledge in libraries, knowledge in lexicons, knowledge in text books, knowledge in the head of an inert, inefficient individual, is not power. A fact never is power. It may be a weapon, a tool, a means to an end in the brain and hand of some man or woman. Power is an attribute of mind, it is not an attribute of facts. The Froebelian idea of education is never discipline or information, but power,—power in every worthy direction,—power to think, to feel, to appreciate, to do. How limiting and deadening was the old conception of education, which was so largely merely storing knowledge in the human mind, or sharpening to keenness the mental powers in limited directions. How broadening and stimulating is the Froebelian idea of education, which stands for the expanding of the human being in every worthy direction. It is life to the teacher; it is life to her pupil. It is salvation to the race.

The second fundamental principle of Froebel's educational philosophy is this:—The evolution of the powers of a child is through self activity. This is the basic principle of the kindergarten. Now self-activity is a catching phrase. It has a distinguished sound, but what does it mean in the plain terms of practical home and school life. If education were organized and administered according to this doctrine what would result?

On one occasion, Jesus, to teach a great religious truth, pointed to the lilies and said, "Behold the lilies how they grow." But how do the lilies grow? What is the process of their unfolding? They grow through the operations of forces resident in the lilies themselves. Through root and leaf elements of food are taken and within the cells of the plant by a subtle chemistry which we can explain but not understand, these food elements are transformed into stalk and bud and flower.

And what may the gardener do to assist the growth of the lily? Simply furnish the proper environment, soil, food, temperature. Having

done this he may rest,—he can do nothing more.

As grows the lily, so grows the child through activities resident within him. What can the teacher do to assist the unfolding child nature? Furnish the proper environment, no more. But that is much, very much indeed, for environment includes all the surroundings of the child, intellectual, aesthetic, ethical, social and religious which are needful to nourish his many sided nature.

There are many implications in this law of self activity which are worth our consideration. First, it means that the child's mental development is through the activity of his own powers. Through no vicarious effort can a child's powers unfold, and this applies to all of the three prime processes involved in mental development,—acquisition, assimilation and expression.

In acquisition, the child's own experiences are the ground of all his knowledge. The teachers' experience will not suffice. The child must see and hear and handle. Probably no more fundamental mistake is made in education today than the failure to base teaching upon the actual experiences of the child. How many a girl is shedding tears tonight over problems in arithmetic of which she has no comprehension. How many children are learning facts in history and geography which have no basis in their own experience. Who cannot recall definitions in geography the meaning of which came only with years of life? There comes to my mind now the definition of plateau learned in the grades so long ago. "A plateau is an elevated plane or the flat top of a mountain". I remember reciting it, but I just as distinctly remember that it had no meaning to me. A flat top of a mountain. I had never seen a mountain. I had never seen large hills. I had absolutely nothing out of which unaided I could construct a picture of a mountain with a flat top. In a school in a noted American city a geography class was discussing the characteristics of the Mississippi valley and a visitor asked a member of the class if she had ever seen a valley, large or small. The child replied that she had not. Yet her home was in a conspicuous river valley. This is a type of what may be found today in too many schools. The remedy lies in recognizing the absolute necessity of experience as the basis of acquisition.

The process of acquisition implies a personal acquaintance with the elements by means of which new data may be interpreted. A great step is made in any school when the children are taken to visit neighboring groves, parks, hills, ravines; when they are asked to note the action of water upon the soil; when they are taught to observe the weather, phases of the moon; the position of the sun at different seasons of the year; when the flowers and

birds are brought into true relation with one another and with their environment, and when clouds and steam and dew have meaning to the child, because he has not only seen them, but understands them; when children go to factories, stores, power houses and docks that they may see the meaning of commerce and the source of the food supply which appears on their tables from day to day. It was a great lesson in social life when an educator took his son to the hold of a ship to see the stokers stripped to the waists heaving coal under the great boilers which generated steam to propel the vessel through the water at eighteen miles an hour. How different seemed the beauties on deck in their relation to the stokers below.

I fear that the kindergartners themselves are not always careful to base their teaching upon concrete experiences. I have sometimes thought that they expected the child to generalize from too limited data. I fear they often overwork symbolism and creative self-activity.

Content is of more value than form. Real experience is better than the over refining of limited data. The best kindergartens and the best elementary schools represent today the nearest approach to the realization of Froebel's law of self-activity. Between them and much of our kindergarten and elementary school work there is yawning a wide abyss.

But I must hasten on to say that self-activity is the basis of the assimilative process by which new knowledge is related to the old and old knowledge is seen in new relation. It seems almost unnecessary to discuss this phase of the subject, the truth is so evident. The difficulty is not in believing that assimilation is wholly an individual matter due to the self-activity of the child, but in not being certain that assimilation really does occur. Verbal memory is so active in childhood and yields such explicit statements as to deceive the very elect. Often cautious and painstaking teachers are prone to take the deliverances of memory as evidence that the assimilative process has taken place. So long as the only test of assimilation is oral or written language, the possibilities for such misunderstanding are very great. It is only by the use of other modes of expression as drawing, manual arts and dramatics that the teachers can secure a check on the possibilities of taking memory for assimilation.

The third phase of the educative process is expression. The end of all life is adaptability and adaptability means conduct. All the powers of the mind from perception through volition have but one end and that end is action. We see this clearly illustrated in the life of the lower animals. Here sensation and action are one. In childhood there is little intervening reflection between perception and

action. In the words of Uncle Remus it is "Tetch and go."

When we look at it aright every idea has a motor tendency wrapped up in it. If we should ask children to define a hundred articles we should be struck by the fact that they were defined in terms of what is to be done to them or done with them. The whole attitude of the child's mind is a motor attitude. Froebel seized upon this great truth and made it the center of his system,—education through self-activity. To him expression, that is, self-activity, was the means by which the child's nature could be read and understood. It was the means by which he came in contact with the outside world and became acquainted with its facts. It was the means by which the powers of his mind developed strength and definiteness. As a consequence, the kindergarten which he instituted places emphasis upon and gives scope to the child's tendency to self-activity.

Froebel saw that the most complete expression of the child's inner self and the method by which he conquered the outside world and made it his, was through play and kindergarten procedure may be defined as regulated play. The joy, the spontaneous self-direction, the co-operative spirit by which children educate themselves outside of school are given a place in the true kindergarten. The song, rhythm and music, dramatics, drawing, manual arts, while championed by other educational forces, have been consistently advocated and successfully practiced in the kindergarten from the first as a means through which the play impulse of the child may find adequate expression.

I have taken for our consideration tonight two of Froebel's educational principles which seem to me the most far-reaching and practical. Time will not allow me to speak of others.

The contribution which the kindergarten has made to elementary education has been through its exemplification of Froebelian principles of education. With all its shortcomings it has been the one institution that has kept the lamp before the shrine of its ideal trimmed and burning. It has believed in its mission and with the faith and zeal of a propagandist it has sowed the seed of its gospel. Directly and indirectly it has been a factor in the educational progress of the last fifty years, the modification of the elementary course of study by which it has become broader and richer with material which appeals to child life has been in no small part due to the kindergarten, which through its stories and songs, its drawing and constructive work, its games and dramatics has shown that the education of the child may be furthered by other agencies than the alphabet and the multiplication table and that the road to knowledge for the child need not be steep and thorny.

THE KINDERGARTEN FESTIVAL.

By Jane L. Hoxie.

FOUR important festivals are held in our child garden during the year. On Thanksgiving Day we commemorate our heroic forefathers. At Christmas Tide we celebrate the birth of the Savior of mankind. On Washington's birthday we do honor to our heroes and our patriots, and on May Day we celebrate the birth of new life, the revival of all nature in the spring. Aside from these four great festivals, others of minor importance are commemorated, but with less attention to detail and with less effort to make lasting impression upon the plastic minds and hearts of the little ones.

In the early fall, in preparation for the first of these great events, if we are country bred, we hie away into the woods and fields. Here we revel in all nature; in the growth and development of plants and trees, in the ripening processes of seeds, in the maturing of fruits and vegetables. We watch the southward flight of birds, who leave their empty nests deserted in the trees. We learn how all the animals prepare to meet the coming winter with thick new coats of feathers or of fur, with stores of hidden food, with snug warm beds in burrows, caves and hollow trees. We watch the little buds for next year's growth form on the twigs and branches. We learn how nature paints the leaves, disseminates the seeds, puts all the flowers to sleep. We joy in all the odors, sights and sounds that make the autumn time the crown and glory of the year.

If we are city born we cannot go thus happily away among the birds and blossoms, but must content ourselves with buds and flowers, with fruits and seeds culled from their native setting, with visits to the parks and markets, with glimpses from our windows of the migratory flight of birds, with observations of the autumn habits of animals as seen in pets and dwellers of the zoo.

We learn that not only flowers and trees, insects, birds and animals make ready for the winter, but that man also has a work to do. He gathers in the fruit. He stores away the vegetables. He husks the corn. He threshes and he grinds the grain. He toils and moils that we may all be fed when, wrapped in ermine robes, old earth dreams through her winter night.

Then we tell the story of those dauntless heroes, the Pilgrims and the Puritans, who breasted the unknown waves and faced the hazards of an untried land for conscience sake. A little Pilgrim maid, a miniature Priscilla, walks in our fancy sedately amid the strange vicissitudes of this new life. We see her leave her English home. We go with her to Holland. With her we board the Mayflower and

set sail across the deep. With her we wonder at the ocean's winds and waves and watch the antics of the unknown monsters of the sea. With her we laugh and dance and clap our hands when little Oceanus, sea born infant of a hardy Pilgrim dame, looks up and smiles. We land at last with her upon old Plymouth Rock, and through her eyes we gaze upon the great unbroken forest, the savage beasts and dusky natives of this strange new world.

Then comes the story of the first Thanksgiving Day. That day on which our staunch progenitors poured forth their gratitude for lives that had been spared, new friends that had been granted them, a harvest that was plentiful. They knew that God would keep them safe through all the winter's night. They wished to give him thanks for life, for health, for food, for shelter and for friends.

We, too, have thanks to give. This very fall the harvest has been plentiful. Already are the barns stacked high, cellars o'erflow with fruit and vegetables, and lavish hoards crowd every nook and corner of the granaries. None need go hungry, but every creature may be fed. All through the year we have been housed and fed, clothed, warmed and loved. How shall we tell our gratitude for autumn's gifts, how show our awe, our reverence—and our trust in Autumn's God? How, but to give from out our lavish store to those less happy and less fortunate than ourselves? We have listened to Dame Nature's tale. We have pondered well the story of our Pilgrim Fathers, but this is not all. There is yet another story,—a story of little children like ourselves and yet not like ourselves; for we have happy homes, a mother's love and care. Our limbs are straight. Our backs are strong. We have clear eyes and ready hands. We can run and dance and skip all day long in the sunlight and the air. Not so with these poor waifs, huddled in orphan homes or stretched on beds of pain in children's hospitals. With shining eyes we hear this story to the very end. Then, oh! how eagerly, we rummage out our most capacious baskets. With what joy we fill them to the very brim with treasured books and toys, with dainties that would otherwise have crowned our own Thanksgiving feast. Here we place the big fat turkey, bought with the hoarded pennies from our banks. Here we stow the cups of jelly, made with our own hands, looking like rubies shining in the sun. Here we put the golden oranges, the rosy-cheeked apples, the glossy nuts, the red and white candies that we, ourselves, have purchased with such anxious care. How merry we are when at last our baskets overflow. We clap our hands. We whirl about in an ecstasy of happy anticipation at the thought of the joy those other little ones will feel when they receive our bounty. But our crowning happiness is not reached until we don our caps and

hoods and sally forth to bestow, ourselves, these tokens of our gratitude, these messages of good cheer upon those unfortunate little ones, so like ourselves and yet how different. Back to the kindergarten we come at last, with full hearts but with empty hands. We dance, we laugh, we sing, for have we not made others happy?

Now for our own merry making in the kindergarten itself. This is celebrated in endless ways. Favorite among these is the visit to grandmother's. The old lady, herself, in the person of a sedate six-year-old miss, attired in a white kerchief, cap and apron, receives her guests, who come all together in an enormous sleigh, drawn by prancing steeds caparisoned in glittering harness and many tinkling bells. Needless to say, this fiery team is composed of lively youngsters selected from our midst. The members of this sleighing party sing lustily as they glide along,—“Over the river and through the wood to grandmother's house we go.” This visit to grandmother's culminates in the serving of a Thanksgiving luncheon, dispensed by some of our own number, which consists of tiny pumpkin pies made and baked in the school kitchen by members of the class. The morning closes with a story of long ago told while sitting around the fireplace as corn is popped or apples and nuts are roasted in the ashes of our wood fire. Sometimes, however, a grand frolic with the pumpkin man, as the children delight to call our Jack-o'-lantern, is preferred to the story and the open fire. And then with full hearts, conscious of the blessings of food and warmth and shelter, of health and happiness, of mother love and care, the little ones scatter to their homes.

Echoes of our Thanksgiving frolic have scarcely died away in the distance ere a new motif is sounded. Faintly, at first, but rapidly gathering volume, it bursts at last into a joyous rollicking chorus. Santa Claus is abroad in the land. The season of loving and giving is here.

Early in December we make excursions into the northland where, all the year through, jolly old St. Nicholas works with a will upon Christmas toys. We investigate his pack and his pockets. We ride over the housetops behind his eight fleet reindeer. We peer with him down the flues of sooty chimneys. We never tire of gazing into his twinkling eyes or wondering at his ruddy cheeks and at his hoary beard. We write long letters to this jolly saint, filled with our urgent needs and dearest wishes, which we trustingly post in stove or fireplace. We take our fill of the old, old legend, ever new. Gradually it dawns upon us that this dear old saint must have other helpers besides the brownies; that perhaps the world is filled with his helpers; that

everyone may be a Santa Claus to somebody; that John and Polly and Fred and Helen may all be Santa Clauses; that each one of us may be a Santa Claus. Then the spirit of getting, getting, always getting is metamorphosed into the spirit of giving, loving and giving, doing something for others. The ecstatic shivers of delight with which we have been wont to greet the thought of this mysterious Santa Claus are intensified tenfold as the spirit of unselfish love crowds out the anticipation of our own gain and pleasure. Our brain teems with ideas and our fingers fly to execute its bidding that father and mother, grandfather and uncle, brother and sister may each and all be gladdened and surprised by what a wee Santa Claus of five or six can do to make them happy.

As time goes on and the day of the Christmas Festival approaches the thoughts of the children are gradually led to the spiritual meaning of this season. The legend of the Christ Child, in all its beauty, is recounted and the sweet old story of the Babe in the manger is told again and again, until finally the true significance of this day of days lies revealed and its commemoration assumes a new and solemn meaning.

Our home people are bidden to this festival. The invitations are written upon pretty holly-decked Christmas bells which we have made all by ourselves. Our great forest-giant of a tree, decked out with shining wreaths and chains of our own construction and hung with the gifts we have fashioned so lovingly, stands with outstretched branches to receive our dear ones. When all have arrived, gathering round our tree, we sing to these best loved friends our joyous Christmas Carols. For them we play our merriest games. To them we tell our favorite Christmas stories. The crowning moment of our happiness arrives when we take from our tree that which our own hands have fashioned and place it ourselves in the outstretched palm of a loved one. Neither do we forget, upon this day, those less fortunate than ourselves, and many of our toys and goodies find their way to homes whose occupants, but for us, would dream of Santa Claus in vain.

Anon a sterner note is sounded and the toilers of the world appear. The workers who sweat in field and factory, who labor upon the mountain top and in the bowels of the earth, become our daily companions. We learn to see that each individual has a task to perform, which he, and he alone, can accomplish; that the honest labor of each one of us is needed to make up the perfect whole of our civilization. The occupations of the carpenter, the mason, the blacksmith, the shoemaker, the farmer and the miller all take on new significance as we become conscious, for the first

time, of the true dignity of work. Our municipal servants, the postman, the policeman and the fireman, now become objects of more vital interest than ever before, as we talk of their duties and imitate their labors. Our great public servants, the mayor, the governor, the president, assume paternal significance. Last of all comes into view our heroes (our patriots and our soldiers). The colossal figure of Washington, the preserver of our liberties, the father of our country, looms above all the rest, and the spirit of our patriot's day festival is due to his inspiration. We wish to celebrate his birthday because he was a great and good patriot, willing, like many others, to give his life, if need be, for a just cause. The early truthfulness, bravery and obedience of Washington are brought especially to the notice of our little ones, and some of the thrilling adventures of his pioneer and soldier life are recounted in simple, unaffected language.

In preparation for this celebration we make garlands and badges of red, white and blue; we manufacture miniature flags, we adorn pictures of Washington with the national colors, we fold soldier caps, we learn to keep step to martial music. On patriot's day, attired in our badges, wreaths and caps of red, white and blue, holding flags in our hands, with beating drums and flying colors, we tramp to the martial strain of "Soldier Boy," "When Johnnie Comes Marching Home," and "Dixie Land." We sing the few strains of "My Country" that we have been able to learn. We march into camp for the night. We rise with the reveille in the morning and march with quick step far away where our country and our duty call. We shout with enthusiasm at the names of our heroes, our country and our flag. We listen with interest ever new to child-like tales of bravery and heroism. At last we gather round our flag and, as we give three lusty cheers for the red, white and blue, our hearts are stirred with the germ thoughts of a patriotism which shall later inspire us, if need be, to perform true deeds of valor.

The tramp, tramp, tramp of our martial host has scarcely died away in the distance ere a new theme is sounded, for lo! the winter is past and gone! The water of unfettered brooks now sparkles on its way, the notes of feathered friends now echo in the tree tops, the sap leaps anew in the branches, bud and flower burst into bloom. All nature awakens from her dream. May is at hand. Our May Day festival approaches. We have watched the springing of the grass, the opening of the buds, the return of the birds, the coming of that new verdure with which old Earth yearly covers her wrinkled bosom. We have planted our gardens. We have set free our captive bees and butterflies. We have beheld the revival of those creatures, big and little, to

whom the winter is but one long, drowsy night. We have hailed with rapture each bud and leaf and blossom, each springing grass blade, the flutter of each pair of wings, the hum and whirl of insects, the leaping of new life in pond and stream, the shy movement of each timid creature on the wood and field. How shall we give voice to the ecstasy that fills us, that ecstasy with which all nature thrills and pulsates? That joy which says more life! more life! and yet more life! How, but to sing with the birds, to skip with the lambs, to dance with the sunbeams over the earth's fresh carpet of green. So we sally forth decked out in many colored garlands, carrying our May pole with us, singing as we go. Upon a broad expanse of green, in park or country, we take our stand. All day long we frolic in the sunshine, a happy band of children doing homage to the spring.

Thus it is our purpose that these four chief festivals shall stand as culminating points, as climaxes toward which we bend our energies, as special days that shall radiate the spirit of gratitude, of good will, of patriotism and of joyous new life and strength with which we endeavor to infuse the entire work of the year in this, our garden of happy children.

NUMBER IN THE KINDERGARTEN.

Harriette H. Freeland.

PESTALOZZI says: "It is my opinion that if school teaching does not take into consideration the circumstances of family life, and everything else that bears on man's general education, it can only lead to an artificial and methodical dwarfing of humanity."

Another prominent writer states the following: "The general problem of the kindergarten is not radically different from that of other schools." If schools fit for citizenship in the broadest sense then the problem presented to the kindergartner as she considers the essentials and non-essentials in the training of the young citizens so early entrusted to her is not one to be lightly set aside.

Froebel studied Architecture, Surveying, Forestry, Crystallography. We see the mature man when he deals with mathematical subjects, and in many instances he seems a mathematical enthusiast.

Again and again we read, "no formal instruction for children of the kindergarten age" and then we find exercises amounting to little short of problems planned for these same children. Froebel truly had keenest love and insight into childish lives or it would never have been possible to use these exercises successfully.

The all-important promotion day comes for

the kindergarten child and we step across the hall with him.

Is it a wholly new realm he enters? Let us cheerfully prophesy that the good work begun in the kindergarten is continued in the grades and much of the subject matter already familiar gives keener zest and appreciation for the stories he now begins to make truly his own and for the new work to which he is introduced. In the good old school days so often praised in song and story to have omitted "Number Work" in the first school years would have caused unbounded wonder.

Today the educationalists agree with psychologists that reason plays a small part in the first years when perception, memory and imagination hold fullest sway. Close your eyes and at once you can picture diagram after diagram illustrating this. You might question if some of these were not exaggerated if it were not for your practical knowledge gained from actual living with little children. In the final analysis there is nothing like "illustrating by an example."

The four year old child is delighted to count; fond parents have encouraged, oftentimes taught him this accomplishment, and, by the American and foreign parent alike, it is considered a credential for entrance to that school life which is to make or mar the man to be. Older brothers and sisters many times furnish what they consider a liberal education before the child enters kindergarten. Then proudly introduce the younger member of the family and among the accomplishments rehearsed invariably counting and the fact that he can "make his numbers" hold prominent place.

Give your class papers to draw some definite objects and after the attempt you are often surprised at the success with which he adds a straggling line of figures.

Our small people also count in the games they are constantly playing at home and in the street.

The youngest children and the foreigners coming directly from "the ship," who have in no sense found themselves, some kindergartners claim know nothing of numbers. If this is true, they learn most rapidly simply from association with the children using it in every day fashion at their work and play.

Refer to the first quotation in this paper. We will do nothing to stunt any child's growth. When the latent power becomes active we will do all we can to assist the development.

Since number work is not recognized as a part of the curriculum until so late in the grades and because we believe the time can be better spent in work and play dealing with subjects better adapted to children from four to six, we have no specific work in number in the kindergarten course.

On the other hand number is by no means omitted. Concretely we are constantly using it, and it would be impossible to plan one period of our day without it if the child is allowed to express in the circle the material given out and collected, his blocks, the number of times his ball is rolled, tossed or bounced. This without suggestion or direction. Games are played involving the use of the number sense such as:

The baker delivers his orders as requested, the children go to various shops on errands bringing a specific number of things, often they count to see if change is correct. Playing store has an added charm in the game period with a "grown up" friend to help out when one is not quite sure what comes next. Each child is entitled to so many pushes when swinging.

Some of our Newark kindergartners are doing especially good work in rhythm as shown by the children's ability to take entire charge of the marches. The independence with which many children "clap" the song they desire to sing and promptly recognize it when some one plays for them. The response in ball games when they count as the piano plays, and the pleasure derived from the rhymes and songs giving definite number direction.

Number is certainly the foundation of rhythm, and the noises made by very young children often take rhythmical form so that we are able to say this is the beginning of music.

Some kindergartners require the children when recommended for promotion to count to twenty. In many instances they count to one hundred with little assistance, and there is a rhythm in counting together that reminds one of the "five times five are twenty-five," sung in the days of old.

Simple problem work if used wisely is a delight to the child who begs for "hard things" for his portion. Make a walk so many inches long. A wall so many inches high. Build a platform four inches long and two inches wide. "What shall I build for you?"

This work is recommended only where it can be introduced to advantage. Some classes would not be ready for it during their kindergarten career, but when the number sense is more developed and the child keenly alert, work of this character is beneficial if used as a treat rather than for steady diet.

Whether we will or not, children both in school and out are learning number, using it correctly, and this comes from no abstract teaching but from the natural development of the number sense in the child's mind.

In conclusion do not understand me to advocate any method formal teaching of number in the kindergarten. Only incidental number recognition and use. The number sense or faculty awakens early in life. Why not recog-

nize and develop it as soon as the child mind seems to appreciate its power?

In answer to those who condemn number teaching earlier than the third year grade, we say, we only argue for incidental teaching and are quite content to leave some things for the High School and College Curriculum.

MOTHERS' MEETINGS AND READING CIRCLES.

By Jennie B. Merrill, Pd. D.

Note.—Kindergartners will find a list of simple topics for Mothers' meetings in the Kindergarten Magazine for March, 1908. Among these topics is the one selected for this month's article.

RUNNING ERRANDS.

Mothers may be surprised to hear that such a simple matter as running errands has been commended upon by great writers upon education, as Rousseau, Pestolozzi, Froebel and others.

It is certainly an eminently practical subject for consideration at a mothers' meeting. The following questions may be sent to several mothers known to be actively interested in the meetings for report:

1. How young a child have you ever asked to do an errand for you?

Will you tell us what the errand was and whether the child was pleased to do it for you?

2. What are some of the advantages to the child in running errands for mother?

3. What care should a mother exercise in selecting errands for very young children?

4. What training of the child's mind is secured in

(a) Listening to the directions for an errand.

(b) In carrying these directions out.

(c) In reporting back to mother.

5. Should a child always report back concerning the accomplishment of an errand even when no direct answer is sent? Why?

The following quotation from Mrs. Borlis' excellent chapter on "Ethical Training" in her book entitled "Preparation of the Child for Science," may be read to the mothers:

There comes a stage in every child's life when he is anxious to be sent on messages, and this phase can be taken advantage of to train him in one or two habits which it is difficult to acquire at a later age, and the lack of which hampers the development of the scientific faculty.

When a child is two or three years old, you ask him, "Would baby like to take a message for moth-

er?" When you find him willing, you say: "Put down that toy (or whatever he may have in his hand) and come and stand in front of me; put your hands straight down, head up, look me right in the face and say: 'Please, Anne, a spoon.' Say it again. I am going to send you to Anne to get a spoon. What are you going to say to Anne? Now, say nothing else; don't talk, don't play on the way, for fear you forget. Now tell me once more what you are going to say to Anne." When the child comes back with the spoon, you say to him, "Now, go back and say, 'Thank you, Anne.' What are you going to say to Anne? Well, now, go and say it." When he comes back the second time, you ask him what he said to Anne. If he cannot remember, or is not clear whether he said it properly, you send him back to try again. As soon as he brings a clear and crisp report of having given his message properly, you at once restore whatever he may have had in his hands before you began.

This habit of withdrawing all possible sources of distraction before business begins, and restoring whatever you deprived him of directly the business is completed, is of importance. All these precautions help to induce the habit of knowing when a duty is fulfilled, an incident closed.

Next day the message may be, "Please, father, a pencil," or "Please, nurse, a pinafore, but it is well while varying the object, to keep the routine exactly until it becomes quite easy and mechanical, until the mere fact of being called for a message throws the child bodily and mentally into the attitude of attention. After that you may tell the child that whenever you send him he may say, "Thank you" to the person who gives it to him before bringing it to you; but he is still not to talk of anything else when on his way. Just at first you will have to explain to the household that they are not to tempt the child to dawdle or talk when sent on a message, but as soon as he is old enough you may tell him that if any one speaks to him when he is on his way, he should say, "I am on a message for mother; I will come back to you when I have done what she told me."

In discussion the kindergartner will readily lead the mothers to see the value of this early work which not only amuses the child but trains him to accuracy in listening, in executing and in reporting. It indirectly helps in training to obedience and promptness. It creates a feeling of responsibility and taxes the memory just enough.

It is not the wise mother who laughs at these little beginnings. They represent "the ounce of prevention," prevention of inattention, carelessness, and forgetfulness in doing errands or in assuming responsibility which make so much discord later on.

Ask mothers to test this method and report on the results at another meeting.

Caution them not to overdo the matter.

It should be a pleasure, not a burden. Drop it if it is not until a favorable moment.

There should be no tears over such a matter with so young a child.

CHARACTER IN THE RAW, A GLIMPSE OF A CITY PLAYGROUND.

MABEL E. MACOMBER, BROOKLYN



"JUST come in the Park, been waitin' two hours for a swing."

"Miss Jar-r-vis, a boy's throwin' sand on my baby."

"Teacher, I had a scup and it was a girl's, and a girl asked me for a scup, and I gave her twenty-five, and she won't get off."

"Good morning, Miss Jarvis; how do you like my baby? Ain't he sweet? Can't you get him a swing?"

An injured knee having been duly washed and plastered, the teacher had just returned to the playground. It was a busy day, without the usual helpers, so that all drill or class work was suspended. A group of children with raised hands pressed about her. Listening to all, she decided that the sand throwing was the only serious trouble, and immediately went to the scene of disorder. Boys were allowed to build castles and rampsarts only on condition of unquestionably good behavior. The little toddlers' eyes must not be endangered by careless monsters, even if their guardians, the big sisters, **should** snatch a few moments of absolute enjoyment on a swing.

The questioners dispersed by the visit to the sand-box, the teacher was no sooner seated on a portion of the space devoted to "cake baking" where she thought to watch undisturbed, a special group of troublesome girls who seemed only to enjoy teasing other players, and breaking rules, when a new group formed around her, each with upraised hand. There being no necessary complaint, a little lesson was given them on the value of patience and self-control, and the "pie-board" was quiet for perhaps fifteen minutes. The group of girls in question now took advantage of her interest in the evolution of a sand bake-shop, so that when Miss Jarvis again turned in their direction, each had secured a swing and were having a royal good time. But the inevitable tale bearer was on her way, and a tearful story of kicks, and summary jerks, by which the rapid change in swing ownership was effected, was poured into the ears of the children's friend. The teacher's rising and advancing a few steps had the desired effect. as a row of empty swings, and a rear view of skirted forms climbing over partition benches, plainly testified to the delighted tattler. She did not deserve a swing, however, and by a series of motions, understood only between teachers and children, the next joyful possessors were indicated.

"Miss Jar-r-vis, can you play in succession? Sadie's playin' tennis in succession."

"Miss Jarvis, the bean-bag's up on the roof."

"Miss Jarvis, Jimmie won't let us play Crockette; he takes the hatchets and knocks the balls around." But the teacher could not wait to hear more, for while taking mental note of the transgression of the tether ball rules, the uplifted bean bag, and the small boy in the croquet inclosure, she had seen a more important evil brooding in a corner where Katy sat exchanging coarse jests with a group of youths outside. How to save Katy was the great problem. She used to revel in the innocent pleasures of the playground, only giving trouble through a certain rudeness of manner and occasional quarrels with her playmates. Now she had the "boy craze" and was not content unless surrounded by a group of admirers, whose rough companionship had coarsened the girl. Even the policeman of the neighborhood felt the need of keeping a fatherly watch over her.

"Skidoo! 23 for yous'e; there's the cop," the teacher heard as she approached, having asked the officer to walk in that direction. Katy seized a swing and jumped on, not noticing the teacher's approach from the other side, as she tried in this way to escape the attention of the patrolman. This was one of the times for the teacher to be blind if she wanted to retain her influence over the child; so Katy was ignored while some of the owners of the upraised hands were satisfactorily answered and matters generally set straight till Katy of her own accord came to Miss Jarvis to ask her advice as to some way of earning money. In return for a promise to give all the aid possible, Katy offered to help in keeping the playground in order. "You must be very sure to speak politely and not to strike any one," was the parting injunction as a group of girls approached.

"Good-morning, Miss Jarvis; won't you play a set of tennis with us? Janet and I want to play against you and Francis."

"Why! Isn't Francis the very best player we have? How can you two succeed against us?" replied the teacher.

"Oh! of course we can't, but Janet and I are going to play in Central Park to-morrow with our brothers, and we want to practice hard," so Miss Jarvis agreed, but with the necessary admonitions, and answers to questions, and even short excursions to the teeter ladders, and to any spot needing investigation, also keeping an eye on Katy as much as possible, while playing, it was no wonder that Janet and Sophy had succeeded in keeping a deuce game going for an unusually long time when a sound of excited voices behind her attracted the teacher's attention. She turned to see Katy engaged in a hair-pulling contest, and approaching heard all talking at once. "She took my little sister off the swing." "She wouldn't give no-body a ride." "She don't

own the swings." "This is a free country." Placing a disinterested child in possession of the swing, the teacher moving away, drew the crowd from the dangerous proximity of neighboring swings, the disputants still exchanging excited words, and threats. Katy, on careful inquiry, it was proved had acted only in self-defense; so Rosie was ordered to cease hostilities or else leave the playground. She haughtily chose the latter course, while her adversary was admonished to be more careful in the future.

Katy having "got the satisfaction" now ruled with a high hand, so that frequent complaints reached Miss Jarvis, as she stood watching two curly-headed enthusiasts play their entrancing though all but forbidden bounce ball-game—

"I lost my ribbon, one game;
I lost my ribbon, two games;
I lost my ribbon, three games;" etc.,

each downward pat of the ball with its successful turn to another pat constituting a "game"; the words often most elaborate, are repeated sing-song fashion, to test comparative skill in "keeping up".

When one small maid had convincingly demonstrated her superiority, the ball was turned over to a sly miss of six years, who had been patiently waiting for a chance at the treasure, and a small girl sent to bring Katy. But the messenger returned Katyless. "She won't come over; she says you to come over."

The teacher went and found Katy busily punishing a refractory child by a series of slaps on her face. "They won't mind me," she apologized; but as she had broken one of the conditions of her mentorship, this had to be taken from her. Now the trouble began and things happened so quickly, the teacher could not quite remember afterward just what did occur. Katy, no longer a high potentate, and maddened by the loss of "satisfaction", had immediately, by sheer physical strength, obtained a swing, and wishing to show her utter disdain of all authority, had stood and "pumped" with skirts flying high in the air, while her masculine friends again collected on the outside and delighted her with their remarks. Feeling completely out of the pale of the teacher's control, and fairly drunk with rage, all the dare-deviltry in her nature came to the front, so that a reproving look from the teacher met with the response: "You can't make me get off, I'll stand if I like." This showed a spirit dangerous to the playground, as nothing is more contagious than insubordination. No officer or other helper in sight, the teacher seized the swing and brought it to a standstill so suddenly that even the invincible Katy was surprised into temporary submission, and before she could collect herself had obediently hastened outside the playground at

the teacher's order. Once outside, however, the realization of her defeat swept over her, stirring the already roused temper into a blaze of fury. Standing on a bench, all the coarseness and toughness of her very fiber was revealed, in a series of exclamations, insulting names, and even curses for the poor teacher. As the defender of law and order was spied walking in her direction, Katy sent a parting shot: "May you drop dead before you leave this Park!"—at the same time threw a stone, which, however, was badly aimed, and fled up the street.

"Ah!" sighed the teacher, "now I understand. He was reviled, yet reviled not again." A bad outlook for Katy's redemption!

A more reliable monitor, Mary Stein, was fortunately found, so that the circle of raised hands about the teacher was soon materially lessened and the game of lawn tennis continued. It seemed a hopelessly deuce game, but the excitement of the little scene just over had told on the teacher's nerves, and she finally lost.

"Oh, we won Miss Jarvis and Francis," said the pleased players as they departed for dinner, "and now perhaps we can win Harry and George."

Katy did not come into the playground for a whole month, but could be seen on the outskirts at her old pastime of flirting. The case seemed hopeless; she had apparently outgrown any feeling of attraction toward more innocent amusements.

Finally, one Saturday afternoon, Katy appeared, and patiently stood till the teacher had replied to:

"My baby's crying; I been waitin' all day for some blocks."

"Have you got a needle? A girl tore my dress and I'm afraid to go home."

"Can't I play tennis ball? A girl's played two hours and hasn't got a point."

"That's a lie. She only just got the stick."

"Teacher, I got a rope on the pin-wheel and a girl took it out of me."

Then very humbly Katy asked if she "could come in and take charge of something." Very hesitatingly she was placed in charge of a garden swing, and the rules explained to her. Love of authority had gotten the better of her pride, and now she tried to maintain her position by really faithful work.

Convinced by watching that Katy had really reformed, Miss Jarvis hastened to weed out some of the small boys who could not be allowed to invade the overcrowded girls' domain on Saturday, replaced a battered tether ball, supplied colored papers to a girl who was anxious to play kindergarten, and was busily adjusting the order of succession to the croquet field, when she was summoned to the garden swing. There were Katie and Rosie

seated calmly monopolizing the swing to the exclusion of its diminutive rightful possessors.

"There was no one to get on," she exclaimed, jumping up and pointing to the clear space usually crowded with small and big sisters. That the children had been frightened away, the teacher well knew, but pretending not to see through the ruse, a more trust-worthy girl was placed in charge, while Katy was asked to look for the owner of a lost baby. Instantly the teacher discovered the clue to Katy's character. "What a shame!" exclaimed Katy, gathering the child in her arms. "No, don't cry; see, we will go find mamee!" But though her walks among the crowded benches were unsuccessful in locating any protector, so eager was Katy to please the child that happy smiles had quite chased away the tears, before the search was finally given up and Katy with her charge rested on a bench. That afternoon must have been long remembered by the little one, for never could she have more devoted or varied attention. When the anxious mother at length appeared, excitedly inquiring for her "darling", Katy was loth to give her up. "You don't deserve to find her already; and I've a good mind not to let you have her." But the mother was too delighted to notice the scolding and hugged her baby ecstatically.

This proved to be a happy ending to any anxiety about Katy on the part of the teacher for the mutual attraction between Katy, the baby, and the lady, resulted in a permanent arrangement whereby every moment of Katy's time was not only profitably, but pleasantly employed.

By sports like these are all their cares beguiled.
The sports of children satisfy the child.

—Oliver Goldsmith.

A KINDERGARTEN TERRARIUM.

LILEON CLAXTON



NE of the common feelings in regard to introducing beasts and bugs and crawling things into the kindergarten is that they are undesirable because of their natural propensities to creep under things and either disappear altogether or reappear in such an unexpected place and manner that they frighten the teacher or some timid child with the suddenness of it. Then, too, the cruelty of depriving these helpless things of their natural environment and proper food must not be lost sight of.

Still keeping these objections in mind, a kindergarten may be the permanent and suitable home of many creeping things if a terrarium large enough be provided. The teacher will find that it is with a terrarium as it is

with many other things. She does not know what she can do until she has tried.

The larger boys of the school are generally most willing and helpful in this matter. In some schools they construct the whole box either in the manual training class or after school. Then they take great pleasure in stocking it and caring for the animals. The size of the room must, of course, regulate the size of the box, but it should be as large as the space in the room will permit. If the box is small, it must be the home of fewer animals. Five feet by three feet by three feet is none too large if the room is big enough for it.

The bottom of the box should be lined with tin or zinc. A hole in the zinc is necessary for drainage. Around the bottom are nailed boards from 6 to 8 inches wide to support the earth. A frame work of narrow strips is erected on this. Cover the frame over the top and sides with wire net fine enough to prevent the things from escaping. A door should be made in a convenient place. If instead of net a pane of glass be used in the door, the children can see better, but a net will answer every purpose. It is better to provide the door with a lock as the children from the upper grades take a real interest in the terrarium, which should be encouraged, but for the safety of the animals the children should not be permitted to handle them at will. Dark green paint finishes the box.

The bottom of the terrarium must be covered with small stones to permit the water to drain off. Then filled with good soil to a growing depth. The terrarium must be placed where it will get both sunshine and light, but is protected from draughts. It will add to the beauty as well as the utility of the box to have it well provided with plants. Ferns, ivy, geraniums, inch vines, umbrella plants all grow easily and so are fitting for this purpose. Wild flowers found in walks or used for nature lessons will take root if sufficient earth be left on the roots. These in many cases have thrived in the terrarium and have even produced seeds to the delight of the children.

Scatter shells and large stones about the box. The animals enjoy hiding under the stones. In one corner sink a deep pan for water. The animals will use this for drink, bathing, and swimming. The water must be kept sweet. Putting too much food in it is a common cause of sour water. Water plants and snails help to purify it. Still, occasionally, the water should all be removed and the rocks from the bottom washed thoroughly. An arium perched on the rocks so that the sun shines through it, is an attractive addition, but should not be used unless space is plentiful.

Now that the box is ready for tenants what

living things will stay in it? The aquiri-ist will tell you of many wonderful creatures and will provide you with them, too, but first see what the walks in the neighborhood will do. The big boys will know where to find the natives of the soil. Certain it is that tads, frogs, toads, turtles, caterpillars and beetles can be secured in many districts. It is well to take a box on every walk, for some of the greatest treasures are found when least expected. Frogs' eggs in the spring are possible. These have developed into frogs in the class room and have then been taken to some body of water by the children, who enjoyed letting them hop away to bigger waters than they had provided. In the fall the cocoons found may be tied to the plants and twigs in the box. If the moths or butterflies appear in the spring they may be kept happily for their few days of life, during which time they may even lay eggs where the children can see them. If they live for some time they may possibly be of the longer lived species and can be allowed to fly "far, far away," while the children watch them and sing a happy good-bye. If a few caterpillars are placed in a glass bottle with leaves it is quite certain to result in one or more "soft cocoons" being spun. Those that are allowed to wander almost freely may take longer to settle down, but possibly some of them will make their nests in a spot where the children can see them. A tiny chick was introduced into one of these small farms one spring day and was allowed to wander freely for about a week. In one corner a box filled with cotton served for his bed. About five o'clock he was tucked away for the night.

As for the attractions to be found in the shops, there are many varieties of turtles ranging from the size of a penny to the size of a plate. A turtle as large as one's hand is not too large for the box, but anything larger destroys the plants in crawling around. Then there are the brown camillians that actually change to green while resting on the green leaves. The children never tire of watching this marvel. The fire-salamander is fascinating with his brilliant coat of black and orange. The ants and lizards of different colors, with their funny antics, add greatly to the pleasure of the children. A small alligator may be of the collection.

There are a few things to be guarded against. Animals that will bite are not desirable, because they must be handled more or less for the children to be personally acquainted with them. Such animals as would eat any animal that you already possess must be omitted from the collection, no matter how interesting their ways. Too many animals must not be secured for the space in the box. The aquiri-ists tell us more animals die of overfeeding when in confinement than from too little food. But a few conferences with the

people who make a business of this sort of thing will teach all that is necessary to know. They have the foods required at very reasonable prices. The animals are surprisingly inexpensive. Some of these shop keepers are pleased to visit the school and suggest in the constructing and stocking of the box. Others will rent at low prices such animals as would be desirable visitors, but not permanent residents.

It is well known that during the winter months many of these creatures burrow into the earth, there to remain till old Sol warms up again. But experience will show that at any time an animal may disappear for weeks at a time and then reappear glistening and fat. The salamander took such a trip late in August one season and returned about the middle of September, prettier than ever.

A kindergartner, or any teacher for that matter, will see after once trying, that the time, trouble and expense of fitting up such a box are more than equalled by the interest of the children. The lines of work that naturally connect themselves with the animals, plants, shells, etc., of the terrarium are numberless. The considerate control on the part of the children so as to not frighten the creatures when they are placed in the circle for observations is well worth securing. More cordial relationships between the younger and older children of the school are established. Then, too, who can tell but that a second "Sonny" may be the result of your efforts to bring these things closer to the children's lives?

ITEMS OF INTEREST IN CONNECTION WITH THANKSGIVING.

(Reported by public kindergartners of Manhattan, The Bronx and Richmond.)

During November we went to the grocery store, buying fruit and vegetables for our Thanksgiving work. Another day we made biscuits and took them to the baker's, waiting until they were baked. The baker was very good to me, showing everything that was to be seen, and when we asked the price of the baking, said that he would not let us pay for it, as he did not often have as much pleasure as our visit has given him.

The central object of interest was the farm yard scene in the sand tray. The fruit, grain and vegetables have been gathered in, and on Thanksgiving Day the dolls of the doll house dined with the grandmother at the farm house. —E. B. C.

Objects of interest in the kindergarten during November: A growing sand tray scene of the barn yard and barn yard animals. Also dolls, large and small, to represent farmers, helpers and family. A toy mill, in which real wheat was ground to flour. A dramatic play

of "Pedro and the Pumpkin", with Indian costumes and accessories. A little party following the making of real butter in the kindergarten room, and a Thanksgiving party and entertainment for the children's parents and little friends.—R. A.

Thanksgiving party on Wednesday, November 29th, for which the children popped corn on the gas ranges at school. The children were so delighted with the process that I have heard of several mothers buying corn-poppers for the children to use at home. We opened a can of pear preserves, prepared and cooked at school by the kindergarten children, and greatly enjoyed tasting our own preserves.—M. J. H.

At our Thanksgiving celebration we each brought a piece of fruit which we wrapped separately in colored tissue and packed into a large peach basket, decorated with yellow and green tissue paper. This basket we sent to the little children in a nearby hospital, and were delighted on our return to receive such an appreciative letter of thanks for it, telling us of the pleasure our offering gave the little ones.—A. M. M.

On Wednesday, November 27, the A. M. kindergarten children invited the P. M. kindergarten children to a Thanksgiving party. There were 55 children present and a festive spirit prevailed. Our two Jack-o'-lanterns smiled a broad welcome to all. The tables were covered with autumn leaf table cloths and napkins, and our paper plates were tinted green at the edge and decorated with a Jack-o'-lantern in the center. The children had made these and each one took home one as a souvenir of the close of the festivities. We sent a box of fruit to the hospital children.—E. M. W.

AIM OF NATURE STUDY.

Anna I. Weisenburg.

- a. To encourage careful observation.
- b. To encourage moral truths.
1. Nature's orderly ways.
2. Nature's protection of life.

IN placing emphasis on nature and its study, the first question to the teacher is, how to obtain the materials for its study. The first means toward this end is the school garden. Here can be had by means of some care and attention, leaves and plants sufficient for many a lesson which will encourage the child's observation of form, size, etc., and encourage the love of beauty by means of botany. Neighboring rocks and defts will provide mineral specimens and the transparency of the mica, the glitter of the quartz, the various colors will be an unending source of interest. In this connection can be emphasized manual training by making a cabinet to hold

all specimens, the pupils doing the work. Brooks and streams will provide larvae, snails, worms and dragon-flies and many other living specimens for the study of animate nature and an occasional hour can be spent in dissecting these or mounting insects for the cabinet. The excursion provides means of capturing butterflies and material not to be had in the vicinity of the school. Then, too, the seasons bring their store of material. In the winter the snow crystals can be observed and drawn; the spring brings the birds on the trees and we can see how carefully nature protects them from cold by observing their coverings, folding and position; the autumn has its racoons and with the microscope can be observed seed-vessels and their designs.

In its teaching, it is well for each pupil to keep a note-book and once a month these should be read aloud and questions from all the pupils encouraged, with stories from the teacher. The practical value of this study can be emphasized by the reading to the children of newspaper items and agricultural reports, with accounts of experiments such as the cultivation of clover by means of bees as fertilizers. After observation, drawing from memory should be cultivated, always encouraging questions for the seasons of positions, etc. Give brief accounts of the lives of famous naturalists and their achievements, so as to awaken desire for investigation and experimentation.

The aim of nature work is, then, to awaken in children the idea of close observation and encourage experimentation and investigation. The children soon notice the economy of nature and her orderly ways, each bud and flower coming at the right time and in the right place. In the study of birds and small animals can be encouraged the idea of studying them alive, so developing respect for the sacredness of all life. To study nature to its best advantage, therefore, object teaching is more benefit than books, and every teacher can easily find material if she, herself, will be as observant as the children.

CHILD NATURE IN RELATION TO KINDERGARTEN TEACHING.

THE study of child nature is essential to all true Kindergarten teachers, and to be wholly successful they must understand the principles which underlie the work of the great educational reformer of Germany. Froebel studied children closely to find out their tendencies. He watched them at play and at work, and the more he watched them, the more sure he felt, that the development of human beings is governed by law, just as the growth of the plants and the crystallization of minerals is so governed. After studying children for fifty years, he came to

the conclusion that **the most important period of human education is before the child is seven years old.** Hence the work that teachers have to do in educating little children is more important, not less important, than the work of the teachers who educate older boys and girls.

Froebel's chief idea was that a child should develop naturally, just as a plant does. He believed that little children are like young plants. If a seed is planted in good earth and watered, it germinates and a young plant appears. If the plant receives sunshine and moisture it puts forth leaves, flowers, and fruit, and grows into a strong and beautiful shrub or tree. But if the seed fall on stony ground or is left without moisture or light, it either dies or the plant grows up stunted and unhealthy. Froebel declared that the same is true of infants and little children. They must be placed in such surroundings and be treated in such a way that they can develop in accordance with their nature. Now, therefore, it becomes our duty to consider what is the nature of a child.

1. **Love of Play.**—In the first place a healthy child is almost always at joyous play. Play is to children what work is to grown-up people.

2. **Bodily Activity.**—A healthy child delights in **bodily activity.** During almost all his waking hours he kicks, crawls, runs, jumps, climbs, pushes, pulls and handles. By this means his body becomes strong and he gains control over his muscles, and his limbs.

3. **Mental Activity.**—The child's mind is constantly at work. This wonderful world is new to him. The sights and sounds about him fill him with wonder and curiosity, and he is never tired of finding out about them, by means of looking, listening, smelling, tasting and handling. As he grows older he constantly questions his elders about his surroundings.

4. **Love of Doing.**—The child has a great love of **doing and making.** He is constantly busy, collecting bits of wood, sand, stones, cloth, paper, etc. With these he will make what he calls a house, or a doll or a fire.

5. **Imitation and Representation.**—He takes a great pleasure in **imitating and representing** what he sees and hears. In his games and songs he acts little plays, in which he represents the words, actions and sounds of people and of animals. He will also try to draw pictures of people, animals and things.

6. **Character and Conduct.**—A child has capabilities for **good and evil** at an early age. He soon shows tendencies which must be checked, such as anger, selfishness, untruthfulness, and also capabilities which must be carefully encouraged, such as love, candor, courage and reverence.

7. **Sociability.**—The child loves the society of other children. If a lonely child is brought into the company of other children he imme-

diately brightens up and becomes happier, just as little Froebel did when his uncle sent him to the day-school. Children also love the society of animals, such as dogs, cats and parrots, and animals seem to like to be with children.

In a well-conducted Kindergarten all these natural characteristics of children are satisfied and developed. The purpose in a Kindergarten is not to cram the verbal memory, but to develop all the powers of a child; to ensure for him a strong, healthy, capable body, mind and character.

IT is reported that the Governor of one of the central states had received \$25.00 for delivering an address to the graduating class of a Manual Training High School. The bill presented by the Governor was accompanied by a voucher showing that the money had been drawn on a warrant of the School Board. Addressing the young people in the public educational institutions of a state may not necessarily be regarded as one of the essential functions of a Governor. But an address given in the capital city precludes the need of traveling expenses, and if such a speech were given by the state's chief magistrate it would seem that a man of genuine patriotism and generous feeling would be fair to regard the price of such an address as included in his annual salary from the state he serves. We trust that the School Board and the citizens and the children felt that they received their money's worth in inspiration received.

The stealing of a school house would seem to be a task of large proportions but the people of Bay Ridge, Brooklyn, complain that the four portable buildings which they were promised have disappeared and they claim that the four now being used by a school in another section of the city are those which are due them. Hundreds of children are on half time for lack of school space.

A POSTAL CARD DEVICE

An ordinary window shade and a package of gummed "stickers," together with your post cards, makes the required material. When you wish to display a series of cards relating to the History, Reading, Language or Geography lesson fasten the required cards to the shade by means of the stickers, in the order you wish to have them. The cards can easily be removed and others put in their place.

G. W. So, Kaukauna, Wis.



AT the Playground Congress in New York City Dr. Myron T. Scudder advocated the need of outdoor play grounds in the country as one means of keeping rural young people at home. He believes that one reason why young people migrate from the country to the city is because they seek in the one place the social enjoyments lacking in the other. He suggests the establishment of athletic fields and playgrounds in the farming regions and the formation of country school athletic leagues.

In response to this plea, some people claim that the country boy obtains sufficient athletic exercise in the performance of his daily "chores" around house and barn and in the hayfield. Also, that he is two fatigued after his daily work to engage with any great spirit in athletic sports.

It may be said in reply to these statements, that in athletic games different sets of muscles are employed and in such different ways and with such a different spirit that the reaction is quite different.

In the old days, before the Shakers discarded their so-called "dance," the men would come up from their work in the fields fatigued to the utmost degree, as were the women from their household tasks. They would sink into their seats as though further action were impossible. But the Elder would give out a hymn and all the Brothers and Sisters would join in the singing, gaining in spirit with each inspiring stanza. Little by little the hands, arms and head would begin to sway and beat in time, and soon, simultaneously, all would rise to their feet and begin a light, tripping, tiptoe step around the room. The tiptoe movement would soon grow into more rapid time till it became a skip and before the exercise was over, body, mind and spirit were thoroughly relaxed.

We are not advocating the introduction of a Shaker dance into the playground movement but simply cite the above instance to show that fatigue of body and dullness of mind due to routine work does not preclude much relaxation, joy and physical good to be gained from active exercise of another kind.

Will not the teachers in the rural schools give us some light upon this topic? Ask the parents of your children. Discuss it with each other and write to the editor.

B. J.

QUERY COLUMN

Any teacher, whether she be a subscriber or not, may send to the editor of this department, (Miss Bertha Johnston, 1054 Bergen St., Brooklyn, N. Y.) such questions relating to child psychology, school management, discipline, use of kindergarten materials, etc., as suggest themselves in daily practice. These questions will be printed one month and readers are urgently requested to send such answers and counter-questions as their own daily experience and observation dictate. The editor will also from time to time propound such questions as circumstances appear to warrant.

1. Kindergarten has not yet opened for the day and two youthful kindergartners are in conversation, while a few of the children cluster around them. When, "Isn't Flossie a dear!" says one director to the other. "What pretty curls she has! and such sweet blue eyes. She is positively the cutest child I ever saw!" The entire group of children, including Flossie, are attentive listeners when this exclamation is made.

Query:

a. Does the child deserve praise for mere prettiness or winsomeness?

b. What does the teacher lack who thus openly criticises a child or indiscriminately praises it or expresses admiration?

c. What is the probable effect upon Flossie of such criticism?

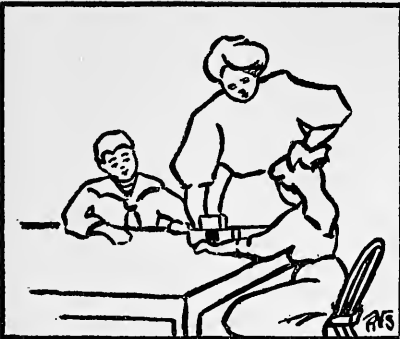
d. What is the natural effect upon the listening children who may be neither pretty nor attractive but long none the less for love and appreciation?

e. What Mother Play has a bearing upon this topic?

2. In cutting an Italian lemon in half, so green were some of the seeds that, although the lemon was large and firm, it was at first supposed that the fruit must be moldy inside. Closer observation showed that the seeds were sprouting and the green was the green of the plumules which were splitting open the cotyledons. How can this be accounted for?

The new education must stimulate the development of the individual and still keep that which was good in the old social order. If too large emphasis is placed with the student upon adjustment to present customs, progress is likely to be very slow; if, on the other hand, the development of the individual is probed to the extreme, the social order itself is endangered by the lack of co-operation between the individuals composing the state, as for example the Greek nation.

D. A. Sargent in American Physical Education Review.



PRACTICE DEPARTMENT

PROGRAM PREVIEWS FOR NOVEMBER.

Selected by Jenny B. Merrill, Ph. D.

NOTE.—It has been my ambition as a supervisor of kindergartens to preserve the individuality of kindergartners while securing, at the same time, a growing unity of purpose and action.

'Too much direction in details will of necessity cramp originality.

THE note of unity in the outline programs presented below is very apparent, while the method of presentation preserves the soul of the writer.

I call attention to one or two prominent features illustrated by these programs:

1. Miss Elder's preview illustrates the power of a careful analysis of a subject. It probably covers more ground than possible, but is very suggestive on this account to primary teachers as well as to kindergartners.

2. Miss Franke's paper gives a short, running account covering similar matter with charming glimpses of practical work.

3. Miss Van Atta does not forget the great value of continuity and hence shows us the relation of the November program to that of the previous month. She furnishes a fine list of stories and games.

4. Miss West's preview helps the spiritual note uppermost and further illustrates the principle of continuity by looking ahead and indicating the relation of the November work to that of December.

No one preview is superior to the other in my estimation, but each one is delightfully characteristic of its author.

PREVIEW FOR NOVEMBER.

Sibyl Elder.

Keynote for the month's work—Thanksgiving.

I. For the Bounties of the earth.

- a. What the Baker has.
He makes his bread from flour—from wheat—from the earth.
- b. What the Grocer sells.
Butter made from milk—from cows that live on grass or grain—from the earth.
Eggs laid by hens—that feed on corn—from the earth.
Vegetables all grow in the earth.

- c. What the Butcher provides.
Beef from cattle—grain—earth.
Mutton from sheep—grass—earth.
Pork from hogs—corn—earth.
Turkeys)
Chickens) from corn—earth.
Ducks)
- d. What the Clothing store furnishes.
Wool garments from sheep—grass—earth.
Cotton garments from cotton plant—earth.
But earth to produce all these things requires:
 -) plow.
 - a. The Farmer to sow.
 -) reap.
 -) care for live stock.
 - b. Rain to moisten the earth.
 - c. Sunshine to make things grow.

God sends the rain and the sunshine, so we must thank God for all.

II. For our Homes.

1. For the father who works to provide food, clothes, and shelter.
2. For the mother who cares for the children's needs.
3. For loving brothers and sisters who help each other.
4. For the kindergarten that helps the children to make the home brighter.

III. For what the City gives us.

1. Police to protect us.
2. School doctors to look after our health.
3. Firemen to keep our homes from being burned.
4. Schools to give us an education.
5. Lights for our dark streets.
6. Parks in which to play.

Notes.

Shall teach them verses from some of the Psalms of Thanksgiving.

Shall bring in specimens of fruits, vegetables, etc.

Shall pop corn on the Kindergarten stove and make a jack-o-lantern from a pumpkin.

Shall give each child a little flag.

Shall have some toy animals as well as pictures when we talk about the sheep, turkeys, etc.

Shall show specimens of raw cotton and wool.

Shall not go into the manufacturing of anything.

Shall not talk about the history of Thanksgiving Day.

Central object of interest for November—a doll's house to be furnished by the children.

PLAN FOR NOVEMBER.

Lydia B. Franke.

During November one underlying thought will be thankfulness—our many blessings. We will take up "For the fruit upon the tree" very simply, line by line, devoting to it just a very few minutes each day.

We have planned to lay out a farm with house, barn, chicken-coop, pigeon house, dog kennel and duck pond, and hope to have a horse, cow, dog, flock of sheep, chickens and ducks.

After speaking of the farmer and his tools and work, the farm and its products and creatures, we will take up the miller and baker. We will finish with "The First Thanksgiving," told as a story, and a little Thanksgiving feast of which a special feature will be apple sauce or some little thing cooked on the gas stove by the children.

Our fingers will be busy making barn, chicken-coop, kennel, etc., of stiff paper or cardboard, cutting out fences, modeling fruit and vegetables, fringing doilies and cutting out plates for our little feast. We will paint our barns and some of the vegetables, draw and cut out tools, etc.

Gifts—Fifth (principally) building farm house, barn, etc.

Sticks—To represent fences, tools, etc.

Occupation—Folding, cutting and paintings—(fruits and vegetables).

Our special object of interest will be our farm and the inside of a barn (an old soap box) with bins and bags for corn and grain, clay barrels of apples and vegetables, stall for horse, tools in a corner, etc.

PREVIEW OF NOVEMBER'S PROGRAM.

Helen Van Atta.

After considering the preparation for winter made by the family in the home, and the pet animals (the dog, the cat, and the canary), we talked about the migration of the summer birds, learned the song and talked of the birds that do not go. Following this we took walks to the Park to observe the deserted nests, the condition of the trees in their preparation for their winter sleep, the ripened and falling leaves and the formation of buds for next year's growth. The talks were based on observations and further impressed by songs, stories, games, pictures and occupations.

This month we will continue our talks on the general subject of "Preparation for the Coming Cold Weather" by beginning with the preparation as seen in the storing up of resources by plants, animals, and man. The squirrel will be the central object of interest for some little time. His home, his store of nuts gathered and hidden away for the long, cold winter; his difficulty in finding food when snow is on the ground, his heavy fur coat which protects him, etc., will be some of the topics of interest to the children. A stuffed squirrel will be enjoyed if a live one cannot be obtained.

The farmer and his harvest time will follow. The gathering and storing of fruits, grains and vegetables. The transportation in boxes, barrels, etc., by means of wagons, boats, and railroads.

The farmer's share in our Thanksgiving dinner. Thanksgiving, the holiday when father is at home, and all dine together. Have the children express feeling of gratitude by giving them an opportunity to make some one else happy by giving or making something for some one.

I. A few of the stories will be:

- "A Nutting Party" Child World Magazine
- "A Thanksgiving Story" Kgn. Mag., Nov., '92
- Anecdotes or true stories observed and re-told.

II. Songs and Games:

- 1. The Squirrel Poulsson, Smith II

- 2. How the Corn Grew Poulsson
- 3. The Orchard Manuscript
- 4. The Train
- 5. The Wind Manuscript
- 6. The Pony Dozen and Two
- 7. Over the River
- 8. Thanksgiving Song Song Echoes
- 9. Sense Games

III. Nature Materials:

fruits, vegetables, grains, nuts, seeds, etc.
Box sent from country containing large pumpkin, corn and other vegetables.
If possible, a rear squirrel or rabbit will be gotten.

IV. Constructive work in addition to progressive work with gifts and occupations:

Work with paper and paste-board illustrating the preparation for Thanksgiving dinner.

V. Thanksgiving Party:

plates, napkins and rings made by the children, corn popped, Jack-o-lanterns for real fun at close of party.

PREVIEW FOR NOVEMBER.

Inez W. West.

This month we are going to try to feel the spirit of "Thank you," to show we have it by actions as well as by words. We are going to know why we should feel "Thank you" for the farmer, miller, baker, carpenter, blacksmith, cobbler, miner, and thus to all others who are "working together" day by day for us all. "No man liveth to himself alone." We each have our place. Children have each a place in the home, in the kindergarten. We are glad of our country, our great big home. We will sing "Thank you to God many times for his goodness. The first Thanksgiving was a "Thank you" day to God for a plentiful harvest. The people at the first Thanksgiving remembered their neighbors, the Indians. Many people like to remember others at this time now. "Be ye kind to one another." Perhaps we know of some one to help to make a glad day for them, with fruit, vegetables, even a flower does much good. Cultivate the spirit of giving. Scatter kind words, smiles, do helpful errands. Give ourselves in many little ways to make some one else happy. Thus we will lead on to the December thoughts of toys, Santa Claus, the Christ Child—the results of labor, care, thought, and love for the children. "Freely ye have received, freely give."

THE MOTHER IN THE HOME.

Bertha Johnston.

THE ideas suggested for the last number centered in part around the baby. We will next think of the other members, which are important parts of the family whole, beginning with the mother, for "many make the household, but only one the home." We want to think not only of the many things that mother does for us, but also of some of the things which we may do for her.

In many households, mother must share in all of the home tasks—in others she does less of the actual work, but her maternal care is shown, none the less, in the wise nurture she gives to her children.

Suppose we follow a sequence with the gifts, with the mother-of-all work in mind.

With the third, fourth, fifth or sixth gift depending upon the experience and skill of the

group, start off, with home which shelters the family, i. e., the gift as a whole. 2. Transform this into the stove at which mother cooks the breakfast and on which she heats her irons. 3. Make the table which she sets ready for breakfast for her hungry family. 4. After breakfast, mother may need to wash the children's clothes—make, then from the table, 4, the two tubs of the city house, or the wash-bench of the country house. 5. Is the sewing-machine with which mother makes the clothes for her active little ones.

Let the kindergartners make these forms with the blocks, and then she can, at the table, dictate or suggest according to the special needs of her children. But whatever the method employed, be sure that the spirit of quiet pleasure in the work is not absent.

THE MOTHER AS BUYER.

The Consumers' League holds that one of the most important functions exercised by the modern woman is that exhibited by her in the capacity of consumer or purchaser. The dispenser of the family funds should know how to buy and where to buy with true economy. She should know good quality in meat, vegetables, fruits, and in the fabric she buys, as in the ready-made garments. The League insists also, upon the Consumer's responsibility as to the conditions under which garments are made. She should buy, as far as is possible, those articles made by firms which pay their employees at reasonable rates; treat them fairly, and afford sanitary shop conditions as to light, ventilation, etc. The facts unearthed by the Consumers' League strikingly exemplify Froebel's principle of interdependence. More than one case of scarlet fever in the homes of the wealthy has been traced to the handsome cloak or gown, which, in the making in a tenement home, was used to cover for a while a little tenement house patient.

The aims of the Consumers' League and what it has thus far accomplished would form a suitable topic for discussion at a mothers' meeting. With the children, however, who love to play store, it will be sufficient to accompany mother in imagination, to the shop, the grocery, the clothing store, etc.—and think of how thoughtful she is in buying the pretty suits for Nellie or Max, or the good oatmeal or potatoes for the daily meal. Nearly all children of six and over have the actual experience of being sent to the store on errands. Two of Froebel's Mother Plays are rich in suggestion for the kindergartner in regard to the educational opportunities offered in the shops. See the "Target" and the "Toy-Shop." But in carrying out the present line of thought it is the mother as purchaser which is to receive most emphasis.

First Gift—

Mother is going to put up some plums, some green apples, etc., for winter use. Which of the balls will best represent the plums? Let one child be the mother and take another child to the end of the table where the balls are held in a basket, and go through the form of buying. With the youngest children this will be a good test of color knowledge. Let the children match the balls with their dresses or shirt-waists. Mother goes shopping and takes a green or a yellow car. Make cars of chairs and attach different balls. She buys a balloon for the baby. Which color?

Second Gift—

Build a grocery store (group-work) of the second Gift boxes, and arrange the cubes and cylinders as barrels, kegs, boxes, etc. Let the children tell which shape represents best the flour and apple barrel, the keg of white grapes, butter, cheese, etc. Which will do to represent the box of crackers, tea, etc.? What shall we play the balls represent? The apples and other fruits, potatoes, etc., on account of general resemblance in size, shape, etc., although somewhat disproportionate to size of flour barrel. On account of activity of balls, several could be hitched to boxes as grocer's horses, or could represent grocer's lively cat.

Another day, the Second Gift Box can be turned into kitchen furnishings—the stove, the flour-roller, etc. Play that we cook the good things mother buys at the grocer's. The ball can represent the tea-ball with which she makes a good cup of tea. Use Second Gift beads for dishes.

Tablets—

1. With tablets make the oil-cloth that mother buys for kitchen floor. 2. Arrange triangles, etc., in form of square or oblong, and then play cut out as cookies. Let circles represent pancakes or cookies, and have a fine time baking them on play stove.

Sticks—

Outline table, stove, etc.

Beads—

String beads to represent the cranberries, etc., with which mother decorates the house at Thanksgiving time, or the peppers, etc., hung up in the country attic to dry.

Let the cylinders represent the jelly and canned goods mother puts up for winter use. Play putting up fruit with stove made of second, third or fourth Gift.

If the children live in the country or the city; if they dwell in a mill district, or a canning or a farming or a dairy region, the given environment will suggest modifications of the above, and new lines of thought, all of which may center around the mother in the home.

With chairs, mark off a play-house corner where, with dollies, the home life may be dramatized. If the kindergarten possesses a doll-house screen, so much the better.

OCCUPATIONS.

Clay.

Model vegetables mother prepares for the immediate meal or uses in preserving.

Model dishes, plates, cups, saucers, used in the home. Set the third or fourth Gift table with such little dishes.

Card-board.

Cut out, fold and paste a box measuring about 3 x 2 x 1 inches. Turn upside down and make into a stove, by cutting a hole in the top for a stove pipe, into which insert a roll of paper, as the pipe itself. Cut openings for oven door and grate. Color black and paste black parquetry circles on for lids.

Take an oblong 4 x 2 inches. Let the children experiment, cutting into it from the narrow ends, two slits, leaving narrow pieces which may be bent down into legs. The projecting ends may be called the leaves of the table. It may take several attempts to get them to approximate in length, but therein lies the value of the lesson. After a table is made, let the children play with it, or they may make chairs to place around it. Make the chairs by slightly modifying the proportions of the table, and cutting off one leaf, while turning up the other for a back.

As many mothers must wash and iron the children's clothes, the wash-tub may be made of the stiff paper cut into shape and pasted to a circle as a base. If you have not made such a little tub when in training, it may require a little experimentation to make the part representing the staves, of just the right curve, so that it will incline from top to bottom as wash-tubs do. Little children may not be able to do this, so that the teacher may need to make a model outline. After the strip for the upper part is cut out, bend it up from the bottom edge about $\frac{1}{4}$ inch. Cut this bent edge into many narrow slits, bend them up so that they may overlap, if necessary, and paste to the circle which is to form the bottom of the tub. Make the little tub more realistic by cutting handles into it.

Wash-board—

Take a small piece of corrugated cardboard for the zinc part, and paste it upon a cardboard frame. Get a real washboard for a model and let the children work out their own little toy copies.

Cutting, I.—

1. Cut out paper dolls.

2. Cut out the clothes that mother washes and irons—stockings, skirts, etc.; attach to line which may be fastened to four-inch sticks and inserted in sand box.

3. Take tissue paper, cut into oblongs about the size of a lace collar, fold this piece several times and cut from it tiny oblongs, triangles, etc., to give a lacy effect. Open out and take home to mother for a play collar. Some unsympathetic or un-understanding parents may be inclined to treat with scorn such an offering from tiny fingers—hence it may be wise, in mothers' meetings, to suggest that when a child does take home such a piece of his handiwork, some words of appreciation are in order for the effort implied. If, in this case, the mothers are likely to be unimaginative, let the children speak of the result as a pattern for a collar, and in playing house or visiting they can don them. Compare results and lead the children to see the effect of repetition and symmetry and balance in design.

Fold and cut out a square of one color, and paste the result, if pleasing, upon one of a harmonious tone for a rug for the doll-house; or an oblong can be made, as a stenciled effect for the wall of the doll-house sewing-room, where the mother spends so many hours.

Play going to store to look at different rugs, stockings, shirts, etc. (cut out by children) which we may wish to buy.

Cutting, II.—

Make other rug designs for mothers' inspection by folding squares of paper, cutting off angles, etc., and then re-arranging the cut-off corners around the central body, pasting them thus when a pleasing effect has been obtained.

Weaving—

Rugs can be made for doll-house of the paper weaving, as well as the oilcloth weaving. Also a coverlet, to put over mother when she takes a nap.

Folding—

Fold shawl, table cloth, cup and saucer, etc., chair, sofa, wash bench, etc.

Fold and paste several little books, for doll-house, emphasizing how mother tells stories and reads to children.

Songs—

In the Hubbard Song Book is a song which although it really describes how the children help in the home, is appropriate here. The refrain runs, "We little children are busy, yes, there is work for us all."

The Patty Hill book has a good sewing machine song.

Games and Plays—

Some table plays have been suggested. On the circle, part of the kindergarten room can be arranged with chairs as the store, and mother can take a long, weary trolley ride to buy necessaries for the home. On her arrival home let one child offer a chair, while another

gets an imaginary cup of tea, to refresh her. Such little plays will help the child to realize a little the desirable reaction between parent and child. He will probably not remember to always do the thoughtful things at home, but by dramatizing it thus simply, some impression is made upon the child heart.

THE CLOCK.

Bertha Johnston.

At this beginning session of the school year many kindergartners find it advisable to devote a little time to the Clock, the Tick-Tack Mother Play, to give the little ones some slight appreciation of the importance of punctuality, of being in kindergarten promptly in order that no time be wasted, but everything be done at the right moment, here, as at home.

In the circle talk the children can be helped to see that health, and happiness and efficiency depend largely upon the regularity of the hours for sleeping, eating, working, playing. How does a child feel the day after he has been up very late? If he eats candy and cakes, or even much good bread and butter between meals, does he have a good appetite for the wholesome meat and potatoes of the regular meal? If he plays when he should be working or studying, what are the results upon himself and others; or if he postpones the errand upon which mother sent him and doesn't bring back the yeast or the flour or the eggs at the right time? If he is late at kindergarten, does it affect only himself?

THE CLOCK.

How do the birds and animals know when to go to bed or get up? Sunrise and sunset. How does the farmer know when to plant or reap? Signs of the seasons.

Is there, in kindergarten or home, anything which helps us know when is the time to do certain things?

Talk about the kindergarten clock. The important features are, of course, the face, with the dial figures and the hands; and, with many clocks the visible, swinging pendulum, which charms the child, as does the regular "tick, tock" of the clock's voice.

What does the kindergarten clock tell us? When to go to the circle, when to go to the table, etc.

In order to give special help for special needs, many different kinds of clocks have been invented. Talk over the particular characteristics of the alarm clock, the cuckoo clock, the great church clock, or that of the town hall; the large, stately hall clock, the serviceable kitchen clock, the dainty parlor clock, and the little pocket clock called a watch.

Do we always need to look at the clock to tell the time? No. many or most clocks have a bell attachment which every hour, or at even more frequent intervals, will strike and tell the time. Indeed, the name "clock" comes from a word which means "bell." Some clocks will have chimes and others call out "cuckoo, cuckoo," to please the little children.

PLAYS.

We can play go to the store to buy a clock and let the children represent in their own way the various kinds. See if we can guess the kind intended. Some may not be going, others are, the pendulums swinging with great regularity. Ask the store-keeper to wind up the striking part and let a child guess the time by counting the strokes. Many exercises in counting may properly be given at this time.

Let one child represent a cuckoo clock through-marvellous routine of day and seasons.

out the morning. Let him sit by the teacher and when the time comes to go to, or leave the circle, to march to the tables, etc., let the teacher whisper to the clock, who will stand up and call "cuckoo, cuckoo," the children obeying the call.

Or, make on the circle, on tough paper, the face of a clock, fasten it to the triangle, give in charge of one child, and at the special hour or half hour let him move the hands at a whispered suggestion, and then strike the triangle the required number of times.

See Vol. XIX, page 13 (1906-7) Kindergarten Magazine for little poem-play, the cuckoo clock.

Play elevator-starter in big office building or department store who times elevator boys.

GIFTS.

First—

1. Have a rhythmic game, the children all swinging the balls in time, like pendulums.

2. Play the balls are hopping, flying birds; if there is sunshine in the room let one child draw down the shade gradually, to represent sunset, and then let the birds nestle in the hands for a long night's sleep and rise again when the shade goes up.

3. Play the balls are babies and sing them to sleep with some lullaby when sleepy time comes.

4. Play train, and let one child stand at a given place and hold up the green or the red ball to let the engineer know whether it is safe to pass, which will depend upon whether another train has been on time.

Second Gift—

Turn one box into a clock with the cubes and cylinder for frame and face, and the sphere for pendulum. Let the boxes of the other children be turned into train or trolley and one or two may be automobiles. At a given time and place, the train has right of way and the other vehicles must wait till it passes. We will look at our watches to see if they agree with the clock, for we do not wish to miss a train.

The Second Gift may also represent a boat which will leave dock just when the clock tells it to do so.

Building Gifts.—These may be made into the town hall with its large clock that can be seen a long distance off. To the main building attach a tower upon which may be pasted a circle to represent the face. A sequence may be made of the third and fourth gifts, as follows, using the one on which the group of children are best qualified:

1. The Gift as a whole is the home where dwells the family.

2. Then, in turn, may be made the shelf and resting on it the alarm clock which awakens Father in the morning, so that he will not be late to business. Or the stove upon which mother cooks breakfast, looking at the clock as she puts on the oatmeal or potatoes.

3. The tables around which sit the family at breakfast while the children keep a lookout on the clock as they wish to be early to kindergarten.

4. The blocks may represent the children on the kindergarten circle.

5. Transform them into the baby's bath-tub or cr., for while the older children are at kindergarten, at just the right time, mother gives baby its nap.

6. The table at which the boys and girls study when study-hour comes; or the fence of the garden in which they rake or pick up leaves at the right time.

8. The home again.

Sticks—Outline the Roman figures of the clock face.

NATURE.

Speak of morning-glories and other flowers that have regular times for opening and closing; also of

OCCUPATIONS.

Cut from advertisements, pictures of clocks and watches. Let each child make a booklet illustrated with such pictures.

Let each child have such a watch face and then paste it to a circle of cardboard to stiffen, and let him carry it and refer to it in play through the day. If a child is unnecessarily slow or unpunctual, remind him by referring him to his watch.

Make a clock for doll-house by pasting a kindergarten circle upon a fourth block. Stand upon doll-house mantel.

Cut a circle of paper, and let the teacher draw upon it the dial figures in strong lines, which the children can prick in. Attach hands which are movable and suspend in window so that light will shine through pricking.

Drawing—

Draw pictures of clocks, of trains, etc.

Folding—

Looking up the geometric series, fold the irregular pentagon which will give a form resembling a clock frame with a triangular top. Paste a circle here for clock face. Use in doll-house. The clock form may be made by folding tunnel and then folding square into sixteen small squares; then, keeping two sides folded in, turn down upper corners so as to make apex at top. We will not give space for detailed dictation as kindergarten should know how to give that clearly and briefly.

Having made folded square into sixteen smaller ones, by cutting away some of the squares the facade of a town-hall with its tower for clock will appear. This can be pasted on a card with a calendar beneath, or doors can be cut into it and calendar placed inside.

A Time sequence can be followed with life form series thus: (1) Salt-cellar used three time a day at meals. (2) Tadpole which we see usually at spring-time. (3) and (4) Birds which know by some mysterious way when it is time to fly away to other climes. (5) Table cloth all nicely folded ready for mother to use when she gives her five o'clock tea at which she uses, (6) her pretty tea-cup and saucer. (7) Windmill which has no set time for working, but does so when the wind dictates and so can not be depended on. (8) Double boat which leaves dock just on time.

Miscellaneous—

Take any small cardboard box or make one. Paste on its face of clock. Just beneath face, cut out a square through which the pendulum should show. Make the pendulum by attaching second gift bead or a pea to a string and fastening inside of box.

An alarm clock form for bedroom mantel can be made by pasting against a stiff circle a straight, narrow piece to serve as a grace. Put on mantel piece made when using sequence of fourth gift.

Story—

Let the kindergarten read the beautiful story by Thomas K. Beecher called "Keeping Time with the Stars." It is published in a miscellaneous collection of stories which he wrote for his Sunday school. He had in charge the winding and setting of the town clock of Elmira, N. Y., for many years.

See "True Story of a Family Clock" in back number of Kindergarten Magazine.

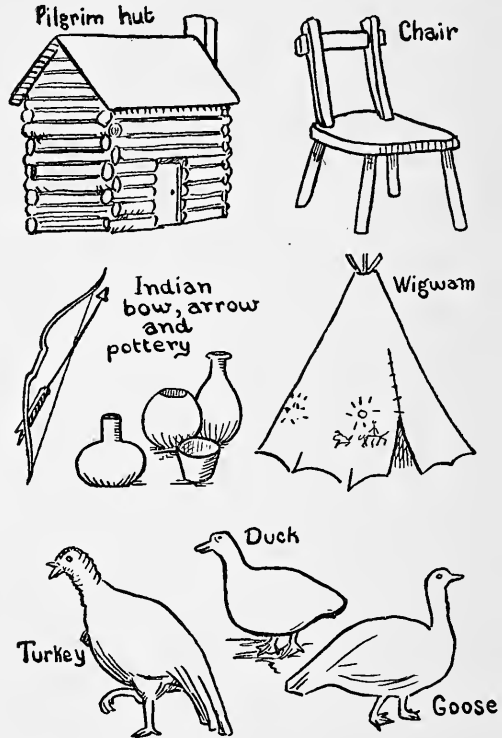
DRAWING, CUTTING, PAPER FOLDING AND PAPER TEARING FOR

NOVEMBER

LILEON CLAXTON.

This is the month that is full of historic connections for the grades and local interests for the

younger children; a month when we stop to think of the gift and the Giver; a time when we realize to whom our gratitude is due. Any formal expression of thankfulness will not bring about the desired feelings. It is by bringing before the minds of the children their possessions and helpers that thankfulness springs up. This is a time when not only the farmer may be made an object of interest but the city children have helpers in the policemen, etc. Any such helper may be appropriately



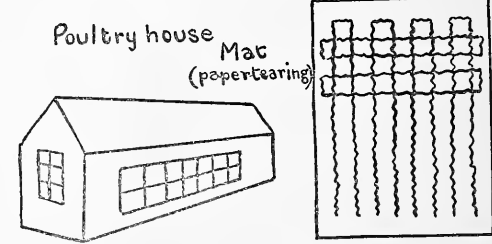
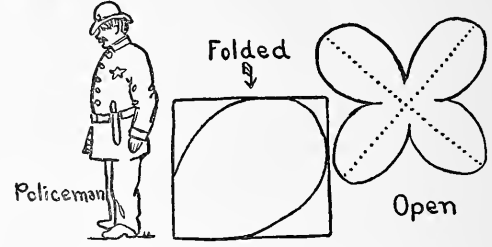
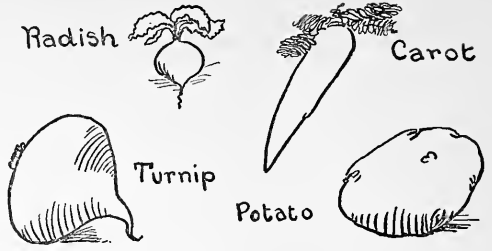
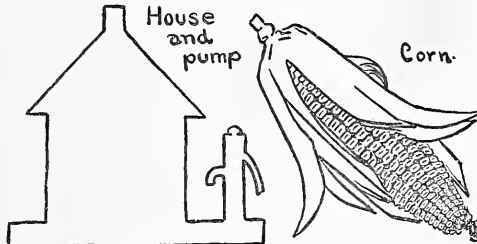
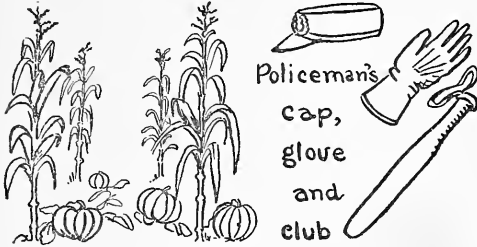
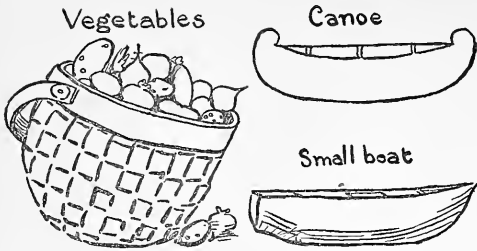
introduced into the November program. The postman, however, is so naturally connected with valentines that he may easily be kept till February.

There is a great temptation to crowd the historic interests down into the kindergarten and lower grades because of the historic associations of this month. This, however, must be avoided. The month presents sufficient topics to the beginners without infringing on the work of later years and the oft-repeated complaint that the children are tired of Hiawatha and the May flower long before they reach the age of understanding, much of that work will not continue to be heard from the teachers of more advanced work. The little children are quite content to talk about the turkey and the pumpkin pies and leave the Pilgrim Fathers to their own devices and the grown ups.

The animal life around which our interest centers this month is the turkey primarily—incidentally, the duck and goose. Some suggestions for the work in different lines follow:

DRAWING

1. Pilgrim huts.
2. Pilgrim church.
3. Pilgrim furniture.
4. May flower.
5. Indian wigwam.
6. Bows and arrows.



7. Indian pottery.
8. Turkey.
9. Duck.
10. Goose.
11. Book Cover—Basket of vegetables .

FREE DRAWING

1. Farm animals in their houses.
2. Barnyard scenes.
3. Bins full of vegetables.
4. Barrels of apples.
5. Policemen at daily duties, such as helping folks across the street, taking lost child home, stopping a fast horse.
6. Mayflower leaving England.
7. Mayflower landing at Plymouth rock.
8. Building of village.
9. Indian life.

PRACTICE DRAWING

Cornfield with pumpkins in it.
Vegetables.

CUTTING

1. May flower.
2. Small boats.
3. Wigwams.
4. Canoes.
5. Policeman's hat, gloves, stick.
6. Vegetables—onion, potato, carrot.
7. Illustrate stories.
8. Cutting to the line as in previous month. Magazine pictures should be greatly improved by this time. The children should be able to cut straight-edge pictures true.
9. Some simple combination of objects on one base might be attempted toward the end of this month.

DRAWING AND CUTTING

1. Pumpkin pie.
2. Ear of corn.
3. Onion.
4. Radish.
5. Carrot.
6. Turnip.
7. Potato.
8. Policeman.

FOLDING AND CUTTING

1. Bins to store things for the winter. (Box form).
2. Poultry house; same foundation as described in previous article. Draw large windows.
3. Folding and cutting for flower patterns of unique design might be introduced in November to prepare for snow flake work of the winter months. The work could be done by simply folding the book form and then folding the bottom of the closed book to the top of book and cutting off the open corners.
4. Cutting strips for chains should have reached a pretty good standard. Some of the best might be saved for Christmas tree decorations.

Mats and fringe.

Simple vegetables—potato, onion.

For tearing a mat a good size sheet of manilla paper should be selected; fold through one diameter; tear through the middle beginning at the fold. This leaves two portions held together only by a border, which is proportionate to the size of the mat. Tear each half as before. Tear each quarter. This will probably give the desired width. Care should be taken in tearing the strips to be woven into this mat that they are the same width as the strips in the mat. Colored strips are more desirable than manilla.

A FEW SUGGESTIONS FOR NOVEMBER.



IN kindergarten, the central thought for November is that of a Thanksgiving, and the work of the preceding months has led little by little to Thanksgiving Day as a climax.

It is to be doubted if the children of kindergarten age gather any very definite impressions when the story of the Puritans is told to them. And, indeed, the appointment of a uniform day of Thanksgiving throughout our country is of recent origin. Until comparatively recently each state had its own particular day of harvest celebration.

But the children of all grades, especially those in the rural districts, can be led to see that, after the hay and corn and buckwheat and barley; the apples, and pumpkins and potatoes have been safely harvested by the farmer, and the peas and beans and fruits preserved by the housewife, it is quite natural for those who have toiled all summer in field and orchard to be happy and grateful when the fruits of their labors are stored in barn and bin and they are certain of food during the winter.

The city people may not at first thought be able to appreciate all of the bounties of Nature which man's labor has developed, but if the children try to think of the condition of things during the terrible blizzard in New York many years ago, when for three days no trains could reach the city and even the stores of condensed milk ran low, they may be helped to realize that we have many things for which to be grateful.

Let the children be told that all people in all countries have been accustomed to gather at the season of the ingathering of the crops to celebrate the harvest with song and dance and hymn of praise.

The children in the grades may be told stories of the Puritans, their high purpose in seeking a new land, their hard winter, their sufferings, and their deep gratitude for what to us today may seem very meagre blessings. School histories will supply the details. The story told at the end of this article may be related to any grade.

The kindergartner believes that, however unattractive in appearance or conduct, however contrary or mischievous or malicious, a child may be, for a time, each one, never-

theless, has in him the seeds of the Divine and it is her privilege to search for and discover all of the sweet and natural and wholesome qualities of childhood, to eliminate the bad and to overcome evil with good. She is the Luther Burbank of the kindergarten who can develop from the thistles of child-nature most unexpected fruits of loveliness, goodwill and self-control.

Practical Suggestions.

The rural teacher may be obliged to leave some of the little folks to their own devices while she is engaged with other classes. Perhaps she may make use of the following little plays:

First Gift Ball.

A circle game which the children love is called the quiet game. One child stands in the center of a circle of children and beckons to a little playmate who softly tiptoes to the center **without saying a word** and in her turn beckons silently to another, and so on until a change of play is desired. The children of the country schools might be trained to play such a game quietly, thus learning self-control, consideration for others, etc. It could be modified by having one child in the center hold up a ball, and then the child in the circle who holds one of corresponding color goes up to match it and if correct, takes the center place. She in turn holds up in dumb show another ball. The corresponding one is held up by the child who has it in his hands. If a child makes a mistake in matching, the other children must indicate it by shaking their heads vigorously. Before letting the children play such a game by themselves it might be necessary to play it several times under the teacher's direction. It could be varied as the children gain in knowledge of color by exhibiting the ball and letting the children hold up fruit or pieces of silk or cotton fabric which resembles the ball most in color.

Second Gift.

In country schools and kindergartens the Second Gift may be turned to account as the hay wagon, with the spheres for horses or the cubes for lumbering but useful oxen. Or the cubes of all of the children may be taken to build the large general barn into which the fruits of field and orchard are to be kept. In those parts of the country where machinery is used in harvesting a

derrick crane or a threshing machine may be formed by an ingenious teacher. Some mechanical genius amongst the older boys may be called upon to help.

If there is a sandbox in the room let the children talk over the need of good roads and some of the important things necessary in the making of good roads. The farmer needs smooth, well-graded roads in order to carry his product to market. A really good road is higher in the middle than on the sides to allow for drainage. The problem of road-making is different in different localities. Rocky soil, sandy soil, clay soil, stony soil, each presents its own problem.

Let the children make good roads in the sandbox, and try to solve different problems. In some cases the ingenious ones may wish to try to rig up stone-breaking machinery with the Second Gift.

Third and Fourth Gifts.

Build the barns in which the grain and hay are stored. Make the hay wagon of a few of the blocks using others for the horses. Make the fences around the meadows which keep the cows in and the savage creatures out. See the "Mother Plays" of the "Garden Gate." Make also the watering trough. Do the animals feel glad and grateful for the cooling water thus provided? Perhaps a pump can be built or a well by such children as are familiar with them.

With the Fifth and Sixth Gifts.

Build the house which shelters the family. See the Mother Plays of the Carpenter. Are we grateful for our comfortable homes? Build the church to which we go to express our gratitude. Build the schoolhouse for which also we are grateful.

Make the railway station and the trains which bear the produce, the hay and the milk and the potatoes to the cities and which carry the people who wish to revisit on Thanksgiving Day their old homes.

Tablets.

With the tablets form designs for stained glass windows or for the oilcloth or wall-paper with which the home is to be decorated.

Tell how in the old days very often the clean white floor of the kitchen would be covered with sand and then a design made upon this with the broom.

Make the sidewalk on either side of the

road. Be sure that the paving-stones are placed closely together. Ask the children how the stones look in their own streets. Do they think that the men who laid them did it well? Did they take pains with their work, or was the foundation so poorly laid that the stones have sunk irregularly and have cracked. Children enjoy trying to step from one crack in a pavement to the other so after the stones are laid upon the table let them step from crack to crack with their fingers, making a little play of it. There can be a little counting lesson, counting both the stones laid and the number of cracks. Sometimes sidewalks are made of stones placed in a pattern. Let the children make such, of the tablets.

Sticks.

Let the children outline the house, barn, etc. Select all the sticks of one size and lay at the side of an imaginary railroad ready to be laid as ties.

If the rural school teacher has no kindergarten sticks she may be able to prevail upon some of the older boys to cut burnt matches into one-inch and two-inch lengths for the use of the little people, or twigs can be taken from trees and cut into one-inch, two-inch, three-inch and four-inch lengths.

Kindergarten Occupations.

Clay.

Model the various kinds of fruits and vegetables which are of simple form. The rural teacher can put a potato, carrot, onion, etc., before the child for busy work and let him form them, and set aside to show to her when she has finished with the particular class she may have in hand.

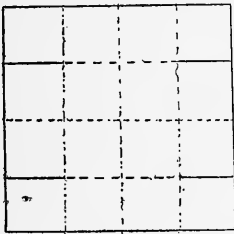
Give the child a squash seed, and a cucumber seed. Let him model several of each. Then let him make an oblong plaque measuring $\frac{1}{2}$ inch high and 2x3 inches in length and place upon this a series of the seed models $\frac{1}{2}$ inch apart, as a design.

Model the horse and oxen that have helped the farmer with his ploughing and reaping and the dog that has helped the shepherd guard his sheep.

Cardboard Modeling.

Make small boxes to hold various kinds of seeds which may be gathered in the fall days. Save the seeds for spring planting. Make the boxes by cutting out of thin cardboard or stiff paper an oblong measuring

4x4 inches. Fold this square into 16 smaller squares, thus: Fold the front edge to the back edge and crease. Open out and a crease will be seen bisecting the square from left to right. Fold the front edge till it coincides with this crease. Open. Fold the back edge so that it coincides with the middle crease. Open. Fold the left edge over till it exactly meets the right edge. Open. A crease will be seen bisecting the paper from back to front. Fold the left and the right edges respectively so that each coincides with the central crease. Open and the square will be found divided into 16 small squares thus:



From two opposite sides of the square cut two slits one inch long, one inch from the sides. See plain lines. This will make four flaps. Bend up four sides one inch deep to form the sides of the box and bend and paste the flaps to make the sides firm.

With such a box as a basis, but longer in proportion to the width wagons may be made for the carrying of the hay of the toy farm. Seeds also may form a part of the miniature load. Wheels may be of milk-bottle tops, or may be cut from stiff cardboard. Fasten to body of the wagon with paste. Let the children play with these in the sand box.

Nature.

Gather seeds of small fruits of different kinds, melon, apple, rose-haws, cranberries, etc., and string for decorations for room. Save till Thanksgiving Day and take home. Alternate the seeds, one kind with another, and also with straws, cut into one inch lengths. Dried corn alternates prettily with straws or cranberries. This gives practice in counting and in design.

Collect leaves and let the children press and mount them on cards which can afterwards be made into booklets.

Copy the leaves in pencil, in water color and in clay. Notice how those on one tree will vary in form and color, and get in what

particulars those of one tree resemble each other.

Give each of a circle of children, a different kind of leaf. Let one child stand in the center of the circle and hold up one leaf in plain view; then the child in the circle who holds the companion leaf must hold it up and give its name. Modify this game by substituting nuts, fruit, seeds, etc., for the leaf.

A Lemon, Apple, Orange, Pear, etc.

Place a row of fruit, a lemon, apple, orange, pear, etc., on the table or floor. Let a child observe the row and then cover his eyes while another child removes one piece of fruit. The first child looks again and tells which kind of fruit is missing.

In the sand of the sand box stick a number of twigs, letting them appear about $\frac{1}{2}$ inch above the sand. Hide also an apple and a pear letting the stems stick out half an inch. Let the children try to find the fruit from what they see of the stems.

Paper-Cutting.

Place a row of different kinds of fruit where it is in plain view and let each child cut free-hand a copy of one piece and see if the other children can tell what it is. These may afterwards be colored in chalk or water-color and used for place cards for Thanksgiving dinner.

Cut turkey, cow, horse, every animal that helps make Thanksgiving. These may be used in playing with the gifts or with the sand box.

Postal Cards.

Souvenir postal cards, can be used with much profit by kindergarteners, primary and rural teachers. To illustrate: where local views have been issued, make a collection with the aid of the pupils and arrange on sheets of mounting board in groups; for instance, place the views of churches, public buildings, factories, stores, residences, business streets, etc., each together. Let the pupils talk or write about the pictures, short sentences such as, "we go to this church;" "that is the library where I get my books;" "my father works in that factory;" "we buy our groceries at this store;" "our house is on this street," etc. Then tell short stories about, for instance, what churches, libraries, factories, stores, etc., are for, and tell about the use of court houses, jails, etc.; ask pupils to observe if the picture looks like the object represented. If any views are not recognized explain location, etc., and ask pupils when passing to observe whether the picture looks like the object intended to be represented.



GAMES, PLAYS, STORIES

RECITATIONS, MEMORY GEMS, ETC.

THE FOLK GAME IN EDUCATION.

MARIE RUEF HOFER, Columbia University.



THE recent congress of the Playground Association of America held in New York City revealed not only a substantial interest in the municipal and constructive features of the playground, of securing and equipping the same for city and country, but a very lively interest in **what** and **how** children shall play. This was shown in all the papers read and in the serious work of all the committees. Particularly was the dramatic element of play, in folk games and dances and festivals, emphasized. This was climaxed in the various exhibitions of games given for the benefit for those who attended the Congress. These exhibitions given on the green back of the Metropolitan Museum, the Van Cortland Park festival, and in a festival of free play and simple village games and dances given under the forbidding arches of the Brooklyn bridge. In each instance was the new tendency to freer dramatic expression in folk games and dances shown, often carrying out the picturesque national effect by touches of characteristic color and costume. In the rendering of these games and dances by the representative children of all nations, such as can only be seen on our American shores was extremely suggestive material for reflection. Has the folk game come to stay? Is it an intrinsic element in our future educational life? What is its significance and place.

The folk game in the kindergarten has thus far been viewed with considerable suspicion, as a possible disturbing element to Froebelian principles. While all material of this kind requires explanation and adjustment to the needs of little children, the more liberal worker would enter a protest against this continual fear of rudely jostling the Froebelian ideal from its pedestal.

As read without prejudice Froebel's world was preëminently God's world, with the emphasis laid on God. The earth, the air, the sea and all that in them is of life, and significance to the child, was his motto. The equal, happy, philosophical distribu-

tion of these elements plus human spiritual vision, over the kindergarten program is surely the aim of every well trained kindergarten. The **view point**, it is, that brings the curse or approval of the gods. If the enthusiastic kindergarten be strongly inclined to Nature, or to rhythm or to art, her program will surely veer that way, and her children will best do that which is backed by this same enthusiasm. Circumstances and environment may also point her sails. If the factory be the life pulse of her neighborhood, industrial interpretations must result, and her ingenuity will be taxed in breaking wholesome paths into the outer world of nature and art. If she be in love with the potato to the extent of seeing world relationships in the tuber, (this, it seems, was Froebel's peculiar talent, to read deeply into common things) she is to be congratulated instead of criticized on having "truly caught the spirit." There may be gross errors in judgment in this converting world forces into pedagogical pabulum, but we are convinced from previous observation that our earth ball will not be jarred off its axis thereby, but will roll calmly onward in its course without material disturbance.

In following the evolution of plays and games for a decade and more the writer wishes to put herself on record, that in the active experience of investigating and testing phase after phase of this evolution of play material, from the formal, prosaic representative game of the past, through Delsaritan bird flight, rhythmic mazes, often dangerously exaggerated, no more wholesome heresy has penetrated kindergartenism than the folk game and dance.

In the first place it proves Froebel's historic attitude, both as regards play as a racial product and his games to be not a mere fantasy of the brain, but a fundamental life product. All the so called original Froebelian games were those of the folk about him, as he frankly tells us, and their subjects are old in the world order of events. Self activity inducing self-evolution through playful movements, social games drawn from world courtesies and amenities; industrial episodes, racial experiences re-enacted; civic and national events

dramatized, social emanations crystalized in holidays and festivals.

Contrary to popular belief Froebel did not invent the Knights. They lived in every castle and stronghold of his countryside, and their histories were scattered plentifully about in the plays of the German children. The magic ring made sacred by centuries of religious and festal traditions of the Germans found its rightful reincarnation in the Kindergarten circle. "Would you know how doth the Farmer" has its familiar counterpart in every country, intrinsically dear because wrought from the texture of native custom.

Whether we stamp the harvest dance of the Russians or gracefully pantomime the "Avoine" of the French matters little. What a tribute to the fundamental qualities of Froebel's educational interpretations that he strikes not a shallow vein but a deep seam of genuine ore that makes real kindergarten principles a binding unity in the world. Why should an Americanized kindergarten interpretation set the pattern for the whole world? Is not the next step in our national evolution the recognition of a common unity and the life of all countries and peoples its best illustration. Is not the present inundation of folk love of all kinds a significant pointing finger to a racial unification imminent in history and not a passing fad. The coming to our shores of the European peasant is not in vain if in contributing his traditions he reinforces this unity. The native gaiety and joyousness of his festivals may serve us for pastime and recreation, but there is a deeper lesson to be learned which we gladly accept at his hands. If our next advance in education be a "progress backward" it is merely a straightening of girders, a tightening of bars and beams, a settling of foundations for the grander oncoming march of human progress.

Educationally, the folk game represents to us the happy means by which we can study simple evolutionary processes, for which the kindergarten in the best sense stands. Whether this be in relation to physical development in the homely hop, stamp, spring, clap, by which we moderns can shake off nervous and enemic tendencies, or its outworking into group activities of subject matter which makes up the bulk of kindergarten programs; or an emphasis of the dramatic element, shown in simple, forceful action in the expression of

common human motives; or as the concrete representing of these in simple unities of time and space—form—it is all good. The only difficulty for the kindergartner will be where the dancing teacher and physical trainer, unacquainted with the thought connections of the kindergarten will use these plays and dramas as mere devices and fancy steps, with which to embellish the graces of their art.

The following somewhat free interpretation with additional experiences are offered in English. The first part of the game is played in a circle, the children joining hands and skipping first to the right and then to the left, acting out "clap their hands and sing." At "Who wants to know," children turn from side to side to their neighbors, bowing and asking question, once to each measure. Then marching forward they gesture with the right hand outward in sowing around the circle. Then all join hands and repeat, each time giving new activity. Mowing, grasp sythe and sweep inward. Binding, stoop and gather, twist, throw toward center. Flailing, grasp flail, throw backward over shoulder and front and down. Sifting, shake rapidly to and fro. Grinding, twisting of hands or arms. Stand with arms folded.

The oats in the oat field the happy season brings.

The farmer, the farmer he claps his hands and sings.

Who wants to know, who wants to see,
How we sow the grain so free.

'Tis thus the farmer sows, as through the field he goes. Repeat.

'Tis thus the farmer mows as through the field he goes.

'Tis thus the farmer binds, as round and round he twines.

'Tis thus the farmer beats his oats and rye and wheat.

'Tis thus the farmer sifts as to and fro he shifts.

'Tis thus the oats are ground as the wheels go round and round,

'Tis thus the farmer rests when he has done his best.

I hold in my memory bits of poetry learned in childhood, which have stood me in good stead through life in the struggle to keep true to just ideals of love and duty.—President Eliot.

Everything that tends to develop the boy or girl into a desirable citizen is as much a part of the teacher's duties as to see that his problems in mathematics are correctly solved.

A STORY FOR THANKSGIVING.

How John Henry Borrowed Coals to Light the Fire.

BERTHA JOHNSTON.

Suppose you have been out at play till it grows very late and the rooms are quite dark as you go into your home, so that you cannot see to read in your favorite story-book what can be done to make the room bright and cheery? Yes, mama will perhaps take a match, scratch it upon the sand of the match-scratcher and—then what? Yes, she will possibly light the lamp or the gas and perhaps she may turn on the electricity.

Perhaps again, it is a cold winter's day and you come into the room shivering from your last cold walk home from school. You come into the house and go straight to the open wood fire or to the radiator or to the large hospitable-looking stove. If the fire in the stove should go out during the night how would father, mama or the cook make a new one? Yes, she would place paper in the stove, then kindling-wood on top of that, and coals upon the sticks of wood and then—she would scratch a match, touch it to the paper and in a few moments the wood would be blazing and the coals also would catch fire. But suppose there were no matches in the house, or the neighbors had none, or the grocery store had run out or there were none to be had anywhere?

I am going to tell you the story of a little boy and what he had to do one cold winter's day before men had ever thought of making the friction matches which we use now every day and think we could not get along without.

It was the day before Thanksgiving and he had been thinking how good all the delicious meats and fruits and vegetables would taste which were to make the fine Thanksgiving dinner. Turkeys were to be roasted, and potatoes baked and squash boiled; the pumpkin and apple pies had been already made and the jellies and preserved fruits were on the shelves in a fine array—and he and his brothers and sisters and the cousins who were to come in the morning, were to crack some of the nuts he had gathered in the bracing October days. And then they would gather round the large wood-fire and roast apples and chestnuts while uncle and auntie or grandfather would tell some splendid story of the Indians or sing some jolly song. Or some old-fashioned game would be played by the young people while the old folk

talked over times long past and good times to come.

John Henry had been thinking for many, many days of the delightful holiday coming, and now—tomorrow it would really be here with all its fun and frolic.

It was hard to go to sleep, thinking of all the fun of the morrow, but at last his eyes did close, and no sooner was he asleep than it seemed he heard his mother's voice calling to awaken him. "John Henry! Oh, John Henry!" He sprang to his feet, although his room was cold, for there would be no long staying in bed on Thanksgiving Day. And then—what was it his mother was saying?—The fire had gone out? What, the fire out on Thanksgiving Day. No fire with which to roast the turkey, or bake the pudding, or boil the sweet potatoes! No fire on Thanksgiving Day!

John Henry was shivering with cold, but he was not thinking of that.

What was that his mother was saying? He must dress quickly and go to neighbor Brownell's half a mile away and borrow some coals. Thus only could the fire be re-lighted, for friction matches were little known at that time, and people who lived far from others were usually very careful to so fix the fire at night that it would keep until morning when it could easily be made to blaze, if desired.

But the "hired girl" had been careless and the fire was out, and no flint or tinder box in the house to light another.

So John Henry didn't spend much time in dressing. He took some cold breakfast, put on his high boots, and wrapped his muffler around his neck; put on the warm mittens his mother had knitted for him and started off to walk through the deep snow, half a mile to the neighbor's. He carried a kettle for holding the coals.

It was a cold walk and the half mile seemed a long one, but at last he reached Mr. Brownell's while the family were at breakfast.

Mrs. Brownell and the small boys and girls bustled around and made a place for John Henry at the table and he found that he was quite ready to eat a second breakfast of hot pancakes and maple syrup.

Then Mr. Brownell took some hot, live coals from the fire, put them in the kettle, covered them with just enough ashes to keep them from burning up before John Henry reached home, and showed the boy

just how to hold and swing the kettle so that the fire should not go out.

Then John Henry started for home and the walk seemed even longer than before for the ten-year-old boy. Suppose the fire in the kettle should go out! How carefully he held it! How carefully he tried to swing so that there should be just enough draught to keep the coals alive.

But at last the home on the hillside was reached and the coals were still glowing a deep, clear red when they were taken out, and carefully placed in the fireplace beneath the huge log. Then they were carefully fanned, and soon the log was blazing and fire could be carried from it into the kitchen by means of a long pine splinter split from a log in the wood pile. And soon the turkey was roasting and the potatoes baking and cauliflower boiling and the prospects of a good dinner were all that could be wished for, and John Henry and his family were thankful not only for food and shelter and clothing, but for fire as well—the fire that kept them warm, and cooked their meals and helped them in so many, many ways.

THANKSGIVING STORY.

Elizabeth G. Peene.

ONCE upon a time, not very long ago, there lived down on Chriplie street, a little boy named Nathan. He went to kindergarten every day. He liked to work and play, but he remembers two days he liked better than all the rest. One was the day the children took their chairs out in the garden and had a party with chestnuts, and the other was when the kindergarten had a Thanksgiving party with apples and white tissue paper table napkins, and sang their new Thanksgiving song:

Oh, come, dear little children, come,
Your grateful thanks to sing,
For all the warm coats, mits and shoes
Ere winter's storms begin.

Nathan told his mama all about the fun when he went home and asked her if he could have a party in his house. He wanted to ask Hymen to come, and Rachel and Baby Mary. His mother said she would see. So early on Thanksgiving morning, Nathan jumped out of bed, dressed himself and ran in to ask his mother again if he could have the party. She said that when he had taken the peelings down to the garbage can, she would give him two pennies to buy apples for a party. You should have seen Nathan hurry. The dish of peelings was heavy, so he couldn't go downstairs very fast, but he ran all the way up again,—then ran to the back flat on the

third floor and asked Hymen, Mary and Rachel. He ran to the push cart and bought four apples, ran home again as fast as he could and began to get ready for the party. He took a chair and stood it in the center of the kitchen for a table; he took blocks of wood and put them for chairs. He wanted a table cloth, but didn't know what to use, so his mother gave him clean wrapping paper. He covered the table and patted it nice and smooth. He was just going to cut the apples when a knock was heard at the door. Nathan gave one jump, opened the door, and there stood Hymen, Rachel and Mary, hand in hand, their hair all wet and brushed so smooth, their faces clean, and baby Mary had a bright blue new dress. Nathan thought they looked so fine that he stood there saying, "Ah! Ah!" instead of saying, "Come in. His mama invited them in and when they saw all the little table ready for the party, they all said, "Ah! Ah!" and stood quite still. Nathan wanted them to have lots of fun, so he got his paper doll out for Mary, and she hugged it and didn't want to do anything but nurse it all the time. Hymen rolled his wagon up and down the kitchen, and Rachel took the picture book, but didn't say "Thank you." Nathan told her to say "Thank you." Soon everything was ready for the party. They sat up nice and straight on their stools, and Nathan showed them how to fold their hands, and he sang his kindergarten Thanksgiving song for them. He passed them the apples and they smiled and laughed and giggled and talked and had such a fine time! Baby Mary kept saying, "Thank you, thank you." They gave mama a piece of apple, and they gave Polly a piece, too, and they laughed at Polly, for she said, "Thank you." They gave doggie a piece, and he said, "Bow wow," which is "Thank you" for a dog. When they finished the party, they didn't want to go home. Mary hugged her dolly and kept whispering, "Thank you, thank you, thank you." Nathan and Hymen played lots of different things, and Rachel looked at the boys and nursed baby Mary until their big sister came for them. When baby Mary was going to bed that night she was sleepily saying—"party—dollie—thank you—thank you."

How One New York Kindergartner Observed Thanksgiving.

The day before Thanksgiving we had both classes together and we had a very pleasant morning with our songs, stories, games, and many of the children told Mother Goose rhymes. Nearly each child contributed something toward a basket of fruits for the little people in St. Vincent's hospital. We had two large peach baskets filled with apples, oranges, nuts, etc. The children were much delighted to see the beautiful baskets that they were sending away.—M. E. P.

BOOK NOTES.

The Brooklyn Public Library publishes a very excellent list of books for boys and girls, approved by it for use in the children's rooms. It does not pretend to be either a finding list or to be complete as to the books found in the children's rooms, but it gives the branch librarians a "definite idea of what books they may freely order for the shelves of their children's rooms." The compiler, Miss Hunt, superintendent of the Children's Department, includes such titles as she believes will help "in carrying out the purpose of the children's library, namely, that of being a nursery for good citizenship". The need of attracting all classes of children, those from a cultured home and environment and those of limited vocabulary and experience, has been kept in mind. Some of the selections may therefore be lacking in literary quality, but all have some distinct merit which entitles them to a place here. Such a list should prove serviceable to librarians in other cities, and parents, also, may well find them useful. The Brooklyn system includes twenty-three libraries. Frank P. Hill is Chief Librarian.

CORNELL RURAL SCHOOL, LEAFLET HOME STUDY COURSE. How many New York teachers are aware of their privileges in regard to these two helpful monthly journals, published by the N. Y. State College of Agriculture, and to be obtained gratis by all teachers in New York state? The former is in two installments, one for children and one a supplement for the teacher. The spring numbers of 1908 for the children tells how to organize a farm boys' club, and the May issue describes the organizing of a girls' club. The teachers supplement for April is a garden number and is practical in its many suggestions. Alice G. McCloskey is editor, with Professors G. F. Warren and Charles H. Tuck as advisers.

The Home Nature Study Course is edited by Anna Botsford Comstock and John W. Spencer. In the April-May number are directions for tree planting, with much information as well concerning frogs and toads with their wonderful transformations. Directions are given for making an aquarium and there is a lesson also upon the strawberry, and one upon the blackbird. These valuable leaflets are published at Ithaca, N. Y., under the auspices of Cornell University.

GRASSHOPPER LAND, by Margaret W. Morley. The brief foreword states that this book is written not for children, but for their grandfathers and grandmothers, who were once boys and girls in the country and may be in danger after all these years of forgetting about grasshoppers. It is quite safe to say, however, that children will read the book with great delight. Miss Morley has a style all her own, and in her merry, familiar talk she carries one straight into the heart of nature. By the clever use of simile and metaphor she puts her scientific statements into picturesque language which captivates the reader's attention, and intensifies his interest in the lively little insect that is so alluring to all children. We give a few sentences to indicate the general literary quality.

"No doubt the sense of smell was originally developed to enable animals to smell out their food, to find their friends, and to detect their enemies. Man has found other ways of meeting these needs, so his sense of smell is on the wane, though it still continues to be, as just said, the most acute faculty that he has. . . . Although the grasshopper's feelers were not designed as mere ornaments, yet, like our noses, they add immensely to the personal appearance of the family, and it could easily be imagined that vanity dictated the graceful way in which they

are waved about if one did not know the very practical nature of those delicate appendages."

Then follows a description of the antennae as seen under the microscope. As the title suggests, the study is not confined to the grasshopper alone, but to grasshopper land, hence comparisons are frequent between the grasshopper and relatives more or less times removed, as, for instance, the chapter upon "harmless frauds," which tells about the walking stick and walking leaf. One chapter "the Diary of a Locust," tells the history of the locust from his viewpoint. But as interesting as any are those pages devoted to the migratory locust of the East and his ravages, and the different methods by which man has in ancient and modern times fought against the terrible scourge. An extract from Pliny tells how, in the Granaicke region with Barbarie, ordained is it by law, every three years to wage war against them, and so to conquer them. In China and in Africa, emperor and sultan have organized men to fight them. The story of the Island of Cyprus shows how interdependent are the lives of men and of even the apparently insignificant insect world. Cyprus was a "happy, thriving and beautiful land" until 1571, when it fell under the rule of the Turks. For two hundred and fifty years thereafter it was a wilderness, because under a corrupt government no effort was made to destroy the locusts that freely ravaged the land of every growing thing. But when Cyprus was ceded to England, a simple device, discovered by a certain Count Mattei, which had never been used by the Turks, was put into operation in 1883, and in one season, by the means of a system of 55,000 pits and fences, 195,000,000 locusts were destroyed in one season. The device consisted of walls and the plague has never again become unmanageable in the lovely island. The chapter upon locusts as food is another side to the question, and we learn that in some parts of the world the locust is eagerly welcomed as a source of food, and is regarded as a tidbit. In Oriental countries they are highly regarded as food even when not a necessity, and in others they are the staff of life of the people. There are various ways of preparing them for food as described. The volume is copiously illustrated with delightful pen and ink pictures showing the insects in all kinds of pistre. We close with a few words of the author which take one directly into the country fields:

"Think of crossing a close-cut New England meadow late in August without stirring up a commotion of whirring wings and hopping legs. Think of walking over the fields without hearing those odd little pattering sounds, like drops of rain, made by the hoppers as they spring up on all sides of us. To the fortunate dweller in locust-free lands summer would not be quite summer without the shrill and pleasant hubbub of the grasshopper folk."

This book should be in every school library and will be a good companion for the summer vacation, both for young and for those who wish to renew the happy memories of youthful days. A. C. McClurg Co., Chicago.

There is also a drawing from an Assyrian relief in the British Museum showing attendant bringing locusts and pomegranates into the King.

THE BOY GEOLOGIST, by E. J. Houston, Ph. D. A story centering around the experiences at boarding school of two boys, one of whom has a strong interest in anything geological, and the other an equally decided leaning toward chemistry. Various incidents in school, boy-like, are described; and a good many interesting facts about geology and chemistry are given in describing the experiments and adventures of the boys and their friends. But the literary style is not particularly interesting. The boys address each other in stilted, formal language, and in this respect the story is forced and artificial.

We would be interested in knowing whether boys who have a natural inclination toward geology and chemistry would read the story for the sake of the information to be gained or whether they would prefer to get their facts directly from some scientific book. Henry Altemus Co., Philadelphia, Pa.

The recent earthquakes at San Francisco and Valparaiso, and the eruption of Vesuvius are made the basis for a discussion of such phenomena and the fetish which an ex-slave negro had brought with him from Africa and which he uses to injure his enemies is found to contain radium, thus offering opportunity for a discourse upon that rare element. Incidentally information as to the course of action under certain emergencies, such as sunstroke, is given.

PROSE EVERY CHILD SHOULD KNOW. Edition by Mary E. Burt. The title to this volume at first thought sounds somewhat presumptuous, but a study of the contents justifies the editor in most of her selections. There are few, if any, that one would wish to omit, especially when, after reading the introduction, we understand the basis of that selection. "It is a reading book for home culture, and a collection of recitations for school use". The book begins with a paragraph from Talmage which a three-year-old loved to recite, on "The Influence of a Clean Face", and it closes with several pages from William M. Salter on "Morality the Essence of Life." The greater number of the selections are less than two pages in length, and are thus short enough to be memorized. The authors represent fairly well the Academy of Immortals of all time. George Washington, and Aristotle, Fenelon, Lincoln, Mrs. Custer and Victor Hugo, De Anicis, Desmothenes, William Pitt, De Mirabeau, Marcus Aurelius and Edmund Burke, Plato and Sallust, George Eliott and Edwin Markham, etc., etc., are a few names from this galaxy of prophets. The extracts from the great speeches which have helped on the world's progress as they stirred men's hearts to righteousness and effort may well be learned by our growing children. The Declaration of Independence and the entire Constitution of the United States are given in full. Miss Burt rejoices that with the children who were her schoolmates she committed to memory these great documents. Crisp arguments for debate upon the leading questions of the day—money, labor, suffrage, etc., may be found. Exactly why the extract from concerning the life of the father bee is given we do not understand.

An unusual but interesting feature of the book is the little personal note introducing each selection, and often addressed to some particular child whom the author has in mind when deciding to use the extract. The volume will help the children to appreciate what are the real things in life—the things worth while. Doubleday, Page & Co., N. Y. \$0.90 net.

THE YOUNGSTERS OF CENTERVILLE, by Etta Anthony Baker. These are youngsters whose acquaintance any child, boy or girl, will be glad to make. The children are normal, wholesome real girls and boys. Their doings and their adventures are told in a breezy, jolly, sympathetic manner that is irresistible, and the manliness of the boys and the womanliness of the girls are brought out in a delightful manner by one who seems to have a thorough understanding of boy and girl nature. Illustrated by Francis Day. Henry Holy & Co.

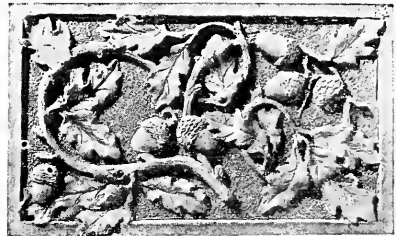
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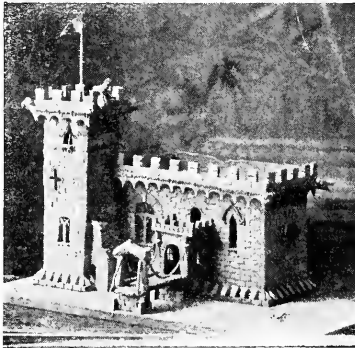


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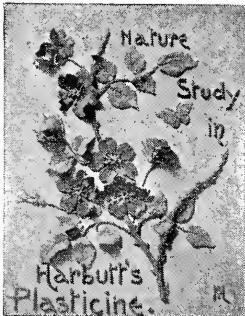
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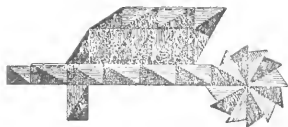
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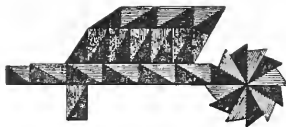
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INDEX TO CONTENTS

The Right of the Child to a Proper Life Equipment	<i>E. Lyell Earle,</i>	71
The Kindergarten and Social Service	<i>Nettie P. Schwerin,</i>	79
The Kindergarten a Culture Period in Life	<i>Julia A. Balback,</i>	80
Editorial Notes		81
The I. K. U. at Buffalo		81
A Christmas Symposium	<i>Jenny B Merrill, Pd. D.</i>	64
Suggestions on Christmas Month	<i>Bertha Johnston,</i>	87
Suggestions for Occupation Work for Christmas Month	<i>Bertha Johnston,</i>	89
Teaching History by Puppets		91
Drawing, Cutting, Paper Folding and Tearing for December	<i>Lileon Claxton,</i>	92
Kindergarten Gifts	<i>Bertha Johnston,</i>	94
Two December Visitors	<i>Sibyl Elder,</i>	97
A December Program	<i>Helen D Denfigh</i>	98
Kindergarten Grand Opera,	<i>("Mrs. E. Lyell")</i> <i>Auguste S. Earle B. M.</i>	99
Old Christmas Plays and Carols	<i>Mari Ruef Hofer,</i>	103
A Dialogue		103
Verse from an old Bavarian Christmas Play		104
Shepherd Song		104
Santa Claus Magical Gift	<i>Bertha Johnston,</i>	104
Books For Holiday Gifts		



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The Kindergarten-Primary Magazine

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The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

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THE RIGHT OF THE CHILD TO A PROPER LIFE EQUIPMENT.

E. LYELL EARLE,
President New York Froebel Normal.*

As I sat here this morning listening to the addresses of the President of the Rhode Island Institute of Instruction and to the remarks of His Excellency, the governor of the state, who touched so clearly on the vital topics of education today and watched the impressions made on this large body of representative teachers, I was compelled to appreciate the importance of such matters as this for the betterment of education throughout the entire state. Rhode Island is one of the few states in which such a gathering is possible. Whether the teachers are realizing their full strength in such an assemblage, whether they are getting out of it the full value of their strength in forming and sustaining public opinion, is a question that must be answered by those of you who are on the ground all the time. Such a body of teachers represents the largest amount of organized intelligence in the state and when such intelligence is

*Address delivered at Rhode Island State Institute.

directed through united efforts toward definite results, there is scarcely anything within justice that you may not obtain by constant well directed effort.

The topic that has been assigned me for a discussion this morning is one that must appeal to every true teacher and one that contains, in germ at least, almost all the problems of education that are demanding solution today.

We are living truly in the golden age of education. Never in the history of the world has there been such wide spread interest in the subject of the education of the child. Never have nations expended such vast sums of money for the realization of this end. Throughout the world statesmen are giving the question of education the profoundest consideration. Philosophers are revising their theories of knowledge and their standards of worth. Scientists are investigating with the most fearless hand problems of physical and mental conditions for the purpose of furthering the well being of the child during the period of his formal education. The United States today is contributing for school purposes almost as much money as the rest of the world is expending in public instruction. Buildings that rival in splendor the palaces of the ancient world and surpass in academic equipment the dreams of the most enthusiastic pedagogues welcome the child as he leaves the home for his first formal step into education and impress him with the vastness and importance of the course upon which he is about to enter.

Normal schools and city training schools are centering their attention on the practical aspect of education, and colleges and universities are revising their faculties and planning their courses, to a very conscious extent, for the furtherance of the educational equipment of its graduates.

But while we are, indeed, living in the golden age of education, which does not necessarily mean that the pedagogue is receiving a large or adequate share of the golden shekles, while all of this activity, interest and expenditure are manifest around about us, we cannot deny that there is a great deal of unrest in the educational world, that there is a great deal of dissatisfaction with the results of school education, at least among men who are meeting the

hard facts of life in the commercial and industrial enterprises of the day.

Men in business, who are accustomed to figure out to the fraction of a per cent the results of every penny of expenditure, are inquiring whether the large amount of money put annually into our great school systems is declaring an adequate and encouraging dividend. For many years past the college graduate and the university man have been the butt of industrial ridicule. It had come to be almost a by-word that the success of a college man in business was an exception emphasized by the fact of its rare occurrence. The longer a boy remained in school beyond the period of late infancy the worse he seemed to be equipped for doing things in the shop, or in the store, or in the office; the longer it seemed to take him to find himself in any particular industrial activity, as if his ability to get along in life was inversely proportional to the length of time he spent in school, and to the relative success he attained therein.

As a result of investigations made in shops and offices and department stores in New York State it was found that boys and girls leaving the elementary school after the legal age, and after having passed the so-called educational test were practically helpless in specific knowledge that might help them in the particular work they were undertaking. Boys and girls who can do formal decimals out of arithmetics when presented according to school method, would not know how to write a bill where applied decimals was an absolute necessity. In the making out of reports, the most unusual errors in spelling and sentence form were made by boys and girls who had a fair amount of accuracy in formal grammar and formal composition. In the shop and factory where manual skill or a working knowledge of tools was desirable, it was found that the process had to begin and that the ordinary things that boys knew from their mere home life 15 or 20 years ago, were entirely unheard of, were entirely lost to the public school boy of the present generation. When it came to the knowledge and application of elementary principles of hygiene, sanitation, ventilation, etc., these boys and girls were entirely oblivious of the existence of such problems and had to be taught and directed in the most elementary lines of health. It was found, in a word, without going into

more detail, that the school subjects were not functioning out in life, were not finding an expression or continuation in the activities of most boys and girls who go into business offices, factories, shops or other commercial work.

The same complaint is raised as to the equipment for citizenship, as to the knowledge of the practical needs that go to make government an expression of the people's will, a corporation carried on along economic lines for the best interest and profit of its every member.

I have often stood in the City Hall or County Building in New York City and watched the helplessness of men and women who came there for the ordinary purpose of paying taxes, witnessed the sigh of relief with which they placed their money into the hands of some astute politician who had cleverness enough to study out the practical workings of government, illustrating how absolutely helpless most men are when it comes to even the ordinary functions of citizenship. I will not here go into the question of civic co-operation in the department of cities and state government such as a working knowledge of police and fire department, street cleaning, sanitation and drainage, where the millions of dollars of annual taxation go to and the thousand and one other questions that are vital to life and that I am sorry to say are so seldom touched on in our courses of history, civics and economics even in the best schools of the country.

Furthermore, women have not escaped the accusation that higher education has made them less fit for their true place in life as many of their supreme self-constituted lords and masters conceive this true place to be. The high school and college were blamed for having established standards that were artificial, for having cultivated tastes that could not be satisfied, for having neglected courses that made for proper domestic economy and bliss, which, with many people, seem to be synonymous, and which left them practically unfit for the higher functions of life, of motherhood and mother nurture in the conduct of the home, and in the rearing of the family for the realization of the noblest and best ideas of life.

On several occasions, I have been tempted to test the accuracy of the young mother's knowledge as to the properties of food stuffs and especial methods of caring

for the young child that love and nature have placed in her keeping. I recall particularly one instance a few years ago, while sitting on the beach at the seashore and watching two beautiful children playing in the sand and the proud young mother sitting near. She might well be a representative American mother of today and I thought I would test some of my notions as to the accuracy of some mothers' knowledge as to what they are doing daily for their children. I began with the children as a path to the mother's attention and in a few minutes was engaged in conversation with her, praising her lovely boy and girl and leading her on to reveal to me some of her special methods in their training. I found her a graduate of one of our best women's colleges and a sane, modest mother truly devoted to her home and to her children. When we came to the question of food stuffs, she told me that she fed them "Force" mornings and other staple articles and I asked her if she did not know that "Force" was said to contain a chemical poisoning that in a short time acted on the nerves of the children, worse even than excessive use of coffee or alcohol. She seemed to be horrified at the thought and immediately vowed she would never again feed her children with "Force." I found that after lunch, at the hotel, she warned all the other mothers against this poisonous food and the result was that if I had not stopped the little scheme I had been testing, I might have found myself a fit subject for criminal prosecution by one of the food trusts that had originated or industrialized the preparation of what the child should eat. This is a simple case, but it illustrates the point that as a matter of fact none of us, and I am not reflecting here upon the devoted open hearted, earnest mother, that none of us is getting out of his course work the things that should be gotten therefrom, to make his work less a process of learning and more a process of application and result.

In a word there is a feeling abroad, not only among business men and statesmen, but also among educators, that the schools today are not giving the child his best life equipment. That there is much to be done before the mere conferring of the graduation diploma, whether it be of the grammar school or of the high school, or of the college or professional school, will be at least a probable assurance that the graduate is

properly equipped for some real life purpose.

If then as educators, we are the first to admit that the child has a right to a proper life equipment, and that as a matter of fact he is not getting this equipment, we must determine where the responsibility lies and what particular agencies are not fulfilling their duty in the matter.

People are, it seems to me, all too prone to place all the blame for all failures on the school. They seem to forget that there are other institutions whose duty it is to educate in a large sense, they seem to forget that the home, and the church and the state even outside of its formal expression in the school are also necessary partners to this proper life equipment of the child. They seem to forget that the child, too often comes to school, physically unfit and morally depraved, and in possession of a set of habits that have a strong start in wrong directions because of influences from the home and in the street, which influences are pretty sure to be working constantly against the onward and upward tendencies of the school.

The school has the child only a certain number of hours of the day and cannot control, to any extent, the conditions that prevail in the home or in the neighborhood, and does not always have the intelligent co-operation of the church or the civic departments of city or state that might and should be marshalled into sustaining the standards that the true school must set in every locality where it has become a proper life center.

The school, therefore, is only partially responsible for the proper equipment of the child for life. But is it discharging fully even this partial responsibility? The question arises, how far should the school be merely a medium for transmitting and interpreting experience, or to what extent should it forecast the future and organize the child's powers toward meeting the very probable conditions he may have to face. As a matter of fact what has been the conception of the school history? Has it, perhaps, been the most traditional of all the great institutions that educate, with the exception possibly of the church in some places, and at some periods of its history? Has it not followed tradition rather than been a leader? Has it been concerned more with fossils than with life? Has it been over-weighted with books and the

past, rather than busy with real things and the needs of the present? Has it been, can it be, or should it be, an originator rather than an imitator? An inspirer rather than an informer? A leader rather than a follower? A pioneer in every great field of activity, rather than a late comer of the second and third generation, who can enjoy only the remnants of the great live things that have been, and of the great successes already achieved, and an admirer of great deeds that have been witnessed by the original delver in the virgin style of life?

What is the conception of the true function of the school today? What is the practice? Let us see. There are those who tell us that it is the purpose of the school to develop harmoniously all the powers of the individual, so that when he goes out into life he will be equally equipped to face any condition that may arise, and embrace the first opportunities that present themselves, and be equally capable and successful in every possible walk of life. The followers of this theory of harmonious development have erected institutions devoted to a classical literature and art, and to traditional mathematics and history, to graduate men and women who at least have developed the power to appreciate the things that have happened, if they have not the power to see the things that are happening now and are really worth while, or the power to originate things that shall become the standard of excellence on the morrow.

These leaders of harmonious development forget the great fact that biology teaches us that the very cellular structure of man renders him potentially incapable of doing all things or of learning all things to an equal degree of excellence; that his physical basis of activity is conditioned by the evolution of his original nature, which gives him capabilities that are strong in certain lines and weak in others in which it is physically impossible for him to attain to any great degree of excellence. But, even if it were physically possible, it would be socially useless, even if it were possible physically to attain this harmonic excellence to show that our students would be equally well equipped in all subjects, equally strong in mathematics, or literature, history and science, the question arises here how has the race grown? How has it advanced from the primitive simple condition of life to the present higher complex state of man's social development.

What is the difference between a pioneer settlement in the Klondike, and a great civilized city? In the Klondike, everybody is doing everything for himself. He is building his own house, hewing his own wood, gathering his own harvest, making his own shoes, and cooking his own meals. While in a great center of civilization nobody is doing anything for himself. Everybody is doing something for somebody else. One man makes shoes for other people, another makes ties or builds houses, or makes matches or shoe strings, and in the making of this particular object in which he has specialized he secures enough to hire somebody else to do the other things for him and to give him a better product for less money and a larger amount of comfort and leisure than would be possible in primitive conditions. The race has grown, therefore, not by harmonious development of every possible power of man, but by a process of fine specialization, by a selective process based on native instinct, and native tendency, and individual ability to excel along certain given lines.

Recently, I am sorry to say in our school work we start out on the old principle that true education consists in finding out what the child likes to do, and in making him do the opposite, that, after all, life must be considered, not being able to do what we would like to do, but being compelled to do what we hate.

The child cannot be properly equipped for his true place in life by any such conception of education or by the more harmonious development of all the possible powers of body and mind that the individual possesses.

There are others who tell us that we are to look for our standard of life equipment to life itself. The solution is not to be found in more philosophy or an individual speculation. It is not to be found in the easier abstractions of philosophical sociology, but that we must go to biology as illustrated in the evolution of organic life for the true meaning and aim of education and for the true means and the methods for realizing this aim. The first great truth that they urge upon is that life has grown and persists, and reaches its highest development by a process of adjustment, by a process of selective adaptation. They show us incontrovertibly that adaption to life environment is a biological law. That unless the individual or the organism, whether it be the

snail that creeps along the sea rock, and takes on the hue and tint of the very sea and rock to deceive its hungry neighbors, or the young Russian bear that learns to stand for days hugging the leeward side of the tree to escape the overwhelming storm, or the human child which needs years and years of care to help it in the slow process of adjustment, that, unless the individual becomes quickly and properly fitted for the physical and other conditions that surround him he shall pay the inevitable penalty of death. From this law there is no escape. On this law rests the biologic sanction of compulsory education namely, that unless the child becomes quickly and properly equipped, fitted into the world, to life conditions about him, failure and relative death are the penalties.

Most teachers are convinced of the importance of this great truth that education is essentially a process of adjustment to real life, but they seem to forget that there is a two-fold aspect of adjustment to be considered. That not every form of adjustment is a selective adaption; that the real vital adjustment must come from within, must have within it the element of personality, of individuality, of self activity and choice on the part of the individual to any given situation that confronts him.

The Navaho Indian who packs up his tent in the winter and goes from the Rocky to the Pacific Coast to enjoy the warm winter breezes of the Pacific and escape the bleak winds of the plains is adjusting himself to his native environment. But in this case environment itself is the master. The white man who stakes his claim and builds his hut, and chops his wood and gathers in his small supplies, and faces alike the sun of summer, and the storm of winter, and rises master above the conditions, becomes a center of civilization and is illustrating in himself the true form of adjustment, the self active processes that go on in life and the self active processes that must go on in the school if the child is to be properly equipped for his real life work.

I recall going into Fjord of Molde in Norway one beautiful summer morning, as we rowed into the crescent town that lies one-half encircled by the mountains. I was impressed with the quietness of the place. Big men, big women, and big children all looked around as if awed. They looked at us with quiet indifference and possible doubt and showed absolutely no

signs of enthusiasm and very little interest. When I asked them what was up in the mountains, they said, "Nobody ever goes up there." One man even went so far as to tell us there were lions and tigers in the snow clad tops of the Norwegian Hills, a sad application of his geography as to local conditions. On reflecting as to the cause of this awe and almost terror in the attitude of this people, I was impressed with the vastness of nature, the tremendous import of environment which awe them into a most passive submission. Behind them was the avalanche which some of them may have seen sweep down the mountain side and crush their little huts and almost hurl them into the sea. Before them lay the ocean, that in an hour would often times become mighty in storm and swallow up from their sight their husbands and brothers who were out seeking from the deep a scant livelihood. Here was a case of passive adjustment to environment. Here was a case where nature was the master and man the conquered.

The Russian slave whom I saw in the mines of Siberia was another example of this passive adjustment. The light came through a shaft about five feet square and the eyes of the condemned were turned permanently toward the column so that after years of working in the mines their eyes become permanently crossed so that no matter how they faced their eyes always turned in the direction of that shaft of light. I learned from investigation that even after these exiles were liberated from the mines it took years and years before the eyes returned to their normal direction. Here is a case again of passive adjustment where nature and environment are the masters; an illustration of the reason, perhaps, why so many fail when leaving school they go out into a new environment and are not able either to meet it or rise superior to it.

You have all read the story of the Battle of the Giants, of how the pigmies of the rival states boasted of the prowess of their respective giants and how to settle their relative strength a contest was arranged between them. The legend goes, one of the giants proved himself mightier in wrestling than the other. He would seize his adversary in his arms, raise him high above his head and hurl him with terrific force to the earth. But, by a strange marvel, every time the apparently conquered giant touched the earth, he rebounded back

with renewed strength and vigor so that the first giant began to tire of the constant effort of mastering his opponent and was about to abandon the conflict. Then a wise little pigmy came to him and whispered how he might conquer his foe and the next time he seized him in his arms, he raised him above the earth and with his terrific strength crushed him, bone and muscle in his arms and held him there mangled until he died. This legend illustrates what I mean by the importance of education, in having the child touch life, touch his environment and to get strength from the contact instead of failure and death, as so many of us do.

These all illustrate what I mean by a self active process of adjustment, they all show what I mean by touching life and getting strength from the contact. They illustrate the great saying of Spenser "To give the net product without showing the processes by which nature realizes that product is to invert the order of learning, is to deprive the child of the ability to touch life as it is, to imitate in his own professional, industrial, commercial or other enterprises, the life processes themselves which produce this successful net product.

The child, therefore, will have a true life equipment, when the school has established within him the habit of self active mastery over his environment, has brought him into possession of the true inheritance of the race, and made it possible for him to use that inheritance to its fullest, and to transmit it improved to posterity.

When we turn from this self active process of individual mastery over conditions, to the conditions themselves, we are met by another important consideration which may enable us to measure again the extent of proper life equipment. The school as a matter of fact seems to have been concerned more with the traditional aspect of environment rather than with the actual life about it, and the very probable life, that is already beginning to be for the students, who are soon to leave its protecting walls. The course of studies in most of our schools has been made up of the logical organization of man's deeds in the past. It has taken their language, and literature and science and history, has glorified the best in these, and has called the child in to worship at the shrine of these past successes, and under entirely different conditions, has tried to force him to imitate them

or to attain the same degree of excellence. It has wearied his little brain with language and mathematical symbols that have no content for him and for which he found no use in life. It has driven out the present and killed the living before admitting them within its walls for study, and has been so concerned with mastering a resurrection of the dead that it has little time for the quick or the needs that are even now quickening for the future. Is it not possible for the school to abstract from the traditional environment of the race all that is of excellence therein and find the expression of the excellence in terms of actual activity around about the child today.

Is it not possible for the school to see in the flying machine the complex summary of every device that man has used to master his environment for locomotion and to subjugate the forces and energies of nature for his own welfare and happiness? Is it not possible in a course in chemistry to forecast a combination of sapolio and ammonia which will give a product of industrial value that will be of more worth to the students and to the housewife, than the mere study of the actual sapolio or ammonia as they exist without any look forward into the possibilities of a combination of these for their amplified use?

Is it not possible in our courses of physiography, nature and science work, to take the class out into actual life to study the meandering stream, the pone plain, the talus slope, the evidences of glacial deposit and illustrate the great truth of causal relation, of social dependence on physiographic conditions, as illustrated in our railroad routes, in the great trade centers and in the possibility of commercial and industrial advantages resulting from an accurate knowledge of actual geographic conditions round about us?

Is it not possible in our history, civics and economics courses to study the actual city and state departments, to visit them even for days at a time, if necessary under city supervision and the city expense; in our course of manual training to go into the box factory, the jewelry shop, the gas house, the electrical works and cotton mills, and to study first hand conditions with which the boys and girls are to contend or modify for their individual comfort and the success of the community?

All of these things must result in a proper attitude toward life; in an industrial

and commercial appreciation and will enable our boys and girls to realize the dependence of every member of society upon every other member and to preserve the proper relative values among the great industries that make for human betterment. How few of us stop to reflect on the most common place facts of life that are pregnant with meaning when properly considered. The breakfast roll and the milk that are on our own tables in the early morning here called for hours of labor and industry and organized effort that deserve proper appreciation. There has been an economic saving in the process that makes for individual leisure and saves the family wear and tear and includes the possibility of home comforts. In the cleaning of our streets, the patrol of our city, fire and police protection, in the social work done by organized charity, by settlement workers and by generous men and women, in all of these can be found legitimate matters for effectual study in the public schools to get the pupils in the habit of seeing life as it is and of appreciating and estimating the values of the real things about them, rather than fostering a blind admiration for the things that are dead and past.

Is it entirely beyond the province of the school to safely forecast the essential elements of activities that will make for future success and to impress these in the actual activities of the school daily so that the child will be doing here and now in elemental form, perhaps, what he must be doing soon? That he will be fitted by the school to continue living and not be compelled to unlearn or neglect all that he has been forced to do in the school? That he shall not be compelled to succeed in spite of a set of useless or harmless habits that artificial school methods have forced upon him during the most valuable formative period of his life?

What then are we doing toward this real equipment of our students for the real needs that they are to face. Let us take an example from the physical aspect of our education today.

All of us have read of the fact that the Secretary of State, Elihu Root has been compelled twice recently to retire to a sanatorium for physical recuperation. Perhaps we did not pay much attention to the fact that this sanatorium is conducted by a retired prize-fighter and wrestler called Muldoon with whom Secretary Root would

not have condescended to associate in any way, when he was in his intellectual prime or when Muldoon was the champion Greco-Roman wrestler of the world. And, yet, after 20 years intellectual service to his country, this man of wisdom and affairs is forced to give himself into the hands of a man uneducated, at least in the ordinary school sense, to build up according to prize fighting methods his physical strength, so that he may be able to use his brain a little longer.

Does it not seem a sad commentary on our physical education in the schools and universities, and on our way of living, that the Secretary of State is compelled to go to a retired prize-fighter to recuperate physically so that he may be able to do mentally the things that may still be of service to our country?

Are we, particularly in our crowded cities, paying proper attention to the hygienic conditions of our school rooms, to lighting, heating and ventilation? Are we having proper medical inspection and supervision? Are we providing play grounds and recreation centers for children of the school age and beyond? Are we realizing the close dependence of intellectual and moral excellence on physical health and well being, and are we seeing the importance of the eye and the ear as avenues of entrance for the stimuli that are to arouse the brain to proper activity, without which true intellectual and moral growth cannot be emphasized? Are we sending our boys and girls out of school with body erect, chest expanded, muscles developed, with a physical character that is stamped on their very walk and posture just as truly as their intellectual character is stamped upon their expressions of truth and their moral character is impressed in their attitude toward right? The school owes indeed the child a proper physical, intellectual and moral equipment for life; at least, it is its duty to see that it does not injure him during the times that he is confined to it, and that all the knowledge of modern science of hygiene, sanitation, drainage, the qualities of food stuffs and the interdependence of physical and mental conditions should be marshaled to the protection of the child to the proper fitting him for his life work. It may not be possible for the school to forecast every contingency. It may not be possible to fit every individual for the actual work he will

undertake and succeed in in life, but it is possible to make education a vital process of selective adaption, an imitation of the steps by which nature reaches her net product. It is possible to imbue the child with a consciousness of his mastery over conditions. It is possible for him to learn to touch life and to get joy and strength from the contact.

To do all this, however, the teacher himself must be thus equipped and must be concerned more with the needs that are, and the needs that are to be, than with those that have been. He must be concerned more with the living now, and that which shall soon be than with the dead past. He must neglect fossils and not overweight himself with the products of the past which being dead and inert will only serve to weight him down, but must look to the living now, for life and energy and be a prophet rather than an orator, a doer and a builder, rather than a dreamer or a destroyer.

When I was invited to speak to this great body of teachers of the state of Rhode Island, I decided that I would come here several days in advance and look over conditions in city and state so that whatever I might say might not be amiss for local application. I am happy to report that the state and city have a representative body of devoted teachers who are doing their best under present conditions in many ways to realize the ideas that I have been pleading. But while there is much they still could do, there is also much that could be done for them. They are in many cases over-worked, under-paid and unappreciated. The city and state committees frequently dole out to them every dollar with a begrudging hand and when boys and girls do not come up to the standard of commercial and industrial excellence, the blame is placed on the schools, the leaders of which have long been pleading for proper academic and financial freedom in the carrying on of the work necessary to realize this commercial and industrial excellence.

Ten years ago, in a hysteria of reform, Providence threatened to deprive the little children of the most valuable of all their training—the kindergarten—and when noble women of the Public Educational Committee cried down the injustice, a sop and in this case a most harmful one was given the resenters, when the beginning of domestic sciences and economy in the

cooking courses and the chemistry of foods, etc., were beginning to be studied, were ordered taken out of the schools and Providence was thrown back ten years, at least in its educational advance.

Time was in New England, when all of these industrial activities were performed in the home, when the stockings were knitted, the food stuffs canned, the bread baked and the clothing to a large extent made in the very homes. Woman, the ever devoted toiler of the race, performed all these duties with a saving that man did not always appreciate. Now, however, when organized industry and commerce have industrialized these home activities and put the knitting and the weaving into the mills and the canning into the factory and the baking into the biscuit trust, the schools have done little to supply these lost activities which boys and girls formerly learned in the home. The great economic law of industrialism is working out to an infallible consequence, but the schools have not supplied the growing generation with the same or equivalent activities. When the young man or woman goes out in to real life, they have not lived through those culture epochs and are retarded in the rapidity of their adjustment to economic and commercial conditions about them. It is the duty of the schools to place these activities in every course of study. It is the duty of the school committee to appropriate adequate funds for the carrying out of these activities and to leave the Superintendent and Principal a sufficient amount of academic freedom to realize the values of these necessary steps in human development.

I am happy to say that throughout the country today, teachers are realizing this great need. I am proud to be a teacher in this golden age of education which has reached the highest rank of professional excellence because of the dignity of the work itself, because of the high standard of the preparation it requires and because of the sanctity of the responsibility it puts upon us. Our universities today throughout the country are organizing courses that are alive. It has been our great honor today to listen to the President of the Brown University who has told us of the great things that that institution has done for the teacher of this and of nearby states, and of the still greater things that it is to do.

Psychology is beginning to be studied on

the living lines of organic development rather than on the old former descriptive, theoretical lines, is emphasizing the life processes, is using material from the actual environment of the child, material which must be made over into his future success. Subject matter of the course of study is being drawn not merely from the growth of the past but from the actual living present, not merely from the book and the picture and the traditional learning of the race, but from the shop and the mart, from the business office, and the factory, and the bridge and the subway, and the flying machine and the kitchen, from the need of home decoration and of free services in the playground, in the settlement, in the recreation center.

Teachers trained in the knowledge of these things and in a use of them as school material will send out children truly equipped for the great needs of life, and I am happy to see that the teachers of this state are not entirely deprived of the best possibilities in these lines.

God and humanity, and the state have given us the most sacred responsibility, have given us the product of the ages and of every organism that has been from the beginning to the present time.

The little child is ours with his trust, and his confidence and his hope and his possibilities. Helpless, he is placed in our hands surrounded by nature, surrounded by physical and moral environment against which he must often contend and over which he must always secure the mastery if that mead of happiness is to be his which is the birthright of every child of humanity. The ages and the ages have been concerned in his making, and woe be unto us if we undo or retard the sacred process. Woe be to us if we neglect in ourselves this necessary law of adjustment to the living now.

Let us take the child as he comes to us, and let us fit him into life through his self active response. Let us fit him into such a way of life that he will touch it, that he will get strength and happiness from the contact, that he will enter upon his inheritance to the fullest extent fully equipped to transmit it to posterity, not merely as he received it but improved by the possession, and a new source of happiness, for every child of humanity that is to follow him.

THE KINDERGARTEN AND SOCIAL SERVICE.

NETTIE P. SCHWERIN,

Head Worker, Bloomingdale, Guild, N. Y.

During the last ten years a new era seems to have dawned in education. The democratic tendencies that had already developed so strong in politics, in literature and in art are now making themselves felt, in education. A new ideal, the social one is emphasized.

This social ideal, however, is working out but slowly, owing to the orthodox traditions that control many departments of school room practice. In the settlement, however, many of the traditions have been set aside, and a freer type of education is in development. Here, too, democracy is not realized as yet, but is in process of development. It seems to me that it is through the settlement, in co-operation with the school and school room practice that the best results may be looked for in the future. The reaction of this co-operation should be felt both in the school and in the settlement, as each of these organizations need the help of the other. In our own settlement, the Bloomingdale Guild, 146 W. rooth street, the desirability for this co-operation with the New York Froebel Normal, which is in such close proximity to this settlement, is now being worked out.

In our story telling classes, the hand work classes, festival work and in the club organization we are providing special training for the students of the New York Froebel Normal. Those students come to us prepared with the special training. In return the student receives from the settlement the power to react quickly in the situations, and the benefit of freer work which they would be obliged to give in order to hold their classes and clubs intact.

This broader kind of work has its place in education just as much as the program has its place in the Kindergarten. The futility of attempting to force a definite program on a club for instance of boys from eight to ten years old who have been in school all day and who are under the influence of the fascinating street life of our crowded city, is most obvious to even a casual observer.

I believe the work must be prepared and prepared carefully. But quick adjustment must be made to a situation and perhaps a

no program will have to be arranged at a moment's notice. This naturally requires a club leader to have initiative, and initiative is therefore, an important element in the make-up of a club worker. Besides this sympathy and a belief of human nature is necessary. With these three qualifications, training, initiative and sympathy, to start with a club leader may hope to develop into a capable worker.

Another important qualification is spontaneity. Nothing is more pitiful than to see the songs and games so sterilized that all joy has been taken from them. The club leader herself must have the qualifications she wishes to develop in her club groups. No one is so quick as a street child to detect insincerity or the lack of interest on the part of the leader. The failure of many club leaders is due to their lack of faith and insight in children. We hope to be able to take groups of students from the New York Froebel Normal, bringing with them the splendid training that they have received, and ready to react to the new situations that they will meet in the club work with the children of our tenement population, and thus strike the right balance in our work, both on the educational and the social side.

THE KINDERGARTEN A CULTURE PERIOD IN LIFE.

JULIA A. BALBACK.

The kindergarten is our planting ground for the morals, manners, patriotism, cleanliness of body and mind, justice toward man and beast, and a realization of human worth and responsibility of the future. We have run the gamut of self-indulgence, self-will and selfishness and we are none the better for the experience. We have been charitable also in a formless, unthinking way, but the charities performed have shown us that a greater charity is needed; a charity which does not only give for today and tomorrow, but a charity which gives for all time, a charity as broad and long as this glorious land of ours we live in, a charity which means the health, wealth and welfare of our country, and which will make a nation of absolutely independent individuals, although as absolute interdependent commonwealths. I mean we need a nation's charity of thought and reasoning on the subject of people training, which can only be reached through the

kindergarten. The well-to-do children receive good training, also aid to find their place in this world, but the poor children whose parents have many little ones have no show on earth unless thinking humanity will give them one. There is no way to help people out of poverty but by training them to know what they must know to be able to help themselves and to realize their possibilities. Every child that is born is entitled to a fair training and education in order to make a good and useful citizen. If this noble human charity could suddenly be realized, in eighteen years from today the prison walls would begin to crumble and benevolent institutions of learning and training be common in their stead, and the land would bloom in all its glory from Alaska to Cape Horn. The good sense, intelligence and practical knowledge gained by the then youth throughout the land would make sordid poverty unthinkable, for with knowledge comes strength, power and contentment, for no one who can read good books and write, who can keep a clean home, who can work at a trade, or do common work bravely, and be honored therefor, can possibly be called poor.

By the time when the public kindergarten is fully underway we will have learned how not to have poor people among us. We will find ways and means that all may be employed, housed and fed, and none but those who want to be wicked need be so. Cities and states will find ways and means to provide a more economical household so that the funds wasted or purloined by grafters today will in future be used instead to help the people help themselves through their better training, and coming generations brought up by the best of citizens, especially the best of women, will in future permit neither graft nor mismanagement.

For the persons who can realize the power for good of the vote will know how to appreciate it and use it. The vote of farmers and mechanics can not be bought, but the ignorant vote can. Right living and right thinking can only be gained by the multitude if inculcated during childhood, and with good precepts and fine example the vast multitude will gladly take up what is best in their reach, and once rightly started—strive on.

May God permit this great philanthropy, a philanthropy in which every citizen may help, to come true, and the kindergarten

flourish everywhere together with the parks, and play-grounds where while learning useful things at play our children may at the same time imbibe health and strength.

THE I. K. U. AT BUFFALO

Buffalo has been selected as the next place of meeting of the International Kindergarten Union. The invitation comes from the Mayor, the Superintendent of Education, the Buffalo Kindergarten Association, the Buffalo Kindergarten Union, and the Alumnae of the Training School of the Buffalo Kindergarten Association.

With the growth of the Union the selection of a place of meeting becomes increasingly difficult. Buffalo seems to meet all the requirements. It is a center of kindergarten interest, it is midway between the East and the West, and is convenient of access from all points of country. The local committee has selected the week beginning April as the most convenient time for holding the meeting.

Authorized by MISS NINA C. VANDEWALKER,
Chairman Committee on Time and Place.

In order to ascertain the general opinion of Kindergartners, concerning the value of an exhibit at the I. K. U. convention, the Buffalo Kindergartners are asking kindergartners to reply to the following questions at once:

I. Do you consider an exhibit of sufficient value to compensate for the time and labor spent by the exhibitors?

II. Do you recommend a general or a special exhibit?

III. If a special exhibit, along what lines? For instance, Art, Giftwork, etc.

IV. Kindly suggest any special Kindergarten work which has been brought to your attention and which would be desirable for use as an exhibit.

V. Along what line would you be willing to exhibit?

VI. If at the head of a Training School would you be interested in a Training School Exhibit?

What would your school be willing to contribute?

If impossible to call a meeting of your branch please send your personal answer.

MARY E. WATKINS,

Chairman of the Committee on Exhibit.

86 Delaware Avenue, Buffalo, N. Y.

Rhode Island is keenly alive to the vital problems in education today.

Providence has features of special interest—its open air school, and its close co-operation among settlement libraries and public education committees being important.

EDITORIAL NOTES.

The National New Education League to which reference was made in the September number of the Kindergarten-Primary Magazine has been fairly launched together with the initial number of the organ which represents the cause for which the organization stands. We recommend thoughtful teachers to send to the headquarters of the League, 414 Merrill Building, Milwaukee, Wisconsin, for copies of this journal, "National New Education" and for the "Prospectus" which tells in detail the aims and also the methods proposed to accomplish these aims.

The present and ultimate success of the American Republic depends upon the Common School System of the country. The Common schools should be so numerous, the classes so restricted as regards numbers, the teachers so skilled and consecrated and the methods so excellent that all citizens should take a pride in sending, as does our patriotic President, their children to the public schools. At present, in many of our congested city centers that is practically impossible. Many a public-spirited mother would be glad to send her child to the public schools, feeling that there is obtained there a certain democratic training which no private school provides; but she is deterred from so doing by the feeling that she may be thereby depriving some needy child of the privileges for which she herself can afford to pay. Again, in centers of foreign population many feel uneasy at thought of their children having only foreign-born children for playmates and companions. Both of these considerations are important, but were classes small so that the children could have the individual attention of the teacher many objections would be answered.

The N. N. E. L. wishes to accomplish for the entire school system what the spirit of Froebel has accomplished for the kindergarten. We quote: "Their (German Commissioners sent over to study the American school system) reports show a friendly disposition to appreciate to its full value what the American school accomplishes, but they are practically unanimous in their opinion that while our primary and lower elementary grades often present surprisingly good results, the upper elementary and advanced (high school) work is unsatisfactory.

"The explanation for the above is very simple. In consequence of the constant

agitation of individual and associated friends of childhood since the Froebelian ideals dawned upon widely different regions of the United States; by the largely self-sacrificial work of the pioneers of rational education in many private and society schools and kindergartens; through the educational press, the discussions at educational conventions, the activity of women's federations and particularly of the 10,000 devoted members of the I. K. U. and kindred associations, an irresistible influence has been exerted upon the primary departments of our schools—with or without kindergarten attached—in thousands of localities wherever that activity was felt."

All kindergartners who wish that the consecrated work and methods of the kindergarten should be carried forward throughout the grades of the school cannot fail to be interested in this movement. Business men, manufacturers, parents, patriots, faithful teachers, all feel that although in many respects our schools do bring forth good fruit, nevertheless, the results are not adequate to the time and money spent upon them. Will not those who criticise, unite in an attempt to eliminate faults, to rectify mistakes, and to perfect the good. One step in this direction will be the passing of the bill introduced on May 26, 1908 by Senator Isaac Stephenson of Wisconsin in the United States Senate; a bill numbered S. 7228, having for its object the creation of a new executive department of the national government to be named Department of Education and represented by a secretary in the presidential cabinet.

The new department would invest the pedagogic profession with greater dignity and influence. It would make the people feel that education is one of the most important functions of government, because upon the intelligence and civic virtues of the citizens will depend the sane development, the future welfare and the very existence of our Republic.

The 500,000 teachers and members of school boards, and in fact the friends of educational advancement in all parts of the United States should now send petitions in support of the bill to the friend of their cause, Isaac Stephenson, and to the senators and representatives of their respective states, without regard to political or other differences.

If the Stephenson bill becomes a law, it will bring powerful aid and encouragement to the educational interests of all states, similar to that rendered to the agricultural and other interests now represented by executive departments.

Mrs. Ogden Mills of New York was the principal backer of a vacation school project to have the children of the poor taught to make their own toys. This idea is not entirely new to kindergartners who in the line of occupation work frequently have their children make substantial objects with which the children may afterwards play. Wagons of cardboard, dolls' furniture, doll-houses, paper dolls and paper animals are some of the things that have been made by little hands. Certainly the making of toys should not be restricted to the children of the poor. Country boys in the old days had many a good game with balls made of the leather taken from worn out boots or shoes and the school that helps the child of wealth to enjoy making playthings out of raw material found at home will be adding to both the happiness of the child and his capacity for present and future usefulness.

At Christmas time it might be well to ask a classroom of children how many toys they have ever made and to have a discussion as to which might be made for younger children at home.

This is the time also to have the kindergarten toys repaired and put in condition. Surgical operations may be needed by some of the dolls or toy animals; gift-boxes may need to have the covers glued; the building gifts may be improved by a good washing, chairs may require paint and perhaps the doll house may need a new coat. Discuss with the children the toys at home and such as need repair. Give suggestions as to how this may be done. Perhaps some old toy may be put into good repair for giving away. Try also to let the children feel the joy of giving away some gift which is new from the shops.

The following extract from a contemporary may give a hint to older children of experiments to be made, which may evolve into a simple Christmas gift:

The First Moving Pictures.

Moving pictures originated in an experiment to show both sides of a shilling at once. In 1826, according to the Chicago Tribune, Sir John Herschel asked his friend, Charles Babbage, how he would show both sides of a shilling at once.

Babbage replied by taking a shilling from his pocket and holding it before a mirror.

This did not satisfy Sir John, who set the shilling spinning on a large table, at the same time pointing out that if the eye is placed on a level with a rotating coin, both sides can be seen at once.

Babbage was so struck by the experiment that the next day he described it to a friend, Doctor Fitton, who immediately made a working model.

On one side of a disk was drawn a bird, on the other side an empty bird cage. When the card was revolved on a silk thread the bird appeared to be in the cage. This model showed the persistence of vision upon which all moving pictures depend for their effect.

The eye retains the image of the object seen for a fraction of a second after the object has been removed. This model was called the thaumatrope. Next came the zootrope, or "wheel of life." A cylinder was perforated with a series of slots, and within the cylinder was placed a band of drawings of dancing men. On the apparatus being slowly rotated, the figures seen through the slots appeared to be in motion.

The first systematic photographs of men and animals taken at regular intervals were made by Edward Maybridge in 1877.

This season when the doll is so much in evidence it is of interest to note that in September at the meeting of the Colored National Baptist Association composed of negro leaders from all over the country, resolutions were passed calling upon colored mothers to hereafter buy only colored dolls for their children, with a view to increasing respect for their own race, and encouraging the manufacturer of these dolls by the Association.

Mrs. Julia A. Fletcher Carney, author of "Little Drops of Water," that nursery classic, died November First in Galesburg, Illinois. She was a primary school teacher in Boston at the time (1845) she wrote the verses.

This number of the Magazine brings us around to the most joyous period of the year, Christmas tide. We take this occasion to extend to our subscribers, to our friends, to all members of the great human family the greetings of a truly Happy Christmas.

No idea, perhaps, has so taken hold of the human fancy or has exerted a greater influence on the true advance of the race than the idea of the Christ Child. This stands at once for the sum total of all that the race had been in the past, typified in the infancy and the hope of this race Savior, as well as the aspiration of humanity toward its ultimate deification.

The idea is particularly true to the Kindergarten who takes every Christ child of humanity that comes to her, and tries to mould and advance him according to this race ideal and race aspiration.

It is this unification of the noblest in human hope, and the highest in spiritual aspiration that makes the Kindergarten a perennial source of freshness and aspiration.

May this ideal extend out into every child mind and take possession of every child soul and lift him up to participate in true race salvation by his co-operation to the fullest in the spiritual life of the race, and in the vital duty of the individual, home, and civic responsibilities.

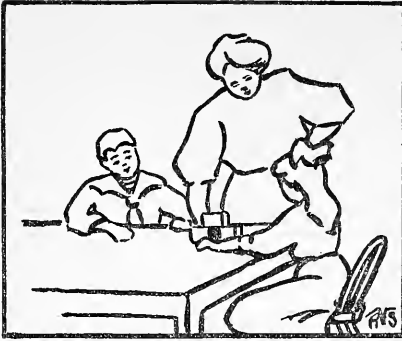
May the joy of Christmas tide be the un-failing fountain of strength and joy to every child of humanity.

Dr. Jennie B. Merrill, Supervisor of Kindergartens in Manhattan and the Bronx of New York City was the special guest of the Maine Teachers' Association in November. The topic she discussed was the relation of the Kindergarten to the Primary, and incidentally to Education in the larger sense.

It would be very helpful to both the Kindergarten and Primary if supervisors and superintendents of schools could meet oftener for an impartial discussion for the real relation that should exist among the various departments of education, particularly the Kindergarten and the lowest Primary grades.

Dr. Merrill is doing a large work in New York City to make this relation as close as possible, and we will welcome from supervisors and superintendents throughout the country all suggestions and results obtained in trying to make this relation closer.

At the Rhode Island Institute of Teachers, Dr. E. Lyell Earle, the editor of the Kindergarten Primary Magazine, and President of the New York Froebel Normal was the special lecturer during the first week of November. There were two thousand teachers in attendance and the sincerest co-operation was manifest among the various departments of church and State and school, all working for the betterment of the child, and advancement of education. One of Dr. Earle's addresses is found in this number of the Magazine.



PRACTICE DEPARTMENT

A CHRISTMAS SYMPOSIUM.

JENNY B. MERRILL, Pd D.

IT has occurred to me that selections from the reports of Christmas month, 1907, in our public kindergartens, would be an inspiration for 1908.

A glimpse here and a glimpse there will serve to show how we preserve unity in diversity at this happy season.

The query concerning differing creeds which one thoughtful kindergarten raises is answered by the happy dance around an "evergreen tree." In practice we find it possible to find some common note of joy, and little by little are we not teaching every child not merely to tolerate but to love those who keep different holidays, but are all children of one Father.

Life shakes us together in a great city and we must needs learn to endure each others' creeds.

I have thought well to introduce this seemingly discordant note because it indicates a sociological problem and because the kindergarten handled it with real tact and sympathy.

A QUERY AND AN ANSWER.

The last three weeks of the month were devoted to the preparation for and celebration of the Christmas festival, entirely without religious reference. Every child made a gift for the one he loved most at home and for a child in the kindergarten.

The Christmas tree was dressed by the children Tuesday morning and there was no doubt that they were pleased with the result.

After the holidays there was a marked change in the feeling for Christmas. The Jewish children would not sing the Santa Claus songs. They said, they were just as good as Christian children even if Santa Claus didn't visit them and that "Santa Claus is a lie." **WE DID NOT TALK ABOUT IT AFTER THAT.**

The tree and its life in the forest interested them. We called it "the evergreen tree," and the Jewish children danced around it as gaily as the Christian children.

Is it right to tell Jewish children even the Santa Claus legend? Is it good for

Christian children to celebrate Christmas as a pagan festival?

Answer—The children of all creeds must meet these differences in literature and do they not need to "play them out" in happy childhood as the best kind of preparation for an understanding of history?

The case cited is unusual and simply reflects an agitation in the community in which the children live. It is an interesting and faithful report and illustrates how children feel the atmosphere about them. How imitative they are and how much more they absorb than we realize of home talk. How quickly too they drop a grievance under wise, tactful management as is shown in dropping the subject and uniting on the nature side by calling the tree "an evergreen tree."

"Overcome evil with good."

"A soft answer turneth away wrath."

"If meat cause my brother to offend I will eat no more meat."

Let us not forget the Christian spirit in our zeal for the historic Christmas story.

(See Kindergarten Magazine, December, 1907, article entitled "Difficulties of Celebrating Christmas," Mary F. Schaeffer.

THE TOYMAN.

Holiday Thoughts—Loving and giving; Happy New Year coming.

TOYS IN CONNECTION WITH HOLIDAY.

Toy Shop played—Our toys arranged on chairs (counters). Other children come to buy them. Dolls—girls. Trumpets, drums—boys. Children reproduce them in drawing, cutting, folding. R. K.

We started the month by a visit to a toy shop on Grand street. The children were delighted and talked of this visit for weeks. They drew pictures of what they saw and played the game of "Toyman" with a great deal of life and spirit. E. D. D.

During December the children had a happy time making toys such as rocking horses, Teddy bears, dolls, etc. The toyman meant a great deal to the children and a visit to the Grand street toy push carts and scanty window shows made the little children happy. R. D.

During the month of December we have talked about the toyshop and have made as many toys as

possible in kindergarten materials. The children brought in all the toys they have at home and they asked their mothers to take them on Grand street to see all the toys in the windows. E. L.

Just before Christmas we all had a delightful visit to Schwarz's toy shop. We were conducted through every department. All the mechanical toys were wound up and set going for us. We peeped into four doll houses and our hearts were made glad by a beautiful illustrated letter each of us received to take home and mail to Santa Claus.

A doll's house was made for our kindergarten and Santa Claus we hoped would see it and send furniture for it. Needless to say the furniture had arrived upon our return and a tiny Christmas tree stood in the parlor.

THE TREE.

Our Christmas tree was one of the prettiest and largest ones which we ever had. We started very early this year to get ready so we didn't get in such a rush at the end.

This year we put the mothers' presents and the fathers' presents in a box and wrapped each box up nicely and put a picture of Santa Claus on the outside. I found it much better than trying to put the presents on the tree at noon time after the morning class had had their party. A. M. D.

I took all my children up on a hill where Christmas trees grew and cut down one! The children carried it home. The tree was made very beautiful by things which the children had made. Some German parents sent some quaint ornaments for the tree. At the tree celebration there were 23 mothers, six babies and one grandfather. There were 60 children altogether. B. C. F.

A forest of pine trees was represented in our sand table by using twigs kept during the year from our last tree.

We went to this forest, selected a tree, played cut it down and transported it to a toy wagon and a toy train to the city.

The Christmas tree arrived Monday and we had a beautiful time with it before it was dressed for the Christmas party. Every child helped to dress it. Fifteen mothers visited us and they were very much pleased with the tree, the gifts the children had made and the songs they sang. The primary classes came in to see the tree. They sang their carols and we caroled back to them. S. L.

The Christmas tree, our central object of interest this month, was purchased by the children who carried it to the kindergarten on their shoulders. This is one of the events of the year. The mothers were invited to enjoy it when trimmed. H. V.

The Christmas tree was the central object for the month, first in preparation for the festival, then the tree itself and last the great holiday. Our friends were with us, we sang and played games and told stories and then received our gifts for the parents and ourselves and said good bye with hearts full of thankfulness and joy. S. E. G.

GIFTS AND DECORATIONS.

Children made rose calendars, red cardboard blotters with holly pasters and red ribbon, pussycat match scratchers on gray card with edges sewed and colored red. The tree was decorated with cornucopias, baskets, lanterns and chains made by children. Room hung with red and green chains and holly. M. G. C.

The children brought quantities of greens to trim the room, every available space being filled with spruce, pine and hemlock. K. D.

Our Christmas tree was a great success and never looked so pretty. The little things which the children made were simple and gave great pleasure. A little picture of the class was taken

as a present for each mother. The mothers came, and, I think, especially enjoyed the game "Christmas Toys." The children dramatized the toys they desired Santa Claus to bring, and entered into the fun with great spirit. C. T. R.

In decorating the room for the Xmas exercises, the children cut out white bells and painted them red and green, and strung three straws between each bell. They placed their own presents on the tree. E. G.

I tried a new experiment for the children's Christmas gifts. We had pretty red cards 3x6 on which were mounted tiny calendars and the child's own photograph. The pictures turned out rather unsatisfactorily and they all were not particularly clear; they were good in as much as they were suggestive of the child's most characteristic attitude. Those mothers who were here seemed much pleased. We had our tree as usual which was festooned with gifts and hangings made by the children. The tree was placed on a table which was laden with little baskets made by the children of the afternoon class for my children and vice versa. The baskets were filled with crackers and prettily arranged with red crepe paper and white tissue paper. F. A.

The children made raffia needle books for the mothers, calendars for the fathers and the trimmings for the tree. The colors were restricted to red and green, but gold and silver lamp lighters lightened it a little. On Monday we had the children make "sugar plums" (cream walnuts) and the triangular candy boxes decorated with fancy seals. Before making the candy we had the hands washed in hot water and soap, which we hoped would have some value in the future. It has had some effect.

STORIES.

I told the following stories during December:

- "Little Red Riding Hood."
- "The Story of the First Christmas."
- "The First Christmas Presents."
- "The Night Before Christmas."
- "Santa Claus and the Mouse."
- "The Wooden Shoe."
- "The Discontented Pine Tree."

E. R.

Five stories told during December:

- "Letter to Santa"—Gaynor Song Book.
- "Santa and the Mouse"—Child's World.
- "Christmas in the Barn"—Child's World.
- "First Christmas Presents"—Kindergarten Stories, Miss Wiltse.
- "The Three Wishes"—Fairy Tales.

S. K.

Other stories told:

- "Golden Cobwebs"—In "How to Tell Stories."
- "Lambs and the Bramble."
- "Piccola."
- "Christmas in Germany."
- "Little Jack Horner."
- "Mrs. Santa and the Dolls."
- "Mother Hubbard's Christmas Cupboard."
- "The Cat's Christmas Party."
- "The Raggedy Boy."

HOW MOTHERS HELPED.

In the beginning of December we had a Mothers' Meeting for the purpose of making scrap books for hospital children. The mothers furnished the pictures and cloth for books, the children helped cut out pictures from magazines. The mothers stayed until 5:30 to help finish and even took work home. We made thirty cloth scrap books in all. I. R.

A Mothers' Meeting was held on Dec. 13, at which the mothers helped to make the Christmas stockings for the tree. We also planned to solicit clothes, bedding, etc., for a poor family, very worthy and very destitute, and to contribute

toys and a Christmas dinner for them, to make their holiday season as cheerful as possible.

M. J. H.

THE CHRISTMAS PARTY.

I must speak of our Christmas party as it was such a treat. Our principal made it possible for us to have our tree in the school yard, the two kindergartens uniting and fully one hundred parents attending. There were sixty-six children in the circle. We had an opening circle, a march, played games, and formed circle again just in time to receive a visit from Santa Claus. Not one child was afraid. The prettiest thing to us was an impromptu dance around the tree, inspired by playing of waltz on the piano. Each child chose partner and danced.

G. B. R.

Our Christmas party was a great success. We had a tree, simple toys for the boys and dolls for the girls. A class of High school girls dressed the dolls and eleven of the girls came to our exercises. They were so interested in the children, that each girl has decided to become a kindergarten, their teacher tells me.

E. G. S.

We had our Christmas party Thursday afternoon, Dec. 22nd. Between thirty-five and forty mothers came. Many of the mothers come often to the kindergarten but a few were here for the first time that day.

In this section of the town where so many of the parents have difficulty both in speaking and in understanding English they get a better comprehension of the kindergarten by seeing its practical working than they do by being told about the work. Fifteen minutes in the kindergarten brings about a better understanding than an hour's talk.

H. M. O.

At Christmas time we had our Christmas tree party and the mothers were invited again. I had ten mothers and one father present. I told the children a Christmas story, "The Brown Sparrow's Christmas;" we sang our Xmas songs, played a few games, and then distributed the presents to mothers and to the children. The children had hung their stockings—tarlton stockings—the night before and when they came found them filled with candies. A very delightful Christmas party and every one seemed happy.

G. I. T.

We enjoyed our Christmas work very much this year. We purchased the tree early, and permitted each child to decorate it in some way. From time to time a little toy or bright ball would appear and we let the child who had brought it hang the article wherever he wished.

The children would walk around the tree and point to the little gift, and take such satisfaction in saying, "There's mine." The whole tree was theirs. Then their gifts pleased them so much, and we closed Friday with the two classes meeting in the morning. It really was a perfect picture. Our principal came to see us and she thought it so inviting that she permitted the other classes to call for a few moments. Their faces beamed with happiness and the true Christmas spirit was certainly felt. It sweetened my entire vacation. Their joy was so abundant and contagious.

Our principal retires February 1st., and although it saddens us to think of it, still we realize the great privilege we have had in being associated with such a true and beautiful womanly woman.

M. B.

Center of interest—Our Christmas Tree. Two large trees and two small trees, the gift of our janitor.

Never before have I experienced such a joyous time in the kindergarten in preparation for Christmas as this year.

The children caught the spirit of "loving and

giving." It was carried to their homes. Mother and father, brothers and sisters, all helped.

For two weeks before our party, the little ones came bringing mysterious looking packages. Things they had made at home for the Christmas tree. When asked "What is this?" they would say roughly, "I am Santa Claus."

The work done at home and in the kindergarten was well done, showing independence and originality in the use of material. We not only worked to make the parents happy but used our little tree to take to sick, poor and crippled little ones who would not have had a tree but for us.

Stories told were "Piccola," "The Legend of the Christmas Tree," "Santa Claus and the Mouse," "The Little Boy's Dream," "The Forest," "The Bird's Christmas."

Songs: "Ring, Ring Happy Bells," "This Tree Was Grown on Christmas Day," "Oh This Wonderful Tree," "We Send a Merry Christmas," etc.

Our Christmas Festival was a grand success. Almost every mother was present. The children presented the head of our department with a miniature tree, decorated with all their own handiwork.

They made and filled tarleton stockings for visiting babies.

M. F. S.

A SUGGESTION

In making gifts for adults, choose colors that are likely to please them rather than the child, namely tints and shades.

Worsted is pretty for tying and is less expensive than ribbon.

Make simple gifts and let them be the child's work as much as possible.

Last year kindergartners found the crepe paper with holly and Santa Claus designs very useful in decorating and in making gifts. Translucent paper was also used with good effects.

In places where nature material is scarce, efforts should be made to retain the Christmas tree or several of its lower branches for use after Christmas. If it seems best to give the tree to some institution or to a needy family for use on Christmas day, ask to have several branches returned or secure them from your own home tree. Suggestions will be given next month for the use of the material.

Christmas Songs of Sky and Earth.

"Twinkle, twinkle little star."

"Little star that shines so bright."

"Lady Moon."

"Tiny Snowflakes."

"Tiny tracks in the snow."

"Who comes this way."

"O, clap, clap your hands."

"Old Santa Claus."

"Up on the house-top."

"Oh, this wonderful tree."

"This tree was grown on Christmas Day."

"Jingle bells."

"Ring happy bells."
 "Baby's boat."
 "Sleep little baby mine."
 "Once in royal David's city."
 "Holy night."
 "We three kings."

AN INCIDENT.

If any child should be frightened, this incident might be told as a story or it might be told before the celebration if Santa Claus is expected.

Personally I regard it better not to have a visible Santa for the little ones.

There may be pictures of the good saint but they should not be large or too grotesque and should not remain after Christmas. Fairies come and go quickly.

A little five-year-old girl was at our home on Christmas Day. Someone dressed up as Santa Claus, and after a great jingling of bells outside, came into the parlor. The little girl's eyes grew big and round, and she clung to her father. In a few moments this fear disappeared and she called out: "Santa Claus, I wrote you a letter!"

NOTE—Great care should be exercised not to frighten children nor unduly excite them during this season.

PREPARING INVITATIONS.

In many kindergartens the invitations to the Christmas party are prepared at least in part by the children.

The children may cut out and paint a red or green bell, a stocking or fire place, a yellow star, and the invitation may be written inside if double or on the reverse side.

A picture of Santa Claus or a simple holly seal may be mounted upon a card of invitation.

A chimney may be used or a tree drawn in green with colored dots here and there to suggest lighted candles.

An envelope may be folded of green paper and fastened with a small red circle or holly seal.

On one bell used as an invitation card, the following verse appeared:

"This little bell
 Bears a message you see.
 It asks you to come
 To our Christmas tree."

It is a training in good taste to prepare cards of invitation with care. It is a mark of refinement to the credit of the kindergarten and will be appreciated in the home by the cultured mother and will be treasured as well by a mother who may not even be able to read the written words.

The color and the symbol will carry the message.

J. B. M.

Scenes Suggested For Sand Table.

1. The woods where fir trees grow. Introduce toy men and wagons, toy axe, etc.
2. Transporting trees to the city. Introduce wagons, trains, boats, using either toys or building blocks.
3. The city. Unloading at the railroad station. Wagons to carry trees to stores. Stores built of blocks.
4. A country scene, ground covered with snow—the night before Christmas. Introduce Santa Claus driving over a bridge. Have a house built with a chimney in the distance.

SUGGESTIONS ON CHRISTMAS MONTH.

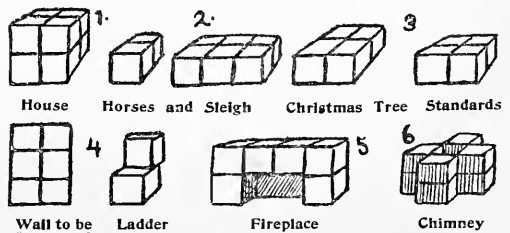
BERTHA JOHNSTON.

The point of departure for November has been "benefits received," and the many things for which we have cause to be grateful. This naturally leads to the spirit of the Christmas giving for

"...if at any time we cease
 Such channels to provide
 The very founts of love for us
 Will soon be parched and dried.
 For we must share, if we would keep,
 That blessing from above;
 Ceasing to give, we cease to have;—
 Such is the law of love."

For busy work at the desk the children in the rural schools may be given the kindergarten blocks to work out a sequence as follows: (The kindergarten teacher may dictate or merely give a suggested play. The grade teacher could give a definite dictation lesson or merely write upon the board the names of the objects to be built, or, if the children are very young, she could tell the story and let the children work out the different objects as they choose to represent them.)

Tell of the little children who lived in a



comfortable house in the country (1).

Their father planned to go out into the woods to cut down some hemlock trees, one for the church and one for his home. (The ruthless way in which the forest trees have been cut down in past years and the recent terrible devastation of the forests by the fires would make timely here a brief dissertation upon the importance of selecting with discrimination the trees to be cut. None should be wasted and those who own timber lands should learn how to thin out the woods properly, leaving some trees to grow for future use and to protect the undergrowth from drying out and being washed away by rains leaving the rocky foundation bare of soil. (See Roth's "First book of Forestry" published by Ginn and Co.) Tell the children that in some European countries, where the people have learned by sad experience the value of the forests, no man may cut a tree unless he plants another. Our own arbor day exercises are of great value for thus repairing the loss of trees occasioned by fires, lumbering interests and human needs.

But after this brief digression we must return to our story. Father takes out the large sleigh and the two strong horses (2) and drives to the woods possibly taking Tommy and Helen, well wrapped up in their warm coats, boots and mufflers.

They bring home the trees (imaginary), and then father makes two wooden standards, one for each tree (3).

In the fall the family had gathered the long trailing ground-pine and other vines, and holly had been sent to them from friends in the South and now they must put the tree in the front room and decorate the rooms with the green vines. So here is the high wall of the front room and here the step-ladder (4).

At night the children took their stockings and hung them up before the fireplace (5) and then went to bed to dream of St. Nick coming down the chimney.

Let the children illustrate with their blocks " 'Twas the Night Before Christmas."

A sequence parallel to the above may be worked out with the Fourth Gift but instead of the tree-boxes the church may be built and then the church-wall which is to be decorated.

In localities where Christmas trees may not grow or if for any reason it may not seem best to make use of the tree incident,

play that father is driving to the station to meet the expected guests.

Directions For Dictated Play.

1. Place the boxes evenly in front of you. Here is the house where Tommy lived.

2. Now we will make the sleigh with two horses. Take the two front top blocks and place them on the table to the right of the lower layer, just touching them evenly. Take the remaining two top blocks and place them to the left of the lower blocks about one inch away. These represent the horses. (Let the children play a little with them, moving the sleigh with the right hand and the horses with the left. Tiny dolls cut out of paper may help in the play. Play cut down trees and load on sleigh. Burnt matches may be used or twigs if obtainable. Leave sleigh and horses intact.

3. We will now make two standards to hold the Christmas trees upright. Look at the sleigh. Take the two left-hand blocks of the sleigh and slide them along till they just meet the other two blocks. This gives two two-inch standards. Stick a match in the center where the blocks meet, to show how the tree would be held.

4. Now we will build the high wall of the parlor and the tall step-ladder. Take the two front blocks of the left-hand standard and place them on the two back blocks. Take the two front blocks of the remaining standard and place them on top of the wall. Take one of the remaining blocks and place it on the other to make a step-ladder.

5. After helping the grown folks make the rooms beautiful and fragrant we are ready to go to bed and dream of Santa Claus, so we hang up our stockings before the fireplace. Build thus: Slide the top step of the ladder so that it rests exactly on top of lower step—making a pillar. Remove the two top cubes from the wall and stand one on top of the other making a pillar. Place a little to one side. Now slide the next two top cubes of the wall a little forward so that they overlap the lower ones. This gives the hollow of the fireplace and the mantelpiece. Move the two pillars, one to the right and one to the left of the fireplace to complete it.

Now cut some tiny stockings out of paper and if a narrow strip of paper about two inches long is cut at top of stocking

it can be bent so as to be hung upon the mantelpiece.

6. Lay the stockings to one side, to be ready to make the chimney. Slide the overlapping cubes of the mantel back so that they rest exactly upon the lower ones. Place the right-hand pillar of two blocks so that its back left vertical edge exactly meets the front right vertical edge of the left-hand pillar. A three-sided hollow becomes visible. Close this up with the two blocks that will best close it up. This gives the chimney down which St. Nick will come.

7. We will now make a cubical box like the one Tommy found in his stocking. Push the two front cubes back till they meet the two back cubes. Complete the large cube in the best possible way. (Leave this to the children's judgment.) Have them tell what Tommy found in his Christmas box.

Suggestions For Occupation Work For Christmas Month.

CLAY—Let the children model a number of snowballs. Then pile several on top of one another to build a small snow fort. Fill up the interstices with clay and smooth over. Tell them that when men go far north where there is snow all the time they build real houses of snow and ice which do not melt. Let them model a snow man of clay.

Make a sphere or ball of clay, and then cut it in half with a piece of string. Take each half sphere, and by pressure and molding with the fingers, hollow it out into a bowl or cup for baby's oatmeal.

Take small piece of clay and roll it out into the shape of a Christmas candle. Remember to insert the wick. Jewish and Roman Catholic children will be able to tell of the large candles that are used in cathedral and synagogue. A lesson in proportion can be given by asking that some be made one inch long and others twice that length and others three times that length. Have the little children count how many they make.

Mold nuts to hang on the tree. Give good-sized walnuts as models.

The older children may model holly leaves and berries, resting upon a foundation of firm clay in the shape of a placque.

CARDBOARD TWINE-BOX—Take a cubical box in which comes shredded codfish. Paste over each side some pretty paper (wall-paper of a small pattern would

be suitable as would any plain color of dainty tint. Punch a hole in the center of the bottom and make two other holes, in opposite sides about one-half inch from the top. Place a ball of pretty twine inside, first running the end through the hole in the bottom so that it can be gently pulled. Run ribbon through the two other holes by which to suspend the box; glue down the top and the little gift is finished. Hang in some place convenient of access when string for wrapping is needed in a hurry. Let the older children make the entire box. (See November number of the Kindergarten Primary Magazine.)

MATCH-SCRATCHER—1. Cut a circle of dainty-colored cardboard and upon it paste a star cut from sandpaper. White cardboard may be painted a dainty color in water-color paints.

2. Upon a square of cardboard draw a star and let the children prick the outline with a kindergarten pricking needle or a hat-pin or shawl-pin. In center of star, paste a piece of sandpaper.

3. Cut a cardboard oblong measuring 6x7 inches. Take sandpaper measuring 4½x6 or 7 inches. Cut from upper right-hand corner down to lower left-hand corner in a curved line to give the slope of a hill. Paste this upon the background of cardboard close to the bottom. Then cut from dark-green paper a line of evergreen trees, curving so that they will appear just above the line of the hill. It may be better to cut the curving line of trees first, out of a large piece of paper and then paste the sandpaper upon this. (Is it more or less pleasing to have the trunks of the trees show? See that they are placed in pleasing relation to each other.) Tell the children this is a hill covered with sparkling snow. Play that the match scratching over it is the sled rushing down the hill. If they know the story of the "Little Fir Tree" they may be interested in cutting out the rabbit scampering over the snow.

PARQUETRY BOOK-COVER DESIGN—That is a pretty custom of the Germans, which trains the children who are old enough to write, to practice until they can write neatly some sentiment of love and gratitude for all that the parents do for them. On the occasion of birthday or Christmas these sentiments are written by the children upon engraved forms and presented to the father and mother. As they represent the child's fidelity to school

duties, and much of patience and painstaking, they more truly are a gift from the child than are the beautiful presents which so often the child buys with money given to him by the parent himself. In the kindergarten or the grades some such expression of love can be made by the child. The older children can make the booklets of sheets of paper with holes punched at the top or at the sides through which ribbon or worsted may be run. These sheets should previously have been inscribed or decorated. The older children can write upon them the appropriate sentiment in their best handwriting. Practice through the term with this end in view. The kindergarten children may save and cut appropriate pictures or may save some good examples of kindergarten occupation work. The book-covers may be decorated with the original drawings of the older children or with a parquetry design. 1. Take kindergarten circles of red and white, the white representing snow balls and the red holly berries, ranged alternately; or make a simple design as a border in one corner. 2. From dark-green paper cut holly leaves, and arrange in a border with an occasional red berry or cluster of berries showing. They may practice cutting such leaves and clusters for busy work. Give a real leaf when possible or a picture or old Christmas card may give a hint. Children living near Northern woods will find that the wintergreen and the partridge berry offer charming units for design. 3. Cut a simple fir tree from dark green paper and let it alternate with a white rabbit as a border.

CUTTING—The making of units for the borders mentioned above affords opportunity for paper-cutting. In addition to this, children who are studying geography may be led to speak of the Noah's Ark which so many children receive at Christmas time and talk of the different countries from which different animals come. Let the older boys and girls cut out pairs of the animals, cows, horses, cats, lions, tigers, either free-hand or from models obtainable at kindergarten supply stores and mount them upon spools or make cardboard supports at the back and give to a younger brother or sister or cousin.

Illustrate with paper-cutting the beautiful old English ballad "The Robin's Christmas Eve." The robin, the church, the sexton with his lantern, the singing children, etc., may be cut out.

DRAWING AND PAINTING—Illustrate the various Christmas poems and stories told. The attempts of the younger and more inexperienced children will necessarily be more or less crude. As an opportunity for practice in securing good, clean washes, let the children cut out cardboard stars about four or five inches in diameter (white bristol-board) and then color these with blue or red, pink, gold or silver. Punch a hole in each, insert a bit of ribbon and use for decoration of wall or tree. A scrap picture of an angel might be pasted in the corner of each. Make a chain of such stars.

WEAVING—Have the children make the usual kindergarten weaving mats and paste two together with a bit of scented cotton between. 2. Make several such mats, about two inches square (necessarily they will have few strips) and fasten them together so as to make a little scented cluster.

CHAINS—1. Cut gold, silver, red and green paper into lengths measuring $\frac{1}{2} \times 4$ inches. Paste the end of one length so that it overlaps the other, making one link. Put another strip through this, making a second link and continue to lengthen in the same way. The red and green will inter-link prettily, but the gold and silver chains are better if of one color only. Use to decorate tree or chandelier. Let the children occupy themselves thus in "busy time" and take the chains home. 2. Make chains of red and green circles, symbolic of holly, alternating with straws. 3. Let older children cut the green in shape of holly leaves, and alternate with the red circles.

PEG-BOARD—1. Let the children plant the pegs irregularly, as trees—the green ones. Then play selecting the right ones as Christmas trees, talking over why some are chosen and others left—we choose often from a crowded spot so as to leave the remaining trees more light and air and space. Put the trees in a "third" or "fourth" gift sledge to draw to the station whence they will be taken to the big, far-away city. Some of the green sticks may be used also, to give trees of different heights. 2. Arrange the sticks prettily, as if they were flowers in a florist's window. What is this red flower? This blue one? Shall we buy one for grandmother? How many yellow ones are there in Nellie's window? Do flowers cost more or less at Christmas time?

HOW TO MAKE A DUPLICATOR.

Every kindergartner and primary teacher requires a duplicator. Obtain an oblong pie tin the size you wish the duplicator. Purchase 12 ounces of glycerine and 2 ounces of gelatine, and place in a stew kettle with two ounces of granulated sugar and exactly a half pint of water; let stand a day or two, then heat until gelatine dissolves. Pour into pie tin and puncture all the bubbles with a pin. The writing or drawing you wish to copy should be freshly made with hectograph ink. Place writing side down upon the surface of the duplicator, pressing down smoothly with the hand. Remove, and from 15 to 50 copies can be taken off. When through wash the copy off carefully with tepid water. Occasionally place the pan on a stove and remelt the contents which will secure a new smooth surface.

HOW TEACHERS OFTEN WASTE TIME.

- By repeating questions and answers.
- By making too much of trifles.
- By giving inexplicit directions.
- By unskillful and illogical questioning.
- By prompting pupils too soon and thus confusing them.
- By illogical arrangement and development of lessons.
- By tardiness in beginning work after an intermission.
- By allowing tardy responses to questions and commands.
- By poor assignment of lessons.
- By failing to have all pupils at work.
- By attempting to teach before attention is secured.
- By doing the mechanical work rather than have the pupil do it.
- By nagging and scolding.
- By talking too loud and too much, thus burying the lesson.
- By explaining what the pupils already know.
- By explaining what pupils may work out for themselves.
- By not using signs.
- By correcting the language of pupils when they should be correcting their own.
- By not recognizing the law of ethics.

I know a teacher who is dishonest and yet precious little children are entrusted to her care. Is it fair?

TEACHING HISTORY BY PUPPETS

For some years a Sicilian named Antonio Parisi has been giving historical "puppet-shows" in the Sicilian quarter of New York city. His plays deal chiefly with events in the life and times of Charlemagne. The drama committee of the People's Institute has now taken notice of Signor Parisi and his puppets and is to test the puppet-show as an aid to education in history. The show, moved to a retreat near Washington Square, is to be accessible to 600,000 school children and their teachers. The school authorities in New York are said to be greatly interested in the experiment. The Sicilian children, according to the enthusiastic advocates of the plan, know the history of Charlemagne "like a book," wholly through these shows.—Current Events.

The above extract was sent us with the suggestion that the story of the Pilgrim Fathers might be thus worked out with

educational benefit, but it reached us too late in November.

The interesting item recalls a visit we made several years ago to a puppet theater in Chicago. It was in the Italian quarter and to reach it we must pass through a room where natives of sunny Italy were playing billiards. Passing beyond this "foyer" we found ourselves in a small room furnished with ordinary wooden chairs. Our group of five or six made the only women present but in the gallery, crowded under the low ceiling were a number of attentive boys and girls.

Little by little, more and more men came in; the billiard players gave up their cues to become a part of the audience and soon the place was full, and the proprietor passed around the hat for the ten cents which constituted the admission price. Some of the men began to smoke and although all were well-behaved, the general strangeness of the place and by the looks of appearance of the men and their queer speech accompanied by the looks of curiosity cast in the direction of the strange American women almost brought tears of homesickness to the eyes of one of the young students.

But soon the orchestra (?) began to play and this brought smiles to the eyes because the music was afforded by the turning of a hand-organ—which seemed quite Italian.

Meanwhile we had been studying the small but complete little stage with its drop-curtain decorated with medieval heroic figures; and soon the curtain rolled up and the play began. The puppets were larger than we had pictured them in imagination. They were from two and a half to three feet high and were garbed to suit the parts, in very picturesque garments. The play, we learned, was from Ariosto's *Orlando Furioso*. It had been running one year with two more to run before all of the tale was told. So far as we could tell, the scene lay outside the walls of Paris or some other important city at the time of the Crusades.

The parts were read by a man behind the scenes. His voice was at once musical and very flexible, expressing every shade of meaning. The puppets were manipulated by strings attached to head, body and limbs and carried behind the scenes. From the distance at which they were viewed and the perfect natural relation of scenery to the little actors they seemed to be quite

life-sized. The movements were necessarily somewhat stiff and woodeny but nevertheless were expressive of various moods and differences of feeling, bearing perhaps, much the same relation to the motions of living actors as the blocked-out or angular drawings bear to those in which all the soft roundnesses of muscle and skin are depicted. Although the words might not be understood, the action was. At one time there were as many as ten knights upon the stage—all in beautifully-made armor. There was one scene in which the king occupied the stage alone and seemed to be vexed with some important affair. He walked up and down the stage one moment, in great distress of mind. Anon, he almost wept, and then he beat his breast in woe. But a moment later, he strode up and down, stamped his foot and seemed to gather himself together to strike some blow that would bring his enemies to terms. We did not remain until the evening's close nor did we return to continue the story the next night but we can very well understand that history and patriotism and good literature might well be brought to the people, especially to the unlettered, in these puppet shows. The audience of men listened with closest attention to every word.

The only manikin-show that is familiar to the average child in America is Punch and Judy, which also had its origin in Italy. But the comedy enacted on the tiny traveling stage conveys no lesson of value to the children and it would be a praise-worthy effort to supersede Punch with something equally entertaining but more edifying. A jumping-jack is probably the simplest form of puppet.

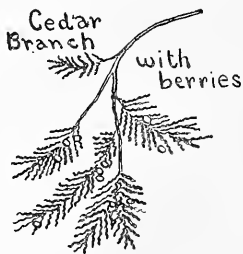
Many boys have their own little toy theaters and a few years ago a book was published giving directions for building a puppet theater, and for making the dolls; several plays were given for acting. We commend this interesting little volume to our readers. The teacher, with help of her older children might be able to work out some very interesting scenes from history and literature, in accordance with the suggestions given, with value especially for children of foreign birth who are little acquainted with American history. The drawing and cutting out of the figures, the searching after pictures showing costumes, the making of the scenery—would furnish opportunity for busy work that would have genuine

educational content. The Kindergarten-Primary Magazine will have more definite suggestions to make early in the next year.

Drawing, Cutting, Paper Folding and Tearing For December

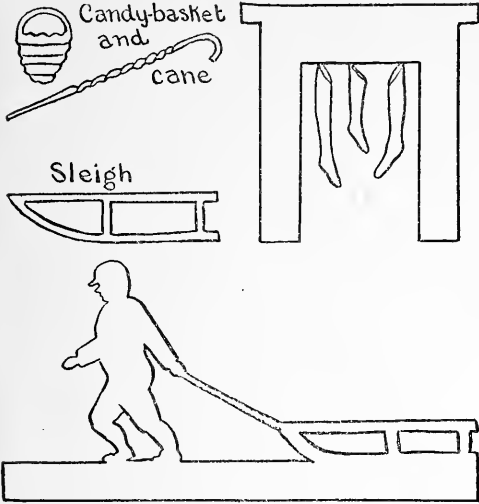
During the last three months the children have been led to feel how much is provided for them, how carefully their needs are looked after and how many helpers are constantly busy, so that they may be happy. Now comes December, the month when the children may make something to express their gratitude for all this loving care.

To be sure they have before this entered into the spirit of helpfulness by dusting chairs, putting things in their proper places, and running errands to partly repay for all these things, but now a gift is to be made, something that can pass from hand to hand and finally be presented to the loved one. A real Christmas gift mingled with love and patience.



During the month the thought of the children will be directed to the toyman, the securing of the Christmas tree, Santa, and at last the day on which the gifts of love are bestowed. In all the preparation for that climax, if the work be over-exemplified and the joy of giving be lessened, the purpose of the work will be lost. Christmas is the time of loving gifts. Each preceding month has presented some form of animal life that naturally connected itself with the work. Santa's reindeer will be the animal to which the thought of the children will be directed during December and he will figure more or less in the drawings of the month and possibly in the cutting.

This is a season when so much gay coloring may be indulged in and free invention be greatly encouraged. The work that follows is not intended to be suggestive for gifts necessarily, but many of the things may enter into the presents if the teacher and children desire them. When decorations for the tree are being made the children will enjoy making the same things for the tree at home



Drawing and Cutting.

Colored stockings for tree, dollies, toys, Santa, reindeer. Pictures of the tree decorations that are bought in the shops, as balls, stars, etc.; rocking horse; illustration of stories.

To make the rocking horse let the children draw a good-sized picture of the horse; then cut same. Use this picture as a stencil for the other horse. If the children cannot draw well enough to make their own stencil the teacher may give them a stencil at first. Use colored pencils to decorate. Paste a slat in between the two horses' bodies to make them stand up. Any such realistic object gives the greatest pleasure to the children.

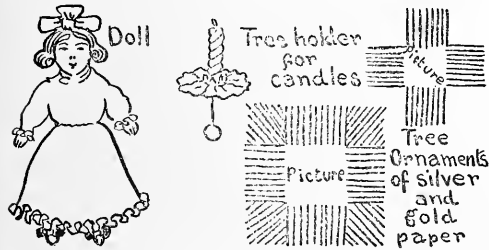
Folding and Cutting.

Lanterns for tree. Mats and strips for gifts (cut double.) Open grate fireplace. Snowflakes (fold and cut per described before.)

To make the lanterns for the trees take a square paper 4x4 or larger; cut off one edge for the handle; fold one diameter; cut on this fold to within one-half inch of the edges and not too close together. Open paper and paste together, so that the fold runs through the middle between the top and bottom of the lantern. Paste handle; add a chain. These lanterns are very effective if made of colored paper, but for the older children they may be made much more elaborate by using a plain paper and drawing or painting to represent Japanese lanterns. This is done by making a black band at the top and bottom and painting some simple design, as seen on lanterns in shops.

Designs for Japanese lanterns:

This is a very good time to introduce transparencies and it may be done in connection with the lanterns and the Christmas star. To make the lantern take a good-sized piece of paper, black pre-



that they make for the tree in school. This will also permit many children to have pretty decorations on their home trees who otherwise would have very little. This will be one way to add to the Christmas joy.

Drawing.

Cedar tree, Cedar branch and berries; pine tree, pine tree and cones; hemlock tree, hemlock branch and cones; lighted candle, drum and sticks, horn, Santa and sleigh, chimney, reindeer; Christmas tree with decorations for book cover.

Free Drawing.

Illustrate story work; home of Christmas tree; securing the tree; transporting tree to city; window in toy shop; visit with mother to toy shop.

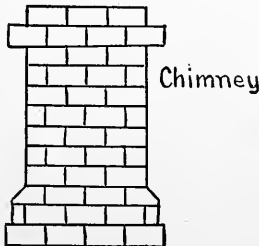
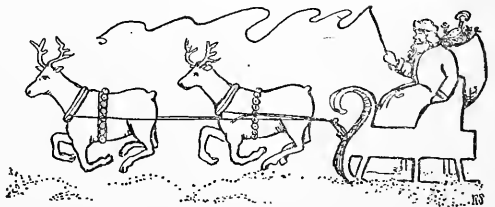
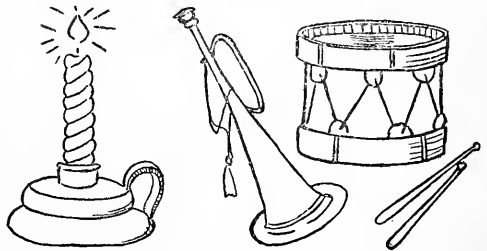
Practice Drawing.

Candle stick, chimney, (high) sleigh.

Cutting

Pictures from magazines to be pasted in picture books for gifts: Christmas tree, mantle piece, stockings, Christmas toys, candy baskets, candy cones; strips for chains for tree; silver strips to be rolled for circles for tree; boy with sleigh.

Cut mantle piece and stockings separate. Paste on a mounting paper.



ferred, and fold one diameter. Cut the outline of a Japanese lantern on the open edges thus:

Then cutting from the fold follow the outside of the paper and an outline of the lantern is the result thus:

Open this and paste it on a piece of brightly colored tissue paper larger than the outline of the lantern, so as to give strength while pasting. After the paste is thoroughly dried cut away the tissue outside the black edge of lantern. Support with a string the color of the tissue paper and hang in window or before a candle.

To make the outline for the star transparency take a four-inch square, fold sixteen squares and diameters and diagonals. To secure the points of the star fold on diagonals and cut from corners to line running one inch from edge of the paper where it crosses the diameter.

Open and fold on the other diagonal and cut as before. A four-pointed solid star is the result. Beginning on the diagonal cut parallel to the outer edge leaving an open star one-half inch wide. Paste this on a yellow square of tissue paper 4x4. When dry cut away tissue outside of star and hang in window.

To make the open grate fireplace, take a piece of either red or black paper 4x4, or larger, fold the sixteen squares; cut out a piece in the middle two squares by three squares, leaving the mantle piece. Paste the mantle on a piece of manilla paper. Cut blue and white plates for mantle. Draw and cut clock. Represent fire with red and yellow pencils and use black paper strips to represent grate. These strips should only be pasted at the ends and should stand out from the mounting sheet to look like a half round grate.

PAPER TEARING.— Dollie Clothes: (a) Parasol; (b) Hood (c) Shoes; (d) Mittens; (e) Dress.

Kindergarten Gifts

(Continued)

By BERTHA JOHNSTON.

First Gift Ball—Color and Number.

Play that the balls are church bells ringing on Christmas day. Sing "Bell So High Up In the Steeple," or some other church-bell song, as if the chimes were ringing. Swing in good rhythm.

Play that it is Christmas Eve and that the children are to go to bed at eight o'clock. Let one child stand at one end of the table with the ball and suddenly begin to swing it, but very evenly. Let the children count the number of swings to see if bedtime has come. Then let them play go to sleep. While they sleep let the teacher place a ball before each child and when they wake up let each child tell what kind of fruit he found at his place Christmas morning, or what kind of a toy, (most resembling the sphere). A toy balloon, a ball, a top, etc. Let a child bounce or spin or make his ball hop, and then have other children guess that he received a ball, a top or a canary bird.

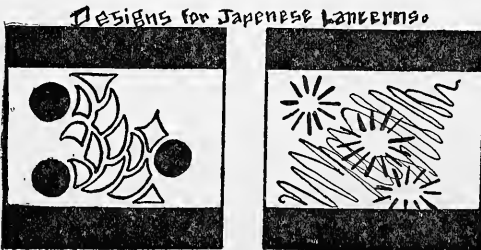
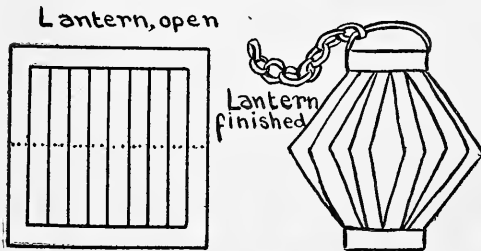
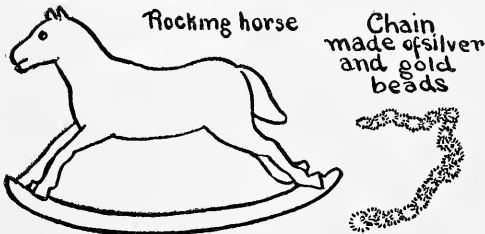
Play that we go to the store to buy a balloon for baby. What color shall we buy? Place several balls in a row as balloons. Close eyes. (Teacher conceals one). Tell that one balloon flew away through the window in the night time. Which one is missing?

Sticks

Outline a star; the church; a sled; the toy store, etc. Have the children tell how many sticks they have used; if they are all of the same length, etc. Give some children four, some five, some six sticks. Ask how many candy-sticks did you receive?

Tablets

Let the little children make a simple stained-glass window design as follows: Place a square before the child. Take four other squares of a contrasting tone and place at the four sides of the first square, one straight edge touching another (placing in the order front, back, right-hand, left-hand). Talk a little about the design and then ask if the children can make one even more pleasing by placing the outside squares in just a little different relation. If each is placed cornerwise a pretty effect is obtained. See how many designs can be

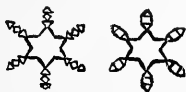


made of these few squares. Then give four more tablets and obtain as many effects as the children can create.



Show the older children pictures of snowflake crystals in a dictionary or encyclopedia. Ask how many main lines all of the snow crystals seem to be formed upon. It will be found that the underlying number is always six. Give the children isosceles triangles and let them form them in a hexagon. Then give six equilateral triangles and let them arrange these with reference to the first six. Upon these place six squares and then six more triangles. The accompanying drawing gives one suggested form which may be varied *ad lib.* When we realize that more than 1,000 varieties of crystal have been found it will be seen that the possibilities of the child's creative instinct may be given full play with these snowflakes as a unit—if the number six be taken as the basis.

Most children have at one time or another had a kaleidoscope. Let the children make a kaleidoscopic design with the tablets.



Peas.

Snowflakes—Give the children a pea into which they may insert six sticks or wires. At the end of each stick insert another pea, and then another stick at the end of each pea. From the last pea let three small sticks radiate. Let the children vary as imagination dictates but always keeping true to the law of symmetry based upon sixes.

Toys for doll—Give a pea and a stick and let the child make a toy for dollie's Christmas; a cane or pencil with rubber, etc. Of three peas and sticks make a toy triangle with another stick and pea to strike it. Of four peas and stick a tiny picture-frame may be made or a clock case. Make a toy



doll for dollie of two peas and five sticks;

stiff toy animals may be made also, as well as toy furniture in outline; also a sled.

Make a tiny box into which to put dollie's toys or hang them on tiny tree.

Parquetry.

After making a window-design in the tablets reproduce it with the parquetry papers letting the children, choose their own colors, under a little suggestion, if necessary. The grade teacher might draw upon the board a pattern after one designed by a child. Then let the children observe it, and tell how many tablets of each kind is required to reproduce it and give these out so that each child may make one.

Let the children reproduce in white papers a snowflake design. Paste these upon white paper and cut out around the edges making an ornament for Christmas tree.

Slats

With six kindergarten slats make a star, sewing together the ends so as to stay them. Use for tree decoration. A number might be strung together to decorate room. Interlace four or eight slats into a picture frame. Gild.

Perry Pictures.

If the story of the shepherds has been told the small Perry pictures may be given the children to frame. Pictures of the Nativity may be used also. These may be framed with the slats, or cardboard frames of dainty color may be made. Cut four small cardboard squares and in the center of each paste a Christmas picture. Punch holes in top and bottom and tie together with silk or worsted into a series that mother may hang in her room.

Cut four oblongs of dainty color and upon each paste three months of the calendar. Fasten together into tiny booklet.

Games.

Several games with the gift balls have been already suggested. These may be played also upon the circle.

Let several children of different heights stand together in the center of the circle back to back and with arms stretched out, thus forming a Christmas tree. Upon this hang first gift balls, letting one child give directions by calling out the color next to be suspended. Let the little children hang

as many as they can, selecting the colors as directed. This gives practice in learning the colors. Then let another child direct that an orange shall be hung upon the branches and let a child choose the orange-colored ball. On the outstretched palms place several second gift beads as candles letting the children choose the color and name it at the same time. Suspend other gifts as toys letting the children name them.

A game loved by the children is the showing by dumb show the toys received or desired. One child goes to the center, squats down and suddenly springs up to represent a jumping-jack or jack-in-the-box. Another jumps up and down to suggest a bouncing ball. Another skips the rope; another slides on skates or a sled.

Let the children dramatize "The Night Before Christmas." While some sleep, others may represent the good Saint and softly enter the room to fill with imaginary toys the imaginary stockings.

As in Christendom the essence of the Christmas-tide is joy over the birth of a little child so it has come to be a time devoted especially to the happiness of the little ones and the spirit of joy should radiate from teacher and kindergartner in and out of the school-room. This is not at all incompatible with genuine hard but happy work if the teacher sees to it that the work is within the child's capacity and that nervousness and hurry are banished from the child's Paradise. Do not undertake more than can be easily carried through before the joyous day arrives.

At Mother's Meetings it would be well to discuss the advisability of taking the children down town to see the shops if that necessitates getting worn-out, nervous and excited through the seeing of so many varied sights and the jostling of the crowds. Let the kindergartner review once more the Mother-Play of the "Toy-shop" and read the chapter on shop-windows in Elizabeth Harrison's "Some Silent Teachers," in order to gain an insight into the educational possibilities of the stores. Talk this over with the mothers and then suggest that in the immediate neighborhood of the home there would be little toy-stores where toys in enough variety could be seen to satisfy the little child without over-fatiguing and overwhelming him. In many cases the parent cannot leave home without taking

the child—it is then wise to accomplish as much as possible of the Christmas shopping several weeks before the holidays begin, thus adding to the good cheer of the child, the mother and the shopkeeper's employe. Train the child, especially at holiday time, to take home as many parcels as he can in order to relieve drivers and horses as much as possible. Thoughtfulness taught thus in childhood will be reflected in innumerable ways throughout life.

Whether or not the story of the Christ child shall be told as the eventful day approaches depends upon various contingencies. If, little by little, the children have been led up to an appreciation of that most beautiful legend, nothing is more appropriate or effective than the story as told in St. Luke. But unless the mood of the children, the atmosphere of the kindergarten, is just right, the story had better be omitted. If the little folks are in a hilarious or boisterous mood it would be worse than useless to spoil the wonderful story by speaking to ears that do not hear. If, however, by their previous work with gifts and occupations, and the preparation of their minds by means of other tales which they have heard, the children seem ready for the story of the Nativity, tell it by all means. In neighborhoods, however, where the telling of the story might arouse unChristlike antagonisms then it may be omitted. Only a short time ago and those of strict Puritan faith forbade merrymaking at this time as savoring too much of paganism. The December festival is not peculiar to Christianity. Long before the Christian era, Egyptians, and Assyrians, Persians and Hindoos celebrated with joyous rite the period of the winter solstices, when the sun returned upon his course to bring once more to earth warmth and light and renewed life. There are many stories which will appeal to all races and creeds without creating unhappiness or misunderstanding.

"The Night Before Christmas" is, of course a perennial favorite and should be a part of the heritage of every child. Another charming old English ballad is "The Robin's Christmas Eve" which has been published for many, many years by McLoughlin Brothers, N. Y. The same bright-colored pictures recur with each edition but they tell their story well and although the robin is an English robin and the atmosphere essentially English, the

story is universal in its appeal to young and old alike. Children could dramatize it effectively although doubtless all would clamor to play the role of robin. The price is 25 cents.

A story that has held its own for many years is "Whv the Chimes Rang," by Alden. Formerly it could be obtained in pamphlet form but it is now published by the Bobbs-Merrill Co., of Indianapolis in a volume. "The Knight of the Silver Shield" which contains another Christmas story "The Great Walled City," besides others of charming fancy.

"Child's Christ Tales," by Mrs. Proudfoot contains many legends centering around the Child. Flanagan & Co., Chicago, now publish it in an inexpensive edition.

"Christmas in Many Times and in Many Lands," by Evelyn Walker contains many stories of the Christmas time from pagan and Christian periods arranged for a Christmas school entertainment. The illustrations are distinct enough to serve as models for costumes. Price 50 cents. Published by Welch & Co., Chicago.

"Christmas-Tide," by Elizabeth Harrison contains stories and also wise and helpful suggestions for parents as to how to celebrate this happy time.

The "Children's Messiah," by Mari Ruef Hofer is a compilation of songs which gives a complete program to carry through the day in home or school. Suggestions are also included for stereoptican pictures to accompany the songs.

"Christmas Time Songs and Carols," by Mrs. Crosby Adams, Chicago, also gives a choice selection of songs, the music by Mrs. Adams.

"The Cup of Loving Service," by Elizabeth D. Taylor (James Pott & Co.), is a beautiful story for the Christmas time.

Any teacher who is making the stars a point of departure should read "In Time with the Stars," by Thomas K. Beecher, published by Hosmer H. Billings, Elmira, N. Y. It is the story of a discussion between the parts of his watch. Another story in the same volume "Quit Crowding" has the right Christmas spirit although not strictly a Christmas story.

"The Frozen Heart" is the dramatization of Hans Andersen's story of the "Snow Queen," by an English composer Mary Carmichael, who has written a kindergarten song book also.

"Christmas Every Day," by William

Dean Howells (Harper & Brothers), is a capital story to read to those children who are likely to have a surfeit of good things on Christmas Day.

NOTE—By mistake "A Few Suggestions For November" by Bertha Johnston, in the November number of the Kindergarten-Primary Magazine, page 61, were separated from her story "A Story For Thanksgiving," page 66.

TWO DECEMBER VISITORS.

BY SIBYL ELDER.

(A) Jack Frost.

(B) Santa Claus.

- Dec. 4—Jack Frost's Home. The cold north. Ice and snow always there. Keeps at home all summer. Goes abroad in the winter.
- Dec. 5—What he does. Beautiful frost work on the ground and windows.
- Dec. 6—Forms shining icicles and makes the tree branches glitter.
- Dec. 7—Freezes the rivers and ponds. Makes good skating.
- Dec. 8—Review.
- Dec. 11—Turns the rain into snow and hail. Snow-balling, forts, sleds, sleighing.
- Dec. 12—Makes our fingers and noses red. Need warm mittens and clothing.
- Dec. 13—Santa Claus. Comes from Jack Frost's country. His sleigh and reindeer.
- Dec. 14—His pack—filled with toys and games—visits our homes the night before Xmas.
- Dec. 15—Review.
- Dec. 18—Getting ready for Santa Claus. Xmas tree put up—where it comes from.
- Dec. 19—Trimming the tree—candles, popcorn, etc. Holly in windows, etc.
- Dec. 20—Hanging up stockings at home. Santa Claus going down chimney and filling them.
- Dec. 21—Waking up on Xmas morning. Fun opening the stockings. Presents on Xmas tree. Makes us happy to give something to others.

Dec. 22—Review. Visits of the mothers to kindergarten.

Games.

Skating Game—(Reed).
The Toyman's Shop—The Toyman—
(Holiday Songs)—Miss Poulsson.
The Three Bears—Dramatized.
Pretty Little Popcorns.
Old Santa Claus Came to Our House.
Snowballing.
Feather Game—(Gaynor II).
Snowman—(Neidlinger).

A DECEMBER PROGRAM.

BY HELEN D. DENFIGH.

Points of connection—The Harvest, or 'gathering-in time' is over; Christmas, the 'giving-out time' is close at hand; winter is beginning in earnest.

Thoughts For the Month.

(I) To have the children realize the love and care of father and mother, and to think lovingly of other children throughout the city who are poor or sick, that they may want to express themselves in glad, free giving;—each one may be a little 'Santa' if he will.

(II) To welcome the winter, by observing nature so wonderfully preparing the earth for rest, and by enjoying the fun and frolic of this merry season.

I.. Home Life.

The Child's Home—Mother's kindness, and love, and work. Father's care in providing; his strength and cheer.

Other Homes—Sometimes no dear father or mother. Scanty clothing or food. Few toys. Even pain to bear, too.

II.. Nature.

The snow, and ice. The cold, brisk wind. Leafless trees; protected birds. Frost on window pane. Sleeping plants. Birds with us now. Holly. Our Christmas tree.

Morning Talks.

Materials.

Snow; Ice; Leafless twigs; Frost on pane; Bread (for birds); Linen (for gift); Picture books; Holly; Christmas Tree.

Pictures.

Sir Galahad.
'Toyman and Boy' Mother-Play.
'Twas the night before Christmas.

Subjects.

Our warm, bright room; comfortable homes, and clothing. Mother's care for all at home. The things she does. Father's hard work all day. His glad home-coming. Other children who have no father or mother; where and how they live. Sick children. What can we do to make them happy? Sir Galahad; and King Arthur, who stayed to help his people, whilst his knights went searching for 'the best thing in the world.' The shops; the toys. The snow and ice. Tree buds. Hungry birds. Our Christmas tree.

Songs.

The Family (Gilchrist music) Blow Book.

Santa Claus. Poulsson Finger Plays.
Christmas Bells. Hubbard book.

Rhymes

"The North-wind doth blow"

"Old King Cole."

Read—" 'Twas the night before Christmas."

Stories.

Little Jolliby's Christmas (Chapter II) Cheever.

The Bird's Christmas Carol (adapted) K. D. Wiggin.

Games.

Santa Claus (song dramatized).

Skating game.

Sleigh-races. (Children wear bells while racing).

Toy-shop. (Children to be the toys, as "Jack-in-the-box," "Dancing bear," "Walking doll," "Woolly lamb," toyman and purchaser).

Children to work out a "snow-man game," with Frost, Sun, and Wind personified.

Rhythms.

Snow-balls; making and tossing. Page 121, music for Child World, Vol. II Hofer.

Mother out shopping, walking, looking in windows. Page 10, music for Child World, Vol. II Hofer.

Father hurrying home with parcels. Page 120, music for Child World, Vol. II Hofer.

Children dancing around the Christmas Tree. Page 65, music for Child World, Vol. II Hofer.



GAMES, PLAYS, STORIES

RECITATIONS, MEMORY GEMS, ETC.

KINDERGARTEN GRAND OPERA.

(Mrs. E. Lyell) AUGUSTE S. EARLE, D. M.

On Christmas Day, 1907, a notable musical performance was given at the Metropolitan Opera House, New York City, under the direction of Heinrich Conried. It was a children's matinee of Humperdinck's "Hansel und Gretel."

When Mr. Conried announced his intention of giving this Christmas matinee, a burst of protest followed—but he could not be swerved from his idea, pleading "Does not Mr. Frohman give "Peter Pan" as a Christmas offering with the most flattering response from a mighty audience of children, young and old,—why not extend the fairy story into music?" The performance justified his confidence and another great epoch in a great city was begun—the introduction of the Child's Grand Opera, "Hansel und Gretel."

Who could resist it? Were not we, teachers, parents, and big brothers and sisters happy with the children in our return to the "Never, never land" in Peter Pan—just so was that great audience entranced in "Hansel und Gretel," which opened up the "Never, never land" of music?

In Peter Pan we lived again the fairy life of childhood told in classic diction and style; in "Hansel und Gretel," the same universal Fairy Brotherhood pulsed in majestic tone of liquid melody and sonorous harmony, while with fascinated eye and enraptured ear we were borne into the Fairy Wood and Grove of the classic realm of childhood.

Is not this the true Kindergarten of humanity that reaches up from the child life that is and touches alike the child's soul that never dies in mother and father,—in grandsire and grandma, making a universal Kindergarten of all humanity? Does not this grand opera, a classic in form and expression combine and illustrate the true activities of life which should be combined and illustrated in the Kindergarten, a true mirror of life as it should be? Do we not find in this master piece the Home Circle,

the Nature Gift, the true Occupation, the Song and Game and Story and the ultimate realization of the ethical ends all these aim at realizing?

Let us see from a brief presentation of the story itself and from a few excerpts from the text—the truth of what we are saying.

The Story.

Hansel and Gretel is an opera in three acts, the music by Engelbert Humperdinck and the libretto by Adelheid Wette. It is the German version of the old nursery legend—Babes in the Wood.

The first scene discloses a wretched homestead. The two children, Hansel and Gretel, are at work—the boy making brooms and the girl knitting stockings. They both complain of feeling very hungry, and there isn't a thing in the house. Yes, there's a jug of milk that will make nice blanc-mange when mother comes home. Hansel tastes it and Gretel raps his fingers. He says he won't work any more and proposes they dance instead. Gretel is delighted. He is very awkward at first but she teaches him the steps and they are getting along so famously that they whirl around the room and fall exhausted on the floor. At this moment the mother enters and she is so angry at seeing them do no work that she boxes their ears for it. In her excitement she gives the milk pitcher a push. It falls off the table, breaks in pieces, and spills all the milk. At this she is beside herself and seizes a basket and tells the children to go to the wood and pick strawberries. They must not come home till the basket is full. They run off while she, weary of life, sits sobbing herself to sleep.

The father is heard in the distance with a joyous song and enters in a joyful mood. He wakes up his unhappy wife to tell that he has sold all his brooms at the fair for splendid prices and he shows his basket full of provisions. Both are thus in fine humor when he asks where the children are. She says she sent them away in disgrace to the Ilsenstein. The Ilsenstein! he exclaims, where the witches ride on broom-

sticks and devour little children. Exclaiming "Oh horror!" she runs out of the house, he after her, to find Hansel and Gretel.

The second act shows a forest. Gretel is making a garland of wild roses while Hansel is looking for strawberries. In the background is the Ilsestein. It is sunset. Hansel crowns Gretel queen of the wood and she allows him to taste a strawberry. He gives her one in return and little by little they devour them all. Then they are frightened. They want to pick more but it is getting too dark. They want to leave but cannot find the way. Gretel fears being in the dark but Hansel is very brave. She sees faces in trees and stumps and he calls out to reassure her. Echo answers and he grows frightened too. They huddle together as a thick mist arises which hides the background. Gretel, terror-stricken, falls on her knees and hides behind Hansel. At this moment a little man appears, as the mist rises, and quiets them. It is the Sandman and he sings them to slumber. Half awake they say their evening prayer and sink down on the moss in each other's arms. A dazzling light then appears, the mist rolls itself into a staircase and angels pass down and group themselves about the two sleeping children.

In the third act the scene is the same, the mist still hiding the background. The Dawn Fairy shakes dewdrops on the children. They wake, but Hansel very lazily. They both have had dreams of angels coming to see them with shining wings. The mist now clears away and in the background is seen the witches' house with a tence of gingerbread figures. There are also seen an oven and a cage. Hansel wants to go inside and Gretel draws him back. But Hansel says the angels beguiled their footsteps and why shouldn't they nibble a bit at the cottage? They tiptoe to the fence and break off a bit of the cake cautiously. The witch voice from within tells them to go on nibbling. They like the gingerbread. It suits them famously and apparently suits her too as she watches them from her window.

But she comes out of the house as they are joyously laughing and throws a rope about Hansel's neck and caresses them. Hansel tries to get away and calls her names, while she goes on saying how she loves them both—they are such dainty morsels. Hansel tries to run away and

takes Gretel with him. But the witch casts a spell on them and they stand stock-still. Then she leads Hansel to the cage and shuts him in and gives him almonds and raisins to fatten him up. She loosens Gretel with the magic stick and says how nice and plump she'll be when she's roasted brown. She opens the oven and puts more fagots under it and says the fire will soon be ripe to push Gretel in. In her joy she rides wildly round on a broomstick while Gretel watches from the house.

The witch calls Gretel out and opens the oven door. Hansel tells Gretel to beware and the witch tells her to peep in the oven. Gretel pretends she does not understand. She secretly disenchants Hansel so that when the witch bends over and peers into the oven they give her a push and in she goes. Then they dance wildly about. Hansel throws sweetmeats out of the window. The oven cracks open and falls into bits, while groups of children suddenly surround Hansel and Gretel. Then they disenchant the gingerbread children who are very grateful. As they are all dragging the gingerbread witch about, the Father and Mother come in and are overjoyed at finding their children again.

DRAMATIS PERSONAE.

Peter, Broom-maker.
Gertrude, his wife.
Hansel,
Gretel, their children.
The Witch who eats children.
Sandman, the Sleep Fairy.
Dewman, the Dawn Fairy.
Children.

The Fourteen Angels.

Note home occupation with Nature Gift Material in Scene I, Act I.

ACT I.

AT HOME.

Scene I.

(Small, poorly furnished room. In the background a door, a small window near it with a view into the forest. On the left a fireplace, with chimney above it. On the walls many brooms of various sizes. Hansel sits near the door, making brooms, and Gretel opposite him by the fireplace, knitting a stocking.)

Likewise in same act, Song and Dance and Game of children serves as climax of scene.

(Claps her hands.)

Brother, come and dance with me,
both my hands I offer thee;
right foot first,
left foot then,

round about and back again!

Hansel (tries to do it, but awkwardly).

I would dance, but don't know how,
when to jump, and when to bow;
show me what I ought to do,
so that I may dance like you.

Gretel.

With your foot you tap, tap, tap;
with your hands you clap, clap, clap;
right foot first,
left foot then,

round about and back again!

Hansel.

With your hands you clap, clap, clap;
with your foot you tap, tap, tap;
right foot first,
left foot then,
round about and back again!

Gretel.

That was very good indeed,
O, I'm sure you'll soon succeed!
Try again, and I can see
Hansel soon will dance like me!

(Claps her hands.)

With your head you nick, nick, nick;
with your fingers you click, click, click;
right foot first,
left foot then,

round about and back again.

Hansel.

With your head you nick, nick, nick;
with your fingers you click, click, click;
right foot first,
left foot then,

round about and back again!

Brother, watch what next I do,
you must do it with me too.

You to me your arm must proffer,
I shall not refuse your offer!
Come!

Both.

What I enjoy is dance and jollity,
love to have my fling;
in fact, I like frivolity,
and all that kind of thing.

Gretel.

Tralala, tralala, tralala!

Come and have a twirl, my dearest Hansel,
come and have a turn with me, I pray.

Sing lustily hurrah! hurrah!
while I dance with you;
and if the stockings are in holes,
why, mother'll knit some new!

Hansel.

Tralala, tralala, tralala!

Sing lustily hurrah! hurrah!
while I dance with you;
and if the shoes are all in holes,
why mother'll buy some new!

Tralala, tralala, tralala!

(They dance round each other as before.
They then seize each other's hands and
go round in a circle, quicker and quicker,
until at length they lose their balance
and tumble over one another on the
floor.)

In Act II, note crowning of Gretel as
Queen of the Wood and the abandon of
the children under the natural influence of
the forest wild and as terror, is about to
seize them the traditional Sandman or
Sleep Fairy approaches the children with
friendly gestures and sprinkles the mystic
grains on their wearied eyes.

Scene II.

Sandman (the Sleep Fairy).

(The little man approaches the children
with friendly gestures, and the children
gradually calm down. He is strewing
sand in the children's eyes.

I shut the children's peepers, sh!
and guard the little sleepers, sh!
for dearly do I love them, sh!
and gladly watch above them, sh!

And with my little bag of sand,
By every child's bedside I stand;
then little tired eyelids close,
and little limbs have sweet repose.
And if they're good and quickly go to sleep,
then from the starry sphere above
the angels come with peace and love,
and send the children happy dreams,
while watch they keep!
Then slumber, children, slumber,
for happy dreams are sent you
through the hours you sleep.

(Disappears. Darkness.)

Hansel (half asleep).

Sandman was there!

Gretel (ditto).

Let us first say our evening prayer.

(They cower down and fold their hands.)

Both.

When at night I go to sleep,

fourteen angels watch do keep:
two my head are guarding,
two my feet are guiding,
two are on my right hand,
two are on my left hand,
two who warmly cover,
two who o'er me hover,
two to whom 'tis given
to guide my steps to Heaven.

(They sink down on to the moss, and go to sleep with their arms twined round each other. Complete darkness.)

Scene III.

(Here a bright light suddenly breaks through the mist which forthwith rolls itself together into the form of a staircase, vanishing in perspective, in the middle of the stage. Fourteen angels, in light floating garments, pass down the staircase, two and two, at intervals, while it is getting gradually lighter. The angels place themselves, according to the order mentioned in the evening hymn, around the sleeping children; the first couple at their heads, the second at their feet, the third on the right, the fourth on the left, the fifth and sixth couples distribute themselves amongst the other couples, so that the circle of the angels is completed. Lastly the seventh couple comes into the circle and takes its place as "guardian angels" on each side of the children. The remaining angels now join hands and dance a stately step around the group. The whole stage is filled with an intense light. Whilst the angels arrange themselves in a picturesque tableau, the curtain slowly falls.)

Act III emphasizes element of the story when the dawn fairy sprinkles dew drops on sleeping children; the story element being elaborated through gingerbread figures and the witch's voice bidding the lost children to nibble to satisfy their hunger. The story element of suspense reaches its climax when the witch seizes Hansel and Gretel and attempts to bake them into gingerbread figures.

The ethical ends are attained by the over-throw of the witch and the disenchanting of the gingerbread children and the happy father and mother come in and join the true Home Kindergarten Circle in the joyous finale of the opera.

Father.

Children, see the wonder wrought,

how the Witch herself was caught
unaware
in the snare
laid for you with cunning rare!

All the Rest.

See, O see the wonder wrought,
how the Witch herself was caught
unaware
in the snare
laid for us with cunning rare!

(The two boys drag the Witch in the cottage.)

Father.

Such is Heaven's chastisement;
evil works will have an end.
"When past bearing is our grief,
Then 'tis Heaven will send us sure relief!"

All.

"When past bearing is our grief,
Then 'tis Heaven will send relief!"

The End.

I cannot dismiss this beautiful Kindergarten opera without a reference to the special adaptation of classical themes to the child aspect of story. It illustrates the truth that Kindergartners are not always realizing—namely, that as the highest art and literature have in them elements of classical simplicity that appeal permanently to child growth, so even classical music rightly adapted to its theme may begin to introduce the child to his true musical inheritance.

It illustrates furthermore the truth that the real Kindergarten must, motherlike, have an insight into not merely hand material and child processes but a fuller equipment of literary artistic and musical appreciation.

In a later article I may return to the musical themes themselves as excerpts for actual use in the Kindergarten.

A CORRECTION.—Owing to an error the article "Number in the Kindergarten" written by Harrietta H. Freeland, and published in the November number, was not duly credited to the School Exchange of Newark, N. J., from which it was taken. This lack of credit was due entirely to the misplacing of a slug and was wholly unintentional.

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Our great offer will be withdrawn December 25, 1908. If you wish to take advantage of it, do not delay.

OLD CHRISTMAS PLAYS AND CAROLS.

BY MARI RUEF HOFER.

There is no more beautiful contribution to the literature of Christmas than that of the old half-forgotten nativity plays of the Middle Ages. In those childlike days, when the mystery and marvel of the wondrous birth had not yet faded from the ken of man, were produced those sacredly human people's dramas whose simple and naive character ranks them among the classics of the world.

The mystical element of the Christian faith was always warmly cherished by the simple people whose spiritual need it fulfilled. Simultaneously with the greater Passion Plays and Miracle Plays of Europe sprang up in every village and hamlet these lesser and humbler dramas of the Christ birth. So plentiful were these that every province in France and Germany, every country in England could boast its own original "Mystery" or Sacred play with a group of peasants for playwrights and actors.

The subjects most frequently chosen, were the Story of Bethlehem, Vision of the Shepherds, The Three Kings, The Star Carol, The Journey of Joseph and Mary, or supposed scenes from the Childhood of Jesus. The element of personal relationship which is almost lost in modern Nativity interpretations is well retained in these bits of translated and untranslated verse here offered. This makes them akin to the childhood of all times and suggests their suitability for children's Christmas plays, or for presentation by Kindergarten Training Classes. A touch of simple costume and Ben Greet stage setting makes them available anywhere.

A DIALOGUE.

The Shepherd.

Ye shepherds, leave we here our flocks,
Upon the young grass pasturing;
Already should we be away
To Bethlehem now journeying,
For on that sod
The son of God
Chose from a human stem to spring.

The Shepherdess.

Well said, O gentle shepherd mine,
And with such lovely light for view,
Let us to Bethlehem, swift of foot,

There to behold this marvel new,
Of which did tell
Great Gabriel,
Who gives to us a witness true.

The Shepherd.

That high discourse which I have learned,
The which the angel bade us hear,
Has so rejoiced my heart in full
That I no more may linger here,
But bend the knee
My God to see
Who for my sake comes lowly near.

The Shepherdess.

Through that sweet song of graciousness,
My soul is so entranced and filled,
That heavenward lifting up mine eyes
As by an exstasy I'm willed,
And still in thought
The chords seem wrought
Of harmony divine that thrilled.

The Shepherd.

Yet it is needful that we take
Some new gift excellently planned;
For he that unto God will turn
Must ne'er appear with empty hand;
God builds our joys
And He destroys,
He waters and He plants the land.

The Shepherdess.

I have a great bowl of new milk,
Just freshly taken from the cow.

The Shepherd.

And I will carry a young lamb,
That hath no spot or stain, I trow.

The Shepherdess.

A treasure fine
Is likewise mine,
But I would fain that none should know.

The Shepherd.

What wouldst thou give Him, sister,
say?
Tell me, what should thy present be?

The Shepherdess.

I make him present of my heart.

The Shepherd.

My will, my life, I give him free.

The Shepherdess.

Let us begone,
And haste we on.

The Shepherd.

Not to be there is grief to me.
—From The French by Lady Lindsay.

SHEPHERD'S SONG.

Now we will go, now we will go,
 The way we know to Bethlehem;
 That they may show and we may
 know,
 'Tis even so as we proclaim.
 And we will take the bread we bake,
 The wine we make as gifts to
 them,
 And milk and cheese, and on our
 knees
 Will offer these at Bethlehem.
 And He shall know we love Him so,
 But cannot show a better way
 Of service dear and loving cheer,
 Than we do here on Christmas
 day.
 —Housman's Nativity Play.

VERSE FROM AN OLD BAVARIAN
CHRISTMAS PLAY.

O Jesulein zart,
 Dein krippelein ist hart!
 O Jesulein zart,
 Wie liegst du so hart!
 Schlafl Kindlein, du deine Angelein
 zue,
 Schlafl und gib uns die ewige Rhue,
 O Jesulein zart,

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Listen, the sleigh-bells! Oh, sister I hear
 Them coming now surely, each moment more near!
 Yes, skimming a-gallop, o'er snowdrifts so white,
 The reindeers of Santa are speeding tonight.

Straight through the moon's rainbow ring now
 they dash,
 Next, 'twixt soft cloud-banks they leap like a flash
 Each laughing star holds high a gay, twinkling
 light;
 Each reindeer nods "thank you" for roadway made
 bright.

Pictures and go-carts, pianos, are stowed
 With dolls, balls and skates in the magical load
 That Santa has crowded so tight in his sleigh
 To bring down the chimney when dawns Christmas
 day.

Now, a wonderful charm has each playtoy and
 game
 By which you may tell which from Santa Claus
 came.
 The magic I'll tell you and then when you know
 Just tell the glad secret wherever you go.

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BOOKS FOR HOLIDAY GIFTS.

"DRIFTED IN" by Will Carleton. In this
 volume, Will Carleton, America's versatile poet
 tells in rhyme the story of a train that is "drifted
 in" by a snow storm. Upon the thread of this
 story are interwoven thirty or more poems the
 majority being the stories told by the different
 passengers as a means of forgetting their un-
 pleasant predicament. This gives occasion for a
 great variety of thought, philosophy and senti-
 ment. "The Old Front Gate" with its story of
 the drifting apart of a wedded pair and the recon-
 ciliation, radiates both humor and a sweet senti-
 ment peculiarly appropriate to the spirit of the
 Christmas time.

"Swingin' back and swingin' forward, I am very
 glad to state
 That that pair re-entered Heaven through the
 Old Front Gate."

There are several different poems inspired
 directly by the Christmas thought. "The Ghost
 Walk" is of special interest just now when the
 matter of college hazing is being so much dis-
 cussed. College students past and present will
 enjoy the unexpected turn the story takes. "The
 Coming of the King" and the "Messenger Out
 of the Sky" are very different in style of expression
 but they alike record the joy occasioned by the
 entrance of an infant into the home where he has
 been long desired. "The Captain's Story" is the
 semi-ironical tale wherewith the old sea captain
 cleverly subdues an incipient insurrection as he
 speaks

".....In a voice with velvet sheath
 Enclosing claws that were just beneath."

We have cited enough to give a faint idea of
 the variety to be found between the pages of this
 handsome book on whose cover is depicted the
 roving hamlet

"...with its one long swaying street
 On which the tribes of the nations meet,"

sunk in the depths of the impassable drift. Pub-
 lished by the Every Where Publishing Co., New
 York. Price \$1.50.

"Tommy Trot's Visit to Santa Claus" by Thomas
 Nelson Page. This is a truly delightful story for
 boys but to the kindergartner, and indeed to any
 teacher it brings a welcome note of encouragement
 for it depicts incidentally, in a few words here and
 there an ideal father who is more than the mere
 provider of the material needs of his child. The
 description of the making of the sled by Tommy
 under the sympathetic guidance of his father who
 knows when to wisely suggest and when to lend
 a helping hand, is one to be read at parent's meet-
 ings as a lesson in parental pedagogy. The ex-
 periences of Tommy and his friend in the Polar
 regions of Dreamland will make their natural
 appeal to the child. Published by Charles
 Scribner's Sons.

"Princess Wisla," by Sophie Swett. Princess
 Wisla is little Peggy Piper who lives near Bar
 Harbor and is stolen for awhile by an old Indian
 squaw who loves her dearly and eventually re-
 stores her to her heart-broken parents. The
 friendship between a brother and sister and be-
 tween the two little girl playmates is charmingly
 portrayed and despite its fairylike incidents each
 one is within the range of possibility. The chil-
 dren who are passing beyond the fairy story
 period to that in which they ask "is it true?" will
 be just the ones to most enjoy this tale. The love
 of the old squaw for the child she thus forcibly

adopts and the generous manner in which she later comes to the rescue of Peggy's father will help the children to feel a kinship with those of the less advanced races. We welcome a story that helps to dissipate racial distrust and hatreds. Published by Little, Brown & Co., Boston.

"Easy German Stories," by Hedwig Levi. Some of Miss Levi's stories have from time to time appeared in the pages of the Kindergarten-Primary Magazine. This little volume includes stories originally written for two German juvenile periodicals. They are arranged now with reference to English children who are learning German. Several of the pretty little tales are purely fanciful while others will appeal to the child who wants to hear a true story. The language is simple and idiomatic so that the little child who reads will be learning German as it is spoken by the Germans. It is edited with notes and vocabulary by Mrs. Luise Delp, senior German Mistress at the Sydenham High School, England. Published by Geo. G. Harrap & Co., London, England.

"The Spring Cleaning," by Mrs. Frances Hodgson Burnett. This is another of the Queen Cross-patch booklets gotten up in the same attractive style as was the Cozy Lion of last year. The fairy Queen tells how, with help of her Green Workers she accomplishes her spring housecleaning, wakens the plants and manages to get them up in time to give joy to a little city flower-girl who is to see the primroses growing for the first time. The colored illustrations are by Harrison Cady. Published by the Century Co.

"Home Occupations for Boys and Girls," by Bertha Johnston assisted by Fanny Chapin. This is a little volume written with special reference to the mother who knows little, practically, of kindergarten principles or methods and hence needs to have detailed directions for making use of the many odds and ends to be found in every household. The market-basket, the sewing-basket, the paint-box, and papers saved from the scrap-basket, each yield suggestions for happy employment. There is a chapter devoted to holiday occasions, others describe plays and games, dolls and doll-houses, household duties, etc., and there is a chapter each devoted to kindergarten gifts and kindergarten occupations. Although written with the mother primarily in mind, grade teachers as well as kindergartners will find many suggestions of use in school hours. Published by George W. Jacobs & Co., Philadelphia, Pa. Price fifty cents.

IF I WERE YOU

If I were you and went to school
I'd never break the smallest rule;
And it should be my teacher's joy
To say she had no better boy;
And 'twould be true
If I were you.

Go to bed late—cross girl or boy.
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—St. Nicholas.

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The Kindergarten PRIMARY Magazine

INDEX TO CONTENTS

Reminiscences of Froebel	<i>F. Hess</i>	107
The Short Story— Its Place in the Kindergarten and Grades	<i>E. Lyell Earle,</i>	115
Scientific Basis upon which Kindergarten is Founded	<i>Hortense M. Orcutt,</i>	121
Letters to a Young Kindergartner	<i>Harrietta Melissa Mills,</i>	124
Mothers' Meetings and Reading Circles	<i>Jenny B. Merrill, Pd. D.</i>	125
After Christmas		126
Program Suggestions for January	<i>Bertha Johnston,</i>	127
Tony and his Fruit Stand		132
Kindergarten Light Opera	<i>Augusti S. Earle,</i>	132
Social Celebrations in New York	<i>Nari Ruef Hofer,</i>	134
New Years Day		135
The Cultivation of Beauty Perception		136
The City Street		137
Query Column,		139
Book Notices		140

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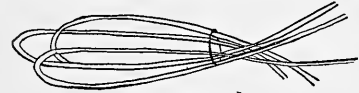
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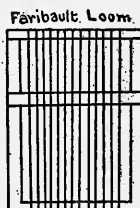
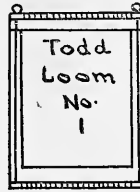
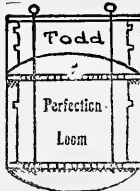
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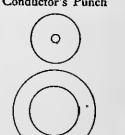
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VOL. XXI—JANUARY, 1909—NO. 4

The Kindergarten-Primary Magazine

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REMINISCENCES OF FROEBEL.

In September, 1844, when a spoiled youngster of 9 years, my parents placed me at the Institute of Keilhau, then in charge of President John Barop. Prior to that time, for some 15 years, Froebel had been at the head of that institution, but on account of some financial difficulties and a misunderstanding with Barop, Froebel was no longer connected with that school, and had transferred his kindergarten work to Blankenburg on the other side of a high wooded ridge a few miles distant from Keilhau. Both high endeavors at a new system of education were still in their infancy. I was only the thirty-fifth pupil at Keilhau, and Froebel had hardly half a dozen lady pupils. In government circles he was looked upon as a suspicious and dangerous character, instilling revolutionary notions into the minds of the rising generation, and at Keilhau he was considered to be an impractical dreamer, who had spent a fortune without accomplishing anything. In his own Fatherland, which he had helped to deliver from the yoke of the great conqueror Napoleon, the kindergar-

ten was proscribed and it was not until some years after his death when Bismark was at the head of affairs in Prussia, and Otto von Beust, one of my classmates at Keilhau, had become Prime Minister of Saxony, that the kindergarten was tolerated at Berlin and Dresden.

The first time I ever heard of Froebel was in September, 1844. According to his system of object lessons then still prevailing at Keilhau, the month of September each year was devoted to pedestrian excursions, for which purpose the school was divided into three classes, not so much with regard to school work as to physical endurance. The first class had to march 30 miles a day whenever necessary, the second class 20, and the third class 10 to 15. But these were exceptional tests only, and railways, river steamers and farm wagons were also occasionally used on these excursions. Being the youngest, though not the smallest boy of unknown powers of endurance, I was assigned to the third class, the objective point of whose excursion was the old castle ruins of the Kiffhauser, where Frederick Barbarossa, first German Emperor of the old Roman Empire, once dwelled, and was now sitting according to legend, in a subterranean chamber of his old castle, his elbow resting on a table with his head on his hand and his long red beard grown all around the table (as we could see by looking through a lens over a hole in a wall) dreaming of a new German Empire, "grand as Hermann on the Weser meadows, strong as Luther from the Wartburg saw it!"

The idea of a United Fatherland, which Napoleon had cut up into numerous petty principalities sowing local discords and jealousies among the people to keep them apart and in subjection, was the first object lesson impressed upon my young mind by this visit to the Keffhauser, but not the only one, for on our home journey we visited also the toy factories at Sonneberg, a paper mill and several other industrial establishments. On this trip I heard much talk about Froebel and I soon discovered that the whole school at Keilhau was divided into a Froebel and a Barop faction. Froebel's nickname was "Wolf" and Barop's "Zerberus," among the boys. All highly respected and feared Barop, but did

not love him as well as Froebel, who was a boy among boys. Some of them told me grewsome Red Riding Hood stories about the "wolf," and cautioned me to beware of his wiles should he ever come to Keilhau again. Others laughed at such stories in derision, shouting: "Ich kann nicht Fuersten-diener sein!" (I cannot be a servant of princes) and bet Froebel would come to Keilhau again on the next 18th of October, to dance and sing with them around a big bonfire upon the Steiger, and let them fire the big rifle he carried all through the war against Napoleon, who was finally routed on the historic battle field of Luetzen on Oct. 18, 1813, and would then rehearse again also the story of the foundation of Keilhau. I did not then understand the significance of the above quotation from one of Schiller's great dramas, but afterwards learned that this characteristic phrase, as it had once caused an estrangement between Schiller and the other great poet Goethe, so it had also caused a break in the friendship between Froebel and Barop. Froebel while still at Keilhau once was invited by a certain sovereign family to become a tutor of their children, and Barop had strongly urged him to accept that call in the interest of a more liberal education of the children of the rich and government class, but Froebel's heart was with the poorest of the poor children whose mothers had to work all day in field or factory to create more wealth for the rich who would do nothing for the utterly neglected poor people's children, and his final answer to Barop's arguments had been the above phrase: "Ich kann nicht Fuersten-diener sein." It was not intended by Froebel but mistaken by Barop as a criticism of his character and aims. Froebel had simply meant to say that his nature unfitted him for the duties of the proposed higher education of the rich, which was Barop's special mission, while his call was to the poor.

Afterwards when they better understood each other they became better friends than ever, but at that time in 1844 they were not on speaking terms.

On our last day's journey home from the Kiffhauser, along a lonely trail over wooded foothills of the Thuringian mountains, on which both Schiller and Goethe had left their foot prints in their day, we rested awhile under the wide spread branches of a magnificent old oak, bearing a tablet in-

scribed with a few lines composed by Goethe under that same centuries-old tree. I will not attempt to translate them into English but quote them here in their original German, as they played a prominent part in the final reconciliation between Barop and Froebel a year later:

"Ueber allen Gipfeln ist Ruh,
In allen Wipfeln spuerest Du
Kaum einen Hauch.
Die Voegelein schweigen im Walde,
Warte nur!-Balde!
Ruhest du auch!"

OCT. 18, 1844.

At Keilhau the 18th of October there was, and I presume still is, a holiday, though not a legal one as the 4th of July is in this country. The whole school then had a picnic upon the Steiger, a high ridge, commanding the most extensive view of the surrounding country for many miles in every direction. On my first visit there before reaching the summit I was blindfolded and two strong arms led me to the brink of a precipice. When the handkerchief was removed from my eyes a startling, most magnificent view of a varicolored landscape suddenly burst upon my astonished gaze. Away below me numerous orchards and patches of various trees in their most gorgeous autumn attire of glossy red, yellow, brown, pink and purple foliage, to the right a pine-crowned mountain range with now and then a barren rocky ledge, in the far distance earth and sky melting together in a blue haze, and a few miles to the left an isolated hill in a broad valley bearing an extensive old castle ruin at the foot of which nestled the village of Blankenburg, then Froebel's domicil. During the day a huge funeral pyre was built around a stately young pine representing Napoleon, a cannon mounted on a ship carriage recently presented to Keilhau by the foundry at Essen in Westphalia (then owned by Madam von Born, a sister of Barop, but now the greatly enlarged and world renowned works of the late cannon king Grup) had been lugged up by some of the teachers and larger boys, and a lot of sky rockets were also at hand.

As the day advanced all eyes watched the road to Blankenburg anxiously for the familiar figure of Froebel, and some of the boys started to meet him going as far as Blankenburg, where they were told that Froebel was up at the old castle, preparing a bon-fire of his own and was not coming

to us. In the absence of Barop, Mittendorf then took charge of the ceremonies and ordered a sunset salute to Froebel. I being the youngest and latest arrival at Keilhau was accorded the honor of firing the first shot out of the first cannon ever cast at the works of Essen. I should have been glad to let any other boy take my place, but screwed up courage enough to promptly respond to the command "Fire!" And it was a whopper, the shot reverberating again and again from the near and distant hillsides ten or a dozen times. I know of no other spot than the Lovely Rock on the river Rhine that can produce such echoes. All the other boys then clamored for a chance to touch off the cannon, but there was not ammunition enough to accommodate every one, and when the echoes of the last shot had died away, and night was settling down upon the hills, Froebel's response to our salute came in the shape of skyrockets, which we answered rocket for rocket, and then the torch was applied to our funeral pyre, and soon another flame shot up from the old castle. Blankenburg where Froebel was celebrating the anniversary of the great battle of nations upon the historic plains of Luetzen and Leipzig, where the great Napoleon's armies were utterly routed Oct. 18, 1813, and where during the devastating 30 years war Gustavus Adolphus of Sweden defeated the imperial Austrian forces under Tilly in September, 1631, and in November, 1642, those under Wallenstein. In that battle Gustavus Adolphus was killed and a great monument now marks the spot where he fell, and which was visited each year by one or the other classes of Keilhau on their September pilgrimages. When the young pine tree representing Napoleon had been consumed by our bon fire amid shouts and patriotic songs, Mittendorf rehearsed the story of the foundation of Keilhau. He told us how Froebel, Barop, Laugenthal and himself, who had served in different regiments, while in pursuit of one of Napoleon's shattered columns, had unexpectedly met at the foot of the Colen, where the road divides and in commemoration of that meeting had planted an oak tree, and agreed to start a school there to secure by education the liberty their swords had gained upon the battle field. He also spoke of the many difficulties they had to overcome before they could realize their plans and greatly deplored the existing estrange-

ment between Froebel and Barop, hoping that they would soon become reconciled and be friends again as they had been for many years.

CHRISTMAS AT KEILHAU.

In 1844 the main school building at Keilhau was a plain stone structure about 60x80 feet, two and a half stories high, covered with a large mansard roof of slate. The whole was built upon and partly into the last gentle slopes of the Colm, a round wooded hill behind the Institute. Some eight or ten broad stone steps led up to the main front entrance into a spacious hall. Another narrow hall divided the whole building lengthwise into a front and rear part. On the first floor to the right of the main entrance was a large reception room and several guest chambers. To the left were three school rooms, the last one forming an L, with the first two. All three could be thrown into one by large folding doors and each also had a smaller door leading into the rear hallway. From the large front hall a broad staircase, with a square platform and turn between each story, led up to the third floor occupied by dormitories. On the first floor along-side the staircase, was a passageway to a rear door opening on another narrow passage between the rear wall of the main building and a retaining wall. A few stone steps led from the rear door up to the higher level of the back yard. This was flanked on the right by a one story annex, the colonaded entrance to which made some pretensions to architectural beauty, and led into a large ball room with several guest chambers on one end and a vestibule on the other, from which stairways led up to the second and down to the first floor of the main building. The rear part of the first floor was occupied by the culinary department, a store room, the janitor's quarters and an armory. The front part of the second story was occupied by three school-rooms like those below, a vestibule above the lower hall divided the school rooms from Barop's quarters and the rear part of the second floor was divided up into teachers' rooms. Froebel's and Mittendorf's quarters were in another building known as the lower house, the upper part of which was a spacious gymnasium for athletic exercises in the winter.

The first time I ever met Froebel face to face was the day before Christmas, 1844.

Barop with his wife and his sister, Madam von Born, were locked up in the upper school rooms, preparing them for the holidays. Elise Froebel and Unger, our drawing teacher, who was quite an artist with scissors and paste brush as well as with pencil and paint brush, were engaged copying pictures of the life of Christ with varicolored tissue paper for transparencies for the decoration of the windows. Some of the teachers and the larger boys were out in the woods cutting young pine trees and gathering evergreens for garlands and wreaths, and we smaller boys were left to ourselves in care of old "Sap," the janitor. He had gathered us in the comfortably heated third school room of the lower floor at the south end of the narrow hall. This room had three windows, one looking eastward and the other two southward commanding a full view of the backyard, the annex to the right, a Jessamine bower, between two stately lime trees straight ahead along the rear fence, very cosy in summer time and the usual place of morning devotions, but now dreary and abandoned covered with deep snow. I had not yet become accustomed to the atmosphere of Keilhau and sat moping in a corner of that room feeling quite homesick among these boisterous, playing, laughing and singing boys. One of them had caught a couple of little wrens and imprisoned them between the inner and outer panes of one of the windows. There they were comfortably sheltered, had plenty of food and some pine twigs to perch upon, but it was not their own nest and they seemed to be homesick too, and tried hard to escape. Outside was grim winter and deep snow but they evidently preferred the vicissitudes of liberty to their crystal prison house. While watching these little birds flying against and picking the window panes, I saw two figures enter the rear gate on the Steiger road to Blankenburg. One, a stalwart man in a long fur coat held together around the waist by a band of straw such as the peasants used to bind sheaves of grain with, a large fur cap was drawn over his eyes and ears, leaving nothing of the face visible but a pointed nose, prolonged by an icicle, his feet encased in a pair of large wooden overshoes, stuffed with hay to keep them on, and evidently borrowed from some peasant on the other side of the Steiger ridge. The other figure was that of a slender young man in the twenties, well

dressed but with utter indifference to the cold. The former soon proved to be Froebel and the latter W. C. Baehring, whom Froebel had chosen as his successor and who had come all the way from Berlin to spend Christmas at Keilhau, his Alma Mater. He soon returned to Berlin, where he was Froebel's agent, and where in 1848 he became mixed up with the Revolution. Because of this he had to leave the country or be shot if caught. Years afterwards I met him again as General Freight Agent of the C., H. & D. R. R. at Cincinnati, where his sister Augusta had a small kindergarten for her brothers and some of the neighbors' children. Later on we went to Iowa together where he became my father-in-law.

When I first saw these two figures enter the rear gate I called the other boys' attention to them exclaiming: "There comes Santa Claus." Then others shouted: "It is the 'Wolf' and all rushed pell mell out of the door to intercept him in the front yard. Directly the Wolf became Napoleon, and a fierce battle commenced. Snow balls were flying thick and fast, some of the boys charged Froebel's legs capturing his wooden overshoes and trying hard but in vain, to throw him down into the snow. While wrestling thus a snowball knocked off his fur cap revealing a merry, kindly face, with two large blue eyes, an oval forehead from which long hair parted in the middle and brushed back behind the ears flowed down to his shoulders, a long straight nose, smooth shaven lips and a pointed chin. Surrendering to the allied forces he commanded a halt, and shook hands with the boys thronging around him. When he espied me standing one side he asked: "Whom have you there? A new comer?" Two of the boys then dragged me over to him and presented me. He lifted me up like a feather, asked me some questions, kissed me on both cheeks and forehead and then threw me down into the snow and rolled me over several times, then all the other boys fell upon me, stuffed me all full of snow and hauled me all over the yard shouting the college cry. This was my hazing and I now was a full fledged "Froebel boy" as the pupils at Keilhau were generally known.

The next morning, instead of the usual hideous "hoop-hoop" at six o'clock a beautiful anthem, accompanied by a flute, violin and guitar awoke the pupils at Keilhau

from their slumbers as early as 4 o'clock. The whole school, duly washed and combed, was soon assembled in the lower large hall for roll call and the usual inspection by one or the other of the teachers, being the officer in command for the week. At his word all closed ranks, faced about and marched upstairs. The folding doors at the head of the second landing opened and in the vestibule, between Barop's apartments and the school rooms on the second floor stood Barop with the ladies of his household, bidding us good morning and a merry Christmas. Then the subdued voices of an invisible far off choir announced to the ear "Glad tidings of great joy; glory to God in the highest and peace on earth to men of good will," this was also revealed to the eye by a beautiful transparency before the only window of that profusely decorated vestibule, but only dimly lighted by the few tapers behind the transparency and a solitary star over the closed doors to the school rooms. After a brief contemplation of this transparency, artistically formed of various layers of colored tissue paper, bringing out the lights and shades of lifelike figures of angels, men and sheep in bas relief, and for which a celebrated painting by one of the old masters had served as a model, the folding doors of the school rooms flew open and a flood of light from seven large Christmas trees dazzled our eyes and the delicious fragrance of fir and pine, festoons, numerous garlands and wreaths filled the air. Greeted by a joyful carol of the still invisible choir, we marched into the flood of light, fragrance and melody led by Barop. Near and clearer came the words of the carol:

O du froehliche,
O, du Selige
Gnaden bringende
Weihnachts Zeit
Welt ging verlorer
Christ ward geboren
Freuedich! Freuedich
Christenheit, etc., etc.,

The first window in the school rooms next to the annunciation, represented in like masterly manner the three magi from the East on their way to Bethlehem, following a bright star with a long luminous trail; the next, the flight into Egypt, then came the presentation in the temple at Jerusalem with Simon and the child as principal figures. The transparency over the window near the corner of the last room at right angles with the first two

rooms represented a harvest field and kindergarten with Christ as the central figure, saying: "Suffer little children to come unto me and forbid them not, for of such is the kingdom of Heaven." Here Froebel and Mittendorf had taken their stand. As we filed by them each silently shook hands with both except Barop, who shook hands with Mittendorf alone and only bowed to Froebel while rapidly passing on. The subjects of the last three transparencies were: Christ teaching humility to his disciples; Christ reproving the Pharisees accusing a woman of sin, saying: "Who of you is without sin let him cast the first stone; and last, Mary of Magdala, the last at the cross and the first at the empty sepulcher in the resurrection morning.

After leisurely marching all around the long continuous tables, fringed with garlands and wreaths, bearing seven gaily decorated and profusely lighted Christmas trees, and having a plate set for each pupil with his name, some apples and nuts on each plate and a box of presents from his parents underneath the table, Mittendorf offered up a fervent prayer and thanksgiving and then Froebel spoke apparently greatly depressed. I wish now that I could correctly reproduce every word he then spoke but we boys were then more interested in the contents of the boxes beneath the tables than in Froebel's speech, yet I distinctly remember some disjointed fragments. He spoke of his efforts and his failures at Berlin, Dresden, Leinizg and other German cities and his only slight success in the slums of Paris, where he was more gladly received than in his own Fatherland. He reminded the Rulers of Germany of their promises made in 1813 but which remained still unfulfilled in 1844. He warned the "Holy Alliance" formed at Paris in 1815 not to attempt to transplant their autocratic institution into the free soil of America, which he considered the most promising field for the free development of the kindergarten idea. He then admonished us boys to forget and forgive all offenses and ill feelings that might exist between any of us, and then bade us to find our places. Several of the boys who had not spoken to each other for months, before looking for their plates upon the tables, shook hands and became friends again, but Froebel sought Barop in vain who immediately after the conclusion of Froebel's speech, had slipped away into his own

private quarters. An hour later, as the lazy December sun was rising over the eastern hills Froebel with deeply bowed head wended his way back to Blankenburg all alone.

At a social gathering in the evening of the same day, Elise Froebel who was always in great demand on such occasions, being full of comic stories and popular songs, was called upon for one of her amusing songs, to which she responded in a most expressive, solemn and pathetic manner with a selection from Handel's Messiah beginning: "He was rejected and persecuted by men." This seemed to touch Barop deeply, with tears in his eyes he silently pressed Elise's hand and whispered a message to Froebel in her ear.

THE RECONCILIATION.

Whatever that message was, it remained a secret, never mentioned by either Barop or Elsie Froebel. New Year's day passed and the school settled down to its regular routine. Mardi gras came with its usual elaborate masquerade ball under the direction of our dancing master, who was quite an artist in his line; and had made Mardi-gras at Keilhau quite popular among the court circles at Rudolstadt, from where we then drew many visitors. Lent passed and Palm Sunday came with its usual confirmations. The Easter vacation passed and Pentecost came with its excursions into rejuvenated Nature, its picnics and "Waldmeister" punch bowls, but no Froebel, who theretofore had never failed to be present on such occasions.

At last in the latter part of August, 1845, Barop one day with a merry twinkle in his dark eyes, gave us half a holiday and invited the whole school to meet him at 5 p. m. in the Pavillion on top of the Colm. We boys were all agog wondering what surprise Barop might have in store for us, and right after dinner we repaired in different groups to the Colm, the slopes of which were a perfect labyrinth of paths, gardenspots, hearths, rustic benches and beds of moss, of which each boy had one of his own, and where we were occasionally allowed to bivouac all night. Each of the boys was also permitted to have a pet animal of some kind and there was a whole menagerie of them at Keilhau. One of the boys, a special chum of mine, named Richard Heidenreich, whose nick-name was the "Bockmann," owned a splendid Billy

goat, standing on his hind legs over six feet high with a long patriarchal beard and two powerful horns. He was well broken to the harness and trained to perform some amusing tricks. He was the favorite of all and the special delight of small children when allowed to ride in his cart. He had the free range of all Keilhau and was a very intelligent, dignified and good natured beast, but ever ready to fight anyone who dared to challenge him. As usual on our after dinner rambles, Billy was with us on that memorable afternoon, cutting up all sorts of capers. Long before the appointed hour the whole school was assembled in the pavilion on the top of the Colm, enjoying the beautiful view that point commanded. Below the school building the old church and the village of Keilhau amid orchards and ripening harvest fields, the silver thread of the Schala, a little mountain stream, winding its tortuous length through green meadows, fringed with stately willows. Lindin and Walnut trees. Further on the villages of Eichfeld, Schala and a part of the residence city of Rudolstadt, the "Schloss" being hidden behind a hill. Still further on the river Saale and Schiller's Height on a rocky cliff. To right and left wooded hills, the swimming pond at the foot of the precipitous, Uhu ridge with the old "Goethe Oak" on one of its slopes, along which a bridle path led to Blankenburg as already mentioned. The front of the pavillion was open, the rear and sides boarded up with an open entrance on each side, the whole covered with a roof slanting from high posts in front down to the ground in the rear. A bench ran along the sides and rear of the floor, the front of which was several feet above the sloping ground without any steps up to it. Teachers and most of the pupils were seated on the benches, while some of the boys were standing on the ground below near the right hand entrance and Heidenreich and I with Billy between us, each holding one of his big horns, stood below the left entrance in front of the floor or platform. At precisely 5 o'clock Barop with the ladies of his household appeared through the right door, and directly afterwards, from out of a nearby thicket under a cluster of pines, Froebel and his sister Elise emerged and came hand in hand through the left side door, taking their stand opposite Barop on the other side of the floor. After a moment's pause of utter surprise they were

greeted by tremendous applause, as soon as silence had been restored Barop in his happiest humorous vein bade Froebel a most hearty welcome back to Keilhau, he reminded him of some of their youthful escapades while fellow students at Göttingen, of their talks at camp fires while comrades at arms during the war, of their mutual aspirations in the cause of higher education, of their disputes about Schiller and Goethe and the respective educational value of their great works, and the difference of their characters and natures. He then asked Froebel's pardon for any sorrow and pain he might have unintentionally caused him.

Froebel then answered Barop in the same vein reminding him of the differences in their own natures, and of the difference in their missions in life. That his (Barop's) was to the institutions of higher learning, while his own was to the submerged classes of society and small children. That the first few years of a child's life were the most important ones in determining its destiny, and that out of their disputes and conflicts of opinion new truths and higher ideals had been evolved and that each one should be true to his own nature and best convictions. Then turning to us boys he said that each of us had had some special mission in life, of which we would become conscious sooner or later, and that we should always heed the still small voice of conscience within us. Whenever that bade us to say or do a thing we should not hesitate to act at once without regard to consequences. Then turning to Barop again he pointed toward the "Goethe Oak," and reminded him of their declining years and the folly of ever allowing any petty prejudices to come between them, impairing the usefulness of the few remaining years of their old age. He then asked Barop's pardon for anything that he might have unwillingly said or done that had caused him grief, then he spread out his arms and entreated Barop to come back to his heart. Barop promptly advanced toward Froebel and just as he got in front of him he held out his hand to Froebel saying something in an undertone which no one and probably Froebel himself did not hear, for he remained in the same attitude with unturned eyes and out stretched arms. A painful pause ensued, when all at once Billy, who had listened and taken in the proceedings as attentively as any one of

us, seemed to have an inner call to perform a special mission. Suddenly, he jerked himself loose from our hold and with a single bound he was on the platform directly behind Barop, and standing upon his hind legs he gently pushed Barop into Froebel's arms, who tightly embraced Barop, hugging and kissing him to his heart's content. This unexpected denouement threw the whole audience into convulsive laughter and merriment. It surely was a single step from the sublime to the ridiculous. As soon as Barop had freed himself from Froebel's embrace, he looked around to see what had happened. There stood Billy meekly bleating as if to ask Barop's pardon for his rudeness. Froebel took in the ridiculous situation at a glance and pointing to the Schiller Height he said to Barop: "Billy wants to say to both of us:

"Ich sei, gewarht mir
die Bitte
In Euren Dunge
Der-Dritte."

(A quotation from one of Schiller's famous balads which both admired much.)

Billy was at once admitted as the third in their new bond of friendship. Both stroked and petted his shaggy neck and the ladies voted him a red ribbon. Thus happily ended the long estrangement between these two great educators—Froebel and Barop.

After this Froebel visited Kielhau more frequently and on such occasions Barop as well as Froebel would join us boys on our outdoor sports and after dinner rambles. Occasionally such visits would give us an extra holiday for an excursion up the idyllic valley of the Schwarza, a clear mountain stream, up to Schwarzburg with its extensive game preserves abounding with deer, wild boars and other smaller game, or down the valley, stopping for dinner at the "Chrysobras," a famous Inn, noted for its juicy wild boar roasts and potato dumplings, then further down the valley to the River Saale and up that river to a point opposite Schiller's Height. Any "Froebel boy" who could swim across the river there, climb up the steep rocky bank to the little pavilion on Schiller's Height and swim back again through a strong current (the river at that point being about 120 yards wide) was entitled to wear a bathing suit of his own design and any color he might choose, instead of the com-

mon white trunks of the other boys. I accomplished this feat several times in company with other teachers and other boys, and once with Froebel on one side and Barop on the other side of me. They were both excellent swimmers but I could keep up with them and in fact reached the other shore first. After this and another more strenuous endurance test, I was accorded the privilege not only of selecting any kind of bathing suit, but also of joining any of the three classes on their annual September journeys I preferred.

One summer afternoon I and a few other boys accompanied Froebel from one of his visits, back to his home at Blankenburg. We took the short cut past the Goethe Oak, where we rested in its shade for quite awhile. He seemed to be in a serious and contemplative mood. Speaking of the incongruities and perplexities of this life, and the general unrest then prevailing all over Germany and France. Again he pointed to America as the land of promise and of his hope, where he thought the highest ideals of mankind would eventually be realized. He reiterated and elaborated the advice he had given us at the reconciliation meeting upon the Colm, that in all perplexities we should follow the dictates of our own consciences regardless of consequences. On arising he stood awhile before the tablet on that oak, silently reading to himself the inscription I have already quoted and then bade us to go back to Keilhau as it was getting late and he could give us no supper at Blankenburg. Reluctantly we said good bye. This was not the last time I saw Froebel, but somehow he made the deepest impression upon me on that occasion. In later life here in this country when I had diverse chances to "get rich quick" I have often thought of it and acted according to his advice, but generally with disastrous consequences. And now in my old age when I no longer have such chances, and am still dependent on my daily labor for my daily bread, I sometimes doubt the wisdom of that advice, believing that I would be better off had I subordinated my individual conscience to that of my superiors and carried out their orders regardless of right or wrong, saying: "Thy will not mine be done" and throwing all responsibility upon their shoulders. But I have never as yet regretted of ever having acted on Froebel's advice. And while I might be better off financially had I done

otherwise I might not be able to sleep as well as I now can.

The last time I saw Froebel was between Christmas and New Year in 1848, at one of our usual evening entertainments at Keilhau. On that occasion I was called upon by our French teacher to recite for Froebel a little piece of French poetry he had taught me. It is about the only French which has stuck to me to the present time and it describes my own present condition and perhaps also that of Froebel in 1848, but a few years before his death in 1852, so that in conclusion I will quote it here:

'De ta tige detachee,
Pauvre feuille deseechee,
Ou vas tu? Je n en say rien,
L'orage a frappe le chene
Oui seul etait mon soutien.
De sou inconstante haleine,
Le Lephyr ou l'aguilou
Depuisce jour me promene
De la forest a' la plaine,
De la montasse au vallou,
Saus me plaindre ou ni effrayer,
Je vais ou va toute chose,
Ou va la feuille de rose
Et la feuille de laurier.

With a most cordial I. K. U. Chatauqua salute, I remain

Sincerely yours,

F. HESS.

WHAT IS WORTH WHILE?

E. LYELL EARLE.

What is worth while? Ah, nothing
That soon must cease to be,
For ne'er may the heart's true longings rest
But in eternity.

What is worth while? Not falseness!
For a lie doth live but a day.
What is worth while? Not worry!
It eats the heart's life away.

What is worth while? Complaining?
Nay! for it bringeth but gloom.
What is worth while? Self-seeking?
It taketh from life its bloom.

What is worth while? 'Tis grasping
The hope of the present hour.
What is worth while? 'Tis toiling
To perfect each wakening power.

What is worth while? 'Tis gladness,
That lightens the pressing load.
What is worth while? 'Tis loving
Each toiler we meet on the road.

What is worth while? 'Tis duty,
That strengthens the doubting heart.
What is worth while? 'Tis friendship,
That bears of life's wrongs a part.

What is worth while? Ah, sorrow,
That purgeth life's gross away.
What is worth while? Resurrection!
From sorrow, to Hope's joyous day!

THE SHORT STORY.

ITS PLACE IN THE KINDERGARTEN AND THE GRADES.

E. LYELL EARLE.

EVER since man first felt the need of turning actual or imagined happenings into words, short narratives have had a place in literature. Their development has been that of narratives in general, and in each literary period before the 19th century the short story differs from the long chiefly in matter of length; although in the shorter stories may be found occasionally a difference in the selection and use of incidence due to a didactic purpose.

The story that is short found its expression in the Tales of the Bible, as for instance that of Ruth and in the Cupid and Psyche of the Golden Art of Apuleius.

During the great Italian revival of letters in the 13th century Boccaccio used this form with great effect. Chaucer also in England made it popular after his return from Italy.

From Chaucer and Boccaccio we must spring across the centuries until we come to Hawthorne and Poe, without finding another name really worthy of note. In these 500 years there were great novelists but no writer of short stories.

Generally speaking there would seem to be no generic distinction in narratives before the 19th century other than narratives short and narratives long, tales of many episode and tales of one.

To discover then any originality in a short story it is necessary to find a real difference between a tale like Ruth, and the Pit and the Pendulum by Poe. The difference is easily felt by the reader but the question remains, is it merely mechanical or is it of deeper origin. Irving's tales are considered to have served as a bridge between the papers of Addison and the specific short stories of Hawthorne and Poe. The legend of Sleepy Hollow like Ruth is a story of simple episode but betrays much more conscious art. The White Old Maid by Hawthorne, and The Gold Bug by Poe are narratives for a purpose, and this purpose is to suggest an impression, and to leave us with a single vivid conviction rather than a number of remembered facts. The spell of the end is on every word and in every choice of incident. It is this, which, for want of a less abused word, may be called Impressionism, that is

characteristic to some extent of all typical short stories and serves as the most fundamental distinction between them and the earlier tales.

As to question of source it is possible to hazard an hypothesis. The line of influence from the Spectator papers through Irving's tales will account for well modelled, carefully written, thoroughly artistic stories—forms such as are found in Hawthorne and Poe. It is probable that both of these writers, however, were influenced by the romantic school of Germany represented at that time by Tieck, and Hoffmann. It has been declared that Poe derived his source from Hoffmann, Hawthorne from Tieck. The truth is, however, that romanticism was in the air of this period, and is found in the best writers of America, England, France and Germany.

The American short story is superior to the English, at least in a delicacy of fantasy which the English could not attain. Both Poe and Hawthorne are as American as any one can be. Hawthorne is considered by some a finer genius than Poe. He had at all times a wholesome simplicity and never showed any trace of the morbid taint which characterizes nearly all Poe's work. Hawthorne's effects are moral while Poe's are merely physical. Ethical consequences are always worrying Hawthorne's soul, but Poe did not know that there were any ethics. Poe had a faculty which one may call imaginative reasoning to a degree beyond all other writers of fiction. Lowell asserts that Poe had two of the prime qualities of genius, vigorous minute analysis, and wonderful fecundity of imagination.

The essential characteristics of a short story are that it deals with a single character, a single event, a single emotion or a series of emotions called forth by a single situation. The short story is not a chapter of a novel, but it impresses the reader with the belief that it would be spoiled if it were enlarged. Another difference between the novel and the short story is that the former with a few exceptions has a love theme that is not necessary to the latter. The writer must have a sense of form. The construction must be logical, adequate and harmonious. A sketch or tale may have still-life, in a story something must happen.

There are form requisites essential to good short story writing. They are compression, originality, ingenuity and fantasy.

In a drama every line, every word is

written for its full effect—but the dramatist has the help of living personalities to carry out his scheme, whereas the short story writer must make every word, sure, telling, and necessary to the story. He must have a sense of compression, or as Frederick Wedmox felicitously styles it, "Pregnant brevity." The "Pregnant brevity," everywhere apparent in the analysis of a good story is absolutely essential to the maker of a good story. This sense is marvellously displayed in Poe's detective stories, particularly "The murders in the Rue Morgue" and "The Purloined Letter." Poe knew the value of psychological processes in the reader's mind.

Originality is of course, as important to the short story as to the other forms of literature. It, particularly today sets the seal of success on manuscripts of fiction submitted for publication. The author's personality is reflected to a great extent, in his employment of this requisite, "The Great Stone Face," all of Poe's short stories, Stevenson's "Dr. Jekle and Mr. Hyde," (which is a short story in spirit) and Kipling's "The Man that Was" all have the impress of the author's originality of treatment.

The quality of fantasy is also necessary. Ethetical greatness as a result of moral effects to be sought is a characteristic of Hawthorne's style in this branch of literature. The fantasy of the "Great Stone Face" with its allegorical significance and the underlying meaning of true worth is exquisitely wrought into the fabric of that master-piece.

Again some of Kipling's short stories are conceived in a vein of fantasy, or rather are fantastical in themselves. They are a fine example of the not-undue-prominence of this characteristic, a proper comprehension of which, however, is absolutely essential to the moral of the story.

It is evident therefore, that the short story, the true short story, properly conceived and written out requires the qualities of a great author and that its literary value particularly today as a type form is of great importance.

THE KINDERGARTEN STORY.

The Program of the Race-Child along the road toward Wisdom and Power is marked by myths, legends, fables and wonder tales. By means of them the race began to understand different types of human ex-

perience, to comprehend the forces of Nature and the workings of Her laws, to understand and apply moral truths. The types of experience, and the elemental truths garbed as images in the myth legend, fable and wonder tale are mental and spiritual nourishment for the developing child even as they were for the race. The child may not at first recognize the truth which is the life of the image, but it enters with the image, nevertheless and becomes a part of his own experience, so increasing his power and understanding. In this guise it is eagerly received and enjoyed by the child. Therefore the story for the young child, the kindergarten story, takes the form of myth, legend, fable, wonder tale, having the element of personification.

We found in tracing the development of the short story that its natural ancestors were myths, fables, legends, hero tales and wonder tales; therefore it must bear some resemblance to them.

First, the test of a good short story is interest. The myths, fables, legends, and hero tales that have been handed down to us, must meet this test, else they could not have survived through the ages. The Wonder Tales and Fairy tales of more recent origin have to be interesting else children would not even listen to them.

The necessary elements of a good kindergarten story are much the same as those of a short story. There must be a close coherence even to logical sequence of parts, there should be color enough to make it ring true; the plot or central thought must stand out with the subordinate incidents grouped naturally; the plot should be simple and the story free from digression so that the mind may easily follow the thought-thread. The element of mystery or suspense enhances the plot and increases the interest, but there can not be much of this in a child's story, and simple allusions to things close to the child's life make a good apperceptive basis.

The story of "The Three Bears" or "Little Goldilocks" is a story that children love, because of its very combination of mystery and simplicity of allusion. In the first place bears are not of a child's daily life and there is an element of mystery about them, but the child following "Goldilocks" finds familiar common-place things, a house, a table, chairs, food and beds.

The climax of this story is particularly good, there being no anti-climax to spoil

the impression. An element found in "The Story of the Three Bears" and in many other stories which delight children, is rarely found in a good story for the adult-mind—the element of repetition. This is a form of gymnastics for the child's mind, and he loves it; the enjoyment is greater when the repetition is cumulative, as in "The House that Jack Built."

So much for the technique of the Kindergarten Story, now we come to its purpose. The purpose of every good story is primarily to give enjoyment, therefore in kindergarten the story is told, not read. It gains interest through the personality of the narrator, just as a humorous incident is twice as funny from the lips of a friend, as the same thing in the paper. The story to the child like the study of literature to the more mature individual, increases his power and culture, and enriches his experience; for the story, Froebel says, is like a mirror to the child reflecting his own possibilities. It opens a new path for the imagination and gives form and color to the ideals. The general purpose of the kindergarten story, is to give enjoyment and to furnish nourishment for the developing mind and spirit.

Of course there are many kinds of kindergarten stories, as there are kinds of short stories, all having the general purpose but each its specific aim.

For instance, there is the Nature story, in which scientific facts are put in such attractive form as to engage the interest of little children. The method used is usually personification.

There is also the Historical story, which appeals to the instinct of Hero worship, and arousing patriotism furnishes an ideal.

There is also the pure nonsense tale which is "just for fun," but furnishes needed relaxation and establishes good feeling between those who have laughed together.

We cannot immediately discern the influence of the story on the child, yet all literature testified to the influences of children's stories upon mankind, by its allusions to them.

The images of myths, fables, and fairy tales remain with us, we use them in common conversation. One often hears the explanation "sour grapes" or the expression "He is a veritable Ugly Duckling."

Many of our first inferences are drawn from the experience and knowledge gained from the myths, fables and fairy tales of our childhood.

THE PLACE OF THE STORY IN THE GRADES.

"The prime object of reading," says Stanley Hall, "should be the development of a living appreciation of good literature, and the habit of reading it rather than bad, for with this end all others are secured."

In the telling or reading of stories, four aims have been suggested for the teacher to bear in mind, (1) To develop an interest in reading; (2) to cultivate the imagination; (3) to present a model of expression; (4) to create ideals of right living. Of primary importance is the development of an interest in reading—not only reading, but the best reading. Outside the influence exerted by those with whom we come in contact, nothing has a more powerful influence in shaping out lives than the printed page; for as has been truly said, "It is a silent, constant, powerful factor in the creation of the ideals after which our lives are modeled or by which they are wrecked."

The portal to the enchanted land of literature is rich in meshes of fairy tales, myths, and other short stories which by their poetical fancy, humor, or appeal to some other phase of child nature create in the boy or girl a burning thirst for more of the same delectable nectar. If his palate is pleased with the first taste, he is likely to return again and again for a fresh draught.

Some children enter school with a knowledge of the beautiful land inhabited by fairies and elves. Others have had only a peep at its riches, while the majority are standing tip-toe trying to catch a glimpse of the promised country which they know is theirs by right. How careful then should the teacher be to select stories that will stimulate the proper kind of imagination! Nothing but the best should be read to or put into the hands of the child, for being imitative, he will model his own actions after those of the characters in the story. He has crossed the border into another and larger world—school, and simply needs the touch of a fairy's wand, in the shape of a story, to carry him to Elysian fields there to roam forever.

What ends does story-telling serve? First, there is the joy—the pleasure it gives. Then there is relaxation in listening to the doing of other people instead of doing something ourselves. The establishment, of a friendly relation between the teacher and the pupil is an end to be de-

sired; but greater than all is the enriching of the child's spiritual experience—the arousing of his emotional nature, thus extending his sympathies.

Where can be found the child whose eyes do not brighten, whose pulse does not beat faster at the mere mention of story? His imagination, always on the alert, will respond at the slightest touch, for childhood is preeminently the Garden of Imagination.

What kind of story shall be selected? Percival Chubb in "The Teaching of English" says, "For Primary children the interesting thing cannot be the long thing. The long story or poem peddled out in small installments is an artistic and pedagogical absurdity." Such writers as Scudder, Kipling, Stockton, Howells, Seton, and Macdonald are suggested by the same author as fields from which to glean.

The first and most important point in the selection of the story. It should include variety from the start. The race in its evolution has passed through various stages. So will the child. Different kinds of short stories should be introduced to fit the proper need of the child in the various stages of its development. By many people who have had much to do with little children, the fairy tale is thought the best story for the child that has just come from home. The fairy tale is moral in its tone. It deals with the punishment of wickedness and the reward of goodness in a summary fashion, and this appeals to the child at this period. How wrath and indignation are aroused by the wicked witches and orges and joy by the good fairies, who finally triumph in spite of almost insurmountable difficulties. The fable is deemed more suitable for a later period, while the myth and legend, being more difficult of comprehension are reserved for the third and fourth years.

If we allow folk and fairy stories, fables and myths to be part of the work from the first year, of course we must grade them according to difficulty in both language and thought. Nature stories, parables from nature and Bible stories should be included in the work from the start. In the fourth year, stories in history and science should be introduced to inculcate such ethical lessons as patriotism, industry, self-respect, honesty, patience, reverence, and justice.

Since reading to the pupils is a necessary part of the teacher's work it behooves her to perform this part of her work faithfully, conscientiously, and thus foster the

emotional development of the child's nature. The imagination must be allowed full play—must not be suppressed, for without it there is very little comprehension of other subjects.

If nothing but the best written stories, (best in thought and best in expression) are read or told to children from the beginning of their school life, a subtle influence will be at work that will unconsciously react upon their spoken and later their written language and also be a powerful force in character building. A prominent educator has said, "The English language is not taught best by formal drill or enforced and uninteresting written theses or treatises on style but by first securing subject matter that so deeply interests that style is left to form itself unconsciously in reaction upon content."

The element of humor has been sadly missing in school literature, but the future will remedy this defect by utilizing the stories of Garrell, Lear, Herford, Ruth McEnery Stuart and Kate Douglas Wiggin among others.

By no means should the moral be so prominent as to waken a dislike for the story in the heart of the child. Neither should the story be too instructive in its character. The moral should be felt rather than expressed and instruction in nature, for the sake of instruction, might better be reserved for the nature period.

To create an interest in the Bible so that the pupil will wish to read for himself that most classic of literature would be an excellent reason for the introduction of Biblical literature; but there are other reasons. Why should the Bible be reserved for the Sunday-school? It should become part of the daily instruction, for is not every day life six times as long as Sunday existence, and does it not therefore need six times as much emphasis? We have daily need of the lessons of truth, wisdom, faith, patience, duty, filial love and sacrifice that the Good Book teaches. The stories will in many cases need to be adapted, especially for young children; but as one authority has said, "It should not be forgotten that there is no literature too sacred to be cut or mutilated in any way, if it can really be made more effective with children."

Language a little in advance of the pupil's resources should be indulged in, as it is stimulating and tends to increase the

vocabulary of the child. Relative to writing for children, Hawthorne said, "The author has not always thought it necessary to write downward in order to meet the comprehension of children. He has generally suffered the theme to sear whenever such was its tendency."

Scarcely less important than the kind of story is the teacher as a story-teller. Too little importance has been attached to this side of the question. It is certainly an art to be able to tell a story graphically and although all are not gifted naturally in this line, yet each may cultivate the power that will pay for the time spent in the acquirement. The facial expression and the gesticulations that will accompany the telling will hold the attention of little children much more readily than the readings from a book; and the glow of satisfaction that results from knowing that the mind is a rich store-house of facts and fancies will give a poise, a self possession to the narrator that nothing else can. Good story tellers deal very little in abstractions and are very liberal in the use of figures of speech that make more vivid the meaning by rousing the imagination and fancy.

What is the aim of English teaching? Correctness in speech? Knowledge? No, culture, and that in its broadest sense. Not merely refinement in speech and manners but a larger heart, with deeper sympathies, a broader view, a kindlier spirit.

Folk stories are the recorded traditions of the common people. They are poetical fancies that have been handed down from mother to child. Some authorities claim that a fairy story is a form of folk story and different compilers contradict each other in their classification. "The fairy story," says Hamilton Wright Mabie, "is an instinctive endeavor to shape the facts of the world to meet the needs of the imagination, the cravings of the heart." "In the fairy story, men are not entirely free from their limitations, but by the aid of faries, giants, and demons they are put in command of unusual powers and make themselves masters of the forces of nature."

What is the educational value of fairy tales? Primarily, they arouse the emotional nature, which at the present time needs arousing in order to counteract the materialistic tendency of the times. They are the stepping stones to the child's spiritual independence. As life progresses and he is hedged in by circumstances over

which he has no control, (like the people in the fairy tale,) he will rise superior to these forces by the aid of the giant will and assert his mastery over them at least in spirit.

McMurry says, "The moral ideas inculcated by the fables are usually of a practical, worldly wisdom sort, not high ideals of moral quality, not virtue for its own sake, but varied examples of the results of rashness and folly. This is, perhaps, one reason why they are so well suited to the immature moral judgments of children."

Injustice, pride, greed, selfishness, boastfulness, etc., are illustrated clearly with the result that must inevitably follow. References to the fable are so frequent in literature that its value extends far beyond childhood. The truth it embodies is expressed clearly and forcibly and for that reason leaves an indelible impression upon the child's mind.

"The myth differs from other stories and legends because it is an explanation of something that happened in earth, sea, or sky." Stanley Hall says, "They are profoundly true, not to the external world as the child knows and may be freely told, but to the heart and the world within. With the good as the pretty and the bad as always ugly and the ethical judgment freely exercised where it is sure to go right, myth forms are about as near pure object teaching as ethics can get."

"The legend belongs to a later period and often reflects the large meaning of the myth and the free fancy of the fairy tale. The legend differs from the myth in having some basis of fact. As a guide to historical truth it is worthless although stimulating to historical imagination.

Historical stories are best introduced by anecdotes of people famous in history. Eggleston says that some of these stories have become a kind of national folklore and should be familiar to every child. Not only warriors and patriots but statesmen, discoverers, inventors, and men of letters should be included in the list.

"With the great, one's thoughts and manners easily become great—what this country longs for is personalities, grand persons, to counteract its materialities," says Emerson.

FIRST YEAR.

FOLK STORIES.

The Elves and the Shoemaker.

The Moon in the Mill Pond.

The Man in the moon.

The Old Woman and Her Pig.

The Story of Chicken Little.
The Three Bears.
The House that Jack Built.
Jack and the Bean Stalk.
Little Red Riding Hood.

FAIRY TALES.

The Four Musicians.
The Buffalo Leather Boots.
The Four Winds.
The Good Little Mouse.
Hensel and Grethel.
The Hut in the Wood.
The Magic Mirror.
Snowdrop.
One Eye, Two Eyes, Three Eyes.
The Ugly Duckling.
The Pine Tree.

SECOND YEAR.

FOLKS STORIES.

Dick Whittington and His Cat.
Belling the Cat.
The Sheep and the Pig.
Cindrella.
Puss in Boots.
Tom Thumb.
The Sleeping Beauty in the Wood.

FAIRY TALES.

The Bronse Ring.
The Golden Goose.
The Princess and the Pea.
The Fir Tree.
The Flax.
Little Snow White.
The Valiant Little Tailor.
Little Golden Head.
Why the Sea is Salt.
The Wishing Ring.
The Wonderful Musician.
The Little Match Girl.

THIRD YEAR.

FOLK STORIES.

The Fisherman and His Wife.
The Golden Bird.
The White Cat.
Beauty and the Beast.

FAIRY TALES.

Aladdin or the Wonderful Lamp.
Ali Baba.
The Conceited Apple Branch.
The Enchanted Stag.
A Drop of Water.
The Little Mermaid.
Princess May Blossom.
The Princess on the Glass Hill.
The Snow Man.
Hare and the Turtle (Japanese).

FOURTH YEAR.

FOLK STORIES.

A Country Fellow and the River.
The Star Gazer.
Hans in Luck.

FAIRY TALES.

Bluebeard.
The Light Princess.
The Twelve Brothers.
Last Dress of the Old Oak.
The Old Street Lamp.
The Wonderful Sheep.
The Fair One With Golden Locks.

FIRST YEAR.

MYTHS.

Aeolus and His Children.
Apollo and Clytic.
Arachae.
Echo and Nareissus.
Hermes' Cattle.
Iris.
Penelope's Web.

FABLES.

The Ant and the Grasshopper.
The Dog and His Shadow.
The Lion and the Mouse.
The Mice in Council.
The Wolf and the Shepherd.
The Fox and the Grapes.

SECOND YEAR.

MYTHS.

The Flocks of Apollo.
The Golden Fleece.
Hyacinthus.
Phileson and Baueis.
Orpheus.

FABLES.

The Ant and the Dove.
The Donkey and the Salt.
The Lark and Her Young Ones.
The Shepherd's Boy.
The Wind and the Sun.

THIRD YEAR.

MYTHS.

Apollo and Pan.
The Labors of Hercules.
Latena and the Rustics.
Perseus and Audremeda.
Ulysses and the Bag of Winds.
Venus and Adonis.
The Dragon's Teeth.
Psyche.

FABLES.

The Country Mouse and the City Mouse.
The Crow and the Pitcher.
The Fox and the Goat.
The Hare and the Tortoise.
The Peasant and the Apple Tree.
The Wolk in Sheep's Clothing.

FOURTH YEAR.

MYTHS.

Jupiter and Io.
The Three Golden Apples.
The Golden Touch.
The Gorden's Head.
How Odin Lost His Eye.
The Guest of the Hammer.
The Apple of Idua.
The Star and the Lily.
Prometheus.
The Do-as-you-likes. (Kingsley).

FABLES.

Union Gives Strength.
The Wolf and the Lamb.
The Fox That Lost His Tail.
Hercules and the Wagoner.
The Fox and the Crow.
The Arab and His Camel.
The Stag and the Lion.

THIRD AND FOURTH YEARS.

BIBLE STORIES.

Abraham, Isaac, Jacob, Joseph, Moses, Johsua,
Samson, David.

LEGENDS.

Legend of Arthur.
Legends of Alfred.
Siegfried.
William Tell.
Stories of Robin Hood.
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Kate Douglas Wiggin.
Sara Wiltse.
Elizabeth Harrison.
H. B. Stowe.
Margaret Gatty.
Ouida.
Louisa Alcott.
Dinah M. Craik.
Josephine Jarvis.
Emilie Poulsson.
T. B. Aldrich.

SCIENTIFIC BASIS UPON WHICH
KINDERGARTEN IS FOUNDED.

BY HORTENSE M. ORCUTT, Supervisor, Savannah,
Georgia.



COMMON objection to the Kindergarten is that it is a place where children do nothing but play.

The truth of the matter is that the Kindergarten is a place where children's play is directed and utilized for educational ends. If we stop for a moment to think about it, this fact constitutes the strongest scientific argument in favor of the Kindergarten. State it scientifically and see how it reads.

Children are tremendously active. The natural expression of that activity is play. Here we have a great natural force. Shall we utilize it for wise ends, or shall we substitute an artificial power alien to the nature of the object upon which it is supposed to work? The answer is obvious.

"The miller looks to his mill race, the engineer replenishes his coal bin, the motorman sees to his current, the sailor regards the quarter of the wind." And we as educators, if we are wise, will work with nature and not against it.

OUTLINE FOR OBSERVING KINDERGARTEN.
TO FEEL OF THE PLACE.

A Kindergarten should feel happy. You should be conscious of this from the first moment that you step into the room.

Happiness is a moral quality and comes only through the right ordering of our relations with others.

The Kindergarten age is from 4 to 6. Children of this age easily cry and quarrel.

To have forty or fifty little children working and playing together and happy is a great moral achievement.

A KINDERGARTEN SHOULD BE A BUSY PLACE.

Children learn to do through doing.

Directed activity, not suppressed activity, is what we want. The normal child is very active. The wise educator utilizes this natural force in directions that will train and develop the child.

THE KINDERGARTNER SHOULD BE ABLE TO
SHOW YOU A WRITTEN PLAN OF WORK.

While all that goes on in a good Kindergarten seems perfectly simple and spontaneous, it is really the product of that true art that conceals all art. Nothing the Kindergarten does is accidental.

Each bit of the day's plan has been made for a special purpose; namely, to meet some need in the child's growth.

To this end is planned:

(1) The subject of thought suitable to the season of the year or to the line of activity and ideals that we wish to bring before the child. This selected line of thought is illustrated and reinforced by appropriate,

Talks,
Stories,
Poems,
Songs, etc.

(2) An opportunity is given the children to get this thought into action through conduct, through the hand work and the games.

THE KINDERGARTEN SHOULD BE ORDERLY.

By orderly, we do not mean military discipline and silence. We mean, rather, the order that comes naturally through absorption in what one is doing, through interest and through care not to interfere with the rights of others.

OBSERVE THE CHILDREN.

The children should be unconscious, spontaneous, all alive—paying no attention to visitors.

Notice the quality of attention that the children give to their work and play.

It should be involuntary attention, attention born of genuine interest. Notice the quality of control or self direction possessed by the children and remember that six years is the age of the oldest child.

Notice the discipline. If no discipline is needed, be sure you see the product of wise guidance in the beginning. If discipline is used, notice its character—not an arbitrary or personal infliction, but the natural penalty of a broken law.

MORNING CIRCLE. 9:00-9:30.

OBSERVE.

Reverence during devotion.

Glad morning greeting.

Expressions of good comradeship—happy living together.

The thought for the day given to the children by the Kindergarten, either in talk, poem or story.

Singing of the songs (preceded by exercises for good tone production.)

During the morning circle opportunity is given the children to relate individual experiences to the Kindergarten. This means growth in individuality, personality and in the power of expression.

RHYTHMIC EXERCISES. 9:30-9:45.

OBSERVE.

The movements of the children should be strong, graceful, free; not mechanical and cramped.

With children of kindergarten age, we use large, bodily movements, and the reason is physiological. The large muscles come into play first in the order of the child's development. The development of the small muscles does not come until after the kindergarten age.

These exercises, though carefully planned to help the child's physical development, are conducted in the spirit of play. Joyous activity is always of the most physical benefit. With little children we seek always to avoid formality, drill, the merely mechanical—because these methods do not educate and develop; they eradicate and suppress.

HAND WORK. 9:45-10:10.

OBSERVE.

The child's conquest of materials; the training he is getting in the power to do, to produce; the control of hand and eye—which means control of the brain centers that lie back of the hand and eye.

All good educational hand work gives the child an opportunity to develop his own powers, to express his self activity.

In the child's ability to apply his own simple ideas lies the test of his growth and our success or failures as educators.

THE GAMES. 10:10-10:50.

OBSERVE.

The social side of the games; the right and happy ordering of the child's relation with other children in play.

If the game is a success, all must help. This is as truly good training and good discipline as the "team work" so much commended for the moral qualities it develops in the college student.

Game time gives the Kindergarten the best of opportunities for getting close to her children. This close companionship, being a good comrade with the children, gives great opportunity to help the children's moral development. Notice how often the children choose the Kindergarten to take part in the games.

Through the representative and dramatic games the children come better to understand the life about them.

From 10:50 to 11:05 we have another Hand Work period.

RECESS, 11:05 to 11:15.

OBSERVE.

A period in which the children do what they like.

If the morning's programme has been successful recess will not be a period of wild license; it will not seem as if the children had escaped from prison. It will be a period of free yet well directed, self-activity. It will show that the children are really learning how to play.

LUNCHEON, 11:15-11:30.

OBSERVE.

Training in service, in courtesy, good form and the ability to conduct simple conversation.

STORIES, 11:30-11:50.

OBSERVE.

Shining eyes, absorbed attention.

Training of the emotions, the imagination and the building of ideals.

Preparation for dismissal and good-bye.
11:50-12:00.

"There are doubtless many ways in which men may make a new heaven and a new earth of their dwelling places, but the simplest of all ways is through a fond, discerning and individual care of each child."

EDITORIAL.

In looking back over the year just ended we have many reasons to rejoice for results accomplished. While the country at large has passed through a financial crisis, education has proven itself capable of a healthy adjustment even to the most trying situations.

Its manifest determination to educate boys and girls for life and to make the process as vital as possible is one of the most hopeful things that have been prominent in the educational world during the past year. The school has proved itself ready to modify its methods as the needs of life are modified, and has apparently gotten beyond the stage when it considered itself the supreme and ultimate repository of the wisdom of the ages which the child was merely to imbibe and as a result become possessed of all he needed to make an immediate success of life.

This tolerance in general of life, as it is found here and now, is going over, we are glad to say, into the special departments

of school activities, not least among which are the kindergarten and primary.

It is hopeful to record the fact that there seems to be less dogmatism and more of a tendency to bear with the views of others as containing possibly something of real value rather than limiting the educational horizon to the traditions or prescience of a few. This tolerance has probably resulted from the larger spirit of tolerance that is manifest in the scientific world of today.

The editorial committee of the Kindergarten Magazine wishes to invite the co-operation of training teachers and training classes throughout the country. What it wants in particular are the reports of devices used daily in the kindergarten in the working out of special program matter with a careful record of the results obtained. It wants, furthermore, brief abstracts on the Mother Plays, on the Stories, and Nature Collections, as well as Essays on General Educational Theory and Practice and Program Method and Material.

Consequently it makes this offer to all training schools. It will give one year's subscription free to the Kindergarten Primary Magazine to any student whose work has been selected and approved by the training teacher under any of these heads. Some suggestive titles follow:

The Place and Value of My Nature Collection.

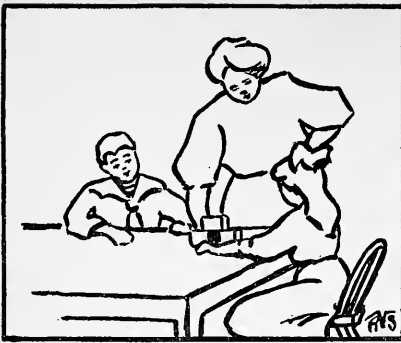
How I Made Up My Picture Folio.

The Best Lists of Kindergarten Stories Suited to the Periods and Activities of the Year.

The Relation of the Materials of the Kindergarten To Those of the Early Primary.

Illustrations and Suggestions for Hand Work.

To graduate kindergartners the same offer is made for the above, or any other articles that the Magazine accepts and prints. We urge training teachers to interest their classes in these matters and ask kindergartners throughout the country to send us in their contributions. This is one of the ways all may co-operate in sustaining the standard of the Magazine and keeping it in touch with the actual needs of the child today. Above all we want practice articles and suggestions.



PRACTICE DEPARTMENT

*LETTERS TO A YOUNG KINDERGARTNER.

My Dear Young Kindergartner:

You can scarce understand how deeply your letter appealed to me, nor how swiftly it carried me back to the time when I, too, faced the full responsibility of caring for a group of kindergarten children, and felt the same deep need for guidance and inspiration which you express.

Your letter reveals to me more, perhaps, than you are aware. Your evident consciousness of your limitations as a beginner in kindergarten teaching argues well for your possibilities of growth; and the very definiteness with which you have stated your problems indicates the earnestness of your purpose to solve them. It will be a pleasure to take up correspondence with you; indeed it will be a privilege to follow your endeavor to find yourself in the service of childhood.

You write in your letter "I am weak in organization;" and then what follows betrays you. Your very nearness to your training is a hindrance to you. It leads you to think of your problems in terms of training-class philosophy, psychology, and pedagogy; hence your approach to the problems you would solve is that of the class room rather than that of the kindergarten itself. Now do not take this statement too seriously, for it marks a very legitimate stage in your development. The class room approach is, at present, the only one you can make, since you lack the actual basis of practical experience. Many of the cherished theories of training-class days will not seem to bear the test of practice; and here you must guard against judging too hastily. These theories will work—they must if they are based upon the principles of education as applied to the kinder-

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garten. When you have tested these theories in the crucible of practice, enlightenment will come to you, gradually, surely, inspiringly; for, theoretically and practically the principles underlying the kindergarten are safe and sound.

Let us, then, adopt the practical and common-place approach to every problem, and I will ask you to trust me to point out to you at the end of each consideration, the philosophy involved therein. That this philosophy will be according to Froebel, goes without saying; yet, lest you fall into the too common error of thinking him the repository of all educational wisdom, I shall sometimes direct you to other masters in education.

Since the problems we would solve concern organization, let us sieze our dilemma by the horns and make it serve us as we now proceed to organize our problems; and since we must have order in this, I will submit a plan of action for your consideration. Will you study it carefully, and when you write do not hesitate to suggest changes. You should discard points in which you are reasonably certain of your position, and you may feel at liberty to substitute other points in which you need assistance.

Shall we not, then, let the order suggested by the daily routine of the kindergarten direct our efforts? If so, the order may be somewhat as follows:

I. The Organization of the Morning Circle.

II. The Organization of Marching and Rhythms.

III. The Organization of Table Exercises.

IV. The Organization of the Play Circle.

V. Organization as Involved in the General Management of the Kindergarten.

And now, that we may lose no time, I

will outline somewhat minutely the points involved in the first of these problems. If this plan commends itself to you, will you write your views very fully, keeping strictly to the outline which I now suggest.

I. The Organization of the Morning Circle.

- (1) Before kindergarten—what?
- (2) The office of prayers and hymns.
- (3) The function of instrumental music.
- (4) The legitimate activities of the morning circle.
- (5) The function of imitation.
- (6) The law of repetition and its application.
- (7) The Sanctions of the Morning Circle.
- (8) The principles and processes involved.

And now, my dear young teacher (I use the word "teacher" because it signifies so much that is humble and lowly, so much that is high and beautiful), you must remember that in order to receive you must give; so when you find the way growing clear, I hope you will write to me; thus you will inspire me to greater zeal in helpfulness. When you doubt, you must state your doubts clearly. When you disagree, you must disagree courageously and openly, else the result of our correspondence will not be as we wish. So, too, if I sometimes seem to criticise some cherished form or exercise gathered in training-class days, do not let partisanship blind you to the fact that the ways are indeed many; and that the purpose of our seeking is that we may together find a better way, knowing that the best way is the ideal goal that lures us to enter upon this course of self-culture. I shall watch for your response with interest.

It is the privilege of your chosen profession to "make the plays of childhood a round in that ladder of experience over which the soul climbs toward self-realization and self-knowledge;" while the compensation it offers to you is also self-realization and self-knowledge.

Faithfully your friend,
HARRIETTE MELISSA MILLS.

MOTHERS' MEETINGS AND READING CIRCLES.

DR. JENNY B. MERRILL.

Note 1. Kindergartners will find a list of simple topics for Mother's Meetings in the Kindergarten Magazine March, 1908.

2. The author of the paragraph on errands quoted last month is Mrs. M. E. Boole. The name was misprinted. Several kindergartners have reported the successful issue of a discussion on "children's errands;" we will quote further from Mrs. Boole upon another practical subject, viz:

Carrying Out Orders.

"As early as possible you choose some little function, which the child has learned to perform, such as washing his own hands, as a means of training him further into the sense of responsibility in carrying out orders. For instance, when you see that he is able to wash his hands properly, you explain to him that it is not safe for him to touch the hot water tap, as the water is sometimes hot enough to scald him. You tell him that he is not to touch the hot water tap unless you are there to give him leave. If you intend that any other person shall have authority to give leave, mention that person fondly at once; say 'Unless nurse or I, or father gives you leave,' and having said so, let it be understood that any other grown up person may draw hot water for the child, but may not give leave for him to touch the tap.

At that point there will probably come little difficulties with servants and relatives. 'As if I didn't know as well as his mother.' You must explain to the complainer that Jacky is just now getting a lesson about what he is responsible for and to whom, and that no confusion should be introduced into his mind. A little tact and a little firmness are needed to soothe affectionate jealousies in regard to authority, but the results of this method are so satisfactory to the whole household, that people soon begin to say that after all the mother seems to have known what she was about. Well you send Master Jacky up to wash his hands, giving him minute directions as to his order of procedure, which you make him repeat each day until you find that he no longer needs to be reminded.

Every day he comes back with his report which may be as follows: Cook was upstairs; I asked her to draw me some hot

water; I washed my hands; I used soap; I rinsed the soap off; I used my own towel; I think I wiped my hands quite dry; I did not touch any one's else towel; I put my own towel back on the proper ring. The report must include all the details upon which you cautioned him. Amongst its other advantages this has a tendency to check a child's natural inclination to occupy the conversation with details of his own affairs and performances at the wrong time. He understands that reporting the details of what he has been doing is a piece of business to be done at a certain time and heard no more of."

Questions For Discussion.

1. How often during a day should a child under six be required to give such an accurate report? (Mrs. Boole says "not more than once or twice, for the rest of the time he should be allowed to be his natural, careless, impish self; and other people, not himself, should guard him from mischief and danger.")

2. What would be the result of overdoing such a lesson in exactness? It would make the child either peevish or priggish.

3. What other examples of similar acts can you suggest as appropriate for these early lessons in responsibility?

4. How could such lessons be applied in visiting in a friend's house in order to prevent accident?

5. What good reaction upon the mother would such a daily report bring about?

It would tend to make her more accurate in giving directions to a child. It would lead to a habit—respectful attention to a child's report. It would develop a simple dignity in dealing with household affairs. The mother would realize that she is truly the child's first and best teacher.

6. Would such careful daily reports have any effect upon the habit of truth telling?

7. Ask mothers to test this method and report several months hence.

Note—Kindergartners will render practical service if they will send reports to the writer of this article if any mothers try the method suggested.

AFTER CHRISTMAS.

January. . .

We are enjoying our Christmas tree so much. Fortunately it was not thrown out as happened last year. The children have been sawing off branches and today we

made a table and started a bed which we hope to finish tomorrow. F. B. B.

During December the Christmas Tree was the central object of interest. We talked of where it grew, drew and painted pictures of it and decorated it for the mothers to see at the Christmas party. While talking of the woodman and carpenter this month, January, we have used it for illustration, sawing off branches, chopping, etc. We are now using it for a pole for a game with a string and ball. R. B. H.

We had a very interesting time with the carpenter. The children responded well and had many things to tell about him and his work. We had some very good clay reproductions of tools, also did some free cutting. The stories of trees, saw-mills and logging camp were much appreciated. This work was all remembered and spoken of again and again during our study of holly, fir, pine and mistletoe sprays. We had a great deal of fun with the pine needles and the prickles of the holly. J. J. E. A.

The central object of interest for January will be the Christmas tree. Each child has already climbed it, and had a swing in its branches. They have played they were in the woods and picked a branch they liked the best calling it a tree. We have taken the needles off the twigs and had stick lessons with the twigs. By and bye we will play carpenter and wood-chopper and saw off the branches and then make dolls' furniture. The trunk that is left will be our flag pole and later our may-pole. G. H.

"Whoso to dull and narrow lives
Doth ope the sky's wide blue,
The gold of sunset, rose of dawn,
The diamond gleam of dew,
Vast space on space of free, fresh air,
Green hilltop, outlook new,
And forest path but seldom trod,—
Whoso doth this doth work with God."

Annual welcome of N. Y. P. S. Kindergarten Association Nov. 20, 1908.

Father in Heaven, we thank Thee,
We thank Thee.
For mother love and father care,
For brothers strong and sisters fair,
For love at home and here each day,
For guidance lest we go astray,
Father in heaven, we thank Thee,
We thank Thee.

PROGRAM SUGGESTIONS FOR JANUARY.

BERTHA JOHNSTON.

IN JANUARY a variety of topics present themselves as suggestive points of departure for a kindergarten program. In many public schools the older children are about to leave the Paradise of Childhood for the sterner realities of the First Grade, and new children enter to fill the vacancies thus made. This, with the fact that January is the beginning month of the New Year makes the subject of "Time" particularly timely. We give below a few parallel suggestions along this line. A talk about the grades above, and visits of the kindergarten children to the first grade and vice versa for an early morning song or talk, are quite in order. This has been done in several schools in Chicago. Now, too, if it has not already been taken up at the beginning of the school year, the "clock" may be made the center of attraction. See November number of Kindergarten-Primary Magazine.

The "trades" are made the center of interest in many kindergartens in January, and in the city, as preliminary to this, the street and its manifold interests present opportunity for helping the child to see and feel and act rightly. This is especially true in the crowded tenement sections where the abnormal conditions make it imperative to so nurture the best in the child that the evil is overcome by good.

We will give first a few suggestions in connection with the city streets.

Can the child, on the morning circle, show, without words, some of the things he saw or did on the street this morning? Act out street car, horse and wagon, sliding on ice, throwing snowballs, policeman helping someone across the street, baby wheeled in carriage, etc. Speak of grocery stores, florists, and other kinds of business. (The country child sees trees, shrubs, barns, sleighs, icicles, horses, cows, sheep in fold, etc., school-house, library, etc.) This leads naturally up to the trades from one direction and to the important Froebelian principle of interdependence so well expressed in Emerson's noble poem "Each and All." The entire poem is well worth committing to memory by the kindergartner. We give but two lines:

"All are needed by each one
Nothing is fair or good alone."

If the thoughtful kindergartner has saved the kindergarten Christmas tree, the various ways of disposing of its needles, tings and trunk leads naturally to the trade from another direction—to the woodsman and the carpenter. But to return to the Street with our program ideas.

FIRST GIFT.

Let the balls represent fruit in shops or on fruit stands. Pile upon a table in pyramidal form and let children count how many apples, etc., there are. Buy two or three; how many are left? Emphasize importance of giving fair pay.

Errands—This is a good time to practice suggestions given last month by Dr. Merrill in her paper on "Running Errands." Send child to buy three green cooking apples. See that he returns with three green balls.

Let balls represent flowers in window or street cars that take mother to the shops when she goes shopping. Does she take a red or a green car? Do we wait patiently in the store for our turn to be served?

Let balls represent bells of churches that we hear on the streets on New Year's night. Which is pleasanter to hear, the rich, deep tones of the church bells or the harsh clanging of the factory horns and whistles? What can we do with the green apples. We can make an apple pie or pudding. If we do not care to make pies or cake at home, what can we do? We can go to the baker whose enticing window we see from the street.

THE STREET-CLEANER.

The "street-cleaner" opens up a far-reaching topic. How does he help? How can we help? We need not throw papers or banana-skins in the street. We want to help keep our city beautiful and clean. Let the child act out a little play. Play buy fruit at a stand, eat the imaginary fruit—look about for a receptacle in which to place skins and paper bag. Failing in the search, roll up the skins in the paper and put in hand-bag or pocket. The fact that the street-cleaner, however humble his office, is a city employe, working for the civic welfare gives him a dignity that does not inhere in the organ-grinder or scissors-grinder. There is a chapter in that beautiful classic translated from the French, "The Attic Philosopher," which tells how a patriot served his country in many ways,

including fighting in the wars and when disabled, he finds service on the street cleaning force. It was retold in simple form in the Kindergarten-Primary Magazine a few years ago.

THIRD AND FOURTH GIFTS.

Lay the oblongs as straight, level, even pavements in the street. (Group work) Arrange the cubes as houses. Let the cylinders of the Second Gift. Beads be the ash cans and refuse receptacles.

PAPER CUTTING.

Cut dolls (street-cleaners) of paper and also brooms—observe kind used by street-cleaners.

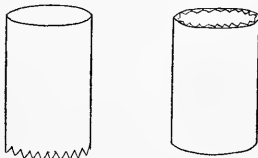
CARDBOARD MODELING.

1. Make wagon-bodies, and attach wheels made by button-molds. These are the wagons for carrying away the city trash and refuse.

In winter the snow must be carried away—make shovels of cardboard attached to small wooden handle, (burnt match).

3. Make refuse-receptacles by cutting oblong 3x5 inches. Paste one short edge to overlap the other. Cut many slits into the lower end about 1/4 inch up, bend, and to the surface thus made paste a circle to form the bottom.

Bent surface to which to attach circle.



This can be used as trash-basket for doll-house or to hold tooth-picks or burnt matches.

Speak of the many things found in the receptacles and of how they are sorted and classified and men have learned to make use of everything; old tin cans, bones, papers, rags, etc. How does the city dispose of garbage? When we grow up are we going to help work out plans so that there shall be no waste at all, and that rivers and bays shall not be polluted with city waste?

THE BAKER.

In Germany and England the baker plays a more important role than in America. Very often the people prepare the meat and dough and depend upon the baker to roast or bake them. He therefore serves as a

good illustration of the principle of interdependence. But city life even in the United States could ill afford to spare the man who gives us good bread and breakfast rolls, and cakes and pies of all kinds.

Speak of clock by which we know when the goodies have been cooking long enough.

GIFTS—SECOND GIFT.

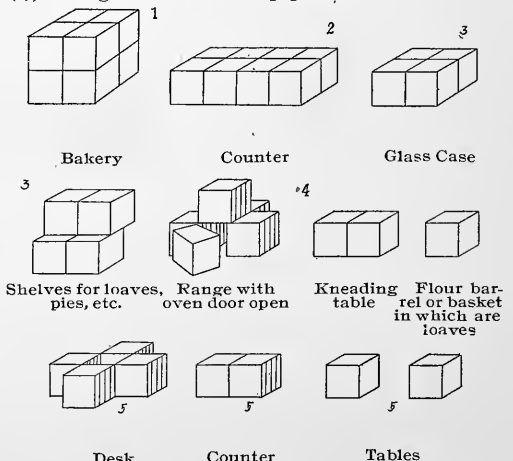
Let the box represent the baker's wagon on its rounds, with the ball for the spirited horse. Or it may be the oven into which are popped the good loaves of bread and cake, or it may be the grocery store from which the baker gets his barrels (cylinder) of flour or baking apples, and boxes (cubes) into which the wholesale baker puts many of the crackers and fancy biscuit he makes. The lid of the box may be used as the inclined plane up which the barrels are rolled.

The sphere may stand for the lively cat which helps the baker by keeping the place free of rats and mice.

The cylinder suggests the barrel, baking-powder box, flour-roller, etc. The cubes may represent loaves or separate biscuit. Make a stove of the oblong box with the cylinder for the pipe. The tables will serve as cookies of various shapes. Let the children play at buying and selling; counting the dozen of cookies, etc. Telling what shapes of cookies they want—circles, triangles, etc.

THIRD GIFT.

With this may be built, (1) the bakery, (2) counter (3) glass cases for holding fine cakes. Tell what kinds of cake are made. (4) Range with smoke-pipe and at one side



the kneading-table and also the flour-bar-

rel. (5) After leaving the kitchen where we see the cooking done we return to the room, above where, before we leave, we sit at one of the two tables in the rear and eat some cookies and milk, then pass in front of the counter and pay at the desk for our pleasant treat.

NUMBER PLAY.

- (a) A man bought some boxes of crackers. How many?
- (b) Two men carried them into the grocery—each carrying half? How many?
- (c) He had to put them in a long narrow space, carrying two at a time; count them by twos—2, 4, 6, 8.
- He sold one half the first day. How many left?
- (e) Sold one of these. How many left?
- (f) Gave two away. How many left?

FOURTH, FIFTH, SIXTH GIFTS.

Build bakery, or street with bakery, and also build fine, beautiful wedding cake.

TABLETS.

Make fine floor for bakery. Also give geometrical names and let children buy and sell cookies of various shapes. Play you have a large cake and wish to make a design with colors to decorate it. Give practice in counting, in recognizing angles, (sides, corners, etc.) in placing with regard to balance and symmetry.

LENTILS.

Play they are caraway seed candies and, giving the children large circles of paper to represent cakes let them arrange the lentils in various line designs. Circles, crosses, ylfot, etc.

OCCUPATIONS—CLAY.

Mould of the clay, all kinds of cakes, patty-cakes, crullers, jumbles, etc. Also some of the things mother and the baker use in cooking; the big mixing bowl, the measuring-cup, etc.

Sand.

SAND.

With the little tin moulds, make a number of cakes, count them, buy and sell, etc.

CUTTING.

Cut pictures of utensils used in cooking by mother or baker—the spoons for stirring, the knives, forks, chopping-knife. Paste these on cardboard.

Illustrate by cutting "Little Jack Horner."

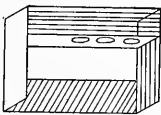
Illustrate rhymes found in "Mother Play Book."

CARDBOARD MODELING.

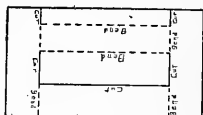
Make deep head pan and shallow baking pan. Also measuring-cup. Use tablets or parquetry circles for cookies and play at baking. Make stove (See November number.) but make oven especially prominent.

Make clock by which baker knows the time for putting in and taking out his cakes and pies. (See November issue.)

Make bakery window. Cut oblong of 7x8 inches. Cut two slits in one long side about one inch long, one inch from and parallel to each short edge. One and one-half inches from same long side and on line with each slit put a dot. Two inches from each dot make a second one. Unite these dots by three lines as shown in drawing and cut along these lines. Bend along dotted lines and you have a bakery window with shelf on which to place the things the baker makes.



Bakery Window from inside.



Working Drawing

PAPER FOLDING.

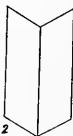
1. The clean top of kneading table.



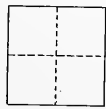
The clean top of kneading table



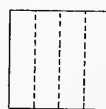
Receipt Book



2. Recipe-book.



Bakery window

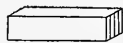


Oven into which the pans are shoved

3. Bakery window.



Pan



Another oven

4. Oven into which the pans are shoved.

5. Pan.

In the "life-form" series of paper folding the so-called "box" makes a good baker's cap. The "wind-mill" is appropriate here also as representing the mill that grinds the

flour. The intervening forms may represent:

1. The salt-cellar used by baker; 2 (Tadpole) the baker's skimmer with short handle; 3 (bird) cuckoo in cuckoo-clock, that "cuckoos" and flaps its wings; 4 (Duck) swims on pond of wind-mill; 5 table cloth folded; 6 cup and saucer; 7 windmill; 8 Double boat that carries grain to mill; 9 pocket book from which we pay for what we get at baker's; 10 box or baker's cap.

THE CARPENTER.

The carpenter is an important factor in both country and city life. To his skill and integrity we owe the comfort and safety of our homes. Can we show on the game circle some of the tools he uses, and how he uses them? We will suggest in just a few words some of the ways in which the gifts and occupations may be used with reference to this subject.

First Gift—Give a color lesson, letting the balls represent the paint to be used both inside and outside the house. Which can of paint shall we chose? Speak of the colors used inside the rooms. Which color is pleasantest if the room is on the shady side of the street? Which color is pleasantest in cold winter weather on the sunny side?

Now is a good time to begin to make a doll house of soap boxes or other boxes. Place it so that the little rooms get the sunlight and the shadow at different times.

Second Gift—Make a derrick crane of the cylinder, sticks, etc., with such tacks and hairpins as may be needed. If building is going on near the school the older children may be able to give ideas after watching the cranes. The principles of the lever, the pulley and the inclined plane may be illustrated with this Gift. Play that the cover of the box is the long board up which the workmen walk with their hods. Let the Second Gift Bead cylinders be the workmen. How steadily they walk. Let them make a high wall of Second Gift cubes. Play that the Second Gift Bead cylinders are barrels of lime for mortar. Show how easily they are rolled up the inclined plane.

Turn Second Gift cylinder into wheelbarrow by running a stick through it and then placing two sticks as handles beneath the ends. It will roll along nicely with care.

Third, Fourth, Fifth, Sixth Gifts give opportunity for a great variety of expression. Build houses, school-houses, churches, railway stations, monuments, shops, etc. Why do frame country houses have such sloping roofs? What becomes of snow that melts on top of city houses?

Second Gift Beads—Make fences of various sorts.

Sticks—Outline buildings of various kinds.

Outline ladder used by workmen.

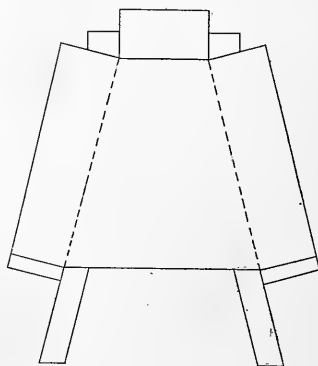
CLAY.

Make small bricks, let dry and next day build into wall of house. Let children see need of making them of exact size. Why do we arrange them so that one rests upon two beneath?

CARDBOARD MODELING.

Cut and bend into houses, barns, sheep-folds, etc. Also make watering-troughs. Give practice in cutting straight lines in making boards (?) of different lengths. Pile these up in imaginary woodyard on table and play buy and sell, thus making counting and measuring lesson.

Make cardboard wheelbarrow. See rough drawing. Fold on dotted lines and



cut where indicated to make legs. Bend down small front flaps and through these run slender axle upon which rolls a cardboard wheel.

Paper cutting—Cut pictures of various tools used by carpenter.

Peas and sticks—Make ladder used by carpenter. Also make pictures of tools. Make framework of house.

WOOD.

Let older children have genuine experi-

ence with saw, hammer and nails. Give them blocks of various sizes and shapes and let them see what they can do—chairs, tables, etc., can be made. Boxes can be made into houses. Let them paint these with real paint.

Tell of the need of doing work perfectly. Once a carpenter built a fine, expensive house, but when finished the roof, as it seemed, leaked in every rain storm. One carpenter after another tried but could not find the trouble. At last one came who tried something else. He played the hose on a window frame and showed that the trouble was not with the roof but with the window. When we build we want to build perfect shelters for the fathers and mothers and children who will live in our houses.

LEARNING TO READ.

SO CLOSELY associated with the kindergarten is the name of Froebel that it is necessary to remind ourselves occasionally as well as our co-workers in the elementary school, that no other writer has given us a more valuable outline of the "chief groups of the subjects of instruction. We know well that it was Froebel who taught us to keep school without books, and who urged educators to remember that "the A, B, C of things must precede the A, B, C of words."

Less familiar are we with his appreciation of what it is to learn the alphabet. It was Froebel who wrote these strong words: "Writing and reading, which necessarily imply a living knowledge of language to a certain extent, lift man beyond every other known creature and bring him nearer the realization of his destiny. Through the practice of these arts he attains personality."

The endeavor to learn these arts makes the scholar and the school.

The possession of the alphabet places the possibility of self-consciousness within his reach, for it alone renders true self-knowledge possible by enabling him to place his iron nature objectively before himself, as it were; it connects him clearly and definitely with the past and future, brings him into universal relationship with the nearest things, and gives him certainty concerning the most remote.

The alphabet thus places man within reach of the highest and fullest earthly perfection. Writing is the first chief act of free and self-active consciousness.

If every young teacher who begins to teach a child to read and to write would occasionally read these inspiring words, the great task would be lightened.

Froebel also wrote a charming little story entitled "How Lena learned to read," in which he describes a child who having passed through the kindergarten, has become exceedingly anxious to learn to write and to read.

Froebel makes the desire to learn to read the initiatory step.

I claim that the good kindergartner always puts the child in this attitude towards the work of the first school year.

While there is no reading taught in the kindergarten proper, the children often play "read a story" from a little folded book.

They learn to love picture books, story books and song books and should be trained to handle them with care. The illustrated song books have often been very attractive to the children of our kindergartens. Many little ones can find the songs by the pictures or general "look" of the page.

In a similar way stories and nursery rhymes are sometimes recognized by very young children in the home.

Mrs. Ellen Kenyon Warner calls this "The Natural Method of learning to read," and has written a primer arranged so as to take advantage of this power of the child to recognize a whole story, rhyme or song.

Her method is embodied in "The Culture Readers"* and as teachers are becoming more and more interested in this "natural way" of introducing a child to reading, we have secured permission to present Mrs. Warner's recently published manual in the Kindergarten Magazine.

We hope also to have a special article on primary reading from the pen of this gifted writer who is so well known all over the country. No one has given more thought to the phonic work connected with all good methods of reading and full attention is paid to phonics in connection with the natural method.

*The Culture Readers. Ellen Kenyon Warner, Dd. D. Books 1 and 2 edited by Jenny B. Merrill, Pd. D., published by D. Appleton Co., N. Y.

Personal—Will the mother who subscribed for the Kindergarten-Primary Magazine for her daughter Daisy without giving us postoffice address, kindly send address to J. H. Shults, Manistee, Mich.?



GAMES, PLAYS, STORIES

RECITATIONS, MEMORY GEMS, ETC.

TONY AND HIS FRUIT STAND.

BERTHA JOHNSTON.

OLD TONY kept a little fruit stand on the crowded corner of a big city. There, every day, he arranged in attractive pyramids, his store of red apples and russet pears from faraway orchards; long, yellow bananas from Cuba, round oranges from Italy and heavy clusters of purple grapes from California. So beautiful did they appear that people passing by would often turn to take a second look at them, and sometimes would turn back and buy. Little children would often stop, too, on their way to school, to buy an apple or a plum for lunch.

But there was one group of boys, led by a large, thoughtless boy who liked to tease Tony; they would call him names, laugh at his way of talking, and then, when he grew angry and stamped his foot and shook his fist at them, they thought that was great fun. They did not stop to think that he was old and gray, and stiff with rheumatism; they did not think of all the pains he took to make his little stand look beautiful; they did not know of the little grandson who lived with Tony and went to kindergarten every day and that it took all of Tony's pennies to feed the little boy and himself and pay for rent and clothes. They only thought it was a big joke to make Tony lose his temper and then race away from him as hard as they could go.

One day Tony was feeling very anxious about the little grand son. He was sick that morning and could not go to kindergarten; and Tony felt very down-hearted indeed.

As he stood there in the cold, along came a runaway horse. He dashed by Tony's corner, the wagon was dragged against Tony's stand so that the stand was overturned and away rolled apples, pears and grapes into the sidewalk and even far into the gutter and the road.

The big boy leader (whose name I do not like to give you) was standing near with a small soap-box wagon, and the moment he saw that fruit-stand overturned he made a dash for it, with his little wagon, calling to

his boy and girl followers to take a chance too. Then there was a scramble and soon the little wagon was filling up with the fruit while Tony ran hither and thither like one distracted and stamped his foot and called in vain for the boys to stop.

But help was at hand for now Jack came upon the scene. Jack was also a big boy. He lived in the same house that Tony and knew of the good care he gave little Pietro, and how hard it was for him to get out to his stand in all kinds of weather—when the streets were slippery with ice and when they were slushy with melted snow. Jack had no patience with a coward. "Get out of that," he cried. "Drop those apples." And he started toward the other big boy. "You mean sneak," he called. "You're a coward too. One big boy and eight little ones against one poor old man. Put up that stand and place the apples back where they belong." The other children stood still for a moment. They had never thought of their fun in just that way before. Then, as big Jack began to pick up some of the bananas they all began to help and soon it was a race to see who could do it most quickly. They washed the mud off at a faucet in a big building near by and soon the apple-stand looked just as fine as ever, and Tony gave big Jack three apples to divide amongst the children. And one fine, large apple Jack cut open in such a way that a beautiful star could be seen in the center and that apple tasted the best of all.

KINDERGARTEN LIGHT OPERA.

AUGUST S EARLE

THE child is here and he reigns, he commands, and oh how happy are we to follow his commands, for does he not reign in the land of joy, happiness and love? Indeed then are we happy to be subjects in this beautiful Fairyland.

The child moreover reigns not only in the home, and the school and church but also in the theater; for did not the greatest individual theatrical manager of the world, Charles Frohman, see three years ago the needs of introducing the adult to the child's Fairyland, and thus the exquisite "Peter Pan" took us with delirious abandon into

the "Never never Land." Last year, Heinrich Conried, then the American Impresario, led us tunefully into the Kindergarten grand opera with "Hansel and Gretel," and this year we are carried into another psychological experience—"Little Nemo in Slumberland," a child musical comedy, sum of the two previous.

Little Nemo is the work of Windsor McCay, a staff artist of the New York Herald. For several years, several thousands of children have been gladdened by the Sunday Herald's Nemo experiences.

Little Nemo is a dear little chap with dark brown ringlets, a perfect little darling, who dreams wonderful dreams, which Mr. McCay illustrates. Klaw and Erlanger, giants in staging musical comedy, are responsible for the production, and a more gorgeous production were hard to conceive; Herbert Grecham, the greatest stage manager of the age; Victor Herbert, king American composer of high opera; Harry Smith, the most popular of librettists, with New York's best scenic artists, all these have been called upon to sing and live through the dreams of childhood again, to become a Nemo, the "Nowhere Child."

The story may be placed under four headings. First, the loneliness of the only child for a real playmate, which is laden with every device known for childish entertainment. Second, a city playground is shown, emphasizing the thought and attention a great public is paying a great movement. Third, the patriotic side so graphically illustrated in the Fourth of July dream. Fourth, the ethical side illustrated in all the characteristics, and particularly when Little Nemo turns to the Little Princess, and to the vast audience, saying, "If you will still be my playmate I will give you all my toys, all my money and all my love."

SCENE ONE. ACT 1.

Shows Slumberland as a vast place of beauty reigned over by King Morpheus. The king's daughter, the Little Princess, begs for a new diversion—a real playmate. Sweets in the form of the Candy Kid are declined by her, and then the large story book opens to admit the characters every child has learned to love—Little Red Riding Hood, Puss in Boots, Jack the Giant Killer, Cinderella, Simple Simon, etc., etc. For an instant the Little Princess is pleased and rightly so for the charm of this human story book is irresistible. Ennui soon appears however and her ever plea for a

really truly playmate provokes the services of the Candy Kid and several attendants, among them Flip, an ugly child who is the nephew of the god of Dawn, to come to find little Nemo, who has been described as a real boy, living on earth, and who has been suggested as a playmate for the little princess.

SCENE II. A CITY PLAYGROUND.

Its charm is its simplicity. For any who may doubt the consideration the people are paying the vital question of public playgrounds for the child's physical welfare, he will quickly see that even theatrical managers are cognizant of the needs of the children, for the second scene is a public playground. The simple activities of the child are shown, and the joyousness of the May parties and the swings, and the delight of the open space are cheerfully guarded by that happy benefactor so often abused, the policeman. The policeman, a joyous wholesome father when about to lock the playground for the night, discovers sleeping within the shade of a huge tree a little bit of humanity, and a sense of protection asserting itself he takes up the child, wraps the only available article of warmth about it (which happens to be a table cloth left by picnickers) and with a surprised expression exclaims "Oh this is little Nemo," the curtain lowers with the audience satisfaction of little Nemo being safely carried by the big jolly policeman to his home and mother. We are now introduced to the main characters and as the story centers in Slumberland we are ready to accept our introduction to Fairyland for Nemo is safely tucked in bed, and his beautiful dreams about to begin.

The first dream leads Nemo, the little Princess, and the accompanying party into the beautiful land of St. Valentine. The Little Princess and Nemo are seen wandering about, singing and calling, happy and longing, finally meeting in a joyous embrace with tuneful burst into the alluring little song, "Won't you be my Playmate?"

The next scene shows a distressing dream, for due to Flip's interference the mystic ship on which Nemo and the Little Princess are sailing through the mysterious Slumberland, is wrecked on Cannibal Island, called the Isle of Table D'hote. The ethical element again is manifest here when the hungry Cannibals are converted from their savage purpose by the sweet

"songs and games" of the Little Princess, and her dreamed of Knight, Nemo.

Nemo's next dream is a magnificent pageant and a splendid lesson in patriotism.

Nemo falls asleep and dreams of the Fourth of July. In a vision he sees the Palace of Patriotism in Slumberland. He joins the dream-children in a joyous celebration of Independence Day. The never-to-be-forgotten heroes of his country's past appear and thrill the little dreamer's heart. The Liberty bells ring out amid a sudden burst of glory.

Song—"Remember the Old Continents"—A.

The final dream brings them back to the Palace of King Morpheus in Slumberland where little Nemo is surrounded by all the beautiful subjects of royalty. A splendid vision of reality is shown of the future of every little Nemo, by a future little Slumberland Princess in the dream of love, and the dream of service, and the celestial dream of reward. The curtain goes down on the mystic land in which we have lived our entire life in a few hours, and as we prepare to leave the Country of Slumberland for the realities outside, Little Nemo steps to the foot lights, his little playmate the Princess at his side, both surrounded by the joyous subjects of the country of dreams, and says, "To all children from seven to seventy, may all have dreams like mine in Slumberland," repeating as a climax the ethical purpose so manifest throughout the play, namely his beautiful sweet unselfishness.

I could wish with all my heart that every child from "seven to seventy" could witness this performance, which words are inadequate to describe, for it is a memory and a pleasure it were hard to estimate. Figures mean but little when they run into thousands, but when a great theatrical syndicate sees the justice of expending \$80,000 on a child's performance we realize indeed that the child is here and that he reigns and he commands. Happy child!

We are printing in this month's issue of the Magazine an outline for intelligent lay-observation of the work of the kindergarten. This outline was written some months ago by Miss Hortense M. Orcutt, Supervisor of the Kate Baldwin Free Kindergartens of Savannah, Ga., and privately printed by Mr. George J. Baldwin, President of the Kate Baldwin Free Kindergarten Asso-

ciation for public distribution in Savannah.

A few copies of this outline found their way to New Orleans at the time of the I. K. U. and since then so many requests for the outline have come to Miss Orcutt from kindergartners, supervisors and school superintendents that the Savannah edition has been exhausted. Since it is ever the aim and purpose of the Magazine to meet the needs of kindergartners and teachers all over the country, we take pleasure in putting this strong, practical and suggestive outline in their hands through the columns of this Magazine.

We recommend it for discussion at a Mothers' meeting to assist parents in observing more thoughtfully the various phases of a kindergarten day.

SOCIAL CELEBRATIONS IN NEW YORK.

MARI RUEF HOFER.

TO the outlander and stranger in New York many of the local happenings, and customs taken as a mere matter of course by the native habitant are a constant source of amazing wonder. When asked "what it is all about" the old New Yorker gravely shakes his head and reverently expounds "no one knows why, we just do it—it is the custom," and proudly adds, "it is done nowhere else in the world—New York is different you know."

Awakening on Thanksgiving day morning in New York City, one is greeted by the blare of trumpets and strange festal noises mingled with the usual roar of city traffic and tramping pedestrians. A strange sense of the unusual is in the air. Windows are thrown open. Your excited head in company with many other excited heads are questioningly protruded to be answered by the animated scene below.

A streaming Mardigra of quaintly garbed and bedizened crowds mingle, with cheering or jeering onlookers—as the case may be—and sober the plodding citizens pushing their way through to the New England Thanksgiving sermon. In the masquerading throng are fools in motley, bands of ragamuffin children begging from door to door, Uncle Sam leading gay Columbias, in stars and stripes, bands of ragged soldiery brave in tarnished cap and gilt bands, Red-coats besmeared and spattered, bearing old fashioned hauberks and battle axes. Indian braves in beaded buckskins and feathers, men in women's skirts and alack

occasionally women making brave in jerkin and breeches. Old revolutionary fire arms down to water pistols serve for arms; fifes, drums, rattles, flags, mysterious insignia, make the scene wild and gay with color and sound. In vain the onlooker seeks for some solution of the scene, in vain ask questions, no one knows, everybody is good natured and participative in the fun, even to a liberal spattering from one of the irresponsible water pistols. The beggars are fed and feed liberally in a universal sense of irresponsible gaily.

Shades of tradition and history assist in unangling this medley of suggestion.

THE DUTCH CONTRIBUTION.

To begin at the beginning of today's masquerading as far as New York's Dutch ancestors are concerned, away back in the fifteenth century, so story hath it, Holland had a famous band of Rag-a-muffins destined to leave a historic land mark no less than that the great Netherland was necessary to establish a Dutch Republic. Suffering under insult and repression from a foreign court the Nobles of old Holland went to the King to sue for their rights and to demand greater freedom for the people. The King and his courtiers scorned their request with a royal scorn and call them beggars and rag-a-muffins for the pains. The disappointed nobles retorted to the taunt, declaring as they left the presence of royalty that they would hence forth become beggars until they had gained what the King had refused them. Then followed the famous beggars' banquet where clothed in rags and beggar's wallets they bound themselves with solemn oath to Prince William of Orange for the cause of Holland's freedom. This thrilling story can be read in Motley's Dutch Republic and other authentic histories.

THE ENGLISH CONTRIBUTION.

Another element which has undoubtedly contributed to New York's masquerading is the equally famous, or infamous guy Faukes Gun Power episode. This occurred in November, 1605, and its suppression was thereafter celebrated for many years in a Jubilee of great fervor and noise, with masquerading and blowing of horns and carrying simulated traitor's heads on pikes in procession through the streets in London. It is easy to be seen how both these interesting historic occasions must have

been handed over as traditions to the New World by the early English and Dutch settlers and helped to make gay early Colonial and New York life.

EVACUATION DAY.

Greatest and most recent of all is New York's own contribution, the commemoration of America's throwing off British rule when November 25, 1783, our own tattereddemalion soldiers drummed the Red Coats out of New York Harbor. So recent and notable is this great event that it is almost incredible to believe that it has already fallen into decay and its celebration left to the chance revivals of children and the mass of the people wholly ignorant of the significance of the occasion. As a result we hear a great deal of complaint about the rag-a-muffin nuisance and a condemnation of the general noise and lawlessness of this annual event. In view of the Hendrick Hudson celebration proposed for September of next year serious reflection is brought to bear on local and city history of New York and the possibilities of incorporating this in suitable pageants and public exercises. Since the educational condemnation of the use of the worn-out George Washington myth we are reminded that if there is one place where the George Washington story can be properly vitalized possibly minus his hatchet, this place should be New York City, where every turn and corner is marked with his memory. Is here no opportunity for teachers and social workers? To revitalize things worthy of place in historic memory, also to make good to the children the shreds and snatches of once great public enthusiasms by proper interpretations of remaining local customs. Until this is done play on ye merry revellers your mad medley of facts and fiction which preserve to us these things until moralist and pedagogue rightly instal ye in the temple of world's great events.

NOTE—An interpretation of the above historic events in a series of tableaux and pictures with an illustrated talk was given at Asacoy Boys' Club, Brooklyn, with great success on the eve before Thanksgiving this year. The begging and license in that particular neighborhood was greatly mitigated by the fact that the children understood the situation better.

New Years Day.

The New Year can mean very little to a young child. But he will hear his elders

speaking of it and a little time may be given in kindergarten to telling of the twelve months which come in succession and in reviewing the special days in each of which the kindergarten takes note. Ask the children if they know of any particular day in January which we celebrate. Perhaps some child will of his own accord step out and say "I wish you a Happy New Year." Then, for February, some child, big or little, may represent a scene in the story of Washington. This year comes inauguration day in March. Speak of how the President is installed in office. April is the month of rain, etc. As each month is named let a child stand up to represent it and when all twelve are up, count and see how many months there are. What kind of weather does each month bring? Each one brings many pleasures. Even stormy March does his part to freshen the earth with his winds and prepare for the rains of April and flowers of May and June. Sing "I am the Little New Year" found in the Jenks and Walker book.

THE CULTIVATION OF BEAUTY PERCEPTION.

I shall say nothing new—I but echo what has been said by Ruskin and others. If new it might be questioned. An ideal for our children—good, useful, beautiful. The moral alone is not sufficient. The useful alone is not sufficient. The beautiful alone is not sufficient. We want a full life. Do these three form an impossible ideal? What could we substitute for them?—Respectable? Rich? Fashionable? Do not fear high ideals or distrust the man who says "Utopian!"

The brain is a highly sensitive receptacle—hundredth of a second photographic plate is not so quick. The five senses are our means of contact with the world outside us. Small inlets, for light waves, sound waves, they are all touch in a way. Each of the senses supplies what the other four are deficient in. But by the combination of the five we get a broad idea of what things are. The eye supplies most of our information. Two of these have great arts dependent upon them—the ear art, music. The art of the eye—the resemblant arts, painting, sculpture, architecture, and all the lesser arts.

These arts have taken a prodigious time to evolve, and are closely interwoven with human ideals, and must not be lightly thought of, as for amusement only. Each

has played a great part in life. The art dependent on the eye, the greater part, I think; music being a more abstract, less definite art, though, perhaps none the less potent, we must not forget the fable of the Trumpeter, who though he did not himself fight, roused the fighting spirit in others by his music. We give a good deal of the educational period of a child's life to learning something of music.

Music is not my subject however—I only introduce it to help in illustrating my subject. What I am anxious about is the training of the eye to see things truthfully—fully. By learning first to see things truthfully we acquire the language which will help us to understand artists who will teach us to see things beautifully. Mediaeval artists painted with very limited eye vision. Turner with the very fullest.

Think of the abundance of beautiful things which nature has laid before us. I have often stood in the street to look at a fine sky, and felt inclined to cry out "Look!" Can we see them without training? So far as the organ of sight goes yes! But we do not see them consciously, so as to get full pleasure from them. Compare the average person's attempt to paint a leaf, with the trained person's attempt. The average person is easily satisfied. Not so the trained person who sees more than he can give.

Considering not only what nature has given us to look at, but also the energy and money man spends in making things look nice, should we not spend a good deal of time in learning to appreciate them?

If you take the general subjects in school you will find sight training is given a very poor place—reading, spelling, writing, arithmetic, history, languages, geography, music, science—most of these are a burden of words to children. At the end may come drawing for one hour a week, and very often taught by a teacher who does not know the value of it—or who takes the value commonly set upon it, and who teaches it in quite the wrong way. Of course other subjects may be contributory to sight. Take botany for instance. Drawing and painting are the best ways of getting the knowledge of a thing into the brain. We have done too much word-teaching, and should do more sight-teaching. Children usually like drawing and painting and it can be made a pleasant aid to teaching many subjects. Memory drawing is the best way of teaching children drawing. And it is

the way they draw by nature. Know first, and draw after. The ordinary teacher who shows them how by doing, but instead should lead them on by exciting their observation. Show them how a little. Of course teachers should be able to do.

Children ought not to be encouraged in cleverness, so as to shine. Children are very fond of conventions, or clever tricks. They should be discouraged, as they hinder accurate observation. If a child is clever in a showy sense, that cleverness will not forsake it, should it later on become commercially valuable. But restraint is better than cleverness. Truth is what should be sought. It is the grown-ups who divert the child's vision from the truth to untruth—or prejudiced vision. People like convention as a rule, often because they don't know what truth is.

I have been speaking up to this of the getting of the knowledge of the appearance of things. While children are learning that, they may also be coming in contact with Art—i. e., learning to see things beautifully. But it should not be too advanced for them. What does learning to see things beautifully mean? The perception of unity and perfect types. The subject or story of a picture may not mean much—the unity or harmony of it is of greater value—Abraham and Isaac may teach unquestioning obedience to a higher power, but the value of such a picture by a great painter will depend on its unity more than upon its moral.

Looking at these unities continually, unity enters into the habit of our thought, and we have the key to all the arts, and to the greatest of all arts, the art of life, the blending of all the complexities into one great unity. A hatred of muddle, a desire to have beautiful homes, and beautiful cities, a dislike to change and fashion, a liking for modest and beautiful clothing. The beautiful art of embroidery has been almost killed by the changes of fashion.

Without a live and understanding of art, we shall never have beautiful life. Much effort as all know is now being made to improve the look of things, but it is not a general effort. Now to get this understanding time must be given, if you don't insist upon it you will not get it, for science of some sort, or some other subject will be pushed in front of your children, with the idea of making them more practical citizens.

It may be thought science should hold a higher place compared with art. But few of us can indulge in science. While every one of us have eyes and cannot help seeing. But we want instructed seeing. E. E.

THE CITY STREET.

DR. JENNY B. MERRILL.



A kindergartner in Manhattan invited a little girl who was playing in the street to come to kindergarten. The child replied "Is there a sidewalk in the kindergarten?" "No." "Is there a mud-gutter?" "No, but there is a big table full of sand like Coney Island."

I think we can make a side walk and a gutter. The child was partly convinced. So few realize the joy of the city child in his playground—the side walk, the street. It means the great out-of-door world. This great joy showed itself quite unexpectedly when a kindergartner proposed taking a walk to the children in an orphan asylum. "What," exclaimed one, "on the side walk? are you going to take us out on the side walk? The children had not been out for a month. Upon reaching the street, one little child stooped down and touched the side walk with his hand.

The street gives to the city child a sense of space, of freedom, of people, of activity. This is all felt, not realized consciously. Many kindergartners who cannot reach parks or the river, will not miss it by taking a walk round the block, a walk to the corner even, a run across the street to look up at the big school or the flag, a walk to the nearest tree, or at the different seasons to market to discover what new fruit or vegetable has arrived. Even in the city street the sky is overhead. The clouds and birds, the sunshine and shadows give glimpses of nature. Even the mud-gutter is not to be dispised. It has given many a child his first unconscious lessons in geography. He finds a river in it, even dams and water falls. He watches a paper boat on a chip on its journey in the gutter and forgets or rather fails to see the lurking evil that troubles his elders.

"In the mud and scum of things
There's something, something always sings."

I never pass a little child playing in the mud gutter that I do not stop and watch and try to think his little thoughts.

THE FORTY-SEVENTH ANNUAL CONVENTION N. E. A.

The Executive Committee of the National Education Association announce that the next annual convention will be held in Denver, Colorado, July 5 to 9, 1909.

THE DEPARTMENT OF SUPERINTENDENCE.

Owing to the destruction by fire of the leading hotel of Oklahoma City, in accordance with previous announcement, the next meeting of the Department of Superintendence will be held in Chicago February 23 to 25, 1909. The Auditorium hotel will be the headquarters. The railway rates for this meeting will be one and one-half fare on the certificate plan from all territory east and south of Chicago and St. Louis, and there is a fair prospect that a similar rate will be granted from the territory of the Western Passenger Association. In any case, the rate will not be more than 2c per mile each way, which is the same as the one and one-third fare on the certificate plan which was formerly granted for this meeting on the basis of 3c per mile.

It is expected that the Chicago meeting of the Department of Superintendence will be the largest in the history of the Department.

A special Bulletin containing a preliminary program will be issued about January 15.

For the Executive Committee,

IRWIN SHEPARD.

Secretary.

Helena, Mont., Oct. 17th, 1908.

To the Editor of the Kindergarten Magazine and Pedagogical Digest:

Dear Sir: We would like to announce that the Council held its opening meeting Oct. 13th. The subjects discussed this year will be anything helpful or suggestive that the different committees may choose, as we will have a committee for each meeting.

At the first meeting Miss Alice Neill, one of the Helena Kindergartners, who has recently returned from a year abroad, told of her observation and study in Germany and England. Last winter from a long article in a German paper we learned of a work Miss Neill accomplished while there. Miss Neill was informed that she would be among the last to visit Froebel's birthplace as the house was to be destroyed. But Miss Neill determined this would not be the case and although there were many difficulties succeeded in interesting the citizens of Oberweissbach to the extent that a large petition was sent and money guaranteed to preserve Froebel's first home, that others may visit the scenes of his childhood which will be transformed into a kindergarten and museum.

Sincerely yours,

FLORENCE GAGE,
Sec'y Helena Kindergarten Council.

MY COUNTRY SCHOOL.

I have 40 scholars and seven grades in my room; one boy is 19 years old and the youngest just 5 years; there are five in the chart class, and until I began to use kindergarten material I found it much more difficult to interest them. I did not then like to ask the board for kindergarten material, and took \$2.00 from my slender purse and sent it to a kindergarten supply house. I

should now go to the board and ask for necessary material. I purchased with other things some small rubber balls with zephyr of the true standard colors, and with the aid of two older girls knit a covering for one of each of the standard colors. The next day I gave each one a ball, and they were greatly delighted. I told them they could play with the balls if they were careful not to drop them on the floor, or be noisy. A half hour was spent bouncing the balls about on the desks, whirling them around by the string, squeezing the balls and watching them return to original shape, etc. I then snatched a few minutes to ask them something about the balls. All could give the name ball, and could tell that they were round, but none could name all the colors, though each could give the names red and blue. I said now I will show you how the name of the ball looks on the blackboard. I wrote "BALL" and afterwards "RED" and held up the red ball so that all could see it. I asked each child to hold up their balls, and gave them the colors which they represented two or three times, red, orange, yellow, green, blue, violet. I gave each one a pencil and paper, and asked them to write the word ball very large as I had written it. A little later I asked them all to write the word "red," as I had written it on the board.

A little later I gave the little ones a few moments' time, and I hung the red ball against the wall telling each one to look at it very often during the day, and try to bring me something tomorrow the color of the ball, a bit of ribbon, paper, cloth, etc. I then gave each child a shoe string and six of the half inch kindergarten beads, which I had previously prepared. They were told to place them on the string. I resumed my work with the older classes. A few let them drop on the floor, but this was soon overcome, and the forenoon was spent pleasantly in this way.

In the afternoon I gave each pupil more kindergarten beads and asked them to string first all the red, then the orange, then the yellow; not many could remember the yellow color, and I gave them a sample and most of them did very well. After a while I gave each a handful of 3 inch colored sticks, (which pleased them very much), and told them to play quietly with them. After a while I went around and found each child trying to make something with the sticks; some building corn cribs, houses, barns, etc. All were very crude, but each child had attempted to build something. I drew a rectangle on the board and told them to make something like it with their sticks which they did, calling it a box. I asked them to make a deeper box, and they did this by building up with the sticks. Then I wrote the word BOX on the board in large letters, permitted them to play with the sticks a little longer, and then required each one to write the word box in large letters on paper.

For the last exercise of the day we had a little game with the balls singing a little song.

Just before dismissal I asked them all to look at the red ball carefully and see if they could bring me something like it in the morning. Then the next morning I took a piece of cardboard about a foot square, placed it on the board near the red ball, and pasted all the bits of ribbon, paper, cloth, etc., on it, and asked them to decide which looked the nearest in color like the red ball; which they did correctly. I announced that Mary brought the bit of ribbon that looked most like the ball, and would be entitled to play with the red ball that day. I found that all the children could recognize and spell the words ball, red and box.

I fear this letter is too long, and I will close, but may write again for next month.

QUERY COLUMN.

To the Editor of the Kindergarten Primary Magazine:

"May I ask you where to find a story called 'The Little Gray Spider?' It is I believe particularly suited to the Christmas thought of working for others, but I have not been able to find it."
Canada. A. H. C.

The story asked for is undoubtedly that called "The Golden Cobwebs," which will be found in "How to Tell Stories to Children" by Sarah Cone Bryant, published by Houghton, Mifflin & Co.

In the November number a question was asked concerning the sprouting of the lemon seeds inside the lemon. The question was submitted to the Nature Study Department of Cornell University, and Professor Herbert J. Webber of the Department of Experimental Plant Breeding kindly replied at length, as follows:

"With reference to the germination of lemon seeds in the fruit, I beg to state that while this phenomenon is not very common, nevertheless it cannot be said to be uncommon, as I have personally seen quite a number of instances of this kind in lemons, oranges and grape-fruits. The germination of the seeds in the fruit is liable to occur when the fruit is held beyond a certain length of time especially on the tree so that the juice in the interior of the fruit is absorbed, leaving the seed to some extent dry or partially dry. I am not certain that this could be considered to be the true cause of the germination, it is only a suggestion relative to it.

The surprising thing about this development is that the leaves become green in the fruit. It would seem that sufficient light penetrated the coats so that the chlorophyll assumes the green color. This is not so surprising, after all, when we remember that the cotyledons of certain citrus fruits such as the kid glove variety of orange, are commonly green in the seeds. We must conclude that either sufficient light reaches the interior of the fruit to stimulate this chlorophyll development, or that the green color can be assumed in this limited way without the action of light."

"Is it true, as hinted at in some of the daily papers, with reference to Roosevelt's hunting trip, that tigers are not found in Africa? I had always thought that they were common to both Asia and Africa."
J. B.

Primary teachers are requested to ask their children to look this question up in geographies or encyclopedias, and send in replies.

"In the use of the Gifts should we always insist on the children employing every block belonging to the Gift used?"
S. T. W.

Kindergartners please reply.

"Whatever you are, be that;
Whatever you say, be true;
Straightforward act, be honest;
In short, be nobody else but you."

The latest word concerning the Froebel House in Oberweissbach is, that it is not to be pulled down but to be put in thorough repair as the Pastor's House. Fraulein Heerwart rejoices over this as it indicates that her petitions have impressed the Government. Her committee would have liked to have bought the House which would have necessitated the building of a more modern one in another place. Now, the Church Party, the committee and the community have to join expenses. Fraulein Heerwart says that the more money the committee puts into the fund the more voice it will have in the matter as to what is to be done. The committee, will therefore, be very thankful for contributions.

The British Foreign and School Society in London has promised to help, and Miss Knighton, Miss Lister and Fraulein Froebel have collected some money already. Those in this country who are interested are asked to contribute also.

Money may be sent directly to Fraulein Heerwart or to the Treasurer of the I. K. U.

A REFORMATION

THE OLD KING COLE

Old King Cole was a jolly old soul,
And a jolly old soul was he.
He called for his pipe and he called
for his bowl
And he called for his fiddlers three.

THE NEW KING COLE

Kind friends, I want you all to know
That verse was written long ago,
I've changed my life since then;
Although I'm still a jolly soul,
I never touch my toddy bowl,
Nor drink what injures men.

My pipe is laid upon the shelf,
I never smoke cigars myself,
Nor do my fiddlers three;
Just come and visit at my court,
You'll find us living as we ought,
And none so gay as we.

GOOD MORNING

By L. R. S.

Good morning, good morning,
Our work has begun!
The little stars faded one by one;
They faded away, at dawn of day,
Wee little stars quite tired of play.
So gladly we greet you,
We greet you, bright sun,
Good morning, good morning,
Our work has begun!

BOOK NOTICES.

A new book of Alphabets by H. W. Shaylor (Ginn & Co.) aims at giving assistance to students who desire proficiency in lettering. It may be used in special classes in lettering or by the individual who desires skill and variety in the various style of alphabets.

It should be of special service to teachers in the Kindergarten and Primary grades who may make their blackboard work and exhibitions particularly attractive by a pleasing variety of letters.

Little, Brown & Co. have just brought out a new edition of the works of Louisa M. Alcott, so well and profitably known as the Spinning Wheel Stories. The binding, paper and illustrations are pleasing. The books are always a profitable adjunct to every library whether in the school or the home. Miss Alcott's contribution to literature and education has been a true up-lift in the noblest sense of that word.

Kindergarten Primary teachers would always find in these books suggestive and ready material to aid them in their daily work.

The Little Women or Meg, Joe, Beth and Amy will always be a storehouse of interest and information. Miss Alcott's books will always serve to keep us close to the simpler and truer things of life.

From the same publishers comes Rover the Farm Dog by Lilly F. Wesselhoeft who is already familiarly known by her Animal stories. Rover the Farm Dog combines all the elements of excellence found in her other dog stories with a sure application to the tests and knowledge of matters of our present day children. It may be profitably read entire in any school or may be used for excerpts where inducing interest is aimed at. One of the chief elements of the book is that it preserves the element of true story telling and holds the interest to the end.

The Quest Flower—Houghton Mifflin Co. Publishers will prove a rival to Mrs. Burnham's previous success. Hazel Wright is a girl of winning personality and freshness combined with a rare amount of confidence in a child. The title of the books suggests where the emphasis is placed, as the child's love of flowers used as a true human appeal is one of the great means used in winning over an opposing Aunt and Uncle to a public reunion. The book furnishes an excellent help for children. Paper is excellent, the type clear, large and firm, and the illustrations of an equal excellence. The religious element of Christian Science in it is properly subordinated.

"The Happy Chaps," by Carolyn Wells. This cheerful jingling fairy tale tells in clever, sparkling verse all about the doings of the Happy Chaps who are a quaint little people akin to gnomes and elves; always happy, always busy at work or play. The narrative of their doings and those of the Skiddoodles upon the national holidays and at the County Fair ending with the Christmas festivities, carries us well through the year. In the main the verse, although varied is smooth, but there is an occasional unnecessary jar that vexes the ear and that could have been rectified, often by the mere transportation of a word. The clever illustrations are by Harrison Cady. Published by the Century Co., N. Y., \$1.50.

"Fresh Posies—Rhymes to Read and Pieces to Speak," by Abbie Farwell Brown. This handsome volume is beautifully illustrated with a few full-page pictures in color by Anna Milo Upjohn. It contains a variety of subject matter which inter-

prets, in most cases with success, the child's point of view, touching child-nature upon many sides as indicated by the chapter headings of which a few are: Heart's Desire, A Country Child in the City, City Romp, Out of Doors, Little Thoughts, Story Rhymes, Nonsense, Songs Made for Music. As is perhaps unavoidable in such collections, a few poems are included that add nothing to its value. Time passes so quickly and the child of today has so much to read that it is a question whether it is best to give a child a volume consisting entirely of poems by one author, however gifted, and these all written with childish interest in mind, rather than a carefully edited compilation of many poets suited to all ages which thus leads the child from childish imaginings to higher flights of poetic insight and expression. Published by Houghton, Mifflin & Co., Boston. \$1.50.

TRADE SCHOOLS, OUR CHILDREN, OUR SCHOOLS AND OUR INDUSTRIES, by Andrew Sloan Draper, Commissioner of Education of New York State. This is the address given before the State Educational Association at Syracuse, December, 1907, and educators may well be pleased to be able to have recourse to it in this permanent and accessible form. The writer shows conclusively the need of such schools, not only as a means of culture, but as leading to a life work. He shows the relationship of good citizenship to the good workman. "The good workman, successful workman, is a happier man and a more reliable citizen, a much larger factor in giving strength and balance to his country than the unsuccessful or the only half successful professional man". He, while not advocating a strict copying of Germany's system or methods, points out much that we may learn from her and tells as well of certain experiments in our own country, notably in Cleveland, Cincinnati and Milwaukee, that will give light upon this subject. Dr. Draper believes that the public "should supply to the children of the wage earners something equivalent to the literary and professional instruction provided for the children of the better-to-do classes in the high schools and colleges". He has viewed the subject from the standpoint of the taxpayer, the employer, the Federation of Labor, the nation at large. We have often asked ourselves and others, What can be done to bring into being the leaders, the great inspired captains who will be the Armstrongs, the Howes, the Jane Addams of tomorrow, the Lincolns? Has Dr. Draper given the clue when he says: "Have no fear for the future of the higher learning in the United States. Its only danger is in the inadequacy of the elementary and fundamental training. . . There need be no fear of any lack of generals. If we train and guide the crowd, the leadership will then take care of itself. If we undertake to favor only or mainly the materials of which leaders are made, we are likely to be fooled about it—for it is generally the unexpected that happens in the matter of leadership; and we then surely withhold from the masses what is theirs and the country's due. All experience shows that the real captains in all lines of human activity have come out of the crowd that worked with their hands. The love and the capacity for drudging work are the fundamental basis of leadership in all employments, whether of the head or of hand, and any educational system which fails to recognize the fact, which does not honor the blouse shirt and the clean smut of honest labor, is at once misleading the innocents and moving directly towards the defeat of its own ends. The address is a plea for the development of the workmen rather than of professional. It is a frank demand for the teaching of dates, and the argument closes with a number of recommendations. Among these we men-

tion: Require eight years instead of seven in the public schools.

Require attendance at seven years of age instead of eight and let it continue in the elementary or trade school to seventeen. (Exceptions are suggested to this main regulation).

Trade schools to be open both day and night.

Establishment of continuation schools.

Shorten the time in the elementary schools to seven years. Take out what is not vital to the child. Ask him that he will learn and do things on his own account, if he has the power, and give him the power and expect that through it he will gain knowledge. Then push him along to have him finish the elementary school in his fourteenth year, and if he has finished it or not when he is fifteen, send him to the trades school. Put into the elementary schools from the beginning some form of industrial work.

Expect the schools to keep track of him until he is seventeen. Let the teaching be done by real artisans who are intellectually balanced and can teach, rather than by teachers who can only use tools indifferently.

Modify the child labor laws so they will articulate with the plan and enforce them. Require employers to regulate their affairs so that employees may attend continuation or trades schools four or five hours a week.

Let these schools be supported by the town.

Make it possible for one in a trades school to go to a manual training school, and vice versa, but avoid the inference that one is to prepare for the other. The volume is a splendid plea for democracy and the truth.

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INDEX TO CONTENTS

Stories, and Games, vs. Five Cent Theaters

and the Sunday Supplement	-	<i>Jenny B. Merrill, Pd. D.</i>	143
The I. K. U. at Buffalo	-	-	144
The I. K. U. and the N. E. A.	-	-	145
Comic Supplements Again,	-	-	146
A Policeman Father at School,	-	-	146
Mother's Reading Circles	-	-	147
A Practical Suggestion to Mothers,	<i>M. E. Boole,</i>	-	147
The Significance of the Recent National Festivals in Chicago	-	<i>Amalie Hofer,</i>	148
Letters to a Kindergartner	-	<i>Harrietta Melissa Mills,</i>	153
Nature Study in the Home	-	<i>Rev. Thornley, M. A.</i>	160
The Natural Method in Reading	-	<i>Ellen E. K. Warner,</i>	164
Suggestions for Singing Time	-	<i>Edyth J. Turner,</i>	168
Story	-	<i>Florence Tristram,</i>	173
Whale School	-	-	174
Nya-gwa-ih, How the Bear Lost its Tail,	<i>Harriet M. Converse,</i>	-	175
The Wise Man and the Ink Well	<i>Doris Webb,</i>	-	176

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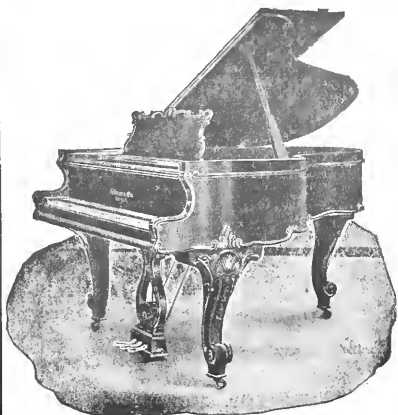
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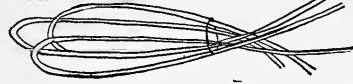
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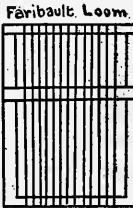
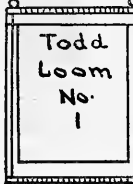
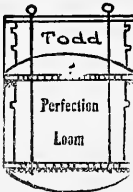
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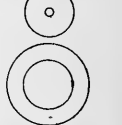
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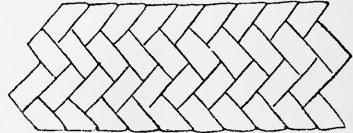
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The Kindergarten-Primary Magazine

VOL. XXI—FEBRUARY, 1909—NO. 5

The Kindergarten-Primary Magazine

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STORIES AND GAMES VS. FIVE-CENT THEATERS AND THE SUNDAY SUPPLEMENT.

JENNY B. MERRILL, Pd. D.

I have never entered a five-cent theater, and my mother who still rules in the home will not have a Sunday newspaper around. Hence you may judge that I am badly prepared upon at least one-half of my subject.

But if there are those who having found evil in these two amusements seek a method of substitution they are certainly wise for the best way to chase darkness is to let in light when lo the spectre is no more.

The fact that our good chairman has suggested stories and games as two possible substitutes for the five-cent shows and the funny stories of the supplements has led me to seek a point of connection between them.

I find it in what an English writer has called "The Instinct of Pursuit."

If I raise a ball to throw it, you are at once interested to follow its course and to see where it will strike. So a story begins, proceeds and ends. So likewise a game

begins, proceeds, ends and so does a show and a series of funny pictures. In this then they are all alike.

The mind of a child, yet of an adult, loves to follow a course, to start—to go—to arrive, it has in other words an instinct of pursuit. The question is "Do we provide well for the natural instinct in our educational schemes and in our amusements? If not by pushing the story and the game to the front, will we not be able to let in more light which will help to drive out the darkness?"

Notwithstanding my confessed ignorance of two elements in my topic I must admit that I have seen Sunday supplements and that I have catechised quite vigorously a young friend who patronized five cent shows.

I hope I will not shock you by saying I have found good elements in both. It is an old question, is there positive good and positive evil or are they comparative terms? We need not solve the mystery today, for if we decide that we want our children to have as near the best as we can give them that is all that is necessary. I can conceive a five cent show to be better than no show at all, and a funny supplement better than no pictures and no nonsense. I can conceive some games to be worse than some shows for some children.

I remember well years ago that a remark of Dr. Lyman Abbott in regard to theaters made a great impression upon my mind. I had been brought up to condemn the theater as inimical but said Dr. Abbott "We should not condemn all theaters because there are bad ones any more than we condemn all books because there are bad books. We must train our young folk to feel and know the difference between the good and the bad in theaters as in books.

A child will know good food from bad if he has been served well from childhood in a good home. He will almost instinctively reject injurious food as he grows in years but his youth must be protected until his judgement is formed, otherwise he will have no high ideals, no correct standards.

Standards and ideals are the products of experience and we must furnish them to the young.

Annie M. Allen, in her excellent book, "Home, School and Vacation," calls attention in the chapter on Amusements to the

fact that we have erred in permitting overstimulation and "under regulation."

Mrs. Allen says, "Congestion and stagnation are both gross errors, easy to avoid when once they are recognized." She further says "To judge of the probable value of any occupation or amusement to any special child, we must have a lively conception of what the child is in his best estate and what sort of creature he is to grow to be. Our success must depend upon our own sense of proportion, upon the fineness of our feeling for balance and adjustment."

But others are to report upon a wish selection of stories and games. That they have elements capable of crowding out less worthy amusements, I am certain.

The child cannot be in two places at the same time and if we furnish well equipped playgrounds in the home, in the school, in the park, the five cent show will have less chance. Furthermore if we have story tellers in all our branch libraries, if we have story hours in the home, story telling upon the door-steps on summer evenings, if we have story hours in our church houses and in our schools, again the children will be too full of happy thoughts to wander far afield.

To be very practical it has even occurred to me that there might be a story hour in every school house to which good children would have access after school hours instead of a room for the detention of troublesome boys and girls. The school house must be so homed that it cannot be a punishment to remain an extra hour within its walls. Teachers will volunteer to conduct these story homes in turn and the teachers will be the best story tellers.

Dr. Thomas Hunter, the President of the Normal College, was a famous story-teller. In teaching classes of rough boys in night schools in his younger days he would say "Now if we get through our work in time, I will tell you a story." And there were no bad boys to prevent the work from moving rapidly along.

It has also occurred to me that the five cent shows may be encouraged to improvement if teachers will visit them and kindly point out the most objectionable features and suggest stories, pictures and song that will please without vulgarizing children.

The boy whom I interrogated had seen good old fairy tales illustrated, he had seen sports of foreign countries; he had seen the naval review at San Francisco and other

present day history. I have faith to believe such shows could be extended and possibly even good evolved where evil now exists. At least I mean when opportunity offers to see what is being shown the children in my own neighborhood. Again the schools must help in improving the funny picture page. Why not? We can surely raise artists who can be funny without being low and vulgar.

The art work now being accomplished in our schools will in time raise the taste of the whole community.

In his last annual report to Dr. Maxwell, our distinguished supervisor of the Manual Arts, Dr. James P. Haney, said: "It is to be noted that the long time restriction forbidding pupils to sketch in the museum was removed by Sir Purdon Clarke immediately after his acceptance of the directorship.

A large number of teachers have since availed themselves of the opportunity to send their pupils or to visit the museum with them for the sake of studying the invaluable collections and of making notes and sketches useful in classwork."

Dr. Haney speaks further in his report of "the study of pictures both in the form of canvases, photographs—and reproductions of visits of pupils to the galleries of the Fine Arts Building, of loan exhibitions etc.

THE I. K. U. AT BUFFALO.

The local committee in conference with the Executive Board of the I. K. U. announces the following plan for the exhibit in connection with the meeting in Buffalo April 26-30th:

I An exhibit giving suggestions for the Architecture and Furniture of a Kindergarten room, along hygienic and artistic lines. This will include material, photographs, and lantern slides.

II An exhibit of the Jessie Davis' Genetic Construction Work.

III Nature Work—including material, photographs and students' note-books.

IV Work with Mothers' Clubs.

Contributions or suggestions along any of these lines will be welcome.

Applications for space should be made by March first. Address Miss Marry E. Watkins, 86 Delaware Ave., Buffalo.

The I. K. U. and the N. E. A.

Dr. Earle,

Editor of the Kindergarten Magazine,
59 West 96th St., N. Y.

My dear Dr. Earle: The Board of the I. K. U. has appointed a committee to investigate the problem of some sort of future relationship with the N. E. A. in response to the request from the N. E. A. to consider seriously the necessity for uniting the kindergartners to some larger body of education. The committee appointed is as follows:

Miss Caroline T. Haven of New York, Chairman.
Miss Bertha Payne of Chicago.
Miss Lucy Wheelock of Boston.
Miss Anna Williams of Philadelphia.
Professor Forbes of Rochester.
Superintendent Elson of Cleveland.
Dr. Nicholas Murray Butler.

This committee has been in consultation with prominent educators for advice with regard to some future relationship to the N. E. A. The enclosed letter from Dr. Butler I will be glad to have published in the next number of your magazine, and I hope it will be followed by letters from Professor Forbes and Superintendent Elson, giving their points of view.

A circular will go out to all branches of the I. K. U. in January, and I have asked Miss Haven to send one of these circulars to your magazine as soon as possible, so that it may be printed before the different branches take action upon it.

Will you publish Dr. Butler's letter as early as possible, so that everything can be done to make all of the branches intelligent as to what is being considered before they vote upon the subject.

Thanking you in advance for your co-operation, I am

Sincerely yours,
PATTY S. HILL.

December 18, 1908.

Miss Patty S. Hill,

President, International Kindergarten Union,
Teachers College.

My dear Miss Hill: The question which you put to me today as to a possible formal relationship between the International Kindergarten Union and the National Education Association, is both important and interesting. That some relationship between the two organizations would be mutually advantageous seems to me obvious. The papers and discussions of the International Kindergarten Union would, if included in the Proceedings of the National Educational Association, go to a large, a widely distributed, and a highly sympathetic body of readers who do not now see them. The personal association of those primarily interested in kinder-

garten teaching with students of education and teachers in other fields of activity would be broadening and helpful in many ways.

It so happens that as a member of the Executive Committee of the National Education Association, I am much interested in this matter from another point of view. It has seemed to many members of the National Education Association that the time has come when we cannot longer postpone consideration of questions touching the readjustment and possible consolidation of some of the existing departments of the association. The number of departments has been increased of late until the departments have lost all relation to any fixed principle of orderly classification, and to such an extent that the printing of their proceedings in the annual volume has become a serious and very expensive matter.

Have you thought of some such plan as the following, which I think would be advantageous both to the International Kindergarten Union and to the National Education Association?

Suppose the members of the International Kindergarten Union were all to qualify as active members of the National Education Association—which many of them now are—and continue to hold their annual meetings in the spring, as has been customary for some time past, under the title of International Kindergarten Union: Department of Kindergarten Education of the National Education Association.

Suppose that the existing Department of Kindergarten Education was consolidated with the Department of Elementary Education, and that those kindergartners who attended the summer meeting of the National Education Association would either take part in the Department of Elementary Education for the purpose of studying and discussing questions and problems that are on the border line between the kindergarten and the elementary school, or would take this opportunity to hear papers and discussions, either at the general sessions or in other departments, which appeal to them individually as interesting and instructive.

In this way, the International Kindergarten Union, while composed entirely—at least so far as voting members were concerned—of active members of the National Education Association, would preserve its identity and the advantages of its existing form of organization, while gaining the benefits of membership in the larger body.

Perhaps you will observe that the Department of Superintendence as now conducted stands in just this relation to the general association. This department holds its meetings in mid-winter and they are very successful and largely attended. The Superintendents, or very many of them, also attend the summer meeting and distribute themselves among those departments and sessions that promise most usefulness and interest. In this way, the Superintendents get the advantage of a meeting devoted to their own special concerns, and also of membership in a body which takes the whole of education for its province. It has seemed to me that the International Kindergarten Union might like to follow this precedent.

Of course, I am writing only as an individual member of the National Education Association. The Board of Directors of that body could, however, if they so wished, by vote consolidate the existing departments of Kindergarten and Elementary Education, and could give authority to the International Kindergarten Union, provided the terms of its membership were made to conform to those of membership in the National Education Association, to meet at a time other than that fixed for the general summer meeting, in accordance with the plan which I have outlined.

If the officers and members of the International

Kindergarten Union should think it worth while to take action to put this plan into effect, it would be well for them to be represented at Denver next July by a committee whose members should present the question in all its phases, to the Board of Directors of the National Education Association. It would be helpful, too, if the matter might find discussion in the educational publications of the country between now and next July, in order that the largest possible number of persons interested might be informed as to the proposal, and that any criticisms which it may call forth might receive due consideration.

Commending this plan, or something on similar lines, to your consideration, I am,

Faithfully yours,

NICHOLAS MURRAY BUTLER.

COMIC SUPPLEMENTS AGAIN.

From time to time the Kindergarten-Primary Magazine has called attention to the mischief "that lies hid" in the usual comic supplements of the daily and Sunday papers. The matter has been subject for discussion in the I. K. U. It should be brought up in parents' meetings at least once a year, until some impress has been made upon the collective parent of the country. Someone has said that a man can be judged by what he laughs at—by what he considers funny. All children need to laugh—what would a world be without childish laughter? But we must give the environment which will provide fun that is pure, uplifting, not degrading, kindly and not cruel. We would recommend that a kindergartner save, for a time, the comic pictures as they appear in many papers—classify, study them, then judge what is their several tendencies. What is likely to be the effect upon a sensitive mind of weekly impressions of the kind. One such picture may soon be obliterated by others of a higher type—but innumerable impressions of the kind cannot fail to deaden the appreciation for more delicate, kindly humor; cannot fail to harden, to coarsen, and so to deprive of the power to enjoy the genial humor, the delicate wit, the penetrating satire of the masters of literature; cannot fail to develop the cruel, dishonest side of the child nature. We subjoin two letters reprinted from The New York Times, whose testimony may prove useful in mothers' meetings:

"MISCHIEF IN COMIC PICTURES"

A small boy of my acquaintance became highly interested not long ago in the adventures of a naughty youth, presented in the comic supplement of a well-known newspaper. The youth in the newspaper shampooed his sister's hair, and anointed the poodle with a mixture of ink, glue, and the family hair tonic, leaving the remainder of the

compound in the bottle for the use of his father and mother. The results as pictorially set forth were so intensely amusing that the small observer immediately took steps to repeat them in real life. Much mischief is suggested in such ways as this, and the suggestions come from artists who have little sympathy with children."

"COMIC SUPPLEMENTS NOT PROPERLY A PART OF THE LITERATURE OF CHILDHOOD."

I beg the attention of your readers to your report of the session of the American Playground Congress on Sept. 9, with Miss Maud Summers' attack upon the comic supplements of the Sunday newspapers. That is a straightforward thrust at a crying evil, and demands earnest consideration from all who are responsible for the children of our day. And who of us is free from that responsibility?

I indorse every statement that Miss Summers makes so clearly and pithily. It is true that in these papers "emphasis is placed on deceit, on cunning, and on disrespect for gray hairs;" upon these qualities hinges the smartness of the young persons therein depicted, which amuses impressionable little souls and often allures them to emulation. Humor has indeed "its place in the literature of childhood," and a prominent place. But "genuine fun from gifted writers," to substitute for "the coarse, vulgar type now so prominent," is not lacking, and new supplies only await demand.

I call upon those who have charge of these matters and upon all whose influence goes to form enlightened public opinion to make this demand persistently—that writers and limners for childhood keep to "the most vital purpose of the story * * * to give high ideals which are reproduced in character." Otherwise the malicious, sordid, and lawless ideals will be reproduced in our rising generation.

My personal gratitude to Miss Summers is strengthened by the fact that only once before have I found in print any serious, comprehensive protest against this careless sin.

Will not right-minded men and women add their voices to hers?"

A POLICEMAN FATHER AT SCHOOL

An exchange recently gave a column to an ex-police lieutenant forty-eight years old, of New York, who for three years has been studying at the New York Free Evening School. As this furnishes an example of a rarely thoughtful father we call it to the attention of our readers, noting especially his recognition of the fact so seldom realized by the paternal parent that the memory of a father's companionship, his intelligent interest in his child's doings means far more to children and community than leaving them mere money. This father said to the inquiring reporter: "I found that if I asked one of my children about his or her grammar lessons I could be fooled easily because I knew nothing about it myself. They could talk to me about verbs and nouns—perhaps they knew the difference—I was not quite sure that I did. This was three years ago. I retired from the police force on a pension sufficient

to support my family with the help of the older children. I thought it all out and made up my mind that it was better for my children to help them personally in getting an education that would help them through life than to continue to work and leave them but a small fortune at best which they might run through and become a burden on the community." Among the subjects studied by him are algebra, geometry, advanced arithmetic, chemistry, English, European history, economics, American history and civics.

A new invention will make books for the blind less expensive than heretofore. Up to the present time, in preparing the embossed pages for those who must read with their fingers, it has been possible to use only one side of the paper. This invention allows the embossing on one side of a page between the embossed lines on the other, making thus a great saving in the amount of the expensive paper required. Those who have worked out this new process are William B. Wait, Principal Emeritus of the New York Institute for the Blind, and B. B. Huntoon, Superintendent of the American Printing House for the Blind, Louisville.

MOTHERS' READING CIRCLES.

JENNY B. MERRILL, PD D.

The American School of Household Economics has published a series of helpful books for mothers. One of these books is entitled "Study of Childlife," by Marian Foster Washburne.

Kindergartners will find in Part I of this excellent work a chapter on "Children's Faults and Their Remedies," which will not fail to arouse interest and discussion in a Mothers' meeting.

We recommend discussion and illustration of the following quotations taken from this chapter.

1. "Many so-called faults of children are no more than inconvenient crossings of an immature will with an adult will." Examples: Quiet, order, cleanliness.

2. Richter says: "The faults that are real faults are those that increase with age." Mrs. Washburne says, "This rule ought to be put in large letters, that every one who has to train children may be daily reminded by it, and not spend his force in trying to overcome little things, which may perhaps

be objectionable, but which will vanish tomorrow. Concentrate your energies on the overcoming of such tendencies as may in time develop into permanent evils."

3. "The chief object of all training is to lead the child to prefer right doing to wrong doing; to make right doing a permanent desire. Therefore in all the procedures about to be suggested an effort is made to convince the child of the ugliness and painfulness of wrong doing.

The object is not to make the child bend his will to the will of another but to make him see the fault itself as an undesirable thing.

4. "A broken will is a worse misfortune than a broken back."

5 "Where obedience is seldom required, it is seldom refused."

6 "Prohibitions are almost useless. A prohibition acts like a suggestion."

Froebel meets this difficulty by substituting positive commands for prohibitions, that is, he tells the child to do instead of telling him not to do.

NOTE—The mothers should be encouraged to give illustrations from home life and the kindergarten should add others from her every day note book. The serious faults considered in the chapter are as follows: Quick temper, sullenness, lying, jealousy, selfishness, laziness, untidiness, and impudence. Remedies are suggested.

A PRACTICAL SUGGESTION TO MOTHERS.

If we suspect that a child is giving a garbled version of some transaction to screen himself from blame, it is well, before asking any other person concerned what were the facts, to ask the child himself what version he thinks that other person would give; for example: When he says, "I didn't break the plate; I fell up against the table and the plate fell and broke itself;" if you ask, "What do you think nurse will tell me about it?" the child will perhaps answer "I think nurse will tell you that she had told me not to go near that table at all while the crockery was on it." A child who has thus corrected his own one-sided statement has had a very good lesson, and been helped to become clear-headed and truthful.

M. E. BOOLE.

THE SIGNIFICANCE OF RECENT NATIONAL FESTIVALS IN CHICAGO.

AMALIE HOFER, Chicago.

The national festival has to do with the heart history of a people, and ever centers about such experiences and events as lift the deeper passions of a race into united, heroic action. Groups thus stirred by some valid human exigent, are brought into coherency, which in time assumes the form of picturesque provincialism, or of invulnerable nationalism. The traditional festival is a recurrent manifesto of these deeper feelings, and promotes and develops group co-hesion, in other words the patriotic and the national spirit. In the course of time the festival and its ceremonies may even become the symbol of unitedness, quite apart from the human and historic incident which furnished the original incitement.

The most time-honored festivals such as the solstice carnivals are the outcome of folk experience and feeling as old and perennial as life itself. They are tap-rooted by instincts which reach further than historic circumstance, deeper far than religious creed, down into the very sources of being.

The commemoration of different times and different peoples are found to have counterpart features, the same characteristics re-emerging at different periods. This fact indicates a probable substrate of feeling, common to, therefore significant to all men.

For 300 years America has been the Bethel for groups that become alien and emigrant because of loyalty to some deeply grained human principle, or groups that seek to recover a sense of coherency which has been shaken by the altering conditions attending evolution. Twenty or thirty different national groups have been bringing to this harbor their household gods of personal feeling, local custom, historic tradition and national traits. In the new coherency which is bound to be established, what portion of these birthrights will survive, or be eliminated or merged?

The transplanting of an old custom or an older race festival maybe attended by as serious dangers as the moving of an aged tree or person. The destiny of some of these foreign ceremonies is a matter of genuine concern to such as believe that the ultimate composit which we designate

American, may even now be in the making.

It is with some such theories in mind, that I have been observing the national festivals as preserved in our country, and have noted the adjustments and transitions occasioned by the new conditions. In proportion to the length and the propitiousness of stay in America have certain groups revived the old time customs. The new comers, like those first immigrants, the Puritans, do-not immediately set up the old festival land marks, but self consciously wait for what will happen next, sometimes rigid under the sense of being different, oiten reminded of this by the ridicule of those longer on the new field,—always watching out of the corner of the eye. Only when the present good makes the old wrongs fade into the past, and when the sense of belonging, when the home feeling emerges, and when its roots begin to go down into the new soil, only then are the old stories told again, the old days recalled and the good of the old times remembered. Then arises the desire for kinship and home-geniety, the necessity to be once again with those who understand and belong. It is then that groups of their own kind get together, in Turner Hall or lodge or union, forming societies for mutual aid, or recreation, or national self-preservation. An open air place is christened Waldheim, or Vogel-song or Edelweiss, where men may come together the way one used to come, when there was only one kind, and all of the same custom. Many of these life saving societies were crude and grotesque even vulgar in their methods and were considered as Dutch or Irish picnics, by the Puritan who also preferred his own kind. The children of the earlier settlers called the later comers foreigners and nick-named them out of all national existence, as Dutch, or Micks, or Dagoes. But the later comers in turn also won their spurs, and today the boys and girls of our schools are being taught the stories, songs, games and the poetic merry-making ways which have been preserved in our country by means of these same picturesque festivals of the foreigners. The embers of folk feeling are being invited to blaze up again, and folk song and folk dance are embraced by professional and amateur alike, to the credit of the indiginous democracy of our American national spirit.

If Thanksgiving had come at some other season of the year, say in the budding time

or the time of the harvest moon, who knows what out-of-door characteristics may not have been developed as appropriate to this our greatest national festival. There are signs that point to a warming of the somber northern social coloring: for instance the sober hundreds who are drawn in the winter months to sport on sunny shores, to witness the Marde Gras frivolities or to participate in the rose battles and flower testa of the Pacific coast. There is no mistaking the return of our younger generation to the delights of color, song, gaiety, even Pagan extravagances. During the past season there have been presented to the public in the name of charity many forms of riotous Kirmess, fancy dressing and stepping, theatrical posing and beauty competitions, which but yesterday would have been censured by the church-building fathers. The privileges of foreign travel abroad and the unavoidable foreign contacts at home have modified our provincialism, until many are turning to revalue the customs and celebrations and recreations of the European American.

The great Norwegian national day, Frihedsdag, is May 17th and is celebrated wherever Norwegians are settled. Outside of 1000-year-old Norway, the most extensive festival is held in Chicago, and is participated in by the best of 70,000 Norwegian Americans who on that day, are again descendants of viking and explorer, as well as "immigrants in a foreign country." On that day for twenty years there has been singing and dancing and merry making because Norway secured a constitution and government of her own. This independence day which was once an end in itself, now becomes the day for Norwegian tradition, and the renewing of the characteristic folk nature which made of Norsemen a nation. On this day it is recalled that the first occupants of Ireland were Norwegians, and that good English blood of today is of Norman, Norse, descent, and that Liev Erikson was the first discoverer of America.

At day break of May 17th the Norwegian colony of Chicago was awakened by the music of national hymn and choral as the band wagon carried the musicians from street to street. In the fatherland this same custom prevails, however with the far more stirring music of the ringing chimes and the Maennerchor and instruments sounding from the high towers from

six to eight o'clock in the morning.

At once preparations are made for the chief event of Frihedsdag, the morning procession of children. Ten thousand Norwegian boys and girls assembled at Humbolt Park, costumed to represent the various provinces of Norway, children from six to youths of seventeen join in this historical procession, each carrying the flag of his choice. In the recent May 17th parade, it was found that 80 per cent. chose the Norwegian, the rest the American flag, or both. This assembling of the youth was witnessed by representative citizens whose care it now is to keep the younger generation from becoming less and less Norwegian. In the Fiordland each school has its banner or pennant and the entire younger generation (for education is compulsory) marches, school by school, after the respective flag. When the national hymn was sounded by the band, and the song, Ja, vi elsker deete laudet, the entire assemblage arose, and every head was uncovered to the sun. The afternoon was given to patriotic speaking, national games, athletic sports, folk singing and dancing. Three Norse Maennerchor assisted the singing, carrying the anthems and folk songs with a timbre and artistic power worthy the Grieg fatherland. I asked a young Norwegian whether any special proclamation ordered the day to be celebrated. He said with great warmth of feeling "Every child and every adult looks for this day to come as you do your 4th of July. It is like the sun coming up,—just so,—like the sun it can never be kept back any more."

There is no American provision that I know of, by which this holiday is secured to the Norwegians. Some have questioned whether the foreign born should be encouraged to keep these days, holding that it is unAmerican and may even block the way to Americanization. Others consider that some compromise may be desirable, for purposes picturesque, as well as poetic.

One of the oldest festivals of the present time is the midsummer national merry making of the Swedish people, set for June 24th. Again no gathering outside the native country on this day is so large as that held in some one of the Chicago parks. Owing to the unavoidable thrift of the hard working middle class making up our 175,000 Chicago Swedes, St. John's day is celebrated on the Sunday nearest to the 24th. In the old country, where industrial inter-

ests are homogenous, the entire population is set free for whatever day of the week this date may fall. In this country no united recognition has as yet been secured for the date, and while Sunday is free, many American and Swedish Methodists withhold their co-operation. Nevertheless the European out-of-door Sunday custom prevails to draw the thirty or more thousands to this most completely reproduced of old world festivals. Family groups are every where conspicuous, and intoxicants and vulgarities are entirely prohibited.

The fifteenth annual midsummer day celebration in Chicago was held last June 21st, and promptly at one o'clock the customary raising of the majestic May pole took place. The pole was seventy foot high bound with garlands and dressed in streamers, great wreaths decorating the upper end.

In the old country each province has a different arrangement of the pole decorations, with various local emblems. The Chicago audience being representative of many different provinces, has adopted a decorative scheme of its own. One great wreath is bound toward the top of the pole and two others like the arms of the cross, on either side. These are intertwined with the Swedish and American colors.

As the pole is raised into place the Star Spangled Banner was played in with the Potpourri of Swedish national and folk songs. Then followed a carefully planned program of athletics, singing and dancing by various organizations, occupying different platforms, that the eager thousands might be accommodated. Sixteen folk dances, representing the traditional dances and costumes of the different provinces of Sweden were a highly applauded feature of the program. Some of the dancers are from the old country, some are now Chicago business men and their wives, notably members of the Philochorus Society, organized fifteen years ago in Chicago for the definite purpose of preserving in full detail the folk games and dances of the old time. There was a wonderful exactness of movement and yet freedom of fine physiques which elicited continuous applause. Many of the dances were pantomime figures, telling of courting, attracting and repelling, winning and losing, and competing against odds and carrying off the bride. In it all there was a clearness of good story telling

and a purity of natural feeling and straight forward exhibition of the old law that the fittest shall be victor. It was on a level with epic poetry and bold saga, and as such was a delight to the lover of the classic, of whatever nationality. The Viking band vied with the Iduna and the North Star.

Midsommabrud was carried out in all the traditional detail, and proved to be not merely a pretty affair, but one that had a uniquely democratic fair-play purpose. Out of the great assembly six men were named, men of family, each of whom was responsible to nominate two married women who selected two of the most beautiful young women present, making twenty-four, probably all strangers to each other, possibly never having met until the afternoon of the festival. (How impossible this in the old country). These selected from their own number the loveliest of all and proclaimed her the "Midsommabrud." Standing tall and calm, surrounded by her twenty-three generous peers, all wreathed and decorated, she was crowned and garlanded and formally presented with the customary gold medal. This medal is of handsome and elaborate workmanship, having from time immemorial the same design of the Swedish arms,—the Chicago medal having added the stars and stripes. This annual crowning of the queen took place at four o'clock and thousands in historical as well as modern holiday costume gathered to witness the brilliant spectacle.

There is a coherence in the audience of these national groups, a spirit of fellowship and patriotism which is substantial and solid and staid, almost devout, that differs much from the firecracker enthusiasm of young America. Recollections of the old home, regrets for the impulse which broke the old ties, disillusionment, hard, pioneer days and deferred hopes,—are all mingled in the revival of the national day on the far western prairie. And it is not unusual that a telegram of greeting is forwarded to the King of the fatherland and an answer returned by his majesty to the people waiting in the Chicago park.

During the past three years the Hungarian population of Chicago has grown from three to thirty thousand, chiefly from so-called working class to our day labor class. These are in solid earnest to acquire the language, the wage and the rights of American citizenship. The Hungarian's birthright is a demand for political freedom,

and every day laborer is more or less of a political agitator for this higher idea,—Hungarian National life. March 15th was celebrated in Chicago by thousands of Hungarians, many of them for the first time away from their beautiful home country. This is the national day, to commemorate the high demands of the committee of '48 for constitutional liberty, and is held in honor with that 1000 year old St. Stephen's day, which marks the anniversary of religious liberty. Two large celebrations were held in Chicago last March, by these sturdy patriots, one for the factory hands and the laborers of the outlying districts, and one in the heart of the city. The latter was conducted by the Hungarian Singing and Literary Society, a group of young people who are pledged to preserve in tact and enjoy their mother tongue, national music and literature.

How often it is the singing society of the foreign peoples which carries the ark of their covenant safely through the wilderness.

The Hungarian national spirit has a cumulative intensity, unparalled by that of any other living race today. It broke out into ardent applause and continuous cheers as the Hungarian speaker outlined the purpose of the celebration. At the naming of Lois Kossuth, and the American sympathy extended to him in the fifties, patriotism flamed high, the audience shouting and cheering and stamping in one great burst of feeling. One of the leading dramatic members then read Talpra Madgar, the response of the audience reminding one of the excited Amens and gesticulations of a revival meeting. Prayer, home longings and stubborn determinations were all expressed in the rendering of the national hymn, a composition which a young Hungarian said is "so sad, you see, because it stands for all the history of our people." Then came folk dancing, the inevitable climax of the folk festival. The Hungarian Czardas, which has seldom been seen in our country, is the wildest and most tornado-like of all folk dances. It well represents the letting loose from bonds a once free and irresistibly powerful spirit. The unbridled fury of rhythm and movement are accompanied by violins which pour out in one harmony defiance and tears and heart touching tenderness as only Hungarian rhapsodies may do. It is doubtful whether the Czardas may ever be reproduced by imitation folk dancers.

It exhibits a cumulative force of feeling and motor accompaniment scarcely to be acquired in a single generation. There would be as great a difference in power as that which exists between the epic composers and the amateur performers of the great rhapsodies, which we Americans have long since loved. That such a native dance is a matter of deep reality is made plain by the profound reaction upon all who behold. A folk dance is far from a thing to amuse or to entertain, or to make graceful those who crave novelty. A significant instinct keeps those who have the primal gift of the dance reluctant to come before strange companies. Let the imitation folk dancer try stepping the sod instead of the dancing floor, and discover what a vastly different set of co-ordinations are required and then he or she will gain a little notion of the heroic muscling of the Morris dancers who without losing step passed from village to village along the high road.

Over three thousand Hungarians celebrated Midsummer day, Aug. 2nd, which date is arranged entirely to suit American climate and conditions, and again there was play and sport, and games, which combine pantomime with dance. It is a heroic and over-whelming fact, that so many thousands, over-worked, numbed with livelihood getting and gnarled with physical and political burdens, still play, or seek the appearance of leisure and recreation,—on one or barely two holidays which even an American industrialism may not take away from them. Play is indeed freedom from economic pressure,—and it is in his play that the soul of the immigrant grows to the more stately purposes of the land of the free,—the house of the brave.

And during our interviews in Chicago the groups have each in turn reminded the writer, that certain of their national athletes won honors at the London Olympian games. It is also noteworthy that the so-called American delegation alone comprised Anglo-Saxon, Teuton, Slav, Celt, Black Ethiopian and red Indian, while Finnish athletes refused to be classed as Russians and the Irish regretted having to be listed as British, upon an occasion which placed national prowess on record before all the world.

Again Aug. 15th, less than a month ago, the Irish Americans of Chicago celebrated the 300th anniversary of Yellow Ford,

when Hugh O'Neill, the Prince of Ulster, routed the English in 1598. Just to hear an older Irishman tell the romantic story of this folk hero stirs to the uttermost ones vascular system, how must those feel who have inherited the patriotic fire and admiration for a dozen generations when they keep this holiday. Hugh O'Neill was held as a captive at the English court but was raised to high honor and titles by the queen, and counted as a subject. At last his heart answers to his own and he returns to his Ulster tribesmen and led them on to victory against the English invaders Aug. 10th, 1598, and the following year Ballaghby was won. The commemoration of these two victories, together with Blessed Virgin Lady Day in Harvest, drew the United Irish Societies, the Irish Nationalists and the Clana-Gael to the green wood of Brands and other Chicago parks. The speeches were greeted with old Gaelic as well as United States, English shouts, and overwhelming enthusiasm streamed from the multitudes,—not because the particular words were so stirring, but because this fervor of patriotism and nationalism had been conserved for the great and appropriate day. One of these gatherings was presided over by a brother of an Irish Parliament member, another was addressed by Hugh O'Neill, a direct descendant of the Ulster hero. Brands park was the scene of one of the greatest jig and step-dancing contests ever held in this country. The competitors were James Coleman and John Ryan, masters of old country step dancing from Ireland, they held the boards until every drop of Gaelic blood rose up and joined in the rhythm. Now indeed the bed rock of national sentiment was reached. The fineness of poise, the muscular precision, the purity and deftness of movement of these experts can scarcely be described. Another program offered the Irish horn-pipe, danced by two young girls, where again was to be noted as conspicuous the exactitude and yet abandoned of the whole body the rapid rhythm, and again the accompanying nodding, stepping and clapping of hundreds throughout the audience. Nor was this enough, but there must be competitions between the dancing teams, of St. Louis and Chicago, an athletic sport just being re-discovered by the teachers of men gymnastics.

These are but brief glimpses of the festivals of the larger foreign groups which

make up our international American city, merely indicating the historic or nature incident which lies tathoms deep in their group life. If there were time it would be interesting to witness the crude pageant of the Sicilian colony, when the side streets and alleys blossom out with lanterns and decorations, the vendors of useless and gay novelties make their way through the holiday dressed crowds, all excited to the highest pitch of patois talk and gesture,—or to go down Clark street when the Chinese New Year's celebration is in full and picturesque swing, when every storefront may be mistaken for a joss temple, when all debts are cancelled and everybody's birthday is celebrated in one glorious natal day. Or walk the endless labyrinth of the Jewish market into which rassofer turns the streets and curbs off the ghetto, when every household must be purified and burnished; or the Lithuanian music festival, when a complete opera in the native language and music is rendered, in which hundreds of these high minded ex-slaves participate, when, forgetting the Poush, Russian and Prussian reins for a moment, revive their folk life in the heart of Chicago; or come out on Scotland's day in August, when the Chicago Caledonians go with their families to the forests and fill whole long midsummer day with folk games and dances and cricket, and merry dronings of the old old bag pipe. Or to Elliott's park with the Svithiod Singing Society, to witness the initial out-door performance of an historical drama of the period of 1435 and 16 of Swedish history.

Then there are the Welsh folk to be noted, who with Chicago, as a center have held their great national Eistedfod in our country. These are some of the higher pleasure forms growing out of the once crude and often unseemly picnic.

It is the annual Play Festival of Chicago which brings together on one city green, as it were into one great concert program all these variously significant national games, dances, sports, physical and athletic accomplishments of her people without money and without price. The participation is all voluntary and noncompetitive and group after group contributes its event with a democratic zest which bids fair to produce the most cosmopolitan festival ever held in any time.

And so these unique freedom festivals with their enduring significance to great

peoples, are being transplanted one by one, to American Commons, and may they continue to be celebrated by the tests of prowess, of physical freedom and the developing emulations of song, oratory, dance, and patriotic loyalty, for these are the credits which admit a people to the great battle royal of all times and tides, the contest for the survival of the fittest.

Like Chicago our entire nation may never reach homogeneity but we have today the opportunity to preserve some of the finest traits of international life and to develop a higher variety of cosmopolitanism which would seem to be America's destiny.

LETTERS TO A KINDERGARTNER. THE ORGANIZATION OF THE MORNING CIRCLE.

My dear young Teacher: Your enthusiastic response to my proposed plan to concentrate our efforts upon problems of organization in the kindergarten is encouraging; so we will at once consider the organization of the morning circle.

From the moment when the children begin to assemble in kindergarten, the immediate conditions must be controlled with a view to establishing that atmosphere of mutual good will which is a primary condition of success. The personal greeting between child and teacher; the timely requests for assistance in the care of the room and preparation of work; the provision for play with toys; free blackboard space for drawing; a miscellaneous collection of blocks for building; a doll house—which is an ever new means of contented, co-operative play,—all these tend to create an atmosphere of harmony, so that the kindly voice of the teacher or a familiar strain from the piano will suffice to bring the children happily to the morning circle. A moment spent in seeing that each child is comfortably seated, that the light is adjusted, that hands are free from trinkets, is time well spent.

If the children assemble in a rollicking spirit, do not enter at once upon hymn and prayer, but lead them carefully until thought and feeling are consonant with the true spirit of prayer; otherwise the exercise will degenerate into a formal habit that has not even the grace of reverence to condone its lack of spirituality. Prayer and hymn should express the related feeling and emotion, even though understand-

ing be limited. Here, music, speaking a language more subtle than words, may come to your aid. You may play for the children some such measure as Mendelssohn's Spring Song, moving from this into music of a more quiet nature—such as some of the shorter pieces of Schumann—until the spirit is attuned to prayer. Or, beginning with the greeting songs and plays, you may lead through song, activity, and conversation, toward a thoughtful appreciation of the good and pleasant things we share, until that moment of readiness comes when thought and feeling find true expression in prayer and hymn. The former course is the easier; but the latter is a higher form of the teacher's power and art.

It is in the early morning period that the child's mind is most susceptible; hence it is the time for story telling and the presentation of songs and poems. The morning circle should never degenerate into a mere rehearsal of songs, the result of capricious choices of individual children. Because a song or game is chosen by a child, it need not necessarily be made the center of collective interest or expression. Again, the teacher may be too prominent. Imbued with the largeness or beauty of the experience she would present, she is unmindful that the elements of the selection are *within* the collective experience of the group, and that she should draw out these fragments of experience and gather them into the whole which she would present. Too often the morning circle is made up of listening children only, receptive, and happy in their receptivity; but such a condition deprives the child of his right to be a contributing agent in an exercise that should be essentially social. The morning circle should give opportunities for the development of language power through its descriptive and expressive forms, and for the experiencing with others of the child's own age the situations and interests that belong to his own world. Watch, then, that the balance of self-activity be contributed by the children rather than the teacher.

A constant appeal should be made to activity. The morning circle may, very properly, become the arena for developing and perfecting models of activity to be used again under the freer conditions of the play circle. There is a tendency to encourage the use of inferior models, due to the

belief that the initiative of the children should be utilized. I believe this also; but to be satisfied with this, is to remain upon a low plane of expression. It is imperative that each model set for the child shall conform to the highest standards; since,

"Beginning with life, but knowing not as yet
Even the letters of its alphabet
He imitates each pattern set."

No teacher can afford to trust to chance that her own activities, under the inspiration of the moment, will exemplify either truth or beauty. Each new thought presented is sure to call forth motor responses from the children. It is incumbent on the teacher to know what the rational responses will be, and to practice and perfect these activities as a part of her preparatory work, since she must sometimes set the model. Again, some child will represent an activity with a grace and fidelity that are the very embodiment of truth and art. Here imitation enters, enabling each child to repeat the activity and grace of another, while through repetition and variation the developmental possibilities of each play may be realized. The fact that the children are comfortably seated makes the morning circle an ideal place for the dramatization of stories and rhymes. It may also be the place for delightful picture study or a close observation of objects, expressive or illustrative of interests emphasized in the general program. Not all these interests and activities may be present in a single morning. They are so many and varied that each morning circle may be fresh, delightful and unique.

I have indicated the external aspects of the morning circle; but underneath its joyousness and play are fundamental principles of great dignity which the kindergarten shares with all educational endeavor. These principles are gathered from philosophy, psychology, physiology, sociology, aesthetics, and religion. This may seem a formidable array of large words, but nevertheless you must know that these are sources which furnish the sanctions for the morning circle, and should not only direct the selection of interests, but suggest the manner of conducting the exercise. Let me indicate briefly some very simple ways in which each element is present in your work.

Philosophy seeks to unify life in all its manifestations and meanings. The little child is a seeker after truth. His every

thought and act is to unify his own life with that of the world in which he lives. The very form of your circle and the blending, unifying agencies which you use are so many aids to the child's quest. The intellectual nurture that the morning circle affords through the presentation and representation of experience, has back of it the psychological reasons and activities which lifted humanity above the plane of animal life. When you make the conditions of your circle compatible with physical well-being; when you give free opportunity for physical activity; when you aid the young child in securing control of his body as the instrument of his mind and will,—you have back of your efforts the physiological sanctions which demand a sound body as the temple for the indwelling of a sound mind and an immortal soul. The sociological influences are present in the morning circle when you recognize the essentially social nature of the child, and that his life can unfold in none other than a social medium. When you provide opportunities for the exercise of social intelligence, social good will, and social efficiency, you are organizing the child's world of the kindergarten on the basis of that spirit, which in the world of human affairs we now name Universal Brotherhood. The aesthetic sanctions are an outgrowth of the social spirit which demand graciousness, courtesy, kindness and beauty of expression, and action one toward another. And finally, through all the morning circle should run that thread of spirituality which lifts the exercise above mere material things, and nurtures the spirit none the less truly because unconsciously.

Your morning circle may be the most beautiful demonstration of the law of unity which the Froebel system affords. It is but a step from this law to the process of its realization, which is self-activity. It is the blending of the conscious self-activity of the teacher with the naive, unconscious self-activity of the little children, that gives to the morning circle its greatest value.

It is because I believe that the morning circle affords the highest opportunities for growth, that I urge you to give to it your best thought. I believe that it should give the point of departure for the entire morning by suggesting the common thought and action content for subsequent exercises; but, more than this, I believe that by means of the morning circle there should be created that psychic climate which makes the kindergarten a veritable child garden.

Faithfully yours,

HARRIETTE MELISSA MILLS.

Olive Oil.—The finest olive oil in the world is grown in Tuscany—the garden of Italy.

The trees blossom in Tuscany in the month of May. The fruit begins to ripen in November and is generally in full maturity by January.

It is a risky crop, maturing as it does during winter weather. A cold snap with frost may cause great damage to the fruit.

Sometimes the fruit remains on the trees till May, yielding a pale, very thin oil, appreciated in some quarters, but which speedily develops rancidity.

The process of extracting the oil is simple in the extreme; the fruit is first crushed in a mill to a uniform paste, then the paste is transferred to circular bags or receptacles made of vegetable fibre. A pile of these are placed in a press and the exuding oil flows into a tank below.

Essential conditons are that the mill should not revolve too fast, or it will overheat the olive paste and give a bad flavor to the oil; that the bed of the mill should not be of metal for the same reason.

Also the degree of pressure, when the object is to get the finest quality of oil—"oil from the pulp" as the term runs—must not be excessive. The finest olive oil is essentially a cold drawn oil. Heat is prejudicial to quality.

However, when all possible care has been taken in the process the fact remains that olive oil can be made only from freshly gathered, perfectly sound, ripe olives of the proper kind. The big fat olives of hot, subtropical climates can never yield a delicately flavored oil.

The newly made oil must be allowed to settle. It is then clarified simply by passing it through purified cotton wool in a suitable filter. Really fine olive oil calls for no other treatment whatever, chemical or otherwise, to render it fit for the table. On this point it is as well to be clear, as reference has been made before now to processes of refining olive oil so as to obtain a specially fine quality—one might as well try to "paint the lily or adorn the rose!"

After being brought to America, the clarified oil is preserved in warehouses in large slate lined tanks, holding up to 20,000 gallons each, wherein the oil is maintained at an equable temperature. For bottling and can filling purposes it is transferred by pipes from these large tanks to other smaller tanks in the packing rooms.—Exchange.

PROGRAM IDEAS FOR FEBRUARY.

BERTHA JOHNSTON.

February brings the birthdays of America's two most eminent presidents and also the day that brings valentines to the little people—offering thus several points of departure for the kindergarten program.

From the home as a center, at the beginning of the school year, the subject-matter has widened out to include the workers in field and forest; and those who serve in doing faithful work in the various necessary occupations under the general caption "trades;" several festivals have been celebrated and this month we may naturally consider those who serve us as employees of the State, the postman, the fireman, etc., leading up to higher and higher forms of service to the soldier, the knight, symbolic of the "hero" who gives his life, if need be, for his country—his flag—that symbol of all that is great and good and worthy our deepest love and reverence—embracing home, state, church.

In the kindergarten the work of the postman, the fireman, the policeman are among the subjects taken up—their service to us and our obligations to them. The "postman" co-ordinates naturally with St. Valentine's Day in the early part of the month. The study of the "knights" finds a natural climax in America's great heroic figure of Washington, whose birthday comes late in the month. But this year the thought of the nation is centering around Lincoln, the centenary of whose birth falls on February 12. As he will be very much talked about in all homes and as the spirit of the celebration should be contagious, let us help the little children to catch something of the glow of love and gratitude all feel for the great, wise, merciful President.

ABRAHAM LINCOLN CENTENARY.

Lincoln's character, life and achievements form such a noble heritage that we must guard against making it commonplace or an "old story" by too frequent repetition in the schools. A study of his life belongs best to the High School, the hero-worshipping age. But this year being the centennial of his birth we may well choose such incidents in that life as make their appeal to childhood and seek to have them become a part of the little child's life. We will mention a few such. The teacher may seek out others in any good biography—and of

These incidents may select such as will best meet the needs of her particular group of children. We refer especially to "The Boy's Life of Lincoln," by Helen Nicolay; Ida Tarbell's notable biography, and "The True Story of Abraham Lincoln," by Elbridge S. Brooks. It is pleasant to record that the later biographers find that Thomas Lincoln, the father, was **not** the lazy, shiftless man that he has been so often painted.

Tell something of Lincoln's boyhood. The simple cabin in which he was born; one-roomed, one-windowed, having only one door, and a big chimney outside. When Abraham was four years of age, the family moved; a few years later moved still farther away. They lived in the mysterious forest where wolves, catamounts, partridges, coons and deer might frequently be shot.

In all his life the boy had, all told, but one year of school, learning only to read, write and cipher. But he knew by heart many parts of the Bible, Æsop's Fables, and the Pilgrim's Progress.

Tell of the good mother who died when the boy was ten years old and of the good stepmother that loved and helped him so much.

How was this boy of the wilderness clothed? He dressed in linsey-woolsey shirt, buckskin breeches, coon-skin cap with a tail behind and heavy shoes—though often barefoot.

He read all books that he could borrow. One time he borrowed a famous book "Weem's Life of Washington." He put it on a shelf in the cabin, and from this it slipped to a crack between the logs and was soaked by the rain. To pay for it, Abraham Lincoln worked **three days** for the farmer who owned it. Thus he bought his first book. (This story might be good to reserve for some occasion when a child may be seen using a book carelessly).

Lincoln grew to be very tall—six feet four, when only eighteen years old. He could outrun, outwalk, outwrestle all competitors. He could split rails, mow the fields and do all kinds of chores. He was awkward, thin, homely, but very popular because always ready to do a kind act, and to tell a jolly story—always good-natured, brave, honest.

He read, read, read whenever he could get a chance. He had no fairy-tales, or story books, but each book read seemed to

help him to make a man of himself. He tried to remember what he read. His "slate" was a wooden shingle or the back of the wooden fire-shovel on which he would write, practicing sums and then shaving them off, or saving those shingles on which something precious had been written.

Two books of the imagination, Young Lincoln did read, viz.: "Æsop's Fables" and the "Arabian Nights." How much they must have meant to this mind that so often expressed itself in parables!

Lincoln was very kind-hearted, and gentle toward any weak or helpless creature. Once, when riding dressed in his best, ready to make a call, he heard a pig squealing, caught in the mire. He rode on, but looking back, the wee bright eyes of the pig looked at him so despairingly that he jumped from his horse and got it out.

When a boy he tried to make some boys stop tormenting some terrapins and wrote a composition on cruelty to animals which made his companions ashamed.

Another time he was traveling with several others on important business and passed two birds that had fallen from the nest. He looked a long time for the nest and put the little ones safely back with the mother, despite the laughter of his friends. Another time he saw a poor old man chopping up an old hut that was to be split into kindling wood. He was to get a dollar for this work, with which he meant to buy shoes, for he was barefoot although the day was cold. Lincoln told the man to go in and warm himself and he swung the axe and soon had the hut down and chopped into kindling, so that the man had his dollar and shoes.

He found two law books once in the bottom of a barrel of trash and when he began to read these he determined to become a lawyer.

Once when a clerk in a grocery store he found, after he had sold a woman some tea that the scales had not worked right and so he walked a long distance after her to give her what was due. Another time he found he had not given a purchaser the full amount of change—about six cents—and so he took the trouble to take it to her. He never was very rich but always rejoiced in knowing that the people called him "Honest Abe." He hated swearing and bad language. Once, when he was President, a man was highly recommended for

a certain office, but he swore twice in the course of an interview. The President then opened the door. "I thought the senator had sent me a gentleman. I find I am mistaken. There is the door, sir. Good-evening!" he said. (Tell this story to boys who think it manly to swear, at the same time telling them the story of the "Glen Clary Boys." See any biography, to show how brave Lincoln was).

He became famous in time as a man who would never try to defend a guilty man, but was always ready to help the weak and unpopular if he felt that he was right. He would tell the truth even if it kept him from being elected to positions he would like. Finally he became President of the United States, because the people trusted him. Then an awful war broke out but he was wise and patient and just and gentle, though stern if necessary, and at last the war ended and then an insane man shot the good President and even his enemies wept bitter tears feeling that their best friend was gone. Tell of the long funeral train from Washington to Springfield. The millions of weeping people. Tell how from year to year more and more books are written, telling of the good President, "Honest Abe," "Father Abraham," and how this year many memorials of him have been suggested. Some suggest a monument, some a public building, some a splendid road that will last for ages and always be of use to men. What do you think would be a good way to show love for him? He lived and died to make our country better and safer; our cities better and safer. Shall we show with our blocks a beautiful monument? Shall we construct with them a beautiful library or park or public hall? Shall we make a fine road in miniature in the sand-box, first with foundation of pebbles, then sand, then blocks laid firmly and evenly? Shall we try to keep our city beautiful by not throwing paper and skins in the street? Shall we work hard in school; shall we be quiet and helpful in the public libraries, never annoying the librarian, but thinking of how Abraham Lincoln would have rejoiced to use the books that are free to us. Shall we always try to keep the laws of library, school, city and country, the country that Abraham Lincoln loved and worked and died for? This gives opportunity for loving work with Gifts.

Read Tom Taylor's poem on Lincoln originally published in 1865 in London *Punch*. It can be found in "Literary of Poetry and Song."

POSTMAN.

If father or mother leaves us to go on a long journey how may we know if they reach their destination safely? How may we let them know that all is going well at home? We can write a letter. How send it? Country children may take it in person to the village post-office and there also receive the letter sent by mother. Or they may give it to the rural delivery postman who will also put the return letter in the rural delivery box.

The city child may put it in the post-box, whence it will be taken by the postman to the big branch postoffice where it is classified, state by state, city by city, and thence taken to the main office whence it goes by big safe wagons to the train.

In the central postoffice where the second class matter (magazines, etc.) is distributed, huge sacks representing the different States stand on end and a man tosses into these the bundles meant for them. They are supposed to have had a preliminary classification at the publishers', who must send them to the postoffice duly labelled.

Speak of the various means of transporting the mails in different parts of the world. In Berlin is a museum, the "Post Museum," which shows models of hundreds of vehicles and other means used to carry messages. Here may be seen models of those who run on foot; of two-wheeled and four-wheeled carriages; of sledges, etc., camels, mules, elephants and other animals, also carrier-pigeons. Tell of the pigeons which fly hundreds of miles back to their homes and because of this "homing instinct" can be used to carry messages tied to them. Often seen on valentines.

Inquire of the children some of the important qualities needed by the mail-carrier—courage, fidelity, punctuality, etc.

What are our obligations to him? How can we help him? By prompt attendance at sound of his bell; by patience if mistakes are made; by writing the address clearly and fully on envelope or wrapper. (Here is a point for primary teachers to consider. Train your class to write addresses fully and distinctly, both on writing paper and envelope. Business people are greatly an-

noyed and delayed by careless correspondents who write without giving address and then complain because no reply is given. It is never safe to write any letter without the address as it saves your friend the trouble of looking it up in an address book. Also, train your children to **always** enclose a stamp when writing a letter requiring a reply). If wrapping up a package to go through the mails we will make it neat and compact so as to be easily handled.

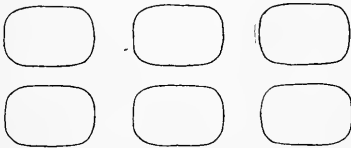
Tell that Abraham Lincoln was once postman in the scattered village in which he lived—New Salem.

Apropos of the subject of the "Postman" let all teachers read the following extract from Postmaster General Meyer's circular letter to all United States postmasters sent with a view to secure co-operation of the public school teachers in instructing children as to the operation of the postal service.

"These instructions should cover such features of the service as the delivery of the mails, the classification of mail matter, the registry and money order system, and particularly the proper addressing of letters and the importance of placing return cards on envelopes. Postmasters should arrange, if possible, to deliver personal talks to the pupils on these subjects and should give the teachers access to the Postal Guide and the Postal Laws and Regulations and render them every assistance in securing necessary information."

GAME.

I. Draw six ellipses on the floor, thus,



with chalk, measuring 1x2 feet and about three inches apart. Play these are the openings of the mail bags and let the children toss the magazines (bean-bags) into them. Label the ellipses New York, Chicago, Buffalo, etc.

2. Let several children stand in a line, each extending his arms and clasping his hands so as to form with them a circle. This represents the mail bag. Let another child toss the bean-bags into the circle. (The bags will of course fall to the floor). Think of all the children in all the different cities who are eagerly awaiting St. Nicholas

and Little Folks. How disappointing if the man should toss a Pennsylvania bundle into a California bag.

FIRST GIFT.

1. Place in a row the six colored balls. Have ready some postage stamps of different denominations and let the children match the colors. Speak of the value represented—one, two, three cents, etc.

2. Put baskets or boxes on the table and toss the balls (magazines) into these.

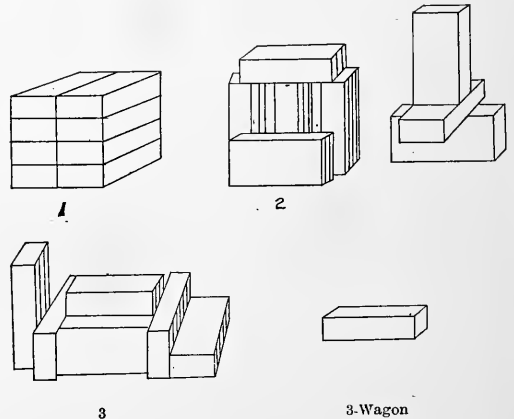
SECOND GIFT.

Let the children choose which part of the mail service their box, with its contents, will represent—the city mail wagon; the country stage; the mail train. If the train, the box may be the engine; the cylinder the smoke stack, the cubes the mail cars. The sphere may be the express-rider's post horse that gallops down to meet the train and carry the mail through the mountains.

The sphere, cylinder and cube may also be transformed into lamp posts with the letter box attachment, while the additional cube represents the box for packages and magazines.

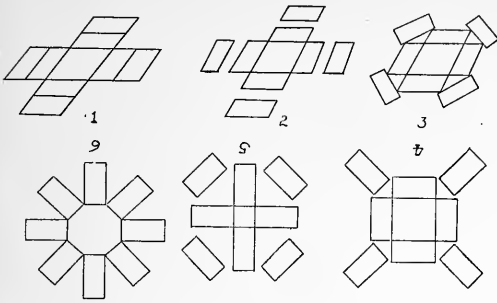
THIRD AND FOURTH GIFTS.

Build mail wagons, trains, postoffice, etc. We give pictorial suggestions for series



with Fourth Gift, representing (1) Child's home; (2) postoffice, with stamp and money order windows, of five blocks, and mail box of three blocks. (3) Postoffice of seven blocks showing especially the plat-

form in the rear where all the wagons draw up to receive and deposit their loads.



series of "Beauty Forms" with Fourth Gift as suggestion for memorial in form of fountain, with benches, or music stand.

FIFTH AND SIXTH GIFTS.

Build beautiful postoffice structures. An essential part of the exterior is the platform for the use of the mail brought by the wagons. When the fine main postoffice of a large city was to be built, its designing was put into the hands, we are told, of a man who had never before planned a post-office. He did not make himself familiar with the needed details and did not allow for the platform referred to. This neglect spoiled the efficiency of the costly structure and an inclined roadway had to be made to run beneath the building at great inconvenience to all concerned. Let the children feel that patriotism demands that all such public work should be put into the hands of competent, honest, faithful people.

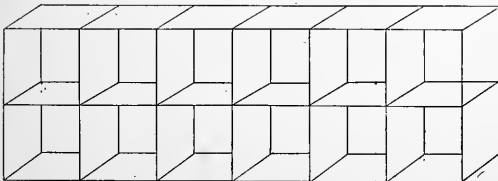
CLAY.

Mold horses, camels, elephants and other animals employed in transporting the mails.

CARDBOARD MODELING.

Letter Boxes of Cardboard

Let each child cut out several oblongs measuring $1 \times 4\frac{1}{2}$ inches. Bend at the inch lines at right angles and it will be found that $\frac{1}{2}$ inch overlaps. Paste this down.



Letter Boxes of Cardboard.

side, to make a row of letter boxes at the postoffice. Upon this row glue another row, until enough have been made so that each child has a box. Play sending different ones to get their imaginary letters. Were they all distinctly addressed? Tell the children about the Dead-letter Office at Washington and the great cost to the country because people are ignorant or careless about the addresses. Only one kind of living animal may be sent through the United States mails, and that is a Queen Bee.

Old stamps may be used to represent letters and put into the tiny boxes. The children may be thus given a color lesson and one in recognizing figures.

The glued together letter boxes may afterwards be glued to a common foundation and used as seed boxes.

PAPER-CUTTING AND FOLDING.

Out of ordinary brown paper, cut a piece on plan of diagram here shown. Fold on

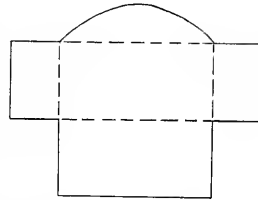


Diagram for mail-carrier's knapsack.

the dotted lines and paste together the three straight-edged flaps. The curved one forms the top of mail carrier's bag. Attach a cord and let the child dramatize the postman who goes through rain and hail and snow to bring to us our letters and valentines.

VALENTINES.

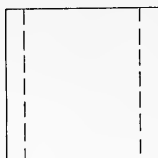
1. A simple valentine can be made by cutting a heart of red paper and attaching to the center of this a scrap picture of a flower, a dove, etc., by a narrow piece of paper folded back and forth several times to make a spring, thus:



2. Take a small square of gold or silver

Glue a number of these together, side by

paper. Make a fold of $\frac{1}{2}$ inch from two opposite sides, thus:



This gives an oblong, with two flaps. Upon the flaps paste lace paper saved from toilet soap boxes or paper doilies. This gives two lacy doors. Beneath these paste some dainty, appropriate scrap picture. If no lace paper is at hand let the children make their own of tissue paper. Fold the tissue paper several times upon itself and then cut tiny holes, triangles, circles, etc. Open out, and the effect should be very pretty after some skill has been attained.

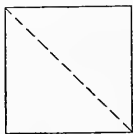
Let the children fold envelopes into which to put their valentines. The kindergarten "beauty forms" of paper folding may be turned into valentines by pasting appropriate pictures at center and corners.

The triangular series II of paper-folding co-ordinates well with the postoffice subject matter. It starts off with the (1) square, foundation of postoffice; (2) the



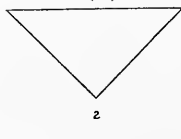
1

Foundation of P. O.

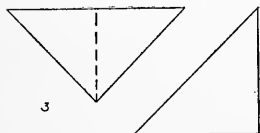


2

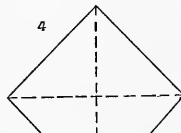
Shawl or plaid.



2



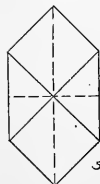
Sail



4

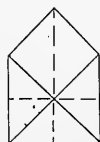
Sailboat

shawl (plaid) worn by the Scotch mail carrier; (3) sail made by the sailmaker to send the mail boat over the waters; (4) the sailboat; (5) the snow-shoe which helps

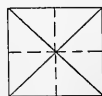


5

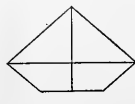
Snowshoe



Envelope



Envelope



Sailboat

the Canadian speed over the snow; (6) the

open envelope; (7) closed envelope; (8) sailboat. (See illustrations). To the primary grade teacher we would say that each of these objects is based upon the folds of the one preceding. The envelope can be fastened with scrap picture after valentine is inside.

NATURE STUDY IN THE HOME.

BY THE REV. THORNLEY, M. A.

Nature Study the Children's Study.

Nature study is par excellence the children's study. Miss Mason, the founder of the Parents' National Educational Union in her book on Home Education (page 58) says:

"Every child has a natural interest in the living things about him, which it is the business of his parents to encourage; for, but few children are equal to holding their own in the face of public opinion, and if they see that the things which interest them are indifferent or disgusting to you their pleasure in them vanishes and that chapter in the book of Nature is closed to them."

Parents are beginning to realize this, and are anxious to encourage their children in these studies. Unfortunately in the days of their childhood such knowledge was despised, and any attempt to acquire it was looked upon as a waste of time. But we have now changed all this. We have found in Nature Study a most potent instrument for the education of our children. For it develops the seeing eye, and the hearing ear; it satisfied the insatiable curiosity of childhood; lays the foundation of Art, in an early appreciation of Beauty; and of Science in a gradual perception of law, and last, but not least, of Religion, in that it increases the sense of reverence, wonder, and awe. In a beautiful passage our poet Browning has well summed up the true worth of Nature Study. It occurs in his poem of "Fra Lippo Lippi," where the cloistered monk, rebelling against that false law which bade him shut his eyes against the beauties of the outward world, after which, with a poet's and painter's instinct, he yearned, tells how he both felt and saw,

"The beauty and the wonder and the Power
The shapes of things, their colours, lights and shades
Changes and surprises, . . . and, God made it all!"

I take it then, that there is a great desire

to teach children about Nature in all classes, from parents, the architypal teachers to Education Committees their poor substitutes. Each is anxious to do something better than has been done in the past.

The Parent's Difficulty.

I am not unmindful that this generation of parents experiences a difficulty which will most probably be removed from the next. I know that many parents feel handicapped at present by their own defective education in Nature knowledge. It is such as these whom I am anxious to help in this paper. But before I can do this, they must dismiss from their minds any idea that it is the quantity of knowledge acquired that makes a Nature student. It is rather the particular habit of mind induced in the act of acquiring such knowledge which is of the most value to us and our children. For this reason it is that the mere reading about Nature is of but little value; to watch an insect pollinating a flower; to study the arrangement of the buds on the common trees; to rear caterpillars into butterflies; to watch the little seed growing into the perfect plant; such studies as these have a real educational value, they teach to SEE; and seeing is a faculty which this generation has shamefully neglected.

Feeble at the beginning, this faculty of "seeing," may be wonderfully educated, and a bountiful harvest of the quiet eye reaped at last. Moreover, the power to see correctly is one of the most valuable assets in our everyday life.

When children come in from their walk they should be asked what they have seen, what has excited their interest and curiosity. What made such men as Gilbert White, of Selbourne, and Charles Darwin so notable was their wonderful power of seeing. So Nature Study may be shortly defined as the "science of seeing." Its great instrument is the EYE.

A Heresy.

There is a peculiar heresy abroad that some children and some persons are not gifted with powers of observation, and so Nature Study is not for such. Surely this is absurd. We all know persons who are born color blind, or music blind, but did anybody ever hear of a normal person who was unable to observe? This valuable faculty may be shamefully neglected, but

it cannot be done away with. Anyhow children are born observers, and born naturalists, and these great and natural powers in them only require discreet guidance and encouragement from you to become to them a valuable possession and a joy forever.

Books.

But now to get to work. Let me say at first a few words about "books." And in particular about books for parents. The right kind of books will help you; but they are not easy to hit upon. I have brought with me for distribution a list of books which we have to some extent found useful to both parent and teachers. Some of them are not ideal Nature Students' books, but they are the best I can find. The list is annotated so that parents or teacher can the more readily select a suitable book.

Books are only useful for the purpose we have in mind when they send us back again to Nature, hungering to know more of her wonderful ways and works; more keen to observe and more patient to learn. Books are useless when they give us poor substitutes for this power of observation or tend to stifle it.

Of course, books of a purely technical character, helping us to find out something more about the interesting things which we have seen in our walks abroad, will always have a proper use and value. But it is books like dear old Gilbert White's *Natural History of Selborne*, or Kingsley's *Town Geology*, or Warde Fowler's, *A Year with the Birds*, which beget in us a powerful yearning to see for ourselves the wonderful and beautiful things they point out for us.

Hosts of books on Nature Study are being issued almost every month; they are too often failures as being either mere compilations, by those who know but little first-hand of their subject; or else they are filled with descriptions of things which the true Nature Student is better left to find out for himself.

Poetry and Songs For Children.

I should like now to say a few words about suitable poetry and songs for little children, in connection with the study of Nature.

Nature Study is of great value in educating the imaginative and poetical side of

the child's nature. Beautiful descriptions of scenery, of the habits and activities of animals; of the beauties of flowers and insects abound on every side. In this pleasant and easy way children may be helped to associate right and beautiful feeling with what they see in Nature; and will at length discover for themselves that much of the best poetry has been inspired by the sight of natural phenomena.

I have not as yet been able to put my hands on any one suitable book containing selected passages from the best poets illustrative of the varied phenomena of Nature. But any parent would, I am sure, find most interesting employment in studying poetry with this object; marking down any pieces which she thinks would be helpful to her child in realizing (to use rather a trite phrase) the poetic beauties of Nature. Fine descriptions of natural scenery, and phenomena, sympathetic references to bird and beast, insect and flower, and to all the varied moods of Nature. One might very easily make a truly valuable poetry book for one's child in this simple way. It may however be helpful to some parents to suggest the titles and publishers of two or three little books of songs and poetry, much used by kindergarten teachers with very little children. Here they are: *Songs for Little Children*, Vols. I and II, by Eleanor Smith (Curwen). *The Child's Song and Game Book*, Parts I and II, by Keatley Moore (Sonnenschein). *Kindergarten Songs and Games* by Berry and Michaels. Also rhythms and games by Mari Ruef Hofer, and the rhymes and songs in the *Kindergarten Magazine*.

The Note Book. The Drawing Book.

A powerful adjunct to the cultivation of the seeing faculty in the child is the drawing book. All children, even little children, should be encouraged to draw natural objects with brush or pencil. Some children will display considerable ability in modeling in clay or plasticine. It is, however, important that this exercise should be regarded as a test to find out if the child is seeing correctly rather than as an art exercise.

Of equal importance with the drawing book is the *Diary and Nature Calendar* which the child should be encouraged to make. In the diary the first appearance of things will be carefully noted; the first flower seen, the first buds opened, the first

swallow, the first butterfly, etc., and in addition to this anything that has caught the interest of the child should find a place in it. Brush-work pictures, and selected pieces of poetry may also be added until a quite fascinating little volume is produced. I have seen excellent calendars done by children in small schools which could be made at home under the proper direction of the parent.

Children's Walks.

From note books and diaries I pass on to children's walks. The value to a child of a couple of hours spent in the fresh air every day is well known to parents. It is customary to send the children out in charge of a governess or nurse. I would, however, advise mother's who are in earnest about nature studying to accompany their children oftener in order to call the child's attention to things interesting and beautiful; to encourage them to bring suitable objects home. They should be prepared to provide liberally bottles, boxes, jars, and other suitable vessels for the purpose of keeping under observation for a short time any of the interesting living finds. But these when done with should be given their liberty and when possible restored to a similar place to that in which they were found, for in this way the child will readily learn reverence and respect for life.

Before the walk commences it is better to plan to have some definite aim to propose to the children; for example, that they should note how many different kinds of flowers they will find in their walk, how many different kinds of birds they will see, etc., then on the next occasion when lessons are resumed the note book should be brought out and the children encouraged to make some notes, or little drawings of what they have seen.

The subject of making collections of anything that requires killing is fraught with many difficulties. I find myself almost in two minds about it. Collecting natural objects with the necessary mounting and labeling has undoubtedly some educational value. The difficulty is largely connected with the question whether young children should be encouraged to put any living thing to death. Very young children should certainly never be allowed to do this. I think we are all quite at one on this. Moreover, numerous collections can

be made of objects that do not require killing; seeds, minerals, empty shells, even plants, and many other things.

With older children more may be allowed, but the parent would be wise to see that the killing is done under proper circumstances. Collections made for purely scientific purposes stand on somewhat different grounds, and it is unnecessary to enter upon a discussion of these here.

There are, however, a few habits of children connected with this matter of collecting natural objects which require watching and correcting. They will gather great bunches of flowers, and then after a short time, wearying of carrying them will fling them away by the roadside to wither and die in the sun. They will also pluck up plants by the roots and do many other impulsive and careless things. Parents must be very watchful to rebuke these faults. It is most important that at the beginning of a child's life it should be taught the utmost reverence in these matters; who can say how much of its after life would be influenced for good by it.

Therefore, if your children bring flowers home see that they put them in water at once; or if it is living caterpillars see that they are as soon as possible provided with proper housing, food and air.

Museums.

Parents living in towns, can sometimes get a certain amount of help from the local museums. The creatures read about in the books may be seen as it were in their "proper person" in the museums; and something of their relative as well as real size revealed to children. In my own humble opinion, and speaking generally museums are disappointing. I do not think we make the most or the best use of them. And children are always more interested in living animals than dead ones, for a live dog is always better than a dead lion. Nevertheless, it would be profitable to take a child to the museum for an hour or so one morning in the week particularly to see something which has been recently a subject of interest to the child.

Keeping Pace.

And parents must keep pace with the children; must try to interest themselves in all that properly interests the child. I know that many would reply, "We have not time for it." But it is well worth mak-

ing time for. To see our children growing up intelligent, keen, and reverential is worth the expenditure of any amount of time and trouble. Is it not true that too many of the young people of these days appear to have run through the whole circle of their interests before they are properly grown up. Blase with satiety; suffering from ennui, to them life seems scarcely worth living. Nature Study will supply fresh interests, undying, always fresh, for Nature is full of surprises, and has the energy of eternal youth.

The study of Nature too is recreative, it is good for the parents, it is antidotal to the worry and fret of housekeeping or business. It kindles in us the growth of a loftier ideal, the outward expression of which will be the simpler life and the Garden City, and the end Paradise regained. And all this, through the little child in our midst. Mothers should propose to themselves certain courses of readings such as books of an elementary character treating of plant and animal life. The weekly consumption of novels is prodigious, surely a little book on Natural History might be intercalated now and again. But if not this, mothers should be keen to look out for anything that will help the children. Good pictures from the magazines, suitable poetry. There are several weekly and monthly magazines almost or entirely devoted to the interest of natural history e. g., *The Country Side*, Mr. A. K. Robinson's little paper, published weekly.

They would also do well to study some book drawn up by an expert in teaching Nature knowledge to children, like Miss Jeanie Mackenzie's, *A Nature Programme and its Connections*, published by Charles & Diddle.

But the Parent's National Educational Union, will at any time advise its members on the best books and methods to attain the desired results.

Children's Pets.

No address on the subject of Nature study in the home would be complete without a few words about children's pets. By all means, if the home allows of it let children have pets. They learn tenderness and kindness through them, and the keeping of them is an excellent discipline. Some burden is laid upon parents, however, to see that children attend to them properly. Otherwise the pets may suffer acutely

through neglect. Unflinching terms must be made with the child that any repeated neglect will result in the pets being taken away. Then again parents should take trouble to ascertain whether anything is being learnt from the pets; whether the habits of bird or rabbit or dog or cat are being properly observed by the child. Older children should be asked occasionally to write an account of their pets; how do they spend their day; what differences they have observed between the ways of cat and dog; I have known children write very clever letters to pets, in which quite close observation of their habits has been plain. Yes, I am sure pets make a very good subject of our curriculum. Cat and dog, canary and parrot, guinea-pigs and white mice, and all the host of farm-yard animals, can give a kind of teaching which is of great value to our children; and which we cannot afford to neglect.

It is a common complaint that children tire very quickly of their pets. Some children undoubtedly do so; but the child is so little taught to observe that much of the true interests of these pets is lost to it. A change, more or less frequent, possibly an exchange of pets might be beneficial in some instances.

There are, however, many other living things which will readily interest children and are full of teaching. Such are for example, the germinating of seeds, watching the tiny plant unfolding its beautiful and interesting structures. Rearing caterpillars into butterflies and moths. Watching an aquarium with developing frog spawn, and other living creatures. The life history of frog and newt is marvellously fascinating, and quite young children find endless delight in watching it; learning lessons of life and growth which they will never forget.

But I plead most of all for the country walk. The walk's the thing. In these days of rush typified by cycle and motor car, the country side has become a thing more for measuring the terrific rate we can progress at by means of the engines which we have invented instead of a glorious opportunity and the priceless privilege of studying the works of the Great Creator, the garments of the Invisible which fill his beautiful temple the world.

Age will not sever our love from Nature; but rather will the ties which draw us to her be strengthened: becoming of sacra-

mental significance, so that she becomes to us an outward and visible sign of an infinite love enfolding our lives; filling our hearts with lofty hopes and high courage; till the symbols are replaced by realities; and the heart that was in Tune with the Universe finds itself in Tune with God and Heaven. Such is the outlook and we may sing with Browning:

"Grow old along with me; the best is yet to be
The last of life, for which the first was made,
Our times are in His hand
Who saith, 'a whole I planned,'
Youth shows but half; trust God; see all, nor
be afraid."

MANUAL OF THE NATURAL METHOD IN READING.

"I find therefore for a recognition of the value of superficiality as one of the goods per se in this field; a knowledge that is all extent without much intensity. This is the form in which all knowledge begins."
G. STANLEY HALL.

INTRODUCTION.

At the close of this Course—i. e., at the close of the first year in school when taught by the Natural Method—children in the New York schools are qualified to take the examination in the public libraries which entitles them to library cards. They are thus launched upon their course as independent readers by one year of study, one hour a day, plus whatever supplementary reading the school chooses to give.

The children find the work pleasant and natural.

The teacher, if of the old school of thought, must give herself one big wrench into the new school. Then all difficulty is over. As soon as she can bring herself to consider the child as a product of the nursery and play-ground, whose interest in reading has already connected him with books, and whose mental processes in regard to this subject are already in train, she will see the philosophy of beginning with the Nursery Method, which is the first step in the Natural Method. Having entered on this work with this perception, her interest and zeal will grow with her experience. To find Nature vindicating herself in the healthy growth of the child mind under natural processes is a joy surpassing any that can come to the teacher of little faith who clings to the old mechanisms and glories in the old cheap type of "results."

The features that distinguish the Natural
Copyright, 1908, by Ellen E. K. Warner.

Method in Reading from any method published prior to 1903, making it revolutionary, are as follows:

1. It begins with literature, and does not at any point offer text made to teach words, phonograms or letters.

2. It proceeds by memorization of its earliest text.

3. It then presents the memorized text in script and afterwards in print.

4. After the fifth week it begins Scientific Word Study, proceeding by progressive analysis until the alphabet is known.

5. For this purpose it divides all words between the initial consonant, simple or compound, and the rest of the word, thus reducing all words to the two-letter class; so to speak.

6. After the alphabet has been acquired, Word Study proceeds (in Book II) by classification of words in groups by orthographic content, thus teaching several words in the time it used to require to teach one, the type words in each case being taken from the day's reading lesson. This work proceeds from the easy to the difficult until in one year from entering school the child has studied practically the entire vocabulary of child literature. In a third term (Book III), this ground is reviewed and completed, with closer study and more of memorization.

Nothing at all akin to the Natural Method in Reading, in spirit or in structure, had been published when the Culture Readers appeared in 1903. All methods that have since sprung into being having any of these features are to that extent followers of the Natural Method in Reading, and their success has been found proportionate to the fidelity with which they follow the method as thus presented in the Culture Readers.

One variation from the course thus presented has been to ignore all forms of literature except that of romantic narrative. This has produced in the children a dreamy love for that sort of reading which is of high culture value, though unfortunately narrowing, and, possibly, having other psychic effects not altogether promotive of the individual's future interests in this work-a-day world. The children love to act the story, and never tire of its repetitions. Its characters and incidents make a world of fancy for them in which they revel as little poets. This is good for some and bad for others. The value of dramatic plays

in the kindergarten has been underestimated by "practical" people. It is overestimated when permitted to crowd everything else out of a course in reading. Literature is larger than romantic narrative, and LIFE is larger than literature.

The Culture Readers contain more than the Natural Method in Reading. They are built on the theory that a course in reading is the most powerful constructive cause that can be injected into any effort to cultivate a human being. Such a course may make a man a patriot, a poet, an inventor, an explorer, or anything it is within his inherited capacity to become. The period of specialization does not legitimately begin in nursery, kindergarten or primary school. Young childhood should receive rounded development. The core of reading for this period should contain all the seed thoughts out of which the future self will evolve. As near as may be within the covers of a textbook, such a core has been offered to the primary pupil in The Culture Readers.

Their key note is ethics. The child's ethical nature develops by perceptions, sympathies and habits. It develops in all the thought and action that make his daily life. To stimulate true thought and ethical action is the supreme effort of the Culture Readers.

THE AUTHOR.

USE OF MANUAL.

The teacher should know the end from the beginning. She should read this Manual through before beginning the work.

She should follow it carefully from day to day, keeping it open before her during the first term's work and frequently referring to it in subsequent terms for reminder. Only an adept in the Method should permit herself to digress from the instructions given.

THE NATURAL METHOD IN READING.*

PART 1.—FIRST FOUR WEEKS.

Following the text of the Culture Readers, Book I, the work of the first four weeks is as follows:

1. Memorize the rhymes presented under "First Step," pp. 1 to 17 inclusive.

*Correspondence with author cordially invited. Address in care publishers, D. Appelton & Co., 29-35 West 32nd St., New York.

2. Learn to recognize them individually in script, as wholes and in their leading words and phrases.

No particular order is required in teaching the rhymes.

As many of them as the teacher chooses may be given on the first day, appropriately three.

Presentation in script may be begun on the second day.

DEVICES FOR ENHANCING INTEREST.

1. Preliminary talks, as, for instance, a discussion of "the Baby" on first day for help in getting acquainted, followed by singing of the "little sleepy song," Rockaby Baby.

2. Singing of all pieces whose melodies are given and also of others, as Little Red Bird, What Does Little Birdie Say? etc. Jack and Jill may be sung to the tune, Yankee Doodle. The songs should be taught in the time scheduled for Music. The lively songs may be used to wake up the children on dull days. The softer songs may be used to calm them into quiet after any unusual excitement. Simple Simon is to be sung with mock mournfulness.

3. Dramatization of pieces presenting two or more characters in action. No accessories are required for this play. Jack and Jill may carry between them an imaginary pail of water and really fall down at the appropriate point in the recitation.

(a) The class may recite while a little girl and boy act the piece in time with the rendition. No pointing for this.

(b) The teacher may point in silence to the words on the board and the actors show their knowledge of her progress by falling down at the right times respectively. A group of backward children will enjoy this drill.

The class will watch intently for correctly timed action. Nothing holds the interest of a class of little children so powerfully as to watch a classmate doing some novel work, however simple, and nothing is so powerful an incentive to study as the possibility of being chosen for such work. During the first, or "sight-word" stage of learning to read, no word is too difficult to be taught with ease with the help of this personal and dramatic interest. Most of the "play work," however, should be done outside the reading periods, which should be devoted to reading and word study.

Words are recognized first by their loca-

tion in the text and afterward by form and structure.

DEVICES FOR FIXING ATTENTION UPON WORD FORMS.

1. Teacher points to words of piece while class sings or recites it. The practice of pointing must not be permitted to induce sing-song or drawing. The pointing must carefully time itself to dramatic rendition.

2. Pupil points to words of piece while class recites or sings. Until and unless children develop the requisite skill in directing the pointer, the teacher must guide the hand to keep it in time with dramatic rendition.

3. Children point to certain words in the piece as called for. "Where does it say mother?" etc.

4. Teacher points to prominent words in text and pupils tell what they are. "What does this word say?" etc.

5. Children point from seats to words on board (a) while reading piece, guided by teacher's pointer; (b) to designated words. Example: "You may all point to the word that says poor. All who are pointing to this word (indicating) are right." To enlist physical action awakens attention in the dreamy.

6. With a rhyme on the board, write its prominent words apart, ask class or individuals what they are, and have individuals identify them in text.

7. Explaining that the chalk cannot talk so fast as the tongue, pronounce slowly while writing. The slow pronunciation must be naturally voiced. It will be found that the vowel takes intonation and emphasis.*

*There is danger in this device unless the teacher has the scientific progression deeply in mind. It is NATURAL at this time, and with the excuse of the chalk's slowness, to reveal that word forms are made up of smaller forms. It would be UNNATURAL to expect the baby student to remember all the sounds in a long word thus analyzed and connect them with the variable letter forms that represent them and so make up the word. That would be to carry to a wild extreme the very theory of teaching against which the Natural Method is opposed with all the force it has. To pronounce slowly while writing, especially in connection with the work of the first step, is merely to teach the subconsciousness that the spoken word is a composite, and that the written word is a corresponding composite. It is a subtle preparation for the more insistent analysis of words that is to come later. It has no immediate and conscious relation to the reading of the verses, and must not lead to such further application as would form an obstructive habit. The children are to SEE LETTERS THROUGH WORDS, and not words through letters. While they are looking at

the letters they cannot see the word. It is the words they are to see while reading. Therefore, having pronounced the word slowly in time with the chalk, let it stand before the eye in its completed wholeness, and do not again break that wholeness until the time comes in the course of a more definite study of words as laid down on the exercise pages.

8. Volunteers draw a line under words as called for.

9. Volunteers erase words as called for.

10. Class calls off words of entire piece as teacher erases, beginning at the end. This may be postponed until fifth week.

11. In the game of deaf and dumb school questions are asked and answered in writing and pantomime, commands are written, etc. "Button my shoe," etc., may be powerfully reviewed in this way, the requests being executed in make-believe. Most of the verbs and verb phrases in the text may be similarly impressed. The interest that centers in action will be found the most effective of all spurs to word learning. Correlate here with the number work.

DEVICES FOR VARYING PROGRESSIVE DRILL.

1. After recitation of a piece call a line of children to the board. Point to a word and send the first who names it to his seat. So with another, etc. When only two or three are left, call another line to reinforce them. So go round class. When only a few are left at close of exercise, let each show any word he knows. Find something easy enough for the last pupil to do.

2. With a rhyme on board call up a line. Give pointers to first two. Call a word. The first who finds it wins. Send him to seat and give his pointer to the next in turn. So go round class. Call it "running races."

3. Characterize demand according to meaning of word, as, "Who wants to send the Old Woman's children to bed?" "Who will catch me a nice little—frog?" etc., volunteer erasing the word indicated.

When the group of incompetents at the board during any round-the-class exercise grows unwieldy, drop to some simpler demand, such as, "Show me any word you know." No child should be allowed to contract a feeling of discouragement through having it appear that he can do nothing at all.*

EFFECTIVE ECONOMIES.

The children should watch the words as they grow under the chalk. It is wasteful to write the lessons while the class is at-

tending to something else, and to sweep all work from the board without a parting exercise in word calling. To secure attention while producing the script lessons, make use of two devices:

1. When presenting new text, pronounce slowly while writing, using natural intonations.

2. When the piece is known, have class announce each word as it appears.

PREPARATION FOR BOOK READING.

During the first four weeks the following preparation should be made for the use of books:

1. Exercises in closing all the fingers of the right hand except the pointing finger, and extending that.

2. Exercises in pointing from seats with finger to words on board as called for.

3. Exercises in pointing to objects in the room or seen from windows.

4. Standing exercises in pointing forward, backward, to the right, to the left, north, south, east, west, etc.

The class should be adept in pointing before taking books.

This work may be done in the period scheduled for physical exercise.

DIDN'T WANT THE JOB.

During the recent examination of applicants for the position of mail-carrier, a colored boy appeared before the civil service commission.

"How far is it from this earth to the moon?" was the first question asked him. "How far am it from de earf to de moon?" he repeated, as he began to reach for his hat. "Say, boss, if you's gwine to put me on dat route, I doesn't want de job;" and with that he left as though he were escaping from some calamity.—The December Circle Magazine.

*For some time it remained a mystery why certain classes that did good work in their other subjects failed in learning to read by the Natural Method. Examination at last revealed that in every case some vital principle laid down in the Manual had been ignored by the teacher. Two points of divergence from the Method covered most of the cases:

1. The importance of timely drill in keeping the place by pointing had been slighted, depriving the slow children of those earlier visual impressions upon which all later work depends;

2. Teachers had introduced abstract drill not provided in the course and so closed the minds of the pupils to the main avenues of progress.



GAMES, PLAYS, STORIES

RECITATIONS, MEMORY GEMS, ETC.

SUGGESTIONS FOR SINGING TIME.

EDYTH J. TURNER, N. Y. P. S.

When Miss Palmer's note reached me stating that the members of the Kindergarten Union are to direct their thought this season toward music and art, I immediately wished myself one of you, for these subjects are two I am especially interested in. As "Vocal music in the Kindergarten" is what we are to discuss this afternoon, do some of you agree with me that the singing is at times fearfully and strangely rendered, causing one having a sensitive ear to twitch? I recently saw Maxine Elliot in her new play "Myself Bettina." In it, she returns to the New England farm house, after spending some years as a vocal student abroad. Wishing to sing she opens the old piano, but as her fingers strike the notes, such discordant sounds pour forth, that she exclaims "Ouch!" Just what I have sometimes felt inclined to say in my own kindergarten. For, we hear the dreary, monotonous, the high piercing voice, and true mixed with harsh voices altogether, making a combination that is far from sweet melody. One reason for this is, I believe, that no very especial effort is made toward helping each child to find his or her sweet little voice. We all, no doubt, acknowledge it a part of our duty to create a love of music in the child, but do we realize how great a power to do he finds in himself, if we have at least a ten minute singing time every day? I was greatly helped by a visit I made across the river last year, attending a session at a model school there. What I saw greatly inspired me, but not one moment was given to the child's voice.

Some kindergartners think it necessary to rush song teaching at the beginning of the term, because the day's work goes so much more heartily when the children sing during morning talk, perhaps while marching and again during game time. Many others realize that this is not essential. I have found that it pays to put all the energy we can muster on tone and the quality of the voice, first and always.

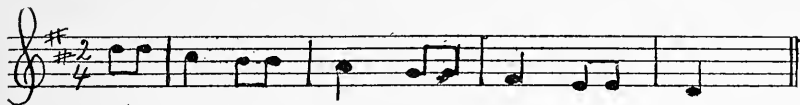
Many of us deal with tiny foreigners. How are we to begin? By using the simplest devices, the simplest songs. What are these?

Please picture the little folks bringing their chairs and placing them close to, and in front of our piano which has a mirror above it. This is helpful to the kindergartner of course, but how interesting to the child seeing himself a singer! An old-fashioned stool is used rather than a bench for it is necessary to twist and turn about readily. Please think of this as the first day.

A few introductory remarks are made as to, "Who sings in your family, Ida? What do they sing in your house, Emil? Morris, is there any one in your home who does not sing, but likes to listen? Can we all sing together? What shall we sing?" Then a popular street song is suggested, sung in the crude fashion I have spoken of in all probability, so I say, "Children the piano will sing for us, and I think, more sweetly than we did." An appealing melody is expressively played and the children are asked if they like to listen to such soft, quiet music as that. (The old piano forte selection known as "The Shepherd Boy," is good for this purpose as it represents the shepherd's pipes and is delicate). As the children say they like it, it is agreed that we have another listening time tomorrow. I think we might lay a little more stress upon this ear-training. We would be more truly following Froebel's teachings if we did so. Listening to a high note of the piano, a bass note, the pitch pipe, a bell, and if possible the fairy-like music that so marvelously comes when the moistened finger is pressed lightly upon the rim of a thin glass in which there is some water. The deafening noise of our city streets so kills our sense of quiet sounds that ought we not more than once or twice a year hold the sea-shell near our city baby's ear? Think of the many beautiful wooing sounds in country life our city children rarely hear. The humming birds about the Trumpet Vine, the peepers after sunset. The voice of the wind as heard in the woods. I can remember so well when

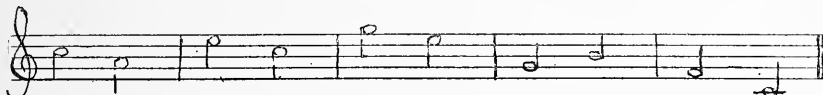
we children were taken for the first time to spend a summer on a farm being perfectly fascinated at milking time. I was so sorry when old Sally would stop while milking, to rub her sleeve across her face (a habit she had) for as I confided to an elder, "I wanted the pail to fill up, without the music stopping." It was the rhythm of the thing, that pleased of course, that alternate swishing sound.

But to return to our first song. Laying my hand on a nearby head I say, "the piano sang you a song now I know one that I can sing about Tony? and, starting on the upper note of a scale I sing, "Little (I) Boy," repeating the words until the lowest note is reached. (III.) "Can you all sing this?" I ask. Of course they can because



Little boy little boy little boy little boy

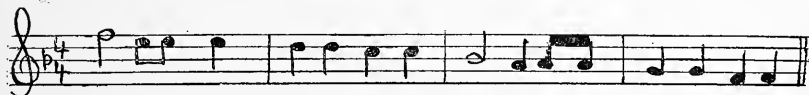
no thought has to be given to the words, and here is our clue, namely to use such simple words and expressions that all our thought and that of the child may be put upon the notes and quality of tone. Because of this it is a very good plan to sing the children's names to them individually, each child returning his own name singing it as (II) he received it. (III.) Quickly done it brings about an alertness and concen-



Ma - ry Ar - no Jer - ry Mu - riel Law - rence

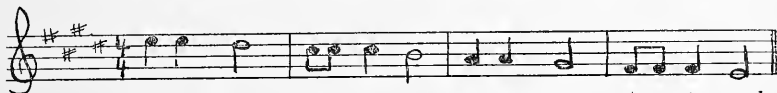
trated attention that is necessary. Besides in this way the kindergartner is given an opportunity to study the pitch and quality of each child's voice. This knowledge she must have if she is to work intelligently.

Returning to the words "little boy" that were sung, the children find that they can also sing "big boy." The same with "Little girl" and "big girl," then alternating "big boy and little girl." In the room are "big ladies," so we sing about them, and by clever suggestion some child will combine two of the songs making, (III) "big ladies and little children." (III.) While we are singing the Janitor happens in and I ask



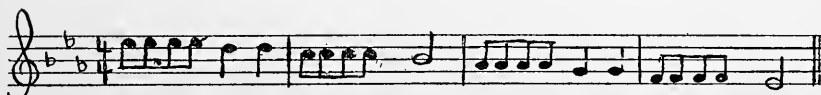
Big ladies and little children big ladies and little children

why we cannot sing a song about him, and Max, who was with us last term, exclaims "Mr. Black bringing in the sand." (IV) (III.) After hearty applause, for Max has given



Mister Black bringing the sand, Mister Black bringing the sand

us a new song to sing, no one helping him, we sing this to the scale. Continuing I say to the children: "Would you be surprised if I sang a song about all of you?" Then lightly and softly and somewhat staccato, starting upon a higher note this time, I sing. "All the little children sitting in their chairs," the words being repeated in order



All the little children sitting on their chairs, all the little children sitting on their chairs

to complete the scale. "Now who will make up a song about me?" Some child follows the same line of thought and offers, "Miss Turner playing the piano." Everyone is so happy over the joy that this creative work brings, that it is too loudly sung, so the piano shows us how to sing it softly. We must depend so much upon imitation in this work. All this time the kindergartner should be a listener quite as much as a director, starting these scale songs upon different notes, noting the kind of singers she has, their good points and their faults.

Of course I am relating to you more than the first day's work, and I will tell you of a few more of these sentence scale songs, before I pass on to another device. A little girl rushed to me before removing her wraps one day last October, so anxious was she to tell me of two songs she had made up while on her way home. "May we not sing them today?" she asked. "One is 'When Autumn comes the leaves change their dresses,' and the other, 'When winter time comes the snow falls softly.'" You will say, "why those are words she had heard in the circle," no doubt, but the point is, that she had tested these words in her little mind and found that they could be sung to the scale. That day as Selma sang them to us, I think nearly every child realized the pleasure that the power to originate gives. When I asked, "how did she bring (VI) them to us, in her pockets?" "She brought them in her thinking cap," exclaimed Morris. "Good," I replied, "we can sing that, Morris, you just then gave us a song." So we merrily sang it. (Ill.) (VI) The objects about the room, the children's work,

Miss Turner gave us nuts to take home.
I can see my face in the glass.
See the little fairies flying all around.
Mr. Black has a big fire.
Mr. Black puts coal on the fire.
A little squirrel is sitting on a stump.

I could enumerate any number of these, partly or wholly originated by the child. Their value rests in quickening the child's interest, awakening his power to create and memorize, and gives us a simple point of departure in working with foreign children.

Now I wish to speak of the monotone singer. Have you noticed that boys are more apt to be at fault in this respect? It seems to me that their voices are usually not so well placed as are those of the girls of the same age, and that a group of little girls' voices are naturally sweeter and of a lighter and higher quality. I have used all the devices I am capable of thinking of, to get these dreary voices higher. We playfully speak of them at times as singing way down in the cellar, not like those who send their voices high up, as birds fly. One day quite in despair it occurred to me to try this. "Sydney," I said, "Suppose I was walking along the street, going very fast, and you were on the other side and saw me drop my gloves, and you wanted to call me, would you not sing out high and clearly, 'hoo-oo hoo-oo' so as to make me hear? Let us play that right now." Getting as far away as space would permit, I got him to imitate the call, then sounded his name and a few others on the same high note. He

She brought them in her think - ing cap, she brought them in her think - ing cap

an incident of the day supply the subjects.

SCALE SONGS. (ORIGINAL).

Three little girls have pretty curls.
See the rain comes pattering down.
All the leaves are on the chain.
The pony and the sheep are looking at me.
The pumpkin babies are all in a row.
The pumpkin babies are laughing at me.

did it. One has first to help these children realize that there are higher tones, then persistently work to get them, through imitation.

The echo device used in this connection is splendid. While some friends and I were picnicing last summer near an abandoned quarry on the river Dart in England, I was able to get the sweetest returns to my coo-y calls. Also some that were very amusing because so perfectly returned by the

mysterious voice of the rocky height. (VII) Play echo. Let a child hide. Suggest that

Coo y Coo - y Coo - y Coo - y Coo - y

another with a well-placed voice send the call to the monotone hidden behind the piano perhaps. Unless the call is returned just as it is received, it is not a true echo, so the child learns. If you are so fortunate as to be near Central Park, a stroll through the arches that are under the driveways, will furnish an opportunity for them to experience it.

It is a good thing to try sustained singing at times. A better chance is given in this way to get a depth and richness of tone. Imitate the various kinds of whistles. Here is an opportunity for everyone to shine, for approving smile now and then. The pleasure of finding the note on the piano that sings just the same as the fish peddler's horn may be given to a child whose ear needs this practice. To imitate deep sounding bells gives us a chance to sustain splendidly. Why not just here, select a boy to represent the deep peal, another one to ring out a few (VIII) tones higher, and a girl probably, being a third to represent the

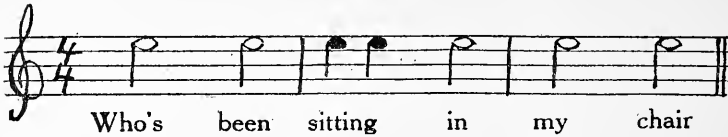
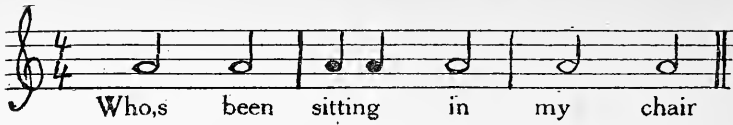
dong dong dong dong

highest bell. Indicate to them when to ring (sing). Perhaps four bell ringers (singers) might be brought into play, or the whole group so divided as to do this. Only, we would not attempt this until the end of the term. Then I think it would not be too confusing, for during the last few weeks of school last year my children enjoyed singing that pretty round, "June Lovely June," one (IX) half of the group singing independently of the other.

June, lovely June, now bear-ti fies the ground the
song of the cuckoo through the glad earth re-sounds

It is a playful thing and most helpful in this line, to sing the exclamations that the Three Bears make when they return home and find that some one has been meddling. The father bear's deep, resonant tones ring out on low C for instance, prolonged and impressive. The mother bear's remarks are sustained on A in the second space perhaps, and the baby bear's lighter high voice, all the words being sung on E in the fourth space, give the children a definite idea of difference in quality and pitch they may not have (X) so realized before.

Who's been sitting in my chair



Of course, you all sing syllables. We have been told that "hoo" is so good in imitating a trumpet, for instance, as it places the tone as far forward as possible. The vowels sung to the scale or any given interval give an open tone, and a good laugh "ha ha" all the way down the scale or several scales successively is very refreshing when it is needed. Sometimes I feel that it is to be regretted that we cannot permit the children to play upon the piano. When there are many children, we surely may not, but occasionally at the singing time a child may be invited to go and strike a note somewhere just over the stool, and sing "la" to the sound that comes. Children find this more difficult than imitating a sound sung to them.

One of the things we do when learning a new song is to "catch words." First the piano sings it for us, then the kindergartner, after this we all hum the tune together, then sing tra-la-la, brightly and in rather quick time as the melody is played upon the piano. Then the children listen again, as the song is sung and, as it is finished, each child is encouraged to tell what word or words he or she kept in mind or "caught." It takes considerable control on the part of the child to keep from calling the word out, at once—and a good bit of memorizing to bear it in mind until the conclusion of the song.

Dr. Jenny B. Merrill in her "Outline Course for Vacation Schools" gives us these definite suggestions: "Sing rather high. Pitch should range from E on the first line to F on the fifth line. Sing softly and lightly but with good accentuation. Give preference to songs of moderately quick time. Do not attempt too many songs. Sing to the children. Do not require them to learn all the songs you sing. Slumber songs should be sung occasionally

while the children are resting. This often helps in maintaining good discipline." This helpful advice we might keep more continually in mind.

Most children have seen the band-leader in our city parks directing his men. One day when our singing lacked spirit and that very accentuation to which Miss Merrill alludes, I playfully used a baton standing before the children. They enjoyed this and responded more readily. So, at another time a child was our band master. When desiring to get a new melody more thoroughly learned, it is a good plan to encourage the children to play imaginary violins and flutes, as well as table pianos.

I was privileged while on the other side of the Atlantic to spend a Sunday evening with a family during which the six children and their parents passed the time pleasantly together. As the hour grew late the good father said, "Now we will have our good night, children," whereupon they all stood and reverently sang, that sweetly peaceful selection from Mendelssohn's Elijah, "O Rest in the Lord." As I stood there profoundly impressed by what I saw and felt, it came to me with renewed force that it is to such an end as this that all our efforts as kindergartners are turned—the beautiful and harmonious unity of family life.

"I'D BE TOO POLITE."

One day a little boy came to school with very dirty hands, and the teacher said to him:

"Jamie, I wish you would not come to school with your hands soiled that way. What would you say if I came to school with soiled hands?"

"I wouldn't say anything," was the prompt reply, "I'd be too polite."—New York World.

STORY.

By Florence Tristram.

MR. AND MRS. CRANE had been brought to the farmyard when they were only a few days old, but had soon become so tame as to follow their master about, and to answer the names he gave them. They spent most of their time in the farmyard, and settled all disputes and quarrels there.

"There is no doubt about it," said Mrs. Crane, looking proudly round, one day. "But when you and I first came to this place we found everything in great confusion; true, we were very young, but even then we could see that there was no system or regularity here. Now, don't you agree with me?"

"Indeed I do, dear," replied Mr. Crane; but he made a point of speaking more loudly than his wife, for they were in the middle of the farmyard, and he noticed that the cocks and hens and other creatures were listening attentively. "We had hard work just at first to get everything into proper order, but it's wonderful what energy and an attractive personality can do."

"Bullying, you should say," grunted a pig from the sty, not far away. "That is how you managed to get your way. You were captured and brought here, where your strange appearance and foreign airs made you seem alarming—to some at least—but not to us, for we pigs have character, and wills of our own. We are not easily frightened. Besides, we won't be ordered about by such as you."

Mrs. Crane drew herself up and replied: "I can assure you that we never wished to have anything to do with you. We have always given you pigs a wide berth; you are such extremely dirty creatures! But, please understand in future, that we only talk to our equals, so don't address yourself to us again, unless you wish to receive another snub." Then, before the pig could answer, she walked off in a stately manner, and, followed by her devoted mate, to the other end of the farmyard.

"You have a wonderful way of putting people in their places, and saying just the right thing," said Mr. Crane. "It's seldom you find beauty and brains together, but you've got both. You're a wonderful bird!"

Mrs. Crane smiled a crane-smile, and replied playfully. "You'll make me quite vain if you praise me so much. I don't tell you all the nice things I think about you, but I think them all the same."

"I am sure you do, dear," replied her husband. "And, as for me, I've never ceased to admire you—from the very first time I saw you. I shall never forget that moment."

"Really!" ejaculated Mrs. Crane, in a pleased manner. "What was I doing?"

"You were engaged in swallowing a frog, and had a most rapturous look in your eyes. I remember even what you said."

"Dear me! What a memory you have! What did I say?" asked Mrs. Crane.

"You turned your eyes up towards the skies, and said, 'My beak, but that was a good one.' That was exactly what you said."

"Never! I never in my life used such an expression—indeed, I never heard it until now. I am certain 'my beak' is quite a slang term, and if there's anything in the world that I detest, it's slang," said Mrs. Crane.

"I'm sorry, dear, if I've hurt your feelings; but you'll excuse me if my memory fails me sometimes, for I'm not as young as I was. Age and time keep pace together."

"Please don't talk in that depressing manner," said Mrs. Crane. "You're not old—you only imagine it. Besides, we're both growing old together."

"There's great comfort in that, certainly," said Mr. Crane—and the birds looked lovingly at each other.

A fight, between two hens, roused the cranes to action, for they felt that they must settle the dispute. It was all about a piece of bread.

"I found it first," one hen was saying. "It was almost hidden in the mud, and then, just as I was enjoying it, she came over, and made a peck at it."

"What a story," exclaimed the other hen. "It was the other way about. She was the thief, for she saw me putting the bread in there for safety."

"The best way to settle this is for me to take the bread," said Mrs. Crane. Both hens agreed to this, and peace was restored.

Meanwhile Mr. Crane was looking after Charlie, the horse, who would always start before the driver was ready. Today he was very impatient to be off, so Mr. Crane said, "I'm sorry to see that you have not cured yourself of that impatient habit yet. If you don't stand still, I will really be obliged to give you a blow with my beak."

"That's a very light punishment. I'm not much afraid of it," returned Charlie. "It's only a very gentle reminder. I am certain you would not hurt me for the world."

"You are right," was the rejoinder. "I love horses dearly, and I feel sorry that anyone should ever treat them badly."

"And that, my friend, is too often the case," replied Charlie. "I am kindly treated, but some of my kind must submit to a life of misery—beaten, ill-used, or over-worked—as many of them are. They can say nothing, but must bear all in silence! How glad I am that I'm not a cab horse!"

"Why, there is my darling husband. He has come back again!" she exclaimed—and from that day she recovered her health and spirits. The rest of the inhabitants of the farmyard were wiser, and knew that Mrs. Crane only saw her own reflection. It was the pigs who said it would be better not to tell Mrs. Crane the truth, for it gave her pleasure to think it was her long lost husband which she saw in the glass, even though he seemed to have lost the power of doing anything but imitating her.

"What a mimic he has become! He copies everything I do," she often remarked, and her friends looked at each other, but said nothing.

"They have a hard time of it, haven't they?" said Mr. Crane.

"Well, of course, some are treated kindly, very kindly," replied Charlie. "Others of them are not; and some yet, sad to relate—some are starved, badly treated, and overladen from morning till night. In spite of it all, they do their best to serve their masters, till death comes, and their miserable lives are ended."

"Dear me! What a very sad picture," said Mr. Crane. "Human beings are supposed to be wonderful creatures, and I wonder they can be so unkind. Poor cab-horses! I think I'll fly off to London now, though I'm quite a stranger there, and take them some frogs and fishes."

Before Charlie could say how useless Mr. Crane's mission would be, he had flown high up above the farm buildings, and was soon far away.

"Alas! In trying to do this kind deed, it seemed Mr. Crane met his death—for he never came back to the farmyard again. Someone said he had been seen some distance off lying on the ground, dead, but nobody breathed a word of this to Mrs. Crane, who was plunged into the deepest grief at the loss of her husband. She became more dejected every day. At last she was comforted in a strange way. There was an old disused mirror which had been put out in the yard just lately, and as she was passing it one day she caught sight of her own reflection.

WHALE SCHOOL IN.

No Tardy Scholars Reported at Eastport Sea of Learning.

A school of young whales, according to the Eastport, L. I., summer news correspondent, was a feature of the famous resort last summer. They were sighted several times and vast crowds were out on the beach to watch them at their lessons.

The school kept from 9 to 12 and 1 to 3

every day except Saturday and Sunday. There were classes for great whales and smaller whalelets, and a calfgarten for smallest whalecalfs, not over ten feet long.

There were probably from sixty to eighty whales in attendance, and a corps of able and efficient instructors gave them the best possible drilling in all the subjects that make up a polished and educated whale.

The classes in navigation were a specialty of this school. The scholars might be seen any fine morning on practice cruises off the beach, sailing up and down and following the directions of the teachers.

There was a theoretical course, too, which of course the guests at Eastport beach could not see, as it was held at the bottom of the ocean. The difficult problems of trigonometry and navigation were there figured out on the sand by the young whales with their flippers.

The under-water classes lasted an hour, to give the whales time to come up and breathe between classes.

Half a mile out, the elocution class were at work, and it is said that they were spouting verse from the "Parlor Elocutionist."

There was an exciting series of games one afternoon, after whale school was over. Many of the Eastport residents went out in motor yachts and rowboats to witness the sport. The student body got together after the events were over and, floating easily on the surface, gave the whale school yell, with remarkable spirit and precision. It was as follows:

Squirt, squirt, squirt;
Flip, flip, flip;
Whale school, whale school,
Zip, zip, zip!

A painful incident occurred one morning in plain view of the residents of the beach. One of the calfgarten class had difficulties in saying his alphabet and was publicly whaled, weeping copiously all the while. There was a great disturbance for a while, as the calf had to take ten blows of the fluke. As soon as the punishment was over the young whale dried its eyes hurriedly on the back of its flipper and dived below to hide its shame.—New York Times.

NYA-GWA-IH, HOW THE BEAR LOST ITS TAIL.

HARRIET M. CONVERSE.

Myths and Legends

Nya-gwa-ih, the bear, who was hunting the forest for his winter store of nuts and honey, had traveled far from his home when he met an aged fox who informed him that he had just passed the river where he saw some strange little animals dive down to a burrow beneath the water. He thought they were young otters, and had watched for their return but they had not appeared, and he urged the bear to go with him and endeavor to entice them from their hiding place.

The credulous bear, smacking his lips and licking out his tongue in anticipation of a feast, hunched himself down to the water where upon looking in he saw the reflection of his own face, and sat himself down to watch for its reappearance.

Untiringly he waited, as the artful fox encouraged. At length it occurred to the bear to allure the unknown little creatures by fishing for them and the bear was a genial fisherman. He had the patience to wait all the day by a stream, and the cunning to watch breathlessly, fearing to shadow the water, but now, alas he had no bait! What was he to do? The artful fox suggested that he should swim to a log that was floating near, and after he had fixed himself firm, to drop his tail in the water. Soon something would seize it, when he was to lift it up to the log and whip the game over to the shore where he would remain and protect it for him.

By the persuasions of the wily fox, the unsuspecting bear swam out to the log where he secured himself and dropped his tail into the water, and the tail of the bear was broad, and so long it reached near to the bottom of the river.

Soon a something shook the tail, and as the bear lifted it up, he saw a wriggling little animal, not a bird, nor a fish, but a something of flesh very like a young otter, and he slung it across the stream to the fox. "That is fine!" said the fox. Again and again the bear lowered his tail in the water, to secure the shoal which seemed to have gathered around him. Whenever the tail shook, he would throw his game to the fox who would urge him on. This continued

until a gusty north wind which chanced to be passing stopped in its wonder and deriding the bear, blew its cold breath over the water. And the river became quiet and its waves suddenly stretched out as smooth as a blanket. No more could they chase each other in their race with the wind nor lap to the shore when it thirsted in the sun, for the north wind had frozen them down by its breath. But the foolish and unheeding bear, intent on his game, waited till night. No more came the tremulous snipping at his tail, no longer his tail grew heaving with the wrigglers. The bear, who could not see the crafty fox devouring his pile of game, exclaimed, "How suddenly the wrigglers have stopped biting my tail! What does it mean?"

The subtle fox caught sniffing and choking over a bone, replied: "Something has drifted against them. Wait till it passes." And the good natured bear who in his mind was counting the game which he had thrown to the shore, saw the night coming, and thought of his home to which he knew he must hasten. He had his honey and his nuts beside his river game to carry, and the way was long. As he was fixing himself to travel, in his hospitality he invited the fox to return with him when they would partake of the feast together; and if the fox was willing, he could help carry the game. But no answer came to his invitation. Again he called to the fox. No answer, and he raised himself to jump from the log. But his tail was "so heavy." "Some big game," gleefully thought he, as he pulled stronger. "My! how that game pulls!" thought the bear. "Now I will bring it." And with a vigorous jump, he made a lunge for the shore when lo! his tail was left in the water! The satirical north wind had frozen it fast! And the friendly, advising fox! Where was he? Vanished! And the game? A pile of half chewed bones on the bank! With a sigh and a sneering smile, the tailless bear lifted his load of honey and nuts and lumbered along to his cave miles away!

Thus the bear lost his tail and his tailless descendants have never been fishermen.

I think that every mother's son,
And every father's daughter,
Should drink at least till twenty-one,
Just nothing but cold water.
And after that, they might drink tea,
But nothing any stronger,
If all folks would agree with me,
They'd live a great deal longer.

THE WISE MAN OF THE INK WELL.

BY DORIS WEBB.

I CAN'T tell you where he lives or how to get there, because if I did you'd go and ask him questions, and that would make him cross, but you can look for him yourself if you like, and it's very probably impossible that you may find him. I'm talking, of course, about the Wise Man of the Ink Well, and if he ever reads this himself I sincerely hope he won't mind having me tell all about how Chester Young went to see him. Chester was the youngest Young, but he was not so very young at that—not nearly so young as he had been seven or eight years before, when he was too young to care about being called the youngest Young. At that time he didn't mind having four brothers older than himself, but at the time this story begins it made him feel very sad indeed. When his mother's friends said, "Why, you're the baby, aren't you?" he would feel quite indignant and make up his mind to grow just as fast as he could and catch up with Allan, who came next to him. But somehow he never seemed to manage it, for when he was five and Allen was six he would think, "Now just three months more and I'll be six, too," but before he got there Allan would jump into seven and leave him a whole year behind again.

At last Chester said to himself, "I really must find a way to skip a year and not be the youngest Young any longer." So he asked all those he met if they had any idea how to skip a year. But, although they could skip rope and skip stones and skip lessons, none of them had ever tried to skip a year, and most of them declared it couldn't be done. At last, however, some one said to him, "If you really want to find out go and ask the Wise Man of the Ink Well, who knows more about everything than anybody else."

"That's a good idea," said Chester. "How shall I find the Wise Man of the Ink Well?"

"Why," said the friend, "you just go so and so and such and such a wheres" (you know I told you I couldn't tell you where it was) "and a little bit to the west, and then come half a mile back again on the same road and, facing the left, walk five steps to the right, and there, right on the broad seashore, you will find the Ink Well."

"That's very clear indeed," said Chester, who was a clever little boy; "and what shall I do after that?"

"First," said his friend, "let me warn you not to go six steps to the right, because then you'd walk into the well."

"I'll do my best to be careful," said Chester.

"And then," continued his friend, "if you look about you, you will probably see the Wise Man of the Ink Well, and if he feels like it he may talk to you, and if he doesn't he won't. He probably won't."

Of course that was a little discouraging, but still, it was the only suggestion Chester had heard as yet, so he thanked his friend and started out for the Ink Well at that identical moment.

He followed all his friend's directions carefully and conscientiously, and it wasn't more than two minutes over three-quarters of an hour before he stood on the edge of the Ink Well on the sandy shore. (He had carefully refrained from stepping into the Ink Well.) There, by the side of the Ink Well, sitting on the sand was an old man who looked so intensely wise that Chester knew him at once. He was studiously writing in a big book and frequently dipping his pen into the well.

"Good morning," said Chester pleasantly. "Are you very busy today?"

But the Wise Man said absolutely nothing and dipped his pen carefully into the well.

"What a pleasant beach this is!" said Chester. "Don't you think so?"

But the Wise Man kept entirely silent and wrote something in his book.

Chester was beginning to feel a little bit discouraged, but he decided to try again.

"I'm Chester Young," he said calmly. "I'm the youngest Young, because I'm only eight, and I live at"—

"Dear me, dear me," said the Wise Man; "now I have to write that down," and dipping his pen into the well he wrote carefully in his book:—"He's Chester Young. He's the youngest Young, because he's only eight and he lives at"—

"Whatever made you write that down?" asked Chester in surprise.

"I had to," replied the Wise Man calmly. "I'm writing down everything I know, and please don't tell me anything more or I'll never get finished. You see," he continued confidentially, "I got tired of carrying around so much knowledge, so I started writing down things and then immediately forgetting them. I've filled those five hundred and seventy-nine volumes," pointing to a huge pile, "with things I knew, and now I've forgotten them all, and you don't know what a relief it is. I've trained myself to forget a thing the minute I write it down, and I haven't the slightest idea now what your name is or how old you are or where you live. Only, you see, it will be very convenient to have it written here for anybody who wants to find out."

"How clever!" cried Chester. "I think it's ever so much harder to forget than to remember."

"It takes a great mind," said the Wise Man placidly, "and I find it a great comfort. It leaves me time to do lots of things. Yesterday I made a fountain pen."

"Oh, I know," said Chester. "Uncle has one. It's a pen with ink in it."

The Wise Man shook his head. "Mine's quite different," he said. "It's a real fountain—an ink fountain. Shall I turn it on for you?"

"I'd love to see it," said Chester, "if—if it doesn't splatter much."

"It won't splatter over here," said the Wise Man. "It's right in the middle of the beach and connected, of course, with the well. Stand back and I'll turn it on." He pressed the button in a rock as he spoke and out of the middle of the beach rose a graceful fountain of ink from a pen standing on end. "There!" said the Wise Man, "isn't that lovely? It would black your shoes for you in a moment! But, of course, I mustn't waste ink," and he turned it off again. Chester was so charmed and interested in the black sand where the fountain had been playing that he stood gazing at it some minutes in silence. At last he came to himself and said suddenly:—

"Oh, I want to know, please, how I can skip a year, because I don't like being the youngest Young."

"Well, well!" said the Wise Man. "Dear me! It's years since any one asked me how to skip a year. Of course, it's one of the first things I learned in my youth. My father taught me how to do it."

"Oh, I'm so glad!" cried Chester, in delight, jumping up and down.

"Only," continued the Wise Man, "I wrote all about it in one of my books, so, of course, I've forgotten it."

"Which book was it?" asked Chester quickly.

"I really couldn't say," said the Wise Man, "and I haven't indexed them yet, but, of course, if you looked over the five hundred and seventy-nine volumes you'd be sure to find it. And they're very interesting reading. Lots about spelling rules, and whole chapters devoted to multiplication. You'd be sure to enjoy them."

"I'm afraid," said Chester sadly, "I haven't time. I didn't tell mother I was coming, so I'll have to go right home again. I have luncheon at one."

"Quite right," said the Wise Man. "Goodby!" And picking up his pen he wrote "He has luncheon at one" in his book.

Chester ran away home as fast as he could, following his friend's directions backward and trying not to feel too disappointed about being the youngest Young.

But when he got near his house Allan came racing to meet him. "Oh, Chester!" he called, "you're not the youngest Young any more. We've got a new sister, and she's a girl, so she won't mind being the youngest at all. Aren't you glad."

And Chester was the gladdest boy in town.

But there's just one other thing I'd like to tell you. You know that black sand made by the fountain pen of the Wise Man of the Ink Well sometimes gets tracked way down the beach, and if any time when you're digging on the seashore you come upon layers of blackish sand you may be sure the Wise Man of the Ink Well is not far away. —New York Herald.

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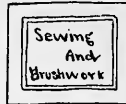
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INDEX TO CONTENTS

Nature Study in the First Four Grades, <i>W. T. B. S. Imlay,</i>	-	180
The Intermediate School, <i>Bridget M. F. Caulfield.</i>	- -	182
Letters to a Young Kindergartner <i>Harrietta Melissa Mills,</i>		188
Development of Personality in Children, <i>Dr. Jenny B. Merrill</i>	-	190
The I. K. U. and the N. E. A.	- - - - -	191
What Shall the Children Read,	- - - - -	193
Education in China,	- - - - -	194
A Playhouse, <i>Hypatia Hooper.</i>	- -	195
Program Suggestions for March <i>Bertha Johnston</i>	- -	197
The Wind, a poem	- - - - -	203
The Use of Kindergarten Material	- - - - -	204
GAU-WI-DI-NE and GO-HAY, Winter and Spring. <i>Harr</i>	- - - - -	210
Teasles—Keep Out	- - - - -	212

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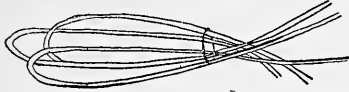
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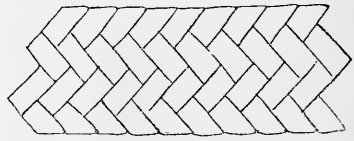


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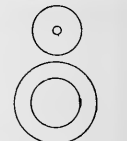
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The Kindergarten-Primary Magazine

VOL. XXI—MARCH, 1909—NO. 6

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

Editorial Rooms, 59 West 96th Street, New York, N. Y.

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NATURE STUDY IN THE FIRST FOUR YEARS.

W. T. B. S. IMLAY, Principal.

The relative value of each study in the curriculum of our elementary schools should be estimated according to its helpfulness in developing and rounding out the child; in fitting him to take his place among men and in doing the best his abilities will allow. Therefore, the training of the child's mental powers means more than the developing in him an ability to memorize facts. The subject matter presented with this end in view should differ materially from that by which we simply wish to make the pupil the possessor of facts for the sake of familiarizing him with a given subject.

Bearing this in mind, we find in nature a subject which, in the highest degree, affords an opportunity to develop the child's powers of observation. It trains his eye to see the things that are about him: to note varied conditions, contrasts and similarities. It also aids in developing the habit of patiently waiting for results, as well as enabling him to correctly reason, and, through noting the orderly procedure

of nature's ways, the relation of cause and effect is seen.

Nor do we stop here, for the eye being trained to see, the tongue at the same time should be trained to accurately tell what is seen. It may be said that this is ideal. Our answer is that, whether ideal or not, it is possible to do all this and much more if the study of nature is taken up enthusiastically and patiently, allowing the child, under the teacher's direction, to become the discoverer of facts and conditions.

To do this the teacher must become a student of nature. Not alone of its text books, but of its varied moods as found in stream and meadow, in sunshine and rain, under adverse as well as favorable conditions.

She must be a lover of children, watching the gradual unfolding of each child's mind and by adapting her aid to its peculiar requirements she shows him how to gather knowledge.

She must spend her time in preparing for her work rather than in correcting the errors made by the pupils.

She must be able to adapt herself to conditions and environment, not forcing the uncommon nor strange upon the children; she must lead them step by step from the familiar to the unknown.

She must lose sight of self and her own knowledge, as, with firm hand, she leads the children unconsciously along the path she has marked out to the objects she wishes them to discover. Then, being an interested listener to tales of discovery, she sees the effectiveness of her work.

She must be an expert questioner, framing her queries in such a manner that time is not wasted, nor the point lost. She must never tell that which a pupil can find out for himself.

She must direct where to go and what the pupil is to seek.

METHOD.

But the query may be raised, How is this to be done with all that is required in the short time at our disposal?

First, by correlation with language, making language and nature study hand-maidens.

Second, by taking it up incidentally for home work and bringing facts from outside to the classroom to be there discussed.

Observational nature study in its earliest stages must be done objectively, wherein the child from the object itself finds out facts. These facts are still further fastened by picture and story. The general conditions being the same, yet with details different, the child's horizon is broadened. He is thus led from a study of the object to a study of the subject. Here he gathers information from others relative to a given thing, and as he finds that there is much information which he must depend upon others to give him, he sees that he is but a part of a great whole.

While the primary purpose of this study should be the development of the child, we must not lose sight of the fact that we are to make it the introduction to formal geography. That observing natural phenomenon will lead us to understand something about the physical conditions of the earth and how man is affected thereby. While we are gathering scientific facts we should keep in mind that we are not studying a science. Neither are we fitting children to be analytical discerners and recorders of conditions and things beyond them. All that we ask is that they be able to classify when they see relations, to observe conditions, to realize that time is a great element in changing features, and, above all, to talk intelligently upon what they have seen and know.

The following scheme for the first four years of school life is merely suggestive. It is offered simply as a frame about which may be built the structure best adapted to the school a teacher may be in. Varied to suit the individual preference and needs, if followed, this course will prove helpful in showing how much a child may do.

FIRST YEAR.

Have pupils observe

WEATHER CONDITIONS.

Kind of day—clear, cold, stormy, etc.

THE SUN.

Where it seems to rise.
Where it seems to set.
Where it is at noon.
Where it never is.
What it does.
Its shape as we see it. Compare it with other objects.

COLOR OF SKY.

Sun, clouds.

FAMILIAR FLOWERS.

WHAT FAMILIAR ANIMALS DO.

PLANTS—WHAT THEY NEED TO KEEP THEM ALIVE.

Air, soil, water, sunshine.

WATER.

Give its uses.

Have nature poems learned. Use pictures to fasten the nature facts presented as well as to show other related facts in nature.

Encourage pupils to collect and preserve the pictures of nature facts presented.

Combine all Nature Work with Language.

SECOND YEAR.

ENCOURAGE PERSONAL OBSERVATION.

HAVE PUPILS TEST FACTS.

HAVE PUPILS OBSERVE FAMILIAR ANIMALS.

What the animal does; how he lives.

Habits of animals compared.

Families of animals illustrated by pictures.

PLANTS—WHAT IS NECESSARY TO SUSTAIN LIFE?

Light, heat, air, soil, water.

PARTS NECESSARY FOR LIFE.

Root, stem, leaves.

PARTS NECESSARY TO REPRODUCE OTHER PLANTS.

Bud, flower, fruit, seed.

PLANTS MAY BE

Very large—trees.

Large or bushy—shrub.

Small—herb.

Have pupils watch germination of seeds.

Compare plants as to parts.

HAVE PUPILS OBSERVE THE WEATHER.

Kind of day.

Direction of the wind.

HAVE PUPILS OBSERVE THE SUN.

Where it rises now as compared with where it rose two or three months ago.

Where it sets now as compared with where it set two or three months ago.

What has been caused by this?

HAVE PUPILS OBSERVE WHAT WATER DOES

(Take this up on rainy days).

Falls, flows, collects.

DEVELOP, APPLY, and HAVE LEARNED what is a

Puddle, pond, lake, ocean, stream, river?

Develop idea that water gives form to land.

Apply and have learned what is an island, peninsula.

Have nature forms learned and talked about.

Use pictures to fasten facts presented and to show related facts.

Encourage pupils to collect and preserve pictures of nature facts and to talk accurately about them.

Correlate all Nature with Language.

THIRD YEAR.

Prior to this time the object has principally been studied, but now we begin to have the pupils study the subject as well. This may be done by

STUDYING OBJECTS.

GATHERING EXPERIENCE OR OBSERVATIONS OF OTHER PEOPLE.

The children who have knowledge thus become the instructors of those that have none or but little. The teacher must always bear in mind that she is the director and suggester, the pupil being the gatherer and learner.

There must be constant review of the work of lower grades.

ANIMALS.

BIRDS.

How they are distinguished from other animals.
FAMILIES OR CLASSES.

Perchers, waders, swimmers, scratchers, birds of prey, runners, climbers. **THEIR HABITS AND CHARACTERISTICS IN OUTLINE.**

Insects AND LOWER FORMS OF ANIMAL LIFE. Peculiarities and habits in outline. No attempt made to study analytically.

PLANTS.

Planting of seeds and watching germination.
STUDY OF ROOTS.

Kinds—Fleshy and fibrous.
 Parts—Crown, root, and rootlet.
 Uses of each part.

PICTURES OF OBJECTS.

Roots used as food.

STEMS.

Parts and their uses.

LEAVES.

Parts and their uses.
ARTICLES OF FOOD obtained from the different parts of plants.

USEFUL ARTICLES obtained from the different parts of plants.

The different ways in which plants grow exogens, endogens.

THINGS THAT HAVE LIFE COMPARED WITH THOSE THAT HAVE NO LIFE.

MINERALS.

Soil, what it is.
 Rocks, and what becomes of them.
 Sand,
 Clay,
 Slate,
 What they are. Their uses.

LAND AND WATER FORMS.

Develop by moulding board; observe on rainy days.

COLLECTED WATER.

Puddle, pond, lake, ocean.

PARTS OF COLLECTED BODIES OF WATER.

Bay, gulf, sea.

FLOWING WATER.

Stream, river.

CONNECTING WATER.

Strait.

LAND FORMS.

Island, peninsula, cape, hill, mountain, isthmus. Have pupils draw and color land and water forms.

Develop horizon, zenith.

DIRECTION.

Of places from school.
 Of important places from each other.
 Routes followed by children in going from home to school.

Points of compass taught.
 Nature poems taught and discussed.

HOW TO TEACH DIRECTION.

Place paper on desk, with top towards the north. While the paper is lying on the desk, mark in their respective places on the paper the points of compass—north, east, south, and west. Take the paper from the desk and hold before you. Develop

the fact that the change of position does not change the actual direction marked on the paper while on the desk. Have pupils tell where the north or east really is; where it is to be represented on the paper. Develop the fact that the paper represents direction on the surface of the desk. When this has been done, hang paper on wall and call attention to actual and indicated direction. Place paper over a map and call attention to the same.

FOURTH YEAR.

The work of lower grades reviewed.

ANIMALS.

Mammals; characteristics.

PLANTS.

Classified.

LAND AND WATER FORMS.

Some map, say of Long Island, Manhattan Island, or Brox Borough may be used to illustrate forms. Pupil to recognize by name as well as to indicate when the form is named. Direction of one form from another shown on map.

The form of the earth SHOWN by the globe.

LAND AND WATER FORMS SHOWN on the globe.

DIRECTION of one water form from another shown on the globe.

NIGHT AND MOON.

Have pupils observe the difference in the appearance of the sky at night from what it is in the day.

Have pupils observe the different positions of the moon. The change in the shape of the moon is to be noticed.

Do not try to explain causes, but simply have the children notice the facts

PEOPLE.

How people live.
 Some reasons for the different manner of living.

WHAT PEOPLE DO TO GAIN A LIVING.

Work the soil. (Agriculture.)
 Make things from that which is obtained from the soil. (Manufacture.)
 Buy and sell. (Commerce.)
 Dig for minerals. (Mining.)
 Cut forest trees. (Lumbering.)
 Fish.

PRODUCTS.

Animal,
 Vegetable,
 Mineral,

Where obtained? How obtained?
 The surface characteristics shown and explained by physical maps.

USE EXACT GEOGRAPHICAL TERMS.

Use globe to show differences between sphere and hemisphere; between hemisphere and continent.
 Use globe or map to show difference between continent and grand division.

CONTINENTS.

Eastern and Western.

GRAND DIVISION.

North America, South America, Eurasia, and Africa.

Show (do not expect the pupils to understand or memorize) how the earth is heated.

This will include the revolution of the earth on its axis about the sun.

THE INTERMEDIATE SCHOOL.

Reviewing the various stages and purposes of education—religious and cultural to about 1300, utilitarian in the church and in the art and crafts for the next four or five centuries, when a return to the cultural aim but with a broader field of material and method, we find that our twentieth century has brought us to a new educational era—to a renaissance in the art of teaching. The process, like the processes of nature and art, and government, has been one of evolution. The great underlying force in the development of our American system has been the economic and political condition of the country, directed and controlled by the self-conscious power and sense of responsibility of the common people, acting through their unit of government, the state. Looking into the "little red school house" of a few generations ago, we find the beginnings of every step in the most elaborate system of today; even a course in university training was given to the bright pupil who walked through the fields with the school master or who by the light of the resinous pine-knot delved to the depths in mathematics or law, or philosophy, or climbed to the heights in literature or science or religion.

Constructing upon such a foundation, then, with heed to the demands of the mass of the people as well as to their best development in industry, morality, contentment and enlightenment, the organizer of a state unit of education must meet the questions:

1. What are the demands?
2. To what extent are they met by the district schools?
3. How, with greatest efficiency plus greatest economy, may they be met now?

The first two questions are well answered in *The History of the Massachusetts School System*—Martin, but the third must be answered by each state and by each large city, and even by each good-sized town with full consideration given to its social, ethical and industrial past and future. It is the question of today in our educational unrest. It brings to our consideration, to be viewed in relation one to another,

1. Studies, absolute value; relative value.
2. Pupils, as varying in age; as varying in capacity for knowledge.

3. Pupils as varying in interests, temperaments, native ability.

Because of the form of our government which gives the maximum of power to the masses of the people, the importance of our elementary education is proportionate to its greater extensiveness, and in New York City but fifty-six per cent of those who enter the elementary school, apply for admission to the high schools, and of the fifty-six per cent, fifty-two per cent leave during the first year. The problem of the elementary school has, therefore, to do with over seventy-two per cent of the total school population.

Though the most important, this step in the educative process is the most difficult because of the age of the pupils, and the difference of aim, interest and ability. Two ends must be kept in view, first retrospective, "How meet the demands of the community?" and, second, prospective "How fit these demands in training for efficient citizenship?" Of the latter aim we may make two divisions, intellectual, including the intelligent understanding of physical needs, and ethical.

In these directions the Commissioners and Superintendents of Education in the city of New York have made wonderful progress during the last ten years in matters of both economy and efficiency. The consolidation of schools under one head has made for unity and uniformity, and the "Departmental System," in increasing specialization has increased knowledge and skill on the teachers' part, and on the pupils', knowledge, power and character-building.

From the departmental system, to meet the conditions in the more congested districts, has evolved the Intermediate, or what might be more properly termed the Pre-Academic school, in which are gathered, under one principal, a person of superior professional and administrative ability, all the seventh and eighth year pupils of the district. The first saving is in the reduction of the number of classes in the last two years—say from forty classes with registers ranging from twenty-five to fifty, to thirty classes with registers of forty, a good working number. The consequent relief in cases of part-time classes in the lower grades is self-evident. The plan of instruction is departmental, with, of course, greater specialization on the teacher's part, the healthy and friendly

friction among teachers and classes that makes for improvement and progress, and a maximum of special equipment such as apparatus for science, history and geography, domestic science, gymnastics and shop-work. In the ordinary school

study card and (b) a teacher's schedule of classes.

These two teachers' schedules show two ways of dividing the day. The division into fifteen periods of twenty minutes each serves several purposes. First the inflex-

a

	9:20	9:40	10-	10:20	10:40	11-	11:20	11:40	12:00	1:20	1:40	2-	2:20	2:40	5:00
M.	English	Study	Arith.	Study	History	English	Geography	Music	Gym.						
Tu	Assembly	Arith.	English	Music	Gym.	Geog.	English	Drawing							
W.	*Cooking	Science	Music	Study	Gym.	Science	Music	Study	English	Arith.	English				
Th	Assembly	History	Music	Study	English	Geog.	Arith.	Gym.	Study						
F.	Study	Arith.	Hist.	English	Unassigned	Science	Study								

(B) English

	9:20	9:40	10-	10:20	10:40	11-	11:20	11:40	12-	1:20	1:40	2-	2:20	2:40	3-
				7A Boys 2	SA	GR		7B Boys 3	Compos.	Sp.	Exam		7A Boys 3	Sp.	Exam
				7A Boys 2	Study		7A Boys 3	Exam		7A Boys 2			7B Boys 3	7A Boys 2	7A Boys 2
				7B Boys 2	7B Boys 2	Read.	Exam	7A Boys 2	7A Boys 2	7A Boys 2			7B Boys 3	7A Boys 2	7A Boys 2
				7B Boys 2	S	7A Boys 2	Sp.	Exam		7A Boys 2			7A Boys 2	Sp.	Exam
				7B Boys 2	7A Boys 2	7A Boys 2		7B Boys 3	7A Boys 2	7A Boys 2			7B Boys 3	7A Boys 2	7A Boys 2
				7B Boys 2	Compos.	Read.		Compos.	Compos.	Compos.			7B Boys 3	7A Boys 2	7A Boys 2
				7B Boys 2	7B Boys 3	7A Boys 2		7B Boys 3	7A Boys 2	7A Boys 2			7A Boys 2	7A Boys 2	7B Boys 3
				7A Boys 2	7B Boys 3	7A Boys 2		7A Boys 2	Sp.	Sp.			Sp.	Sp.	Sp.

with from four to eight classes of the seventh and eighth years, an expenditure for such equipment would not be justifiable, because, out of twenty-five hours, it would be used but four to eight hours per week.

The time divisions are similar to those of the high school, as will be shown in the following diagrams for (a) a pupil's

ible time division of forty minutes, be the subject history or gymnastics, need not be

*Plus half of boys' class, the other half of which is in the shop.

**Should be used for distribution of library books, inspection of blank-books, drill in spelling or in any way for best interest of the class in the opinion of its official teacher.

***In an Intermediate school only half the pupils can assemble at one time.

(B) English.

	Mon.	Tues.	Wed.	Thurs.	Fri.
10 ⁰⁰	Assembly ⁸⁰ Hygiene ⁸⁰		Comp. 8B.1	Assembly ⁸⁰ Hygiene ⁸⁰	Spell. 8A.1 Memory.
10 ⁴⁰	Comp. 8B.5	Gram. 8B.5	Gram. 8B.1	Gram. 8B.5	Study ^{8B.5}
11 ²⁰	Comp. 8B.1	Gram. 8A.1	Liter. 8B.1	Liter. 8B.1	Spell. 8B.5 Memory.
12 ⁻	Read. 8B.1		Gram. 8B.5	Gram. 8A.1	Read. 8B.5
1 ⁴⁰	Comp. 8A.1	Comp. 8B.5	Liter. 8B.5	Gram. 8B.1	Study 8B.1
2 ²⁰	Gram. 8A.1	Comp. 8A.1	Liter. 8A.1	Liter. 8B.5	Spelling 8B.1 Memory.
3 ⁻	Study 8A.1	Gram. 8B.1		Liter. 8A.1	Read. 8A.1

enforced. Instead a half class may remain in the shop or in the kitchen eighty minutes; either two periods of forty minutes or one period of eighty minutes may be given to Manual Training. Shorter study periods give the children opportunity for the supervision and direction of several instructors and for specialized assistance in study. A short and frequent period for gymnastics is surely a gain upon physical exercises which tend to fatigue before forty minutes have passed, and a daily music lesson of twenty minutes is a better agent for tone development, correct method and physical response in singing than a less frequent longer period. It is well, when possible to double classes in study and in music—in the first for economy, and for free periods for teachers, and for accustoming pupils, gradually to the methods of the high school; in the second for the better results of the larger chorus, and the mutual improvement on part-singing when the choruses are mixed, (i. e., boys and girls). None of these things could well be done in the seventh and eighth year grades of the usual school register.

When there are large numbers of pupils of one grade or type, segregation for the various reasons can best be accomplished, and flexibility of courses, methods and grading facilitated and increased. The pupils of thinking ability or those whose

education will continue beyond the elementary school may be grouped together and given those studies which will function in secondary education, with the teacher's aim and view beyond the point at which the children leave school. The maximum of homogeneity in a class will give teachers greater and more effective opportunity for the cultivation of school morality, self-reliance, self-confidence, recognition of a place for and a value in the ability of the concrete thinker. It will also increase opportunity for meeting and providing for individual differences, in attitude to lessons, to school rules as well as to interests and abilities.

Those pupils whose formal schooling ends with the eighth year, such grouping should have provided with a realization of their ability, as related to their interests, a specialized direction of independent thought, which will enable them to fit into new situations in the lines of activity they have chosen.

Of the individual differences those determined upon the basis of native ability and capacity for working are most deserving of special provision. The Intermediate school, is able to make a special class for the six per cent of the pupils of plus-normal ability, by making transfers from the 7a grades in about the fourth week of the school term. These pupils' programmes

would not be different from those of other classes, but the teacher's plans for speed and correlation would receive particular attention with the aim of finishing in a year and a half the work of two years or four grades. Individual differences in teachers would be considered in the assignments to such classes, enthusiasm and initiative being prerequisites. Where such a plan has been tried the promotion or re-naming of the class is an event of greatest interest to every pupil in the school and therefore functions for increase of school spirit. The plan might be carried to the greater length of allowing individual pupils—foreigners or out of town pupils of advanced age, or any whose study had covered a slightly different course—to finish the seventh and eighth years in one year. The flexibility of grading desirable for a small part of our children might be effected in this way. Work of a similar kind should be done for the slower pupils and hold-overs.

Much has been written during the last decade and several experiments have been made in industrial and commercial training in the secondary schools. Such training has a very important place in the last two years of the present elementary schools, for reasons similar to those which give it a place in the high schools, and could as easily be carried on. Under an elective system a course in German might be adapted, as in many schools at the present time, to the needs of those pupils whose education will be continued in high school. For such pupils as are fitted for commercial work the two hundred minutes

assigned for a foreign language might be spent more profitably in the study of book-keeping, stenography and typewriting. Arithmetic and civics could be so modified that they would best serve the aims of these pupils. Other pupils whose interests and capacity would best be trained for mechanical pursuits would elect to give this time to working in metal, sheet-iron, and the principles of industries which could be presented and understood most systematically, and economically at this age. The pupils, under efficient instruction would be lead to sense the joy of production, to appreciate the dignity of manual labor and to combine a cultural mentality with mechanical skill. Only in an intermediate school of reasonable size, one thousand or more pupils, could this problem be economically and adequately dealt with.

Among the problems presented to the organizer of an intermediate school, records and discipline are prominent. This is met very simply by making each teacher the "official teacher" of a given section, and responsible for its attendance, punctuality and behavior. Each class would have a "section book" in which to record the attendance and conduct of the class in each room. Following is a diagram of a day's record in such a book, for fifteen twenty minute periods:

Pupils whose names are entered for neglect or annoyance report to the official teacher for punishment, and as the method makes a square in the matter of responsibility it is effective in diffusing the influence of a strong teacher, and assists the weak. The section-book is carried by the

Reg. 45.	7B boys 2.	Dec. 1, 1908.	Conduct etc.
Sam Jones ^{9:10} John Brown ^{9:40} 43. E.C.C.	9:00 10- 43	10- A.J.H.	
43	10:40 43	11- 43	
11:20 43 A.J.H.	C.R.M. 42. James White adv. L.F.	12- 43. E.J.C.	J. White, exc. from exp. L.F.
Jones - pres. P.M. 44	E.C.C. 44	44	
44 M.M.	44	44 A.B.C.	A. Hark. O.B.P. - 5 min. " " Library due, not returned.

class president, for the Intermediate school affords one of the best opportunities for the development of student government plans at their best. Another plan is to have an attendance card carried by the class president. Conduct would be marked A.,

month previous, including a mark in correlated subjects. The diagram will show how this is best accomplished.

(See preceding illustration)

From such a record the Record Teacher may transcribe the marks upon a card which will be a record of the pupil's standing during his time in the intermediate grades.

(See table on following page)

This card should remain with the Principal or with each successive Record Teacher, going with the pupil through school. From it the monthly report card, stating averages and deficiencies is made, and sent to the parents.

Mrs. Smith's Room 49

7 Boys. Reg 48.

Sam Cohen	47 a.c.c.
Cohen - late notes ✓	48 a.m.
	48 L.D.
	48 M.P.
Smith - sent to Doctor Returned 130	47+1 a. 2
	48 J.J.
	48 J.J.

J.S. 42 Boro. Bronx

Report of John Crosby
Grade 7 B 3.

Term ending January 30, 1909

Mrs. Smith Rec. Teacher.

	1st Mo.	2nd Mo.	3rd Mo.	4th Mo.	5th Mo.
Effort.	a	a	a	a	a
Proficiency	b.	B	B	B+	B.
LATE	0	0	0	0	0
ABSENT.	0	1	0	0	1
Conduct.	a	a	a	a	a.

DEFICIENT IN

1st Mo. Arith. Science

2nd Mo. Music Science

3rd Mo. Music.

4th Mo. _____

5th Mo. Music.

E.

B., C. or D. at the end of each month by all teachers, and the lowest mark used, or the marks averaged. Both plans work with marked success in two intermediate schools in New York.

	MONTH.....	History.....	Oral Compos'n.	Penmanship.....	Spelling.....	Effect (Optional)
John Jones	Feb.	B+	B	A	B	A
	Mar.	B	B	A	B+	A
	April	B	B	A	B+	A
	May	B+	B+	A	B	A
		B+	B+	A	B	A

For the purpose of keeping records of pupils' marks, the following scheme is effective, though perhaps open to criticism because of excessive book-keeping. The teachers of the various subjects send to the official teacher, by the second of each month, estimates of pupils' work for the

Among the objections that have been raised to the departmental system, and therefore to the Intermediate school is that of lack of correlation. A safe-guard against this is horizontal as well as vertical

John Jones Born Jan. 1, 1894	Grade 7 AB ¹					Grade 7 BB ²	Grade 7 BB ²	Grade 8 AB	Grade 8 BB
	Term ending Ju., 1908								
	1st Mo.	2nd Mo.	3rd Mo.	4th Mo.	5th Mo.				
Arithmetic									
Reading									
Grammar									
Written C.									
Oral Comp.									
Spelling									
Penmanship									
History									
Geography									
Science									
Drawing									
Shop									
Cooking									
Gymnastics									
German									
Music									
Effort									
Proficiency									
Times Late									
Days Absent									
Conduct									

assignments in the placing of teachers. On the teachers' schedules shown it will be seen that this is done in the case of the English work. Each class goes to the teacher for English eighty minutes per day and the sub-divisions are left to the individual teachers, or to the teachers on a given grade to be settled in conference. This provides for the greatest possible correlation in the branches of English, Literature, Composition, Grammar, Spelling and Dictation. It allows for considerable flexibility in the time assignments, keeping in accord with the Course of Study, and makes provision for the individualism of both teacher and class. Moreover it opens up the correlation of literature with composition and rhetoric and prepares him for the methods of the high school.

Another means for correlating and coordinating studies is to allow teachers to hold grade conferences, or when there are several teachers of the same subject for a grade, let them hold subject conferences. These should be attended by teachers of grades immediately above and immediately below, so that articulation and consequent economy of time and energy may result. Subject conferences may be made of two kinds—absolute and relative. At the first the subject matter would be discussed, unified and planned in point of time. At the second the subject matter would be considered in relation to other subjects. Requiring all teachers to give marks in oral composition, etc., will aid in this matter also. Unity in school legislation will be effected and experiments advantageous.

ly made if teachers of certain class groups, meeting in conference, decide upon means of class management, always of course with power of approval or veto left to the Principal.

Among the many virtues of the Intermediate school, the possibilities of furnishing the maximum of social activity, organized and directed, is most important. It is of incalculable value in the training of character, and here in the pre-academic grades reaches the great majority of children whose school life ends at fourteen or fifteen. In a school of a thousand seventh and eighth year pupils, it is possible to organize a Glee Club of at least two hundred, various athletic clubs according to the interests and capacities of the pupils, crafts clubs, literary clubs, an employment bureau, a newspaper staff, history clubs and several other dependent upon the ingenuity of the teacher and the character of the children. Teachers are always ready to give extra time, energy and strength to such activities. In 1904 when P. S. 62 was organized under Principal John S. Roberts, the Intermediate school was an experiment. Success attended it from the beginning as it has attended the two which have since had fair trial. These are P. S. 24, Manhattan, under Principal J. A. Waters, and P. S. 42, Bronx, under Principal Wm. P. McCarthy. Visits to any of these schools will repay not the educator only, but any person interested in the future of our country and society.

As the schools become more active in their duty to the community through Alumni Associations, Lectures, Parents' Meetings and the like, the importance and desirability of the pre-academic school will be more fully recognized. It is one more step toward the perfection of efficiency and economy due to Dr. Wm. Maxwell's direction of our municipal school system. It has paved the way in New York for the more logical plan of time division in the students' school life given by Mr. Hanus (Harvard University):

Primary.....	3 years	6—9 years
Grammar.....	3 years	9—12 years
Secondary.....	6 years	12—18 years
Tertiary.....	6 years	18—24 years

The curriculum for nine or twelve years would divide as follows: In the first six years emphasis would be placed upon the school crafts, the essentials with the beginnings of cultural interest in the fourth year. After the sixth year the emphasis should be upon the cultural subjects, and a dual system, academic and technical should be developed. The latter would serve the needs of the

great number whose education is completed with the fourteenth or fifteenth year, and who demand and should receive an education of immediate practical benefit, which at the same time makes for power to understand and to grow. The City Club, advocating reorganization along these lines, are pointing the next step in our educational evolution.

BRIDGET M. F. CAULFIELD.

*LETTERS TO A YOUNG KINDERGARTNER.

THE ORGANIZATION OF MARCHING AND RHYTHMS.

My dear Young Kindergartner: It is not surprising that the music of your kindergarten is, as you say a constant source of disappointment to you. No single aspect of kindergarten work has been subject to so much experimentation. Devices and schemes for improving kindergarten music are set forth, many of which are attractive and sufficiently alluring, and which, while they may be successful in the hands of the originators, are most disheartening to the young kindergartner who seeks the solution of her difficulties by such means. However, do not lay all the failures of these schemes to the fact that your musical achievements are most ordinary. The difficulties are often inherent in the schemes. Into the realm of kindergarten music we are prone to rush with the latest device and notion, where we should proceed slowly and reflectively.

In my last letter I indicated how instrumental music may be made a unifying agency of the morning circle and also how it may aid in securing that attitude of mind and heart which is necessary if prayer and hymn are to be characterized by the spirit of worship. Herein music is used for its most fundamental influence—to awaken and nurture feelings and emotions for which music, in turn, furnishes the most fitting means of expression. This primary function of music, it is important for you to grasp; but it should not blind you to other significant influences of which we may well consider three; namely, the physical, intellectual, and moral. Granting that music influences child life in this three fold fashion, the necessity for careful organization becomes imperative.

Let me present two negative situations often seen in kindergarten. Marching is a daily exercise. In many kindergartens its continuity is mechanical and deadening

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rather than progressive and vital. First there is the march where the children move hand in hand in a kind of kindergarten lock-step led by the teacher who often marches backward that she may exercise control over the group. Such a march is held by the one in charge to meet the demands for physical relaxation. Followed faithfully it becomes the dreariest of all exercises, the reaction being in perfect response to the drear, daily monotony of the piano.

Again, in place of the lock-step the teacher leads a march and after a few minutes the entire group puts on imaginary soldier caps, knapsacks, epaulets and swords; they wave imaginary flags, first with the right hand, then with the left, then with both hands, when, suddenly the children break into helter skelter running, skipping, sliding; they walk like turkeys, waddle like ducks, tramp like horses, jump like rabbits, fly like birds, and all the while the piano is giving forth the unremitting strains of some popular two step.

These procedures are an offense against child nurture. The first is stultifying in its effects, while the other is injurious physically, mentally, and morally. In the case where miscellaneous activities are required while the children are marching, let me be quite clear. The ability to coordinate and readjust motor responses to such markedly differing activities requires a physical control seldom seen in the kindergarten child; and when one musical form is used for widely divergent activities, an intellectual stimulus is lacking, while a subtle untruthfulness, a lack of sincerity, is present, even though ignored.

In contrast with this let us consider the development of marching and rhythms under the strict guidance of the rule "simple before complex;" or, in other words, as evolving in a progression that is vital—a progression which calls for increasing physical control, a growing alertness of intellectual power to grasp ideas, and an increasing earnestness and fidelity of expression which is truthfulness.

Organization will not begin then, with marching, since it is well along in the scale of controlled activity. It will begin with the characteristic free activities of childhood. Every normal child of five years knows how to walk, run, skip, and how to take the hop-skip movement. These activities have been acquired outside the

kindergarten, first, from pure joy in movement, and second, in response to some definite purpose such as going on errands for mother. In the kindergarten they are to pass under conscious control in response to appropriate rhythms.

One may well begin with the skipping movement since in this the child is the least self-conscious and the element of spontaneity, or abandon, is the dominant note. If the room is small, seat one group which may profitably watch and be ready to repeat the activities. You may begin with one child, taking then another until the entire group is skipping in perfect abandon. Often this can be accomplished without the use of piano. Soon the suggestion to join hands will be made and skipping around the ring and reversing to skip the other way will give a pleasant variation to the exercise. Or, partners will be chosen, thus bringing the moment of readiness for the introduction of the song "I wish dear little playmate you'd skip with me today," or, Reinicke's "A Partner So Merry." Thus, song and rhythm may come to the children as the best possible expression of a situation rich in physical, intellectual and social nurture. The skipping activities once fairly begun, their progression and variation may keep pace with the growing control of the children.

Running activities may in time be subject to much delightful extension and variation—swiftly, heavily, softly, on tiptoe—until they merge into tag games, racing games, and feats of skill. Walking may give point of departure for many exercises; walking sedately as in going to church; hurriedly as if going to the store for mother; easily and gracefully, as on pleasure bent. Just here, Miss Poulsson's "Little Boy's Walk" will be suggestive. It will give the point of departure for an excursion to practice walking and "seeing things," which, in turn, will afford suggestion for many activities which express thought content.

The habit once established of making the familiar movements of skipping, running and walking in response to appropriate rhythms from the piano, it is easy to begin the ordered, constrained activity of marching. Here, again, begin with the simplest form, which is measured stepping. For this, Schumann's "Soldiers March" may be used, or perhaps better still the "Dessauer March" played with light staccato touch thereby securing the de-

sired reaction. Further it is desirable to march while you march, introducing variations such as fast, slow, changing the direction of the march, etc., noting and correcting defective carrying of head, shoulders and arms. The calisthenic march, so popular in some kindergartens, belongs to a more advanced stage of development.

It is well to relieve the tension of marching by forming a circle in which one may direct activities which exercise every muscle of the body. Here too, one may provide opportunities for the children to listen to new rhythms; and the activities may be truly creative if many children are permitted to respond to them. Choice and judgment should be exercised in the selection of the best models, and their modification and extension should be wisely directed. Gradually these activities may be incorporated into the marching exercise; but it is wise to march briskly and then halt while the next activity is suggested by the piano or announced by the leader. This moment of preparation and listening is very essential since it gives time for a readjustment of both mental and physical attitude toward the proposed change.

In brief, put thought into this work. Utilize the suggestion of the children lest you make the disastrous mistake of thinking that mere responsive activity is true self-activity. True self-activity may express itself here in two ways; first, in the ability to lead, and second in following a leader intelligently rather than mechanically. In following the suggestions which I have indicated for the development of marching and rhythms, you should always bear in mind that a development of the fundamental muscles of the body is demanded as the foundation for the use of the smaller accessory ones. And finally I urge you never to permit these exercises to degenerate into a mere mechanical rehearsal of stereotyped movements; but remember always that rhythm and song are intimately connected with the child's expression of life.

Froebel says: "Rhythmical, measured movement and harmonious song necessarily and early belong to the human being, meeting the needs of his nature on all sides." It is well worth your striving to realize this ideal, and the children themselves may be your guide.

Sincerely yours,
HARRIETTE MELISSA MILLS.

DEVELOPMENT OF PERSONALITY IN CHILDREN.

Dr. Merrill writes:

The following reprint of Mr. Earl Barnes' lecture upon "The development of personality in children," is taken from one of the daily newspapers of Savannah, Ga., where the lecture was given. It was sent by Miss Hortense M. Orcutt, supervisor of kindergartens.

It is substituted in place of our monthly article on "Mothers' Meetings" as no more important subject can be presented to mothers for discussion. We regret that it came too late to appear in our issue for February but if kindergartners have over-worked the Washington ideal this year, the warning will come in time for 1910. It is safer to keep to "acquaintance ideals" and leave "historic characters" to the teachers beyond when the historic sense has developed.

Even Washington as a boy cannot appeal to the child until he has first grasped his greatness as a man. If there is danger in dragging our great men from their adult dignity by presenting incidents of childhood too soon, let us content ourselves with waving our flags, joining in the happy holiday and simply "looking up" to the picture on the wall, rather than pasting it upon a badge.

GROWTH OF CHILDREN'S IDEALS

First Lecture on Development of Children By Mr. Earl Barnes.

Under the head of "The Development of Personality" Mr. Earl Barnes, who is giving two lecture courses for the Huntingdon Club, began the afternoon series on "The Training and Development of Children" at the Lawton Memorial yesterday. That the audience was deeply interested in Mr. Barnes' presentation of the subject was evident and a sympathetic personal relation was established between speaker and hearers by the informal manner of his address, and his putting his subject in the light of matter for mutual study rather than pronouncing the final authoritative word upon it, using even the direct appeal of the question where it best served to develop the conclusions suggested. He urged that those who made up the audience should regard themselves as fellow-students with him, and that each lecture should be followed by free question and criticism.

The development of the personality with which, in Mr. Barnes' claim, the child is endowed at birth, was interestingly traced. Without attempting to explain the mystery of those differences of personality which are so striking in children of the same family, brought into the world under the same conditions and environment, the fact that they exist in marked degree in all families was cited as matter of common observation and knowledge. As early as the age of one week, the speaker said, the peculiar native characteristics of the individual become evident and proceed in

their development through the experiences that come to him. The growth of personality from its manifestation, when the mouth is its center, to the gradual recognition of the arms, legs, and other parts of the body as belonging to the individual, and its later extension to the mother and the nurse, as being equally the property of the individual; to the crib as his crib, the room as his room; the house finally as his house, was suggestively touched upon, and it was shown how, with the growth of the child, the extension of the personality still goes on, through his school, his church, his state, his country, his political party. Among the suggestive thoughts thrown out was one that the best school conserves this tendency in the child to regard the school and his particular room and desk as his personal property. The idea of possession in common was left for consideration in a later lecture.

To understand the growth of personality and its extension through these various channels, it was explained, it is necessary to learn how ideals grow in children's minds. "An idea that we love," said the speaker, "becomes an ideal," and it was shown that to build up about an idea affection, admiration, and reverence, is to create an ideal towards which the individual will inevitably grow.

From tests conducted in public schools in this country and in board schools in England the growth of ideals from local and acquaintance ideals to larger world ideals was shown to follow in all children a steadily increasing line until adolescence is reached. The charts indicated that children of the kindergarten age almost invariably choose acquaintances, the mother, father, teacher, or other individual with whom they are brought into personal contact, as the person whom they would most wish to be like, and that the tendency to choose ideals from public life or from history or fiction grows as the child grows older, a smaller and smaller percentage selecting acquaintance ideals until the age of 13 is reached.

An interesting result of the comparative investigations was the discovery that the percentage of English children choosing public ideals at the kindergarten or early school age is much larger than in America, while there is also greater difficulty in obtaining answers to the questions put them, owing to lack of imagination; and that in America the children of the west coast choose public ideals at a much earlier age than the children of the east coast. The best growth in the expansion of ideas, the speaker said, should be slow. He called attention to the fact that while children grow away from acquaintance ideals the individual in adult life returns to them, and urged the cementing of the bond between the child and the home as a great need in American life, and as one which the school and the individual teacher should meet by keeping before the student's imagination the figures of the parents striving for his happiness and maintenance.

The manner of presenting world ideals to the child was the occasion of some interesting discussion. Mr. Barnes pointed out that while the study of the proper literature to present to the child at each stage of his school work has been brought to a marvelous degree of excellence, there is still the need of a similar well-ordered plan in presenting for his admiration and emulation suitable personal ideals, and the fact was instanced that Washington has been made so long the child's hero, that the adolescent and adult student will have none of him, although, as the speaker suggested, his true qualities are not those that natively appeal to the child but to the adult.

He deplored also the fact that the choice of ideals is limited almost exclusively to male ideals, and that not only the boys, but the girls of America,

taught almost entirely by women teachers, are moved by the ideals illustrated in the lives of men. This he attributed to the lack of place given women in the American histories used in the schools, a book of 500 pages having but half a page in all devoted to the work of women. He suggested as a solution the compilation and use of biographical studies of American women.

THE I. K. U. AND THE N. E. A. AGAIN.

To the Branches of the International Kindergarten Union:

During the last few years there have been frequent discussions concerning the advisability of merging the International Kindergarten Union with the Kindergarten Department of the National Education Association of which it was an offshoot in 1892.

Three or four years ago at its annual meeting the Kindergarten Department of the National Education Association appointed a Committee to present the matter to the International Kindergarten Union and ask it to consider some possible relationship.

For the New Orleans meeting, the Executive Board of the International Kindergarten Union arranged for a presentation by three papers which showed respectively the origin of the Union, its present status and the possibility for its future. Some discussion followed this presentation but no definite action was taken.

The present Executive Board of the International Kindergarten Union feels that the question demands the consideration of the individual branches in order that every one may have an opportunity to express an opinion on the future policy of the Union.

The Board has therefore appointed a committee to present to the branches the various plans proposed. This committee has been selected to represent as far as possible the different opinions previously expressed with the addition of three members of the National Education Association who can give suggestions from the view point of this larger body.

This committee hereby presents seven possibilities for the future of the Union to which it asks the attention of the branches:

1. To remain entirely distinct as at present.
2. To merge ourselves with the Kindergarten Department of the National Education Association and lose our identity.
3. To meet every year with the National Education Association but to keep our own individuality.
4. To meet every other year with the National

Education Association and separately in the alternate year.

5. To meet once with the National Education Association by way of experiment postponing definite action till after such a meeting.

6. To have representation in the National Education Association with other women's organization as a Council of Women. This is the new Department of which Miss Laura Gill is Chairman.

7. To become a department of the National Education Association but meeting separately as now at a different time of year.

This last plan would place us on a similar plane to that of the Department of Superintendence which holds its meetings apart from the National Education Association. This plan also involves changes in our Constitution since membership by branches would no longer be possible. An open letter from Dr. Butler in the February issue of the Review and Magazine gives further details of this plan.

Will each branch consider the above possibilities and make a definite statement in regard to its preference for one of these or for some other not here indicated, to be sent to the chairman of the committee on or before March 27, 1909.

From these returns a report will be prepared to be presented at the business session of the Buffalo meeting of the Union in April next.

Committee:

ANNA W. WILLIAMS,
LUCY WHELOCK,
BERTHA PAYNE,
NICHOLAS MURRAY BUTLER,
GEORGE M. FORBES,
WILLIAM H. ELSON,
CAROLINE T. HAVEN, Chairman.

Central Park West and 63rd St., New York City.

WHAT SHALL THE CHILDREN READ?

Valuable Suggestions From Carolyn Wells and W. W. Denslow, Writers of Juvenile Literature, and from Prof. John A. Mac Vannel and Miss E. G. Baldwin, of the Teachers' College of Columbia University

"The reading a child does in its home has a tremendous influence on its development—an influence hardly surpassed by any other single factor," is the view of Prof. John A. MacVannel, professor of the science of education and kindergarten work in Teachers' College, Columbia University, expressed in a recent interview. Since this school is the recognized leader in the new

movement of scientific child study, and is wielding a great influence by sending to all parts of the country teachers aroused to the importance of every factor that touches the child, Prof. MacVannel's words carry much weight. Continuing along the same lines, he said:

"Even the books and periodical literature intended for the reading of mature people play an important part in molding the child. Immature young people look over and read much of this matter and inevitably are benefited or injured. It is always a positive influence and one that must be seriously considered by all who have charge of the younger generations, if they are to live up to their obligations.

THE BEST JUVENILE LITERATURE.

"Children and young people will read, and as surely will be strongly influenced by what they read. They should be supplied with the best obtainable juvenile literature. There is an abundance of this which fulfills all the requirements for the wholesome and sane development to which the youth of this modern day is entitled. Twenty years ago there was a different story to tell, for at that time much of the best juvenile literature of the day was stilted, namby-pamby and lacking in that charm, simplicity and wholesomeness which characterizes the better class book of today. Modern authors who are at all worth considering, no longer talk down to children and young people, but address them with an unaffected naturalness and sympathy that make a strong appeal. This attraction affords to this type of writing an opportunity to drive home in a subtle but none the less powerful manner, the good taste and high ideals it reflects."

THE VISITING STORY TELLER.

Carolyn Wells, whose merry verses and stories have charmed many thousands of young people, is beyond question an authority on what a child ought to read. Her books for girls and boys have been successful; she is a regular contributor to the magazines for boys and girls, and one of her latest volumes, "The Happychaps," ran serially in St. Nicholas through the past year. Commenting on the useful sphere of the modern magazine for young people, Miss Wells said:

"A magazine for young people is a visiting story teller, who goes each month into

welcoming houses of youths to spin him yarns, sing him verses, show him pictures and talk over departmental interests. In this manner author and reader become real companions and whatever influence the good literature has acts continuously through the year, and the reader has a never ceasing interest, a constant source of wholesome pleasure and fun.

"A book is often a feast, but its twelve issues make of a magazine a mental diet, and if it is the proper sort, it will build up wholesome idea tissues. Each issue of a modern young people's magazine like *St. Nicholas* appeases somewhat that insatiable hunger for diversity and change which is ever present in the child and the youth. The various contributions, each one simple, and too brief to tire the immature mind, form a substantial and delicious mental course dinner—with the difference that none of the courses become cold if left till day after tomorrow or next week."

OLD AND NEW FAIRY TALES COMPARED.

Few men of our generation have contributed more clean fun and laughter for children and grown-ups than W. W. Denslow, the artist-author. Since "Father Goose" appeared some ten years ago, with Denslow's inimitable pictures, a long line of his picture books and story books have been published and widely read. Mr. L. Frank Baum's "Wizard of Oz," which first appeared as a book with more than a hundred Denslow pictures, has been on the stage continuously for many years. Recently Mr. Denslow has become a contributor to *St. Nicholas*, and his latest work, a series of pictures and verse, "When I Grow Up," which set forth day dreams of an American youngster, are to appear throughout the year. Aside from his success as a producer of laughter and wholesome fun, he has performed an important and recognized service for juvenile literature of the day in pointing out the defects of old fairy tales and in keeping his picture books and his work free of such harmful elements. His many imitators point the truth of his ideas. In discussing his views Mr. Denslow said:

"My aim in children's pictures and verse is to furnish good, clean wholesome fun for children, eliminating the deceit, murder and theft that is so rife in the older fairy tales. These elements bore harmful results. A child reading of downright treachery and

cruelty does not recognize the wrong of it, but deems it proper and worthy of imitation. Anyhow, keep this spirit out of the stories, verse and pictures that children read and you never contribute injurious ideas.

"Action, children demand, and you can give them plenty of wholesome action, fun and entertainment without ever employing the easier trick of crowding force into your humor by impressions of brutality, cunning, deceit or the shock of horror and gore. You can even invent tales and pictures of pirates abounding in adventure and daring, without even hinting at the blacker side of the once respectable profession practiced under the black flag.

THE MODERN FAIRY TALE.

"The fairy tales of the modern day are gradually following the new standards and the effect on the youngsters who read this better class of juvenile writing, is even now appreciable. They are growing up into wholesome, sane maturity, free from the bugaboos, the horrors and fear inspired by the older type of writing that exulted in piled up impressions of barbarity.

"In teaching a boy arithmetic you drill him continuously day by day and he learns to think and reason properly. Even in his games he must practice continuously to excel. It follows logically, that continued and regular reading of a magazine that interests and absorbs him will instill into him the type of ideas and impressions it conveys. An author who writes, for young people and has any serious appreciation for the formative results of juvenile reading, welcomes the opportunity afforded him by the magazine of recognized literary quality."

A LIBRARIAN'S VIEW.

The work of a librarian offers an excellent chance to study tastes in reading and tendencies of literature. Because of the special work done in the Teachers' College, the views of Miss E. G. Baldwin, its librarian, are of special interest.

"The problem of selecting the right sort of reading for children and young people presents great difficulties," she says. "Few parents, relatives or friends know anything at all about it. They look on juvenile books, magazines and periodicals merely as amusements. Rarely does one of them realize that what the child reads in the

home does more than almost any other factor in molding his tastes and character.

"In seeking advice teachers are often consulted, and in the majority of cases this is profitless, because the average teacher has little scientific knowledge of the subject. The opinions, however, of those who have specialized in the science of education in kindergarten work will often be found of value. Perhaps the best advice procurable on what young people should read is to be obtained from the editors of juvenile magazines of repute and acknowledged literary quality. This is about the easiest and cheapest advice to be acquired, for each number of such a magazine presents a collection of the writing of the best authors of current juvenile literature.

"And the best juvenile literature of today, with its innate charm and happy, pleasing qualities, meets the requirements of proper child development and inculcates those tastes, ideas and ideals that go to the making of fine, strong characters. This charming and simple literature, with its wholesome influence, is also the most scientific mental food for young people. It is as sanitary and hygienic as the regime science now prescribes for the bodies of children.

THE PLACE OF THE PERIODICAL.

"Many parents and elders conscientiously attempt to select proper reading for young people, but the knowledge of the subject among even cultured people of broad education is insufficient to save them from error. The educational centers where the Science of Education and kindergarten work are given importance are now actively engaged disseminating new knowledge and instruction along these lines. Columbia University is doing an important work in this direction. It is constantly training large numbers of teachers from all sections of the country. With such widespread influences at work, the next generation or two will realize more fully the importance of the reading a child does in the home, and know how to judiciously select such magazines and books as will benefit and aid their proper development. Unfortunately, even educators who have worked along this line, have lagged somewhat behind the author of the best modern juvenile fiction. During the last two decades a juvenile literature has been in existence, immeasurably superior to the standards that preceded it.

This writing is direct and simple; it holds up fine ideals and ideas, and is the embodiment of good taste and culture, yet it has none of that namby-pamby attitude of preachment and condescension found in the old-time best books for boys and girls.

"There are hundreds of volumes of such books, and there are a few good young peoples' magazines and periodicals. These latter perform a great service by exerting a formative influence which even the finest books cannot sometimes achieve."

EDUCATION IN CHINA.

The Chinese Board of Education has recently issued ten regulations governing educational matters throughout the empire. Here are some of them:

"Every capital city must have at least one hundred primary schools and a minimum of five thousand students. All prefectures and districts must have at least forty schools and a minimum of two thousand students.

"Every child at the age of seven years shall be compelled to attend school.

"Any official succeeding in persuading gentry to found schools shall be rewarded.

"The parents of any child of seven years of age or over shall be held responsible for the attendance at school of such child, and will be punished in the event of its failure to attend.

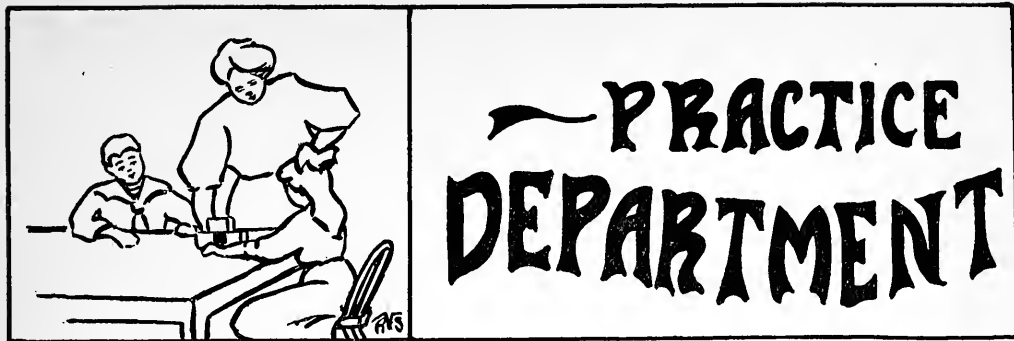
"All prefects and magistrates who fail to obtain the stipulated number of schools and students in their respective districts will be punished."

Who shall say after this that China lags behind in the race?—New York Tribune.

Trees of Paris.

There are 85,840 trees in Paris, and each tree has its number, age, history and condition recorded in the books at the Hotel de Ville. The appropriation for this department is 450,000 francs a year. The work could not be done for any such sum had it not been so thoroughly done in the beginning, in the reign of Napoleon III.

"What's your occupation, bub?" asked a visitor at the capitol of a bright boy whom he met in the corridor. The boy happened to be a page in the White House. "I'm running for Congress, sir," he replied.—Christian Intelligencer.



A "PLAYHOUSE."

HYPATIA HOOPER.

This house is a joy all day every day. The one illustrated was made in a large kindergarten during a measles epidemic, when at no time were there more than forty

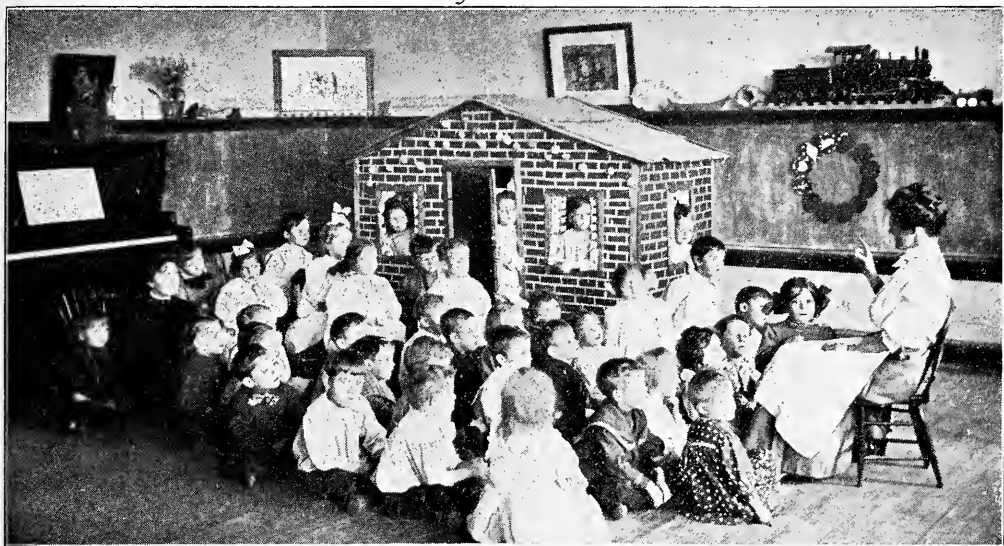
$\frac{3}{4}$ inch shingle nails (about five cents worth).

8 1-inch nails.

2 hinges with screws for same.

1 door button with screw for same.

2 button-hole twist spools with screws for same.



children belonging and never perfect attendance.

The children worked like beavers. When our kindergarten supervisor came and, guided by a small boy when on a tour of inspection, she inquired: "Who made it?" Laddie replied: "O, me and Miss H— and the other kids."

Materials required are:

2 Lundles of laths.

12 sheets of light weight poster-board (30x40).

Old sheets.

Newspaper strips.

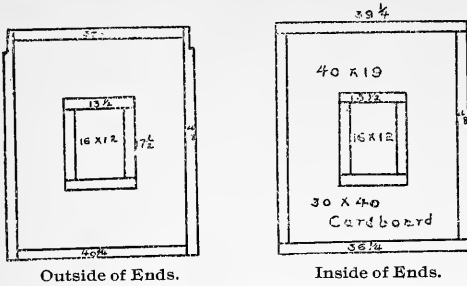
Brown wrapping paper for roofing.

The house in the illustration is made of light weight poster-board; but that is for economy rather than choice as heavy weight would be more satisfactory in all but allowing the children to do the cutting.

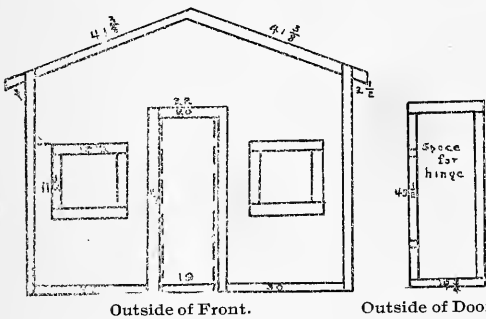
If light weight poster-board is used it will be wise to line each card by pasting sheeting on it before using at all.

PLANS FOR DOLL HOUSE

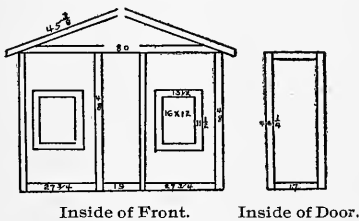
NOTE—The figures given in the following illustrations represent inches or fractions of inches. The frame work is made of lath.



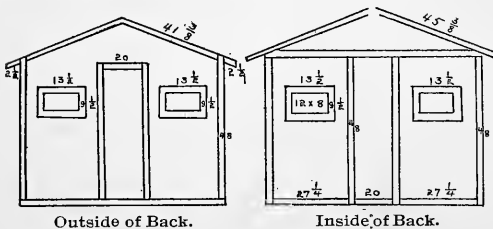
Illustrations above give dimensions of OUTSIDE also INSIDE of the ENDS. The ends will be made up of a whole sheet of cardboard 30x40 and a piece 40x19.



Above illustration shows the OUTSIDE dimensions. At the peak of the roof the lath supporting the same are strengthened by the addition of an extra small piece of lath. Also a piece of lath at the door latch. A separate diagram of the door is given.



Above illustrations show inside view of the front as described above, also inside view of door.



These illustrations give INSIDE and OUTSIDE diagram of back of the doll house. The spaces shown at the top allow for the ridge pole.

Measuring, marking, cutting of pieces for ends, front, back, door and the cutting out of windows is highly interesting. The respective pieces may be joined through the agency of paste and a small piece of sheeting on the white side or if allowance is made for lapping, brass fasteners can be used.

Strip pasting brings in all the children since several can work on one sheet of poster-board. Only the more capable children can be trusted to put on the long strips since they tear easily when wet with paste. With the aid of a piece of cardboard the size of the "bricks" the little ones can join in marking the ends of the bricks.

Preparation of the laths needs a good saw and, in the above house, was largely done after school with the "aid" of one or two boys.

Now the joy of nailing! It is well for the teacher to have the help of an older child and nail the ends that the poster-board may not lose its place between the laths; then the children may be trusted to put in nails with comparative freedom. Teachers will have to go over the nailing with a piece of metal under the points in order to clinch the nails.

The mechanism of the roof can be seen from the photograph.

Laths are so very "warpy" that measurements may have to be changed by quarter or even half inches; but measurements given in the lath diagram will serve to work from.

The eight larger nails are used, two on a corner, to hold the house when completed. Hooks and eyes can also be used.

Our chimney is to be added for Santa Claus.

A Number Device

Cut a number of circles, squares, or triangles from colored cardboard. Scatter these over the table. Require the children to make various combinations with them; as, two circles and three circles are five circles; four squares and two squares are six squares, etc. This is a good mental test as the children see no written numbers whatever, and must depend upon their own memories.—Virginia Baker.

It is never too late to write gentle words.—George Eliot.

Pleasure comes through toil; when one gets to love his work, his life is a happy one.—Ruskin.

PROGRAM SUGGESTIONS FOR MARCH.

BERTHA JOHNSTON.

The winds are so much in evidence in March, and Froebel's "Mother Play" upon the Weather-Vane is so full of suggestion that the Wind becomes the natural as well as the fascinating point of departure for this month. Referring to the Mother Play we see that two important suggestions are to be derived from it. First, that important part played by "imitation" in the development of the child and second, that "a single mighty power like the wind can do many things great and small. You see the things it does, though you can not see the wind itself." This point of mysterious invisibility can be well paralleled at the present time by reference to the important part played by invisible electricity waves made use of by wireless telegraphy in the saving of the S. S. Republic.

The picture in the Mother Play illustrates many of the useful activities of the wind: the turning of the weather-vane, the drying of the clothes, the waving of flag, turning of wind-mill and the toy windmill, etc. Its immense value as a means of transportation with sailing vessels is not, however, shown here, although known to most children either by having seen sailboats or pictures of the same. After a number of days spent in talking about the wind and illustrating its various uses with the gifts and occupations the teacher will be able to make the child appreciate to some degree the mystery and power of the invisible wind, that man's intelligence has learned to control during the many long, long ages, although there are times when even man is unable to control it and is a puppet before its tremendous currents. But man is still investigating and within recent years has even learned how to make use of the air currents for his airships. Before taking up the subject of the wind we will speak first, however, of the wreck of the "Republic" and its lessons.

The story of the collision between the Florida, and the Republic with the rescue of the many hundreds of passengers is one of the most thrilling of recent times and affords opportunity for the inculcation of several moral lessons in a way to appeal to all children with irresistible force; for here we find virtues displayed which all of our schools should develop and train but which

the influence of the home does not always reinforce.

First, let us consider the matter of discipline—the safety, the final rescue of all those human beings depended upon the immediate unquestioning response of the ship's men, officers, and crew, to the word of command. When the orders were given, although they had to work in the dark both literally and figuratively, every man sprang at once to his post, and did his duty instantly. The delay of a few moments to ask "why?" would have been disastrous. If the word to rake out the fires, for instance, to put them out at once had not been obeyed, an explosion would have occurred.

Then, the passengers, too, did their duty. When the Captain explained matters and told them that if they all kept cool and followed instructions, they obeyed, although frightened, cold and hungry. Twice the trip had to be taken in the small boats and the second one was taken in the dark and in a choppy sea but no lives were lost because all obeyed instructions. It must have been hard for those who were the last to go, but still they kept brave and cool and obedient and didn't hurry and scurry and make confusion by trying to push in ahead of their turn, as people do at rush hours on the cars.

As in all such cases the brave men let the more delicate women and children go first. After the women and children came the men passengers, then the crew and officers and the Captain was the last to leave.

There, too, were the brave stokers, working down at the furnaces and at risk of their lives putting out the fires, preventing the explosion. And after the fires were out they helped pass along the passengers one by one, although they were cold and wet and tired and hungry, for sixteen hours.

But although much depended upon the courage and fidelity of many people, none could have eventually been saved except for the devotion to duty, the fortitude and determination of one man, John R. Binns, the operator of the wireless telegraph instrument. He stuck to his post for sixteen hours, cold, wet, hungry, sleepy. Oh, how long the hours must have seemed, but he held to his instrument. He telegraphed the danger to the stations on the coast and when other ships tried to find the Republic in the dark of the fog he guided them by his signals till, like a game of hunt the thimble, now hot, now cold, the Republic

was located by several ships. First the Florida came to the assistance soon after she realized that the Republic had been injured seriously by her unintentional attack; then came the Baltic with her brave, sturdy Captain and brave, obedient men.

Then, too, the land operator responded at once to the call C. Q. D. and notified other vessels. He didn't stop to ask questions. He knew his business and did his work faithfully.

How can we ever hope to emulate those brave sailors and obedient passengers? By learning the lesson of obedience. Not slavish obedience, but obedience to those in authority who know more about a given situation than we do. Right here in school we may practice such obedience every day. We know there is a reason for the rule not to whisper unnecessarily in the classroom when others are studying or reciting. We know there are good reasons for the rules regarding punctuality and regular attendance. We know there are reasons for the rules against annoying or bullying those younger, or weaker than ourselves. We realize, of course, the reasons for instant obedience to the fire-drill signal.

We know there are good reasons for rules against smoking by those under age. Could Binns have held out at his long watch if his body had been enfeebled by continual smoking of cigarettes before he had attained his growth, or by insistent smoking after he was fully grown? If he had undermined his health and his heart had become a "tobacco-heart" as the doctors call it, he might have died of heart disease at any moment and then his messages would have ceased. No man can be safely trusted at such a post who has not good physical health and absolute self-control.

Here the teacher may put some scorn into her voice as she speaks of certain men who have so little self-control that they cannot ride for two short minutes in an elevator without smoking even though smoking may annoy other people, although the sign may say clearly: "No smoking allowed"—some men cannot even ride a short distance in a car without getting out a cigar or cigarette. Could they endure any long siege of watching if perchance their cigars were all under water? Would men who smoke in a crowded place where it sickens women be likely to help them at time of a wreck.

We can practice self-control in many ways every day. We can do kind and thoughtful deeds for others' comfort. We can give up our seat in the car to the tired looking man or the woman laden with bundles. We can trust and obey intelligently the wise orders of parents and teachers, and then, when a crisis comes, we will be not only willing and anxious but able to meet it.

"So near is Nature to our dust,
So nigh is God to man,
When Duty whispers 'Lo, thou must,'
The youth replies, 'I can.'"

GAME OF RESCUE AT SEA.

As said above little children are essentially imitative—they continually imitate in their plays the doings of their elders. Therefore it is, as Froebel has continually pointed out, very important that the things they see should be ennobling. Children of the congested city districts unfortunately see much that is harmful—they imitate in their plays the arrest of the lawbreaker, the funeral of the next door neighbor, the crap playing of the big boys. It is therefore quite legitimate when all are talking of the wonderful heroism displayed in a shipwreck that the children should imitate it in their plays. We suggest one such incident for the children to play, although additional suggestions given by each other and the teacher are desirable.

Draw upon the floor in chalk the outline of a row-boat, placing it near a ship made of kindergarten chairs. Upon the other side of the boat make another ship of chairs, the chairs being in each case so placed that the seats form the outside of ship. Now let the "Captain" tell the children in one boat that all must be rowed over to the other ship but that if all are patient and go in turn all will be saved. Then let the little girls step up on the seat of the selected chair and, aided by kind sailor-boys, jump into the chalk boat. Let the previously-chosen ship's crew play at rowing as fast as possible, the passengers all sitting very quietly till the other ship is reached. Then they are helped quickly up and the passengers of the other ship play give them clothing and food, while the rowers go quickly back for another load. This little play will give practice in patience and self-control in waiting one's turn and will strengthen the feeling in the boys that the girls must be shown consideration always. One boy in each ship may repre-

sent the wireless operators tapping away their messages. Of course, other points may be introduced by the teacher familiar with the splendid story. Some children may represent the stokers at their disagreeable task of first shoveling in coal, at the hot furnaces, and then, suddenly, at word of command, hastily raking them over to put them out, although water is pouring in fast.

THE WIND.

Circle-Talk. The children will know of the value of the wind in kite-flying. Tell of the old saying "straws show which way the wind blows" and ask what the literal meaning is; then the figurative meaning. On a windy day place some straws or other light material where the wind will catch it and see if the direction of the wind can be determined. Does it make any difference to our comfort and pleasure whether the wind blows from one direction or another? Yes, indeed, if from one direction it brings rain and cold, from another balmy air. The farmer often can tell what sort of weather will come by watching the weather-vane and he knows just what to do on the farm. He can tell the direction of wind also by watching the clouds, as they float

sometimes mistakes are made as the science is comparatively new. Perhaps some of our school children when grown, may be able to investigate and discover new facts which will help the government to be even more accurate. The Bureau telegraphs its predictions to different stations which by signals tell to different offices what the prediction is. Often these signals are colored flags which, placed in a certain position have different meanings. Perhaps we can arrange a little system of our own to tell each other the direction of the wind. We can arrange to use four colored balls and have each one represent a different wind. Then, each day, one or two children previously appointed will note the direction of the wind, by looking at weather-vane or placing flag where it will be blown by the merry wind and then suspending the proper one where it can be seen by all. A ball may be attached to a long cord and this made to revolve over a spool fastened to the wall as a little pulley and the ball raised each day.

The following are the signals used by the United States government and which it sends to various Weather Bureau stations, to railways and postmasters, etc. It uses either flags or whistles.



lightly in the sky, or are piled upon like snowbanks.

By watching the direction of the wind we may often know whether it will be necessary to carry an umbrella or whether the day will be a pleasant one.

Older children may be told of the

No. 4 (the temperature flag) placed above 1, 2, and 3 means that the temperature will become warmer; placed below it means colder. If not displayed it means that the temperature is stationary.

The warning of an approaching storm is thus given:



Weather Signal Bureau at Washington which is under the supervision of the Department of War. Here, every day, are received telegrams from all over the country telling of the direction, force, velocity, etc., of the winds in all localities and by compiling and comparing these, together with other data, the Bureau predicts what the weather will be for each locality although

The pennant (red) signifies easterly (N. E. to S.)

The pennant (white) signifies westerly (S. W. to N.)

The flag (red with black center) signifies storm of marked violence.

The pennant above the flags means wind blows from N. Q.

The pennant below the flags means wind blows from the S. Q.

If given by whistles the signals are:

One long blast means "fair;" two long blasts mean rain or snow; three long blasts mean "local rain or snow."

One short blast means lower temperature expected; two short blasts mean higher temperature; three short blasts mean a cold wave.

To attract attention to the signals a warning blast of from 15 to 20 seconds is first given; then the other whistles. A long blast is of 4-6 seconds duration; a short blast of 1-3 seconds.

Tell of the beautiful weather-vane more than thirty feet high made by the great artist St. Gaudens for the World's Fair, representing Diana, the moon Goddess, with quiver and arrows. A smaller one, just like it now tells the wind direction from the tower of Madison Square Garden, New York.

GAMES.

Have ready a sheet of cloth and a feather. Name four children respectively by the names of the principal winds. Place them on opposite sides of the sheet. Let one try to blow the feather clear across the sheet; then another, etc. Then let two blow at the same time and observe what happens when "contrary" winds are blowing. Which kind of a wind would voyagers prefer to meet at sea? Have the children draw deep breaths and see in how many strong well-controlled puffs they can send the feather off the sheet. Rightly managed this may prove a good lung exercise. Then, anytime upon the circle such an exercise can be practised without a feather or with an imaginary one.

Buy one or more toy balloons and let the children blow them across the room, or take out of doors and discover the direction of the wind by means of their flight.

Let two children stand in center of circle and form a wind-mill. This they do by each stretching out his arms to their full extent in one continued line and then standing together in such a way that their arms cross at right angles to form the sails of the mill. Raise the arms up and down as if turned by the wind. Other children impersonate the miller and the farmers bringing their grain to be ground. Let the miller hesitate as to

just when he can deliver the grain because he is not sure when the wind will blow and set his simple machinery to running. The wind has not been blowing in some time. Then let all look anxiously at the mill whose sails slowly begin to revolve. See games described in Blow translation of "Pedagogics of the Kindergarten," pages 257, 258 and 275.

Let the children on the circle each play that his hand is a weather-vane as in Mother Play and bend it back and forth. This simple play is supposed to be first used with a very young child but the wrist movement makes a very good exercise. And we must not forget that with all of Froebel's Mother Plays the physical was considered as well as the spiritual.

FIRST GIFT.

Use the balls as weather signals as suggested above.

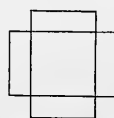
SECOND GIFT.

Turn the box into a sail-boat fastening a paper sail to one of the sticks. The forms may represent freight of different kinds. Let the Captain look at the weather signal to see if the winds are "fair" or threatening. Let the ship also represent a fishing boat and speak of the dangers the fishermen sometimes encounter when sudden winds come up, but a skillful sailor may often save himself by quick intelligent action.

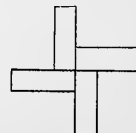
Turn the contents of the box into a weather bureau station with signal tower and paper flag waving at the top. Have one child attach one colored flag and then the next one observe the signal and put out a corresponding color and so on around the table; let each one await his turn as if miles apart. Paper flags may be cut out beforehand in occupation period.

BUILDING GIFTS.

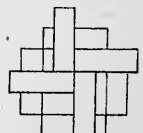
Build into mills to which paper sails may be attached. We give an illustration of a mill and wings made with the Fourth Gift,



Foundation of Mill
With Fourth Gift.



Sails of Mill



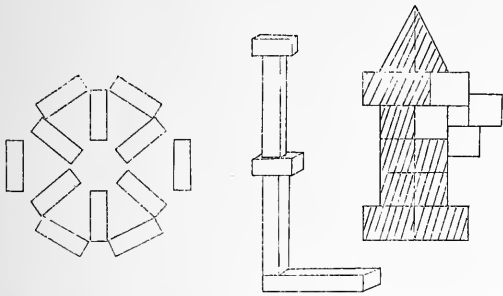
Plan of Completed Mill

although the wings are usually placed on the side of the mill.

Build the Fifth Gift into a Signal Tower. See illustration. Make a ladder of peas and sticks by which the man may mount to the dizzy top.

TABLETS.

Make a representation of the mill, a sailboat, kite, etc., in the flat or surface form. Tell the children they may make a picture

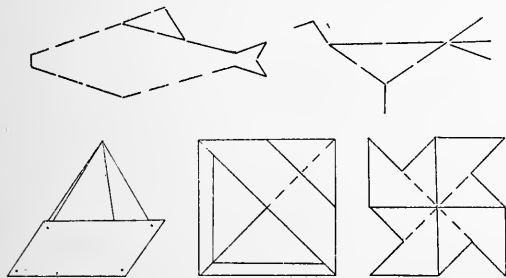


Foundation plan of 12 prisms. Signal Tower, 1-6 of Windmill picture. framework. made of tablets

of how such things look towards evening against the sky when the shadows make all look as if of one flat surface.

STICKS.

Outline flag, kite, sailboat and other objects influenced by the wind. A weather cock can be outlined as shown below. Also a vane in shape of fish.

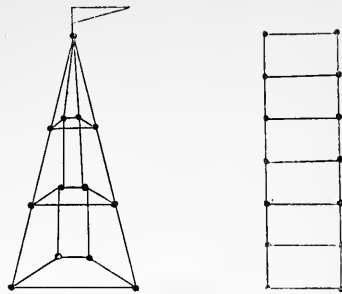


Pinwheel

PEAS WORK.

Outline weather-vanes of different shapes—as arrows, cock, stiff little man, etc.

Build a skeleton signal tower growing smaller toward the top and place at extreme top of small paper flag, thus. Build ladder for use with Sixth Gift.



OCCUPATIONS—PAPER.

Cut out various garments, stockings, underclothing, sheets, napkins, to hang upon a line stretched across from one pole to another. (Poles may be made of Second Gift Beads placed one upon another with a stick running through to hold them together).

Cut small picture of kite, sailboat, weather-vane, flag, etc., to paste in book. Weather signal pennants may be cut of colored paper or of white paper which the children may themselves color with paints or chalk.

Cut and fold pinwheel. If at any time it should be impossible to obtain a stick to which to attach a pinwheel a substitute may be made by rolling a piece of paper tightly into an old-fashioned lamplighter and attaching wheel to this. This pinwheel may also be attached to windmill. (See above.)

Parachute—Cut a square of light-weight paper measuring about seven inches each way. Take four pieces of string eleven inches long and in the end of each make a large knot. Run the string through each corner of the paper, the knot preventing it from going entirely through. In the other end of each string make another knot. Run a pin through these last knots, thus joining them and then attach the pin to a small cork. This makes a light parachute which will hold its own in a breeze.

Kite—A simple kite may be made by little children of newspaper or manilla paper. Give each child a square and direct as follows: Fold from lower edge to just meet the upper edge; crease and open. Fold upper edge down to just meet central crease; open. Fold right edge to just meet left edge; open. Let the children see if they can tell where to crease now in order to give kite-form lines along which to cut. Then let them cut out the kite.

Older children may fold and paste such a

form upon a framework made of slats crossed. A model may be found in any little toy store.

PAPER FOLDING.

A sailboat and the windmill naturally are in line with the thought of this month. For the benefit of the rural school teachers we will give detailed direction for making sailboat, which is folded as follows:

Fold from the upper to the lower line edge and crease. Open and fold the right edge so that it exactly meets the left edge; open. Turn the paper over so that what was the upper side is turned under. Place so that the sides of the paper are not parallel with the table but at an angle. See

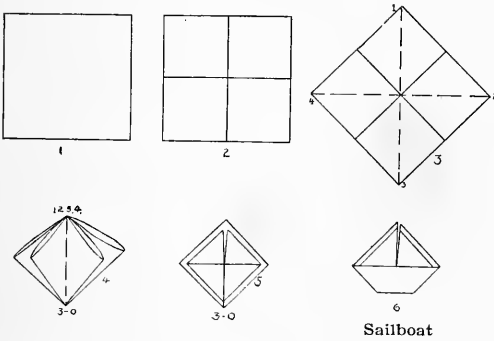
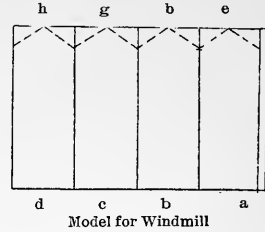


illustration 3. Fold the lower corner to meet the upper corner and crease; open. Fold the right-hand corner to meet the left-hand corner and crease; open. The square is now crossed by two diameters with the crease on one side of the paper and two diagonals with the crease on the reverse side of the paper. Now take all four corners 1, 2, 3, 4, in one hand so that the semi-diameters 0-1, 0-2, 0-3, 0-4 will touch each other. (See figure) and press down firmly. Turn 3 down so that it meets 0 and crease. Two sails become visible. Turn the paper completely over and turn 1 down so as to meet 0. Crease. Now bend 1, 3, 0 back to the center to form the hull of the little boat and stand it up.

CARDBOARD.

Cut a large fish, arrow, etc., of cardboard to be used as a weather-vane. Run a slender stick up and down through the center and nail stick to a post or barrel-head or some object placed where the wind can blow upon it. Let the children tell each day from which way the wind blows.

Make a windmill as follows: Take a piece of cardboard measuring 7x9 inches.



Score from a-e, b-f, c-g, d-j, making thus four scores seven inches long. Cut the top down $1\frac{1}{2}$ inches on each score giving four flaps. This scoring and cutting gives four sides of a windmill each two inches wide with an inch flap to paste over when bent into form. The four top flaps will make a flat roof, and the score-lines may be cut half an inch up from the base to make a standard. To this structure may be attached a small pin-wheel.

Older children may make a peaked roof by scoring oblique lines as shown in illustration and bending triangular flaps which may be pasted together. A tiny vane may be attached to apex of roof.

OUTSIDE MATERIAL.

With soap and water and penny pipes let the children make bubbles and blow them about the room or observe how the currents of air affect them. Play in similar way with balloons.

Let the children wash out the paste cloths and hang up in wind to dry. Cut pennants of cotton, color in Diamond dyes, blue, red and yellow and use for signaling.

DRAWING.

The children will be able to draw interesting pictures of boys running with their kites flying aloft; ships in full sail; windmills, weather-vanes, etc. Also the clothes on the line dancing in the breeze. These pictures may be colored with chalk or paint.

THE UNSEEN MUSICIAN.

The wind among other things is an invisible musician. Have you ever listened to him when he is using the telegraph wires as harp strings? What beautiful music he plays! Then, too, he sings lullabies in the tree-tops to the birds; how he roars around the corner of the house! How he whistles

through the knot-holes, or the speaking-tube in the house! We make use of him with our wind instruments. What are some of them? Yes, the trumpet, the oboe, the flute, the clarinet, the wonderful organ with all of its many pipes. How much joy and help the wind gives us when we learn how to work in harmony with him!

The kindergartner may read Walt Whitman's poem, "Proud Music of the Storm," page 310.

In Parables From Nature, by Mrs. Gatty, will be found a good weather-vane story. The Odyssey tells the story of Odysseus and the bag of winds; and in Aesop is the fable of the Wind and the Sun.

Among the Wind songs are Stevenson's "I Saw You Toss the Kites on High;" this, with several other wind songs will be found in the Blow edition of the "Mother Play." Also, in the Jenks and Walker book is a little song which speaks of "the wind as a musician with anything for keys," etc.

THE WIND.*

BERTHA JOHNSTON.

Around our vast world blows the wind fresh and free,

We hear and we feel him but never can see—
But—see how the arrow he turns 'round to show
If sunshine is coming, fog, rainstorm or snow.

The ambitious kite now is soaring on high—
He tugs at the string, longing birdlike, to fly—
The light wind uplifts him and bears him so far
He feels he may soon reach the bright evening star.

The family garments, both coarse ones and fine
Droop heavy and wet on the taut laundry line—
Till merry Wind cries out "Just dance now my dears!
With Sunshine's kind help I will dry all your tears."

The children are merry, the wind's blowing free,
So sailing we'll go on the billowy sea.
What joy 'tis to rise, rise, then dip in the wave
So far we can see into Neptune's green cave.

The miller is anxious—his great fans stand still
Till Wind comes up briskly, with lusty good-will.
He pushes the fans till they circle so fast
They turn to a great giant circle at last.

A fine moving picture show off may be seen
When Wind floats the cloud-films across the blue screen.
Bears, camels, grand mountains, fair castles delight
All children who like fairy pictures so bright.

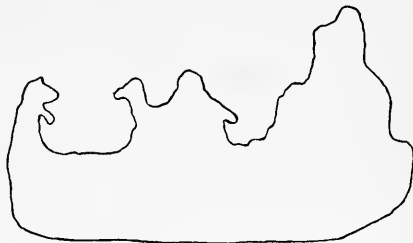
*This may be turned into a recitation with shadow-pictures thrown on a sheet to illustrate each stanza. The cloud effect may be secured by cutting from large sheets a pattern enlarged from the one given here.

The Wind as musician with trombone's deep boom
Announces the Storm-King's approach through the gloom;

He whistles in knot-holes; in tree-tops oft sings;
Plays telegraph wires like sweetest harp-strings.

Oh! the wind sings and plays and he works with us too,

As fast as we learn all the things he can do.
We see his great works but himself ne'er can see
Around our vast world so fresh-blowing and free.



Pattern for Cloud Effect in Wind Recitation.

Devices For Holding Pencils.

My pencil holder was a complete success with second grade pupils. I took a piece of cardboard sixteen or eighteen inches by ten or twelve inches, and enough narrow elastic to reach twice across. I placed one strip of the elastic across the top about two inches from the edge of the cardboard and the other strip across the bottom, the same distance from the edge. I then tacked the elastic to the cardboard about every inch apart. Above every inch space I wrote or pasted the pupil's name or number. At noon and dismissal, while the books were being put away, I asked some pupil to pass the cardboard. Each pupil placed his pencil under the elastic which had his name or number. This was done quietly and quickly. When school called some pupil passed the pencils while the hat monitors were passing. We were then ready for work.—Lillian Shelton.

Teacher—Johnny, can you inform the class as to how the age of a chicken is determined?

Johnny—Yes'm. By the teeth.

Teacher—Why, Johnny, chickens have no teeth!

Johnny—No'm. But we have.—The Bohemian.

The Vacation Idea

Fond Mother—Bobby, dear, you've forgotten your toothbrush.

Bobby—But I thought I was going on a vacation.—Circle.



THE USE OF KINDERGARTEN MATERIAL.

Many of the leading educators of America are coming to see that the rural schools are the weakest link of the educational chain. As a class the equipment is inadequate, the teachers are inexperienced and the results far from satisfactory. Rural high schools are advocated as the panacea for the imperfections of the country schools but they cannot reach the little ones. The average country teacher is a young girl without normal training, and with but little experience; as a class doing their best but unequal to the task before them. There are exceptions, but the above is the rule.

In many localities her duties are complex. She has all the grades in one room, and as a rule considers it necessary to devote most of her time to the older children. Said one teacher: "I just have to let the little ones go; I have no time to do anything with them." When asked why not use kindergarten material, she replied: "I don't know how." It is our purpose to set forth in these articles so plainly that the most inexperienced teacher can comprehend it, some of the ways in which with little supervision something can be accomplished for the little ones with kindergarten material.

To place a child in a school room with nothing to do and insist on his keeping quiet is cruelty and naturally engenders hatred of school life. There are still many rural teachers who know but little about kindergarten material and nothing about kindergarten training, and while it is true the results of their efforts along the line of kindergarten training cannot be perfect, and may result in some harm, yet when compared with enforced idleness, we should be willing to risk the results. This series

of articles will be devoted exclusively to the use of kindergarten material in rural one-room schools. We shall endeavor to state some advantages and disadvantages of the material for her use, and explain in detail some of the methods which she may adopt to teach reading, spelling, etc., and to keep the little ones pleasantly and profitably employed.

The expense for material is always a consideration with rural teachers; she of necessity must limit the amount invested, and naturally desires the best results for the least expenditure. With this thought in view we should recommend the colored sticks, colored slats, tablets, kindergarten beads, parquetry papers, papers for folding and cutting, as among the first to be purchased.

STICKS.

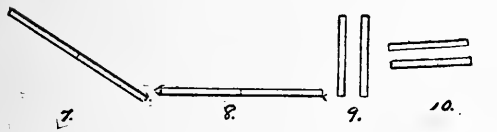
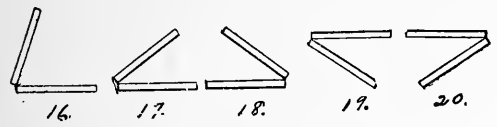
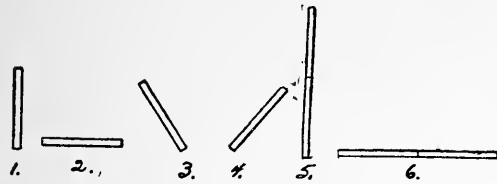
The sticks come in lengths from 1 to 5 inches or can be obtained in assorted lengths in a box from kindergarten supply houses for 25c. The color attracts and holds the attention of the pupils and the great variety afforded by kindergarten material as well as its cheapness emphasizes its value to rural teachers.

City children may be content to play with corn, seeds, beans, etc., but the country children will be much more interested in "boughten things."

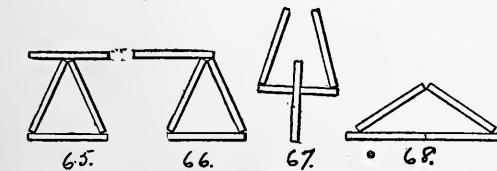
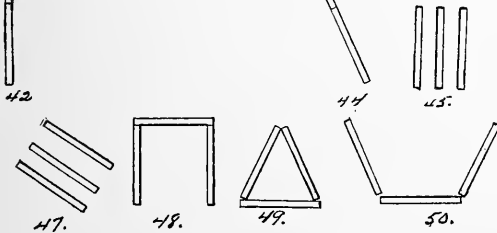
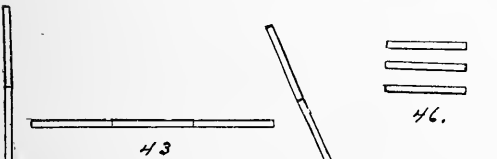
Each exercise should be limited as to length and it is seldom best to introduce the same material oftener than once or twice a week.

At first give each child a small handful of sticks and allow them to play with the sticks, prohibiting throwing them aimlessly about, taking sticks from each other, etc. After a little while most of them will try to make something with the sticks.

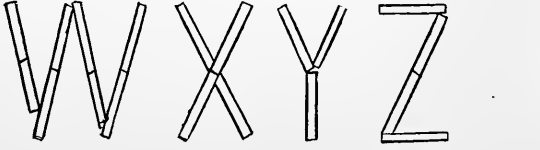
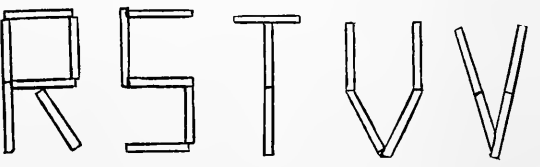
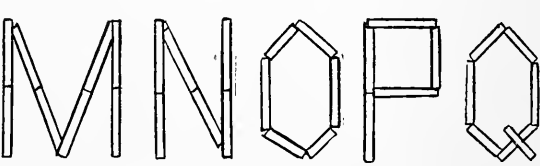
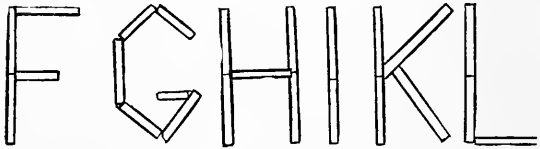
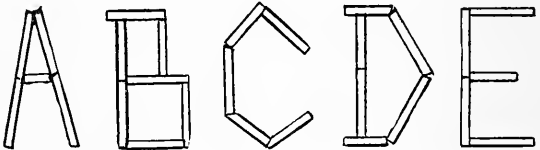
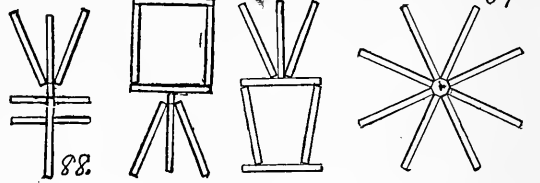
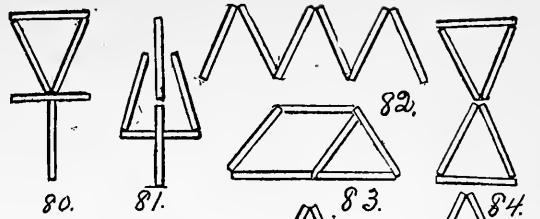
Encourage those who have produced some definite form and perhaps make a drawing of it on the board; then ask the children to copy it. After a time take away all except two sticks and ask children in how many ways they can place two sticks together. We illustrate a few. Then three sticks to-



gether. We give a few illustrations; and

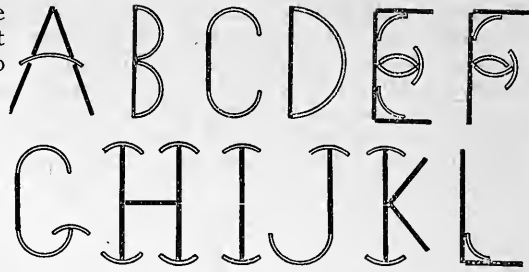
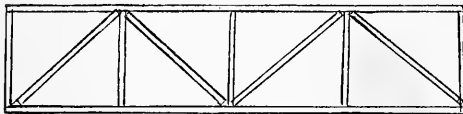
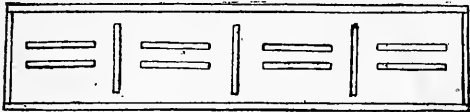
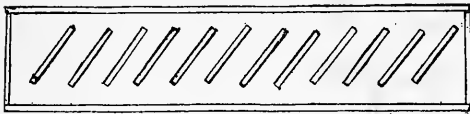


then perhaps tell a little story involving some very simple forms and ask how many can make some of these forms.



We give a few simple designs which are merely suggestive. The pupils will invent many more and should be encouraged to do so.

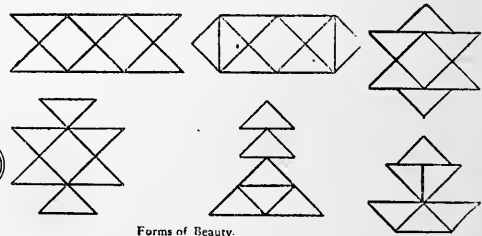
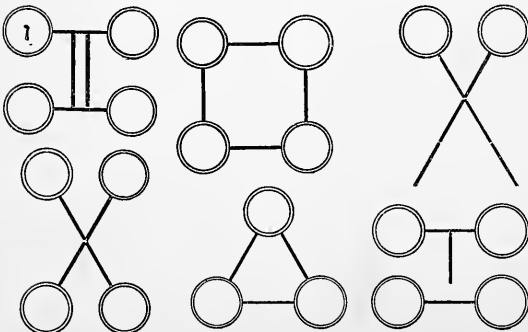
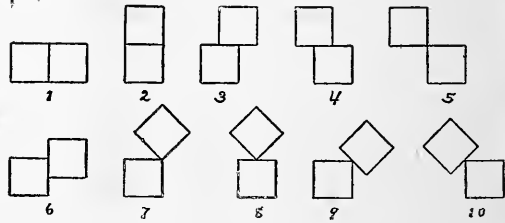
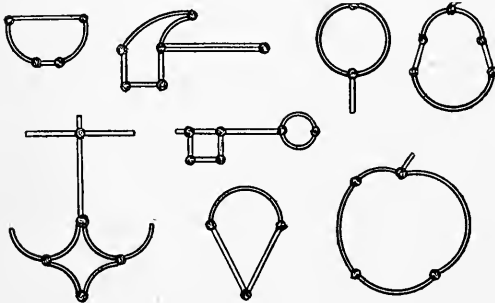
Some simple borders:



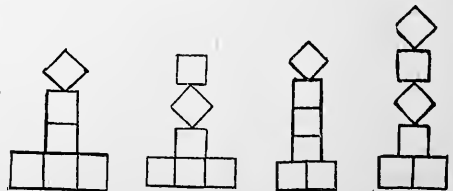
The designs made with kindergarten material are known as forms of beauty, forms of life and forms of knowledge. Forms of life, those representing definite objects, are usually more interesting to first grade children than the others, and the pupils should be led by suggestions to represent objects in the school room, the home, on the streets, etc., with the sticks, tablets, parquetry papers, blocks, etc. Designs representing objects connected with the central thought of the month as, for instance, Easter, can be made—the cross, star, etc.

Other correlated work can be tablet laying, slat weaving, block building, stringing kindergarten beads, etc.

Beautiful designs can be made by combining the colored sticks with the rings, half rings and quarter rings. We give a few illustrations.

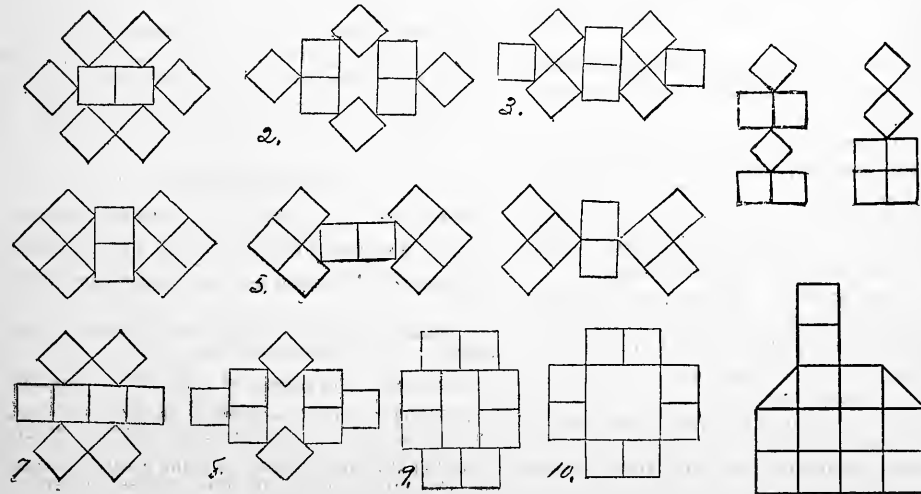
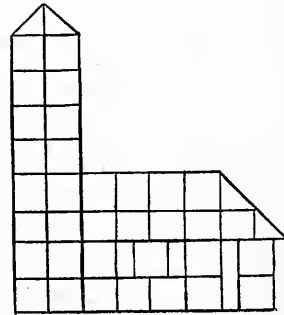
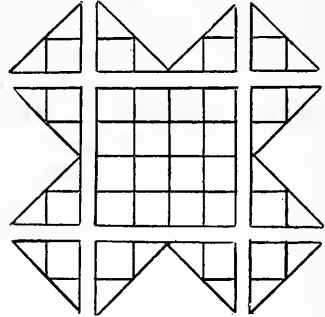
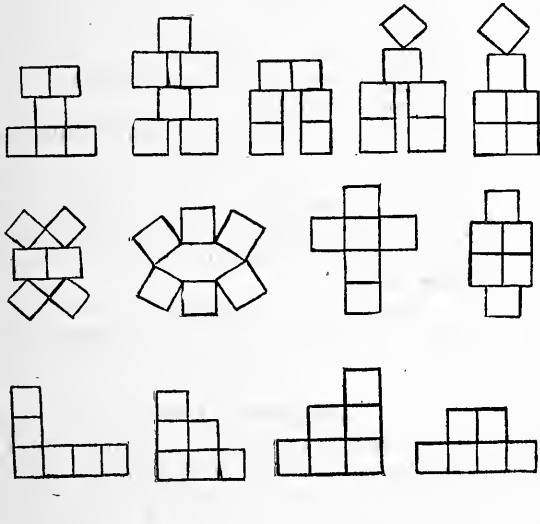
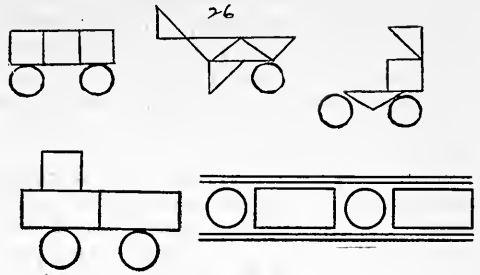


Forms of Beauty.



For a lesson in addition put two or three marks on the board and ask them to count and state the number; put two or three more, allowing them to add these; erase and ask how many are left, the pupils following the marking by laying a like number of sticks down on the desk and the erasing by picking them up.

Every teacher will understand how to continue this number work to include fractions, etc. Perhaps it may be well to remember that many educators consider specific number work with very small children unnecessary, but they will enjoy learning number combinations in this way.



For much of the kindergarten work the netted surface is necessary. Where kindergarten tables are not provided a substitute can be made by placing strong Manilla or other cardboard on the pupils' desks, the surface of the board having been accurately drawn in inch squares.

With very small children in stringing kindergarten beads give each pupil a dozen beads of assorted forms and a shoe string. For a short time allow pupils free play, after which suggest that they first string the spheres, then the cubes, and afterwards the cylinders, then alternate a sphere and a cylinder, etc. Colors can be alternated also.

Helpful Suggestions To Teachers.

Let us be careful in regard to ventilation.
Let us always have a pleasant word at parting.

Let us know the flowers, trees and birds around us.

Let us teach care of school property and all property.

Let us have a calendar and a thermometer in each room.

Let us at all times correct improper carriage or loud, harsh voice tones.

Let us study the environment of the child; let us come in touch with the parents.

Let us bring a loving, happy, wholesome atmosphere into the school room.

Let us try in every action, word, or deed of ours to be an example worthy the reproduction of the youthful imitator.

Let us insist upon cleanliness of person, room, and desks, upon neatness in all work.

Let us be sparing of threats, and never make any that we cannot or do not carry into effect.

Let us teach respect and love for all that is highest and best; for the aged and those older than self.

Let us tell some of the good things about John to his mother, and ask help from her to correct wrong.

Let us strive to make each day's work so interesting that the pupils will hate to stay away for fear of missing something.

Let us endeavor to cultivate a true feeling of manliness and womanliness, and thus lay the foundation for a good man and a good woman.—J. D. Brooks.

In the grammar of life, the great verbs are "to be" and "to do."—Stewart.

Truth alone makes life rich and great.—Emerson.

How wonderful would be the influence if every teacher were a rainbow maker, a dispenser of happiness, giving forth smiles and good cheer. The teacher who is not happy in her school is sure to make her pupils unhappy. On the other hand the teacher who is happy, who smiles, who keeps sweet, will have no trouble in enlisting the co-operation of her pupils. You may forget your arithmetic lesson or how to solve the hard problem in algebra and be excusable, but there is no excuse when you forget your smile.—Midland Schools.

Improper Punishments.

1. Slap on back or side of head.
2. Pull or box ears.
3. Sarcasm.
4. Reproof before visitors.
5. Copying words a hundred times.
6. Standing on floor.
7. Severe criticism of work when child is doing as well as he knows how.
8. Send a child home a mile or so in unpleasant weather for forgotten books.
9. Exaggeration of a child's misdemeanors in order to convince him of the heinousness of them.
10. Destroy the property of a child because it should not have been brought to school.

Lead Pencil Lines.

If any of the teachers are troubled, as I have been by not being able to write rapidly on the black board, and keep at the same time my sentences straight, I would suggest this plan. Draw with a yard stick, lead pencil lines. These are not easily seen by any except the teacher, and will not erase for some time, even when the board is washed.—Rocky Mountain Educator.

WISE SAYINGS.

Beauty is God's handwriting.—Charles Kingsley.

What we must do let us love to do.—Coleridge.

A merry heart doeth good like a medicine.—The Bible.

A single sunbeam is enough to drive away many shadows.—St. Francis of Assisi.

Diligence is the mother of good luck.—Franklin.

Habit is a cable; we weave a thread of it every day and at last we cannot break it.—Horace Mann.

A thankful heart is not only the greatest virtue, but the parent of all the other virtues.—Cicero.

Number Device For Seat Work.

Make booklet of ten to twenty pages, not including cover. Teach the children to number each page in Arabic and Roman figures and also in script. Then paste printed alphabet cards to form the number of page. On each page let children cut, freehand, and mount as many circles, squares, oblongs, ovals, cups, teapots, chairs, dolls, tops; etc., as the page indicates. On page one only one of each thing should be mounted. On page 10, ten of each article should appear. Do not limit the children as to what they shall cut.—School Education.

Much From Little.

Do you know what pretty vases and jars pickle bottles and the despicable snuff jar will make when covered with a coat of gilt paint? Try it and you will never be in want of jars or vases for your flowers again. A gilded pickle bottle will make an ornamental as well as a very useful receptacle for pencils, when placed on your desk. Use a mucilage bottle for a needle-case. It will also make a very convenient tack receptacle. Have a tray on your desk for pins. Have you a washstand? If not, take a grocery box and cover the sides with cheesecloth. Cover the top with a piece of white oilcloth and tack down with gilt tacks. Place under the mirror.

Useful Place

Freddie—Say, wouldn't you like to have three eyes?

George—Yes.

Freddie—Where'd you have the other eye?

George—I'd have it in the back of my head.

Freddie—You would? I wouldn't.

George—Where would you have your other eye?

Freddie—Why, I'd have it in the end of my thumb, so I could poke it through a knothole in the fence and see the ball game for nothin'.

Nearly All On.

"Hurry up, Tommy!" called mother from downstairs. "We're late now. Have you got your shoes on?"

"Yes, mamma—all but one."—Everybody's Magazine.

For Perfect Attendance.

I offer the following plan hoping it will help some teacher as it helped me: When I looked at the daily register, I saw that very many of the children had been tardy the term before. I gave each pupil a piece of cardboard with his name at the top. Every day that he was neither tardy nor absent, he received a star, which he pasted on the cardboard. We had a large card with each pupil's name on it hanging on the wall. When he had five stars on his card, a large gold one was pasted after his name on the large card. I gave two diplomas last year and many certificates of attendance. I had only a few pupils. For the primary classes I made bows of ribbons of different widths. For a perfect lesson a large bow was given, for good, a bow a little narrower, and so on.—Mae Hughes.

A Review.

Everything that will vary a review is welcome to the teacher. Here is a way of conducting one that may be new to somebody. After making out the list of questions you desire to ask in history, geography or arithmetic, take a number of small cards and on each one write the answer to a question. These should be numbered to correspond with the numbering of the questions. Distribute several cards to each pupil. Then read your questions and allow the pupil who thinks he holds the answer to read it. If he is correct, give him a credit, and at the end of the exercise count the credits to see which pupil has the largest number.—Popular Educator.

GAU-WI-DI-NE AND GO-HAY, WINTER AND SPRING.***IROQUOIS MYTHS AND LEGENDS**

BY HARRIET MAXWELL CONVERSE.

The snow mountain lifted its head close to the sky; the clouds wrapped around it their floating drifts which held the winter's hail and snowfalls, and with scorn it defied the sunlight which crept over its height, slow and shivering on its way to the valleys.

*See note on following page.

Close at the foot of the mountain, an old man had built him a lodge "for a time," said he, as he packed it around with great blocks of ice. Within he stored piles of wood and corn and dried meat and fish. No person, animal nor bird could enter this lodge, only North Wind, the only friend the old man had. Whenever strong and lusty North Wind passed the lodge he would scream "ugh-e-e-e, ugh-e-e-e," as with a blast of his blustering breath he blew open the door, and entering, would light his pipe and sit close by the old man's fire and rest from his wanderings over the earth.

But North Wind came only seldom to the lodge. He was too busy searching the corners of the earth and driving the snows and the hail, but when he had wandered far and was in need of advice, he would visit the lodge to smoke and counsel with the old man about the next snowfall, before journeying to his home in the north sky; and they would sit by the fire which blazed and glowed yet could not warm them.

The old man's bushy whiskers were heavy with the icicles which clung to them, and when the blazing fire flared its lights, illuminating them with the warm hues of the summer sunset, he would rave as he struck them down, and glare with rage as they fell snapping and crackling at his feet.

One night, as together they sat smoking and dozing before the fire, a strange feeling of fear came over them, the air seemed growing warmer and the ice began to melt. Said North Wind: "I wonder what warm thing is coming, the snow seems vanishing and sinking lower in the earth." But the old man cared not, and was silent. He knew his lodge was strong, and he chuckled with scorn as he bade North Wind abandon his fears and depart for his home. But North Wind went drifting the fast falling snow higher on the mountain until it

*Another version, from the Senecas, makes Ha-to the Spirit of the Winter and O-swi-ne-don, the Spirit of Warmth. The former is described as an old man who skulks about in the woods and raps the trees with his war club, (ga-ji-wa). When the weather is the coldest he is the most active and any one can hear him rapping the trees. It is a very evil thing to imitate the acts of any nature spirit. The penalty is to be captured by the spirit and pressed into its service. Ha-to is deathly afraid of blackberries and never visits the earth when they are in blossom. A boy who had mocked Ha-to once vanquished him by throwing a pot of blackberry sauce in his face. Thus the Senecas use blackberries in winter as a medicine against frost bites.

groaned under its heavy burden, and scolding and blasting, his voice gradually died away. Still the old man remained silent and moved not, but lost in thought sat looking into the fire when there came a loud knock at his door. "Some foolish breath of North Wind is wandering," thought he, and he heeded it not.

Again came the rapping, but swifter and louder, and a pleading voice begged to come in.

Still the old man remained silent, and drawing nearer to the fire quieted himself for sleep; but the rapping continued, louder, fiercer, and increased his anger. "Who dares approach the door of my lodge?" he shrieked. "You are not North Wind, who alone can enter here. Begone! no refuge here for trifling winds, go back to your home in the sky." But as he spoke, the strong bar securing the door fell from its fastening, the door swung open and a stalwart young warrior stood before him shaking the snow from his shoulders as he noiselessly closed the door.

Safe within the lodge, the warrior heeded not the old man's anger, but with a cheerful greeting drew close to the fire, extending his hands to its ruddy blaze, when a glow as of summer illumined the lodge. But the kindly greeting and the glowing light served only to incense the old man, and rising in rage he ordered the warrior to depart.

"Go!" he exclaimed, "I know you not. You have entered my lodge and you bring a strange light. Why have you forced my lodge door? You are young, and youth has no need of my fire. When I enter my lodge, all the earth sleeps. You are strong with the glow of sunshine on your face. Long ago I buried the sunshine beneath the snowdrifts. Go! you have no place here!

"Your eyes bear the gleam of the summer stars, North Wind blew out the summer starlights moons ago. Your eyes dazzle my lodge, your breath does not smoke in chill vapors, but comes from your lips soft and warm, it will melt my lodge, you have no place here.

"Your hair, so soft and fine, streaming back like the night shades will weave my lodge into tangles. You have no place here.

"Your shoulders are bare and white as the snowdrifts. You have no furs to cover them; depart from my lodge. See, as you sit by my fire, how it draws away from you.

But the young warrior only smiled, and asked that he might remain to fill his pipe; and they sat down by the fire when the old man became garrulous and began to boast of his great powers.

"I am powerful and strong," said he, "I send North Wind to blow all over the earth and its waters stop to listen to his voice as he freezes them fast asleep. When I touch the sky, the snow hurries down and the hunters hide by their lodge fires; the birds fly scared, and the animals creep to their caves. When I lay my hand on the land, I harden it still as the rocks; nothing can forbid me nor loosen my fetters. You, young warrior, though you shine like the sun, you have no power. Go! I give you a chance to escape me, but I could blow my breath and fold around you a mist which would turn you to ice, forever!

"I am not a friend to the Sun, who grows pale and cold and flees to the south land when I come; yet I see his glance in your face, where no winter shadows hide. My North Wind will soon return; he hates the summer and will bind fast its hands. You fear me not, and smile because you know me not. Young man, listen. I am Gau-wi-di-ne, Winter! Now fear me and depart. Pass from my lodge and go out to the wind."

But the young warrior moved not, only smiled as he refilled the pipe for the trembling old man, saying: "Here, take your pipe, it will soothe you and make you stronger for a little while longer;" and he packed the o-yan-kwa (Indian tobacco) deep and hard in the pipe.

Said the warrior: "Now you must smoke for youth and Spring! I fear not your boasting; you are aged and slow while I am young and strong. I hear the voice of South Wind. Your North Wind hears, and Ga-oh is hurrying him back to his home. Wrap you up warm while yet the snowdrifts cover the earth path, and flee to your lodge in the north sky. I am here now, and you shall know me. I, too, am powerful!

"When I lift my hand, the sky opens wide and I waken the sleeping Sun, which follows me warm and glad, I touch the earth and it grows soft and gentle, and breathes strong and swift as my South Wind ploughs under the snows to loosen your grasp. The trees in the forest welcome my voice and send out their buds to

my hand. When my breezes blow my long hair to the clouds, they send down gentle showers that whisper the grasses to grow.

"I am not to tarry long in my peace talk with you, but to smoke with you and warn you that the Sun is waiting for me to open its door. You and North Wind have built your lodge strong but each wind, the North, and the East, and the West, and the South has its time for the earth. Now South Wind is calling me; return you to your big lodge in the sky. Travel quick on your way that you may not fall in the path of the Sun. See! it is now sending down its arrows broad and strong!"

The old man saw and trembled. He seemed fading smaller, and grown too weak to speak, could only whisper: "Young warrior, who are you?"

In a voice that breathed soft as the breath of wild blossoms, he answered: "I am Go-hay, Spring! I have come to rule, and my lodge now covers the earth! I have talked to your mountain and it has heard; I have called the South Wind and it is near; the Sun is awake from its winter sleep and summons me quick and loud. Your North Wind has fled to his north sky; you are late in following. You have lingered too long over your peace pipe and its smoke now floats far away. Haste while yet there is time that you may lose not your trail."

And Go-hay began singing the Sun song as he opened the door of the lodge. Hovering above it was a great bird whose wings seemed blown by a strong wind, and while Go-hay continued to sing, it flew down to the lodge and folding Gau-wi-di-ne to its breast slowly winged away to the north, and when the Sun lifted its head in the east, it beheld the bird disappearing behind the far away sky. The Sun glanced down where Gau-wi-di-ne had built his lodge, whose fire had burned but could not warm, and a bed of young blossoms lifted their heads to the touch of its beams. Where the wood and the corn and the dried meat and fish had been heaped, a young tree was leafing, and a blue bird was trying its wings for a nest. And the great ice mountain had melted to a swift running river which sped through the valley bearing its message of springtime.

Gau-wi-di-ne had passed his time, and Go-hay reigned over the earth!

Some writers have credited this legend to the Ojibwas, but for many generations the Iroquois have claimed it as their own.

TEASLES—KEEP OUT.

A Dr. Daddiman Story.

The Junior Partner—four and a half, going on five—is the finest sort of a fellow when he is himself. But he was not himself for a long time before the Senior Partner discovered what was the trouble. And, of course, he felt very very sorry when he knew that the Junior Partner had the real, old-fashioned, deep-seated Teasles. It is such a horrid disease and lasts so long! It is as much worse than measles as you can think.

When you have measles you are put to bed and taken care of; that means ice-cream and kindness. People are kept out for fear of spreading the disease. It is generally over in a few days and that ends it.

Whoever heard of treating a case of teasles with kindness? But it would be a good plan, when it first shows itself, to put the patient to bed and hang out a large dark-blue flag:

TEASLES
KEEP OUT

for the disease is sure to affect every one that comes near.

The worst of teasles is that it always is a long time before they find out what is the matter. It is mistaken for badness just as it was with the Junior Partner. A good many folks think that all sickness is badness. The fact is just the opposite. Badness is mostly sickness. When people understand these things better, they won't be so smart about blaming and punishing. Then some one will say to you:

"Good morning! How is your temper this morning?"

And you will say:

"Very sweet at present, thank you. But I am afraid that I am in for an attack of selfishness. You know that I am subject to them and they use me up for days. But how is your brother? Did he get entirely over his rudeness?"

And the other will reply:

"Thank you, he is much better, but he does not feel entirely well. Did you hear about Dicky Brown's accident?"

"Why, no! What was it?"

"Poor Dick has been getting so fool blooded, and yesterday he made a misstep and broke his word."

"Oa, how sau. Was it a bad fracture?"

"I do not think so, though it is giving him much pain. But the doctor says that pain is a good sign."

And so the talk will go on. For people will always love to talk about ailments.

The teasles not being recognized early, generally gets into the system. Then you are a long time getting rid of it. And it comes back so often that it is hard to tell when you are really cured. In fact, the disease is liable to leave a weakness that way for some time. It is something like a habit.

So, of course, the Senior Partner felt very very sorry when the Junior Partner told his symptoms and he examined him and understood the case. The trouble showed itself mostly in the hands, tongue and feet.

The hands had taken away Martha's sled and left it on the sidewalk, while the feet carried the Junior Partner swiftly away. The feet had rushed him off when the hands pulled the chair from under James and let him fall to the floor. Not

long before that, the hands had thrown all the coats from the porch-rail upon the heads of the children who were digging in the dirt. And they had several times taken away the swing.

The Senior Partner examined the hands, tongue and feet. The hands had a "striking" appearance, but here no signs of meddling nor wall marking.

The tongue looked like a kind tongue and most of the time it was. But there were some "tattles" on it. And the Senior Partner has heard it calling names, and saying unkind things and even interrupting. He was sure about it.

The feet were simply run down. They had a few dawdles, but not more than most young feet.

Although the Junior Partner had suffered in this way for quite a while, the case did not seem to be hopeless—not half as bad as some. And he had a jolly good constitution. But teasles is teasles and no one wants to have it nor to be exposed to it. If you don't get it out of your system when you are young, you will have a hard time with it. Just think of everybody running around the corner when you come near, and whispering at recess—for children have feelings):

"I say! here comes that John Henry! He has a bad attack of teasles! You can't have any fun when he's around. Let's run and hide!"

And poor little John Henry would have no one to play with. And when he grew up, no one would want to associate with him because of the teasles.

So the Senior Partner thought over the case, and thought and thought, just as the doctor does when you are ill, but he does not show it. Teasles is treated in so many different ways. And some of the treatments, such as the use of hard words, while they give the operator relief, drive the teasles in and make the patient worse. Latinized water is good for many things, as every doctor knows. If fresh and cool, it is excellent in the treatment of the whines. But you could not carry a lot of Latinized water around and have it fresh for use when you felt the teasles coming on. The Junior Partner must have a remedy which he could take with him and use himself, so as to be always prepared for an attack.

"Partner!" said the Senior Partner, "do you really and truly wish to be cured?"

"Yes, Daddy." The Junior Partner is a great joker. He calls the Senior Partner Daddy, and the General Manager, Mother.

"The cure which I will give you is a very old one and comes from the East—from the greatest doctor that the world has ever known. If you use it carefully, it will cure any attack, however severe. Hold your hands in front of you—palm to palm and a little apart. Are you ready?"

"Yes, Daddy."

"Bring the tips of the little fingers together. Say—'Little.'"

"Little."

"Next finger-tips together. Say—'Children.'"

"Children."

"Middle fingers. Say—'Love.'"

"Love."

"Next fingers. Say—'One.'"

"One."

"Thumbs. Say—'Another.'"

"I will call this cure, 'Naming the Fingers.' When you feel an attack coming on, use it quickly and keep on using it until you feel better. You may name the fingers to yourself if you wish. Now let us practice it."

The Junior Partner repeated it until he had it ready for instant use. And now he says that he is surely getting better. And everybody is glad, for when he is himself, the Junior Partner—four and a half, going on five—is the finest sort of a fellow.

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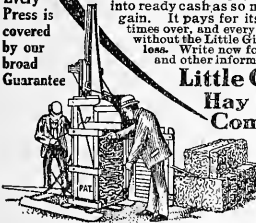
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APRIL, 1909

The Kindergarten PRIMARY Magazine

INDEX TO CONTENTS

Letters to a Young Kindergartner	<i>Harrietta Melissa Mills,</i>	213
Child Study in Relation to Elementary Art Education	<i>Earl Barnes,</i>	215
Self Reliance		218
The Kindergarten in Buffalo	<i>Alice S. Hartmann</i>	219
Program of the International Kindergarten Union Buffalo, week of April 26, 1909	<i>Patty S. Hill</i>	224
Farragut in Madison Square.		226
Mothers' Circles,	<i>Dr. Jenny B. Merrill,</i>	227
Should Industrial Interest Direct Education?		227
Advantages of Kindergarten Training	<i>Eva L. Grant</i>	228
Editorial Notes		229
Some Values of the Kindergarten	<i>Hilda Busick</i>	230
Editorial Announcement		231
A New Vocal Method Based on a New The- ory of Tone Production		232
Walks of the Year	<i>Grace E. Ketcham</i>	234
Program for April	<i>Bertha Johnston</i>	236
The Use of Kindergarten Material in one room Rural Schools		241
The Clock Face	<i>Genevieve Kinnear</i>	240
Book Notes		245
How they Helped the Bread Line		246

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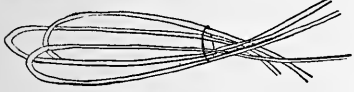
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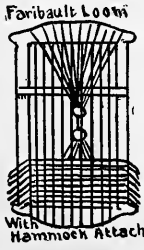
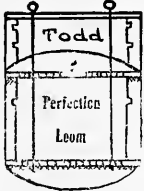
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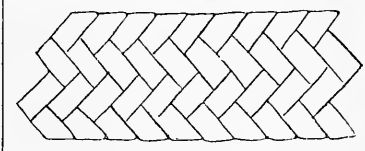
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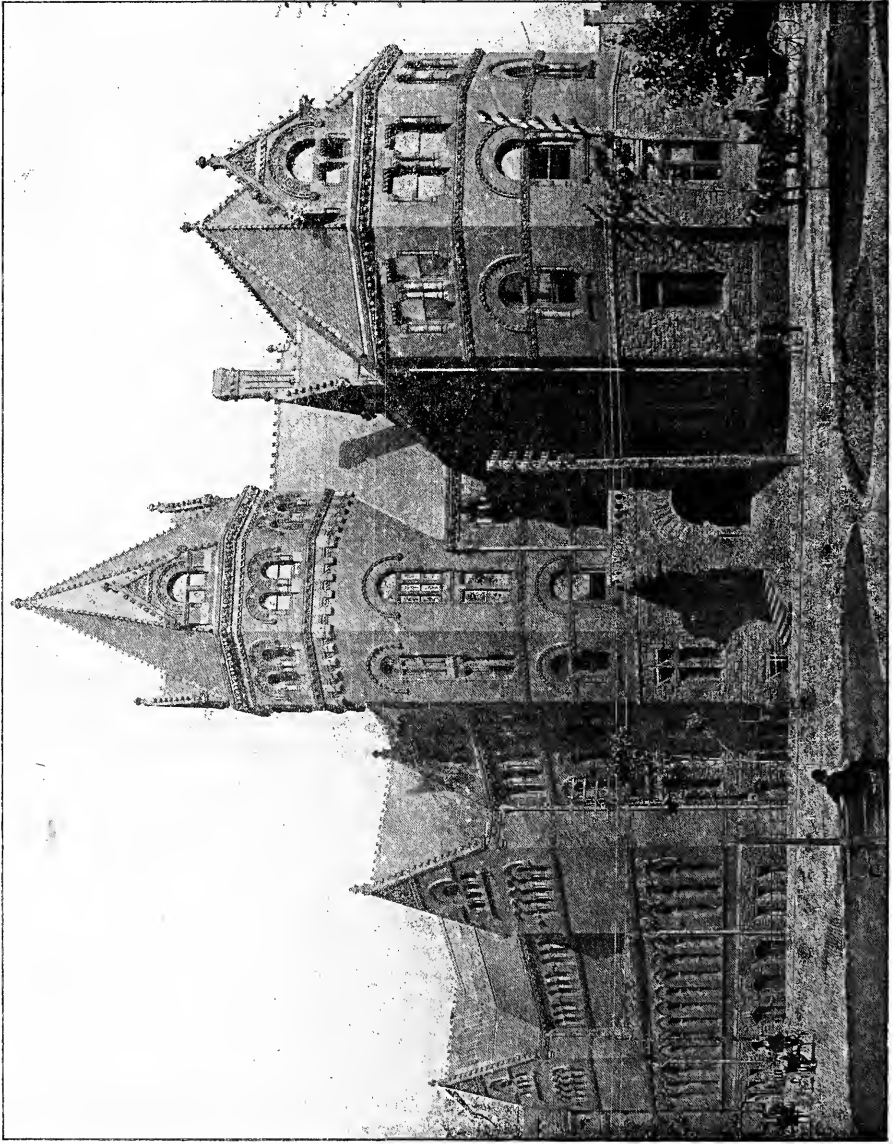
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VOL. XXI—APRIL, 1909—NO. 7

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

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*LETTERS TO A YOUNG KINDERGARTNER.

THE ORGANIZATION OF THE PLAY CIRCLE.

My Dear Young Kindergartner:

In judging of your own play circle in these words: "The children do not play," you have summarized the situation in the average kindergarten. The children do not play; and since all normal children play, and play is the most adequate means of their self-expression, there must be something radically wrong, and the difficulty cannot be with the children. Here, more clearly than anywhere else, the burden of failure must be borne by the one in charge.

Does this seem a harsh judgment? I beg you to reserve your decision. If, after we have made a study of the problem, you still think this, we will continue the discussion.

In many kindergartens, play, with its constituent elements of joy and spontaneous activity, has given place to games with their constituent, reproductive and responsive activities. In other kindergartens, the

exercise is called a play circle, but the capricious choices of the children determine its organization. These situations illustrate two extremes. In the first, there is the conscious domination of the teacher expressed in the selection and arrangement of all activities. In the second, such organization as obtains is due to the fallacy of free play which finds in the unrestrained choices of the individual, the primary conditions of child development.

Let us consider these situations.

In the first, the children have been called to cease their play activities of gift or occupation by the arbitrary decision of the teacher. She wills that the children shall cease one form of play that is often all-absorbing, to participate in another form of play that exists in the teacher's plan, quite apart from the will and desire of the group. The attitude of mind which makes play possible is not present. This fact seems never to occur to the formal kindergartner, and she proceeds to organize the activities of the exercise by selecting games and directing their execution. The activities are responsive and reproductive, and may be executed with precision; but a grave danger is inherent in this course. The control is external; it is vested in the teacher and tends to minimize the child's self-control. "The child who is forced to submit passively and continuously to the personal domination of the teacher, cannot have a true conception of liberty or individuality."

In the kindergarten where the teacher is imbued with the free play ideal, the children are assembled under the same conditions; namely, play in one exercise is discontinued that it may be established in another. Let us note the teacher's procedure. Here, the appeal is always individualistic. Addressing a child, the question is: What game would you like to play? The child addressed having no special desire, availing himself of the line of least resistance, chooses the one most frequently chosen before; or the first that comes to his mind; e. g. "Five Little Chickadees." He selects the children and the game proceeds. Again the individualistic appeal: "Helen, what game would you like to play?" and here, Helen's response is truly psychological in that every impression tends to a corresponding expression. Helen, too, wishes to

*All rights reserved.

play "Five Little Chickadees," and the exercise is repeated. This order of appeal continues until the period is over. Thus the whole exercise has been dominated, not by the teacher, but by the momentary caprices of the children.

Both courses have defeated the ends of play. The activities suggested have had no correlative intellectual or emotional basis in the group consciousness, and have been executed without adequate motivation. Each event has been a detached, isolated fragment, and, as such, when made the center of group activity, is devoid of educational value and is stultifying in its effect if not absolutely injurious in its untruthfulness, its lack in emotional values, and its barrenness of intellectual stimulus. These activities do not constitute play, for they are half-hearted and joyless; they are also hypocritical, since they have no root in genuineness of feeling or thought. Organization, such as we have seen, has created no unity, save that of a perfunctory order. There is present no true self-activity which sustains interest, holds attention in an involuntary grasp, and minimizes the tendencies to wrong doing—since right activity tends always to be all-absorbing.

I have presented these all too prevalent extremes that I may indicate clearly the course which successful organization must follow; for, between the arbitrary, interfering control of the teacher and the unrestrained caprices of the children, there exists a median line which leads to successful, artistic results.

Returning to the group just assembled on the play circle, let me indicate how "a wise guidance may capacitate for freedom." The teacher, having sundered the thread of play which engaged the self-activity of the group in an earlier exercise, must, by her own self-activity, seek to create in the group that attitude of mind and heart which makes play possible. Self-activity and the spirit of play are contagious; and since the co-operation and participation of the entire group is sought, the first appeal should be to the group. Play is play; and in the capacity of playmate, the teacher secures that unconscious responsiveness of the group which is a primary condition of consciously willed response which rises gradually to self-direction and self-control.

The teacher knows that joy in movement can be a legitimate end in itself; hence the choice of pure activity-plays is in order.

These should be subject to constant variation, since a routine procedure would defeat the purpose—which is to secure group expression of joyous activity. Hence, the exercise may begin with songs which call for pure activity, such as Miss Eleanor Smith's "Action Song," Mrs. Gaynor's "Clapping Song," or the familiar "Let your feet tramp, tramp." Or, collective activities in connection with familiar finger plays may be chosen. Or, again, the piano, used as a playmate, may suggest rhythms—familiar ones as centers for accustomed activities, new ones for consideration and experimentation. Accustom the children to thinking the play situations, talking about them, and comparing different ways of playing them out. In this, there is a constant play between the individual and the group. Spontaneous contribution and sympathetic, unobtrusive control unite to create the conditions of play. The social order may thus be established, and each individual may be made a vitalized element through the inspiration of the leader.

Unnied in thought and action, the group is now prepared to receive and execute the individual choices of play, rhythms, etc.; but, even here it is not wise to adopt the choice of one child. Let a number of children choose and their choices be made subject to the desire of the group. Finally, one may be made the center of activity for a greater or lesser number of children, as the case may be. Plays that engage but few children, are, under such treatment, interesting to the entire group.

Now the activities to be organized may be child-contributed; and it is here that the artist teacher rises to the highest plane, since with minds and hearts of the children attuned to play, self-consciousness vanishes, and susceptibility to suggestion and creative self-activity is at its maximum.

The third step in the organization of the play circle comes when the teacher leads the children again into concerted activities, preliminary to once more breaking the thread of play and dispersing the children to their respective rooms.

Thus, organization of this third order may accomplish the daily solution of the problem of control versus spontaneity. Activity in its necessary responsive and re-productive forms, tends, under such organization, to develop into those higher forms of self-activity which include the creation and execution of consciously con-

ceived ideas; while the adjustment of the individual and the social group is such as may serve the end of harmonious development in each. In a play circle of this order, there is life, joy and liberty. Working under the law, teacher and children are free from the law. Unity is the organizing principle, and self-activity in various manifestations characterizes every process, while the result is artistic expression. Here, there is no ennui, no untruthfulness.

For the teacher who can accomplish this highest form of organization, there is a freedom from effort, which, on other planes of self-activity we attribute to genius and inspiration.

Do not think that I am an advocate of the impossible. There is freedom for you, but it is not a gift—it must be won by constant study, by constant practice which makes perfect.

Froebel indicates the way and the reward in the Mother Play of "Tick Tack:"

"Oh, teach your child that those who move
By Order's kindly law,
Find all their lives to music set;
While those who this same law forget
Find only fret and jar."

Faithfully yours,
HARRIETTE MELISSA MILLS.

DR. MERRILL AT NIAGARA FALLS.

Dr. Merrill gave an address at Niagara Falls on January 11th to the kindergartners and primary teachers illustrating "the organic continuity between the kindergarten and the primary" in the subject of drawing.

This topic is a favorite one with Dr. Merrill. She addressed on January 21st the Mothers' Club of P. S. 8, the Bronx, on "The principle of continuity in education." Any kindergartner or elementary teacher who has not fully grasped the practical value of this subject should read Froebel's Education of Man, chapter I, section 22, and Dr. Dewey's chapter on "Waste in Education" in "School and Society."

Frank Du Mond, one of our American artists, once said that he thought a washing with its various colors flapping against the blue sky is one of the prettiest sights in the world.

The freedom and ease with which kindergarten children draw, cut, or paint this familiar city sight is remarkable. If great artists love to depict it why not "the little artist?"

CHILD STUDY IN RELATION TO ELEMENTARY ART EDUCATION.

BY EARL BARNES.



THE STUDY of a passive child can produce little that is of value for educational practice. It is only when he expresses himself that we catch glimpses of his inner life. Hence his art impulses must be studied through things that he makes. Drawings probably give us our best approach to the development of these art interests, and in this study we shall confine ourselves mainly to drawing and color, entirely neglecting music and stories.

In drawing, we have a form of self-expression that yields itself to study better than any other, except written speech. This is because it is self-recording, and so becomes a permanent photograph of the child's mind which the student can refer to, again and again, for purposes of comparison or generalization. It can even be claimed that drawing has one advantage over written speech, since it can be used with children some years before they begin to write.

In consequence of the availability of drawings for study, we have a wealth of investigations dealing with the subject from almost every point of view. The latest and most comprehensive study is that by Dr. George Kerschensteiner, which appeared in 1905. During a period of seven years as school inspector in Munich, the author worked over three hundred thousand children's drawings. Many of these were subjected to careful examination, and from time to time special test exercises were set and the results were analyzed and tabulated. The work indicates only slight acquaintance with earlier studies in the field, but its independent conclusions are even more valuable on this account. Many hundreds of the children's drawings are reproduced in the volume, both in black and white and in colors.

Just before this work was printed Dr. Siegfried Levinstein brought out his extended study on drawings made by school children. With the support of Professor Lamprecht, the author has collected a great number of drawings made by school children, to illustrate the story of "Hans-Guck-in-die-Luft," and he has also summarized earlier studies. The volume is richly illustrated with reproductions of the chil-

dren's drawings, and there is an extended bibliography.

Among earlier German works, Professor Wilhelm Preyer's well-known study on his son is still useful, especially in connection with the development of interest in color. There are less important studies in German by Gotze and Pappenheim.

Among the works by French students Perez's "*L'Art et la Poesie chez l'Enfant*" still remains a classic. Unlike the German works, this is based on the careful study of a few children, and deals rather with art appreciation than with creative work. In his "*First Three Years of Childhood*" the same author has recorded valuable observations from the same field. In various articles and reviews Alfred Binet has given us the benefit of his interesting and suggestive ways of thinking about children's drawings. Compayre, in his "*L'Evolution Intellectuelle et Morale de l'Enfant*," offers many suggestions of value for this chapter. Passy has also given us some valuable notes. One of the earliest quantitative studies made on children's drawings was that by Ricci in Italy.

In England one of the closest students of children's drawings has been Ebenezer Cooke. He has spoken and written extensively on the subject, and his views have largely influenced work in the schools. Professor James Sully's chapters on art development in his "*Studies of Childhood*" have been widely read and copied. A little volume by the late inspector of schools, T. G. Rooper, reprinted in America as "*Drawing in Primary Schools*," is based directly on the study of children, and has also had large influence in the teaching of drawing in England. Miss Drury's study on what children think pretty, Miss Sophie Partridge's extended study on children's picture writing, and Miss Lena Partridge's examination of the way children draw men and women are well known. In various issues of "*Child Life*" during 1906-1907 Miss M. E. Findlay discussed "Design in the Art Training of Young Children From the Point of View of Children's Tastes."

In America we have a great number of studies on this subject. Dr. Frederick Burk's "*The Genetic versus the Logical Order in Drawing*" is an admirable summary of work done, and gives a definite application to teaching. Professor J. Mark Baldwin has analyzed certain steps in the development of drawing with his usual

philosophical thoroughness. Dr. Herman T. Lukens in "*A Study of Children's Drawings in Early Years*" has given us one of the best summaries so far made. Mrs. Maitland has investigated the question as to what subjects school children wish to draw. Professor A. B. Clark has examined children's attitude toward perspective problems. In his "*Notes on Children's Drawings*," Professor Elmer E. Brown has published and interpreted four rather extended studies on individual children.

One of the earliest attempts to interpret large groups of children's drawings was made by the writer in 1893. In his "*Studies in Education*," he has analyzed an extended collection of pictures made by children and has printed another version of Miss Drury's study on what children think pretty. Professor M. V. O'Shea has an analytical study in the Proceedings of the National Education Association. The records of infancy kept by Shinn, Moore and Hogan devote much space to the efforts made by children to express themselves in drawing and to the development of art appreciation. In "*A Little Girl Among the Old Masters*," William Dean Howells has recorded the steps in the development of a child living in the midst of European art galleries.

These varied studies show beyond all question that children pass through successive stages in their appreciation of art and in their relation to artistic creation. Fragmentary and incomplete as the results are, they have already had a large influence on art instruction, especially with little children; and in the future the more perfect study of children must inevitably determine the ways in which we shall help them to an understanding and an expression of the beautiful.

From an examination of the many studies that have been made on infancy it seems clear that the first few months of a child's life are distinguished above all else by extreme activity and by fragmentariness of interest. A baby's waking hours are fully occupied and he turns restlessly from one thing to another, eagerly gathering a mass of unrelated experience. All observers agree in noting a broken interest at this time in striking sensory impressions, beginning when the child is but a few days old. He turns with evident pleasure towards rays of light, brightly colored objects and glittering things. Mobility and glitter seem more attractive to him than

color; and objects of daily life, such as a mother's dress, seem to exercise a more compelling power than any other artistic products.

White is probably the most attractive color at this time, and a piece of newspaper will hold the attention as well as a handsomely colored toy, especially if the baby is allowed to do something with it. By the time they are a year old, many children show an interest in looking at pictures, and six months later they can pick out animals they know or photographs of father or mother. Hence by this time visual images must be pretty well formed in their minds. The whole subjective life is, however, so undifferentiated that admiration can hardly exist aside from the general mass of pleasurable feelings.

Thus until the age of two years there is little in the way of art activity to record. If the child is given pencil and paper he may rub them together as he might rub any articles together that are handed to him. When he seems to be drawing he is probably imitating the action of his elders, just as he does when he plays at writing letters. If meaning appears, well and good; but he is merely imitating the action that he sees and not the representative effort that lies behind it. His interest is in the art, not in the product.

About the age of two, however, the child begins to have a distinct pleasure in the products of his rubbing. His drawing is still only a scrawl, but he has a creative rather than a merely imitative attitude towards it. Professor Baldwin has analyzed the steps in scribble development with great thoroughness. The angular straight lines give way about the age of two years to curves, lateral movements being preferred to vertical movements. About the twenty-seventh month a sense of connection between what was visually in the child's own consciousness and the movement of his own hand or pencil springs into existence. Tracery imitation begins. Ebenezer Cooke finds in these early scribbles a tendency toward elliptical forms on which he bases far-reaching educational conclusions. Professor Brown has also pointed out the predominance of motor impulses in his early work, though recognizing the steady attempt to relate motor and visual images; and Professor Sully speaks of drawing at this period as largely "imitative play action."

All students of childhood agree in recognizing that the images which the child seeks to express at this early age are already within his mind when the drawing begins. The operation is from within outward and is hence often spoken of as conceptual drawing. Passy, Miss Partridge and Kerschesteiner all report experiments where they posed before a class and found that even elementary school children were as liable to draw them standing as sitting, or with hats as without. The difficulties of execution are so great with little children that there is little desire to look at other drawings, or at an object, even if the child be nominally copying it. Possibly if this motor difficulty did not exist the result would be the same, for one cannot help feeling that the aim at this time is self-expression rather than representation. In fact, drawing for a very young child is so thoroughly a language that we may be wrong in considering it as in any degree an art expression. One is startled to see how easily a child at this age declares a mass of meaningless lines to be a man, a horse, or an engine. Whatever may be true of adults, "art for art's sake," has no place in a child's world.

So thoroughly is all drawing conceptual at this period that if a child is drawing a complex whole he is content to put down, one after the other, the parts he knows and happens to think about. Thus, if he is drawing a cow, he makes a scrawl of some kind to stand for the cow as a whole; on one side of this he scratches some horns, on the other side some legs and a tail, while a smudge some inches away is declared to be the hair. If he draws a man on horseback, you see both of his legs; in drawing a woman he may draw her body, then put on her clothes, one garment after another, and even draw her pocket, a purse in the pocket and a penny in the purse. This tendency to work out a detail at a time has led some students to speak of this stage as the cataloguing period in drawing.

Nothing is more striking in the drawings made by children at this period than the way in which they universally invent or adopt diagrammatic forms. They do not draw the outline of men, or trees or houses; they make symbols or signs to stand for them. Thus they make a straight line for a leg, a little circle for an eye; a vertical line with a few horizontal lines on the sides represents a tree. Many people are

led by this fact to assume that children tend to abstract form from things, and that they are interested in such form abstractions and hence should be given work with lines and plane surfaces. A little observation, however, will show anyone that these diagrams are due, not to the child's having abstracted the form from the object, but to his inability to co-ordinate visual and motor images and to his slight power over muscular direction. With developing power his growth is not from objects to more abstract forms, but from his first crude diagrams he moves steadily to real objects. The pictorial evolution of a man illustrates these steps.

The correctness of this position is further shown by the fact that all of a child's spontaneous drawings before he is six years old are pictorial. Mrs. Maitland found only five per cent. of the children at this age drawing geometrical designs, and only three per cent. using ornament. In illustrating stories, Barnes found less than one per cent. using ornamental forms. Lukens found but two per cent. using geometrical designs and decoration combined. As we have repeatedly said, drawing is for these young children a language closely akin to speech. It grows up by the same alternating analysis and syntheses that we find accompanying the mastery of speech. From the tangle of lines that stands for a man emerges, as it were by accident, some circumscribed part that is recognized as the head; arms and legs spring out from it; eyes find their place; and then a nose follows. A body evolves below the head, often by uniting the legs with a line; ears linger until later. These early figures of men are almost invariably drawn full-face, possibly because only a full-face figure gives the child a chance to enumerate all the features. Since throughout childhood the motor impulses tend to concentrate, now in one direction, now in another, the interest in drawing is very spasmodic. Sometimes it continues strong for several days, and then entirely disappears for several weeks or even months.

The objects that a child is especially interested in drawing at this time are those related to his own daily life and needs. Men and women are most attractive; babies, domesticated animals, objects of daily use, and playthings are the objects which he must portray if he is to draw with avidity. His standards are so low that he

has no fear of being unable to realize them. He feels as secure in drawing a man as in drawing a vertical line.

Whether children tend to draw mass or outline before they are six has attracted much attention. Mrs. A. H. Putnam provided in her kindergarten, water colors, colored crayons, slates, paper and pencils and the sand table, and then encouraged her children to make representations of a ball. There was no direction given, but eighty-seven out of ninety-seven children who had been in the kindergarten but a few days drew outlines with pencils. It may be said that this is what they had always been accustomed to do, but the line seems best to correspond with what we have found to be the children's aim in drawing at this period.

Any thoughtful observer who watches a child's drawing from the time he is two until he is six must be deeply impressed with the great aid it furnishes to all of his processes of thought. It relates visual and motor impulses, thereby perfecting visual judgments, the great majority of which rest on motor experiences, and at the same time it directs and cultivates motor activity. By recording images and thus holding them before the mind for consideration such drawing forms one of the most effective agencies in organizing a body of correct ideas or concepts on which all intelligent thinking must finally rest.

(To be continued)

The greatest work has always gone hand in hand with the most fervent moral purpose.—Sidney Lanier.

SELF-RELIANCE.

Myself did make my yesterdays,
And this I truly know,
To all my morrows I shall bring
Their store of joy or woe.

Each cup these lips of mine shall drink,
It shall be filled by me;
For every door that I would pass,
These hands must mould the key.

If e'en on yonder shining height
A larger life I own,
Though thro' my brain, though ache my feet,
Its slope I climb alone.

No more along a darkened way,
I, doubting, blindly grope;
No more I shame my soul with fear,
Nor yet with yearning hope.

But knowing this that I do know,
And seeing what I see,
I rest in this great certainty—
All may be well with me.

THE KINDERGARTEN IN BUFFALO.



NEXT in educational importance to the meeting in Buffalo in 1896, of the National Educational Association will be the convention of the International Kindergarten Union in that city, in April. Such a gathering of educators is an inspiration and impetus to the educational interests of any city, and will be cordially welcome in Buffalo, whose lines of educational interest are many and varied.

Buffalo is a city beautiful for situation

tion," and while at least two educational institutions in the city are the direct outgrowth of kindergarten, the great change in elementary education which has taken place in Buffalo within the last two decades, is also in part due to the development of kindergarten ideals and kindergarten spirit. That this has been universally true, Miss Nina C. Vandewalker clearly shows in "The Kindergarten in American Education." In discussion of the factors which have brought about changes in both spirit and method, she says: "The present procedure of the primary schools



Albright Art Gallery

and a strategic point commercially and industrially, and has advanced with great strides especially since the development of electric power from Niagara Falls. The rapid increase in population has constantly taxed to the utmost its school facilities, and though each year sees new buildings erected or old ones enlarged, "the great-coat Have is always inadequate to cover the growing Want." Not only is the school population increasing beyond the accommodations, but there has been expansion within the school along many lines, for Buffalo has kept pace with other progressive cities in recognition of the importance of art, manual, and domestic training. All these things call for a constantly growing educational budget, which the people cheerfully meet; but expansion along so many lines makes impossible very rapid growth along any one line.

The kindergarten movement has the distinction of being the first movement in Buffalo in the direction of the "new educa-

bears the stamp of the kindergarten too unmistakably to leave one in doubt as to the source from which the transforming influence has come." She further says: "Other influences have played their part and left their impress. Of these the art and manual training movement, which next to the kindergarten has been the strongest influence in the transformation of the school, is an illustration."

It is interesting to trace some of the beginnings of the kindergarten movement in Buffalo to their original source of inspiration. Mrs. Amanda M. Hoffman who conducted for many years a private school in the city became interested in the kindergarten through Miss Ellen Hale of Boston, who doubtless received her impressions from Miss Elizabeth P. Peabody. In 1876, that year which was so fruitful in the extension of knowledge of the kindergarten, Mrs. Hoffman secured a kindergarten from Boston and opened a kindergarten in connection with her school. A

few months earlier Miss Peabody had given a series of lectures in Florence, Mass. Out of the interest awakened, grew the Florence Kindergarten and Training School, and to Florence Mrs. Hoffman went in the summer of 1877 to study with Mrs. Aurette Roy Aldrich, principal of the school. Thither went also for kindergarten training Miss Katherine S. Chester who subsequently opened a kindergarten in connection with Buffalo Seminary. Owing in part to the encroachments of business upon the section where these kindergar-

ten tiny kindergarten. From this small beginning interest spread, as it was bound to do, and the following year the Franklin Kindergarten was established, with Miss Emma K. Newman, a graduate of Mme. Kraus-Boelte's Training School as director. Recognizing the desirability of continuing in the elementary school something of the spirit and methods of the kindergarten, it was determined after consultation with President Eliot, to erect on this kindergarten foundation a preparatory school. In this project Mrs. Glenny and



At the Terrace Playground

tens were located they were discontinued some years ago.

In 1888 two graduates of the School of Ethical Culture, Miss Jessica E. Beers and Miss Emma Gibbons, opened a kindergarten and primary school, which was the beginning of the Elmwood School, one of the private schools of which Buffalo is justly proud, and of which Miss Beers is principal.

Among the students at the Seminary, was a young girl who became very deeply interested in Miss Chester's kindergarten, finding it so attractive that she made use of every excuse to spend an hour there. This interest and enthusiasm were lasting and had important results for education in Buffalo. When some years later, her little son reached kindergarten age, the mother, Mrs. Bryant Burwell Glenny, invited to her home three afternoons each week, three other children, with Miss Beers to conduct

Mrs. DeLancey Rochester were the leading spirits, and Dr. Nicholas Murray Butler as counsellor determined the lines along which the school should develop; and the Franklin School was the result. To this school in its early years and to the School of Pedagogy which was an outgrowth of it, and which, unhappily, survived but two years, was due the beginning in Buffalo of the interest in child study which has likewise been a factor in the transformation of the elementary schools.

The free kindergarten movement in Buffalo owed its beginning to the enthusiasm of Miss Margaret C. Brown, upon whose initiative a public meeting was called in the summer of 1891. Much interest was aroused and an organization effected under the corporate name of the Buffalo Free Kindergarten Association, and organized for the purpose of opening free kindergartens, and establishing a kindergarten train-

ing school. The officers were Mrs. John Clark Glenny, president; Mrs. Thomas R. Slicer and Mrs. Louis H. Allen, vice presidents; Mrs. Adelbert Moot, secretary, and Mr. C. N. Underhill, treasurer. Four kindergartens and the training school were opened in the fall, under the supervision of Miss Margaret C. Brown. The interest further materialized in the form of a periodical, *The Kindergarten News*, edited by Mr. Louis H. Allen and Mr. William Macomber, and published in Buffalo until

threatened disaster which have confronted it at times in some cities, its extension has been somewhat slow, owing to reasons already suggested, the rapid growth of school population, which in some districts where kindergarten was greatly needed, has left no available school room for children under school age, and to the fact that the kindergarten was one of the numerous departments clamoring for a share in the yearly increase in the appropriation for education. The year of greatest expansion

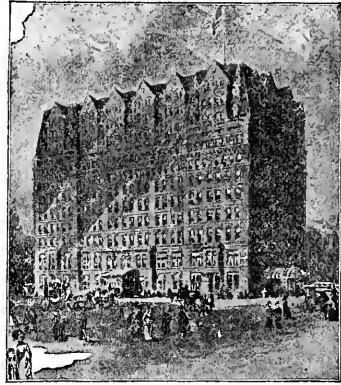


The Lenox--Headquarters I. K. U.

the Milton Bradley Co. assumed the proprietorship, and enlarged it into the *Kindergarten Review*.

In 1892 Mr. John G. Milburn became president of the Kindergarten Association, an office which he filled for twelve years. In the same year there was also a change in the corps of kindergartners; Miss Ella C. Elder of the Florence Kindergarten was chosen superintendent, and she brought with her a staff of kindergartners from Boston. Considerable vantage ground was gained for the free kindergarten movement when the city granted an appropriation toward the maintenance of kindergartens. This appropriation was increased annually as the work was extended and kindergartens had in some cases been located in public school buildings, so that when the time came that it seemed advisable to incorporate kindergartens as part of the public school system, the transition was accomplished with little difficulty, and without change in management, Miss Elder being retained as supervisor, a position which she still fills.

While the kindergarten has not encountered in Buffalo the periods of doubt and



Iroquois Hotel

was last year, when six kindergartens were opened.

Buffalo, like many other cities, has demonstrated the value of the kindergarten as a foundation for social settlement work, three of its settlements having started with a kindergarten. Mothers' meetings have in many districts grown into Mothers' clubs and in some districts Parents' Associations or Parent-Teachers' Associations have sprung from or grown up side by side with the Mothers' Meetings. The public library co-operates with the Mothers' clubs by sending out carefully selected libraries, which are kept in kindergartens for the use of the mothers and the younger children.

With the transfer of the kindergarten to the Department of Public Instruction, the Kindergarten Association was largely relieved of responsibility, but it has continued its relation of sponsor to the training school which it founded, and which has had its home for many years in the Women's Educational and Industrial Union.

There is also a department of kindergarten training, of which Miss Louise Cassety

is director, in connection with the Buffalo State Normal School.

Buffalo has numerous institutions that will prove interesting to visitors who are especially interested in the educational activities of a city. Of these perhaps none exerts a more potent influence than the Woman Teachers' Association, the first and perhaps the only organization of its kind in the country. It has a membership of more than eight hundred of the teachers employed in the public schools of the city,



Hotel Statler

and under the efficient leadership of Dr. Ida C. Bender, supervisor of primary grades, not only justifies its existence by promoting the welfare of the public schools, creating a spirit of sympathy and good will among the teachers, developing the abilities and resources of individual members, and creating in the community a deeper sense of the dignity of the teacher's profession, but through its valuable lecture courses which are open to the public it contributes not a little to the cultural life of the city. The association owns a commodious and attractive building, the Chapter House, which is the center of much social as well as educational activity.

The Natural History Museum, the property of the Natural History Society, has its temporary home in the public library building, and is an invaluable adjunct of the public schools, as a school of observation to which classes go at stated times for illustrated lectures.

In the beautiful Historical building, the New York State building of the Pan-American Exposition, is a fine historical collection, and three times each week are given lectures and addresses upon local history, which are open to the public.

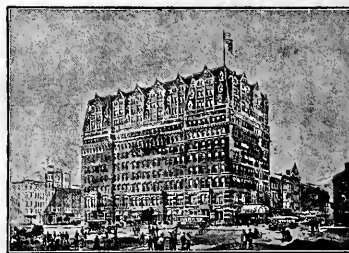
The Albright Art Gallery, "the people's palace of the fine arts of painting and sculpture," is said to be the best example of pure Greek architecture in America. The building contains an excellent permanent collection, among its chief treasures being full-sized models of two of St. Gauden's noblest achievements, the Shaw Memorial and the Stevenson Memorial. The frequent loan exhibition of the finest work of American and many foreign artists, offer to every citizen the opportunity to become acquainted with the best of modern art, a privilege which the people are not slow to appreciate, as is evident from the large attendance on Sunday and holiday afternoons.

The dream of many of the citizens of Buffalo is of a noble university building which shall stand on the most commanding site in the city and invite to its ample doors the young men and women of the city, and public-spirited citizens, men and women, are laboring faithfully to make that dream a reality.

Alice S. Hartmann.

SPECIAL ANNOUNCEMENT TO THE KINDERGARTNERS VISITING BUFFALO.

The Kindergarten-Primary Magazine takes great pleasure in recommending to kindergartners who contemplate visiting Buffalo during the I. K. U. convention the Iroquois Hotel, which has a national repu-



tation for the quality of its service. It is situated in the center of the city, accessible from all car lines, and in close touch with the great activities of this busy city. It can be reached in a few minutes from any

station, and is but a step from the special cars that run to Niagara Falls every half hour.

Messrs. Woolley and Gerrans, hosts, have a reputation in New York, Saratoga and Buffalo as knowing how to combine all the comforts of the modern hotel with true home atmosphere and artistic setting.

The delegates of the I. K. U. will be specially welcome on mentioning the

editor of the Kindergarten-Primary Magazine, who has enjoyed the hospitality of the Iroquois for many years without ever finding the slightest reason for complaint. If the delegates will write the proprietors mentioning the Kindergarten-Primary Magazine they will receive special rates and special consideration.

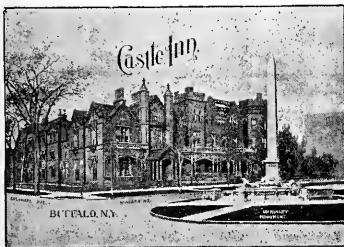
The Iroquois is one of the sure places of Buffalo.



Arbor Room--Hotel Statler



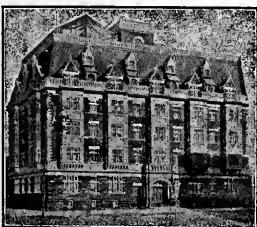
The Touraine



Castle Inn



The Markeen



Buffalo is a beautiful and interesting city, the hotel accommodations are all that could be desired and the program is one of unusual interest. Now let every kindergartner resolve to come early and attend all the meetings of the convention. You need the inspiration it will bring to you. The convention needs the inspiration you can bring to it. Come.

PROGRAM OF THE INTERNATIONAL KINDERGARTEN UNION, BUFFALO, N. Y., WEEK OF APRIL 26, 1909.



THE board of the International Kindergarten Union submits the following program to the branches of the International Kindergarten Union, and wishes to add a line of explanation that the various branches may realize what was in mind when this program was mapped out.

Certain definite aims were kept in mind as the program was constructed, and it is these aims which we wish the branches to consider when reading the program.

1. To build the program in the light of general education with specialists who would bring to the kindergarten friendly criticism, and the desire to be of service in helping us to solve the particular problem of the kindergarten.

2. The effort has been to prevent overcrowded programs. No session has more than two speakers, and in the majority of cases only one.

3. The purpose of this shorter program has been to leave time for discussion at the close of lectures and papers.

4. The aim has been to limit the number of subjects taken up during the week, so that more intensive work might be done. As far as possible two sessions are given to each subject.

5. The desire of the Board was to secure leaders for every subject placed upon the program. This is a day when superintendents and principals of schools are making an effort to understand the aim of the kindergarten, and the program was built with the hope that it might draw superintendents and principals of schools.

Mr. Percival Chubb of the Ethical Culture School of New York, who is chairman of the literature committee, has specialized in the problem of literature in its relation to education as a whole, and is ably prepared to see the literature of the kindergarten in the light of the problem of the elementary school.

Dr. Colin Scott of the Boston Normal School, has made an especial study of all the experiments in social education in this country and abroad, and will give the results of his study to the kindergartners at this meeting.

Mr. Dwight Perkins of the Board of Education, Chicago, Illinois, is making an especial study of school architecture in the light of the changes demanded by modern education based upon the law of self-activity.

Dr. John A. MacVannel is Director of the kindergarten department, Teachers' College, Columbia university, and Professor of the Philosophy of Education in the University, and in the light of this Dr. MacVannel has made an especial study of the philosophy of Froebel and the practice of the kindergarten.

Miss Caroline Haven of the Ethical Culture School, New York City, and Miss Alice Fitts of Pratt Institute, Brooklyn, N. Y., each has proven her leadership in the subjects indicated upon the program.

It is hoped that the kindergartners will make an effort to get their school principals, superintendents and Boards of Education to attend these meetings, and in this way co-operate with the Board of the International Kindergarten Union in the two especial aims of this meeting: First, to help the kindergartners to see themselves as part of the whole problem of education, and second, to get school men to see the kindergarten in the light of the whole problem of education.

PATTY S. HILL,
President of I. K. U.

The headquarters of the convention will be at The Lenox Hotel.

The places of meeting will be as follows: Convention Hall, Virginia Street; First Universalist Church, North street.

LOCAL ORGANIZATION.

President, Mrs. Adelbert Moot.
First Vice-President, Mrs. George Sawyer.
Second Vice-President, Mrs. Charles W. Pardee.
Secretary, Mrs. Delancy Rochester.
Treasurer, Mr. John Lord O'Brien.

CHAIRMAN OF COMMITTEES.

General Chairman of Local Committee, Mrs. Adelbert Moot.

Kindergarten Auxiliary, Miss Ella C. Elder.
Transportation, Mr. Harry Parry.
Finance, Mr. John Lord O'Brien.
Exhibits, Miss Mary E. Watkins.
Printing, Mrs. A. R. Preston.
Accommodations, Miss Florence Oppenheimer.
Entertainment, Mrs. Delancy Rochester.
Badges and Decorations, Miss Louise Cassety.
Music, Mr. Seth Clark.
Program, Miss Ella C. Elder.
Press, Mrs. Esther Davenport.

PROGRAM
MONDAY AFTERNOON, APRIL 26th. AT TWO O'CLOCK.

Meeting of Committee of Nineteen. Miss Lucy Wheelock Chairman.

MONDAY EVENING, APRIL 26th. AT 8 O'CLOCK.
Board meeting.

TUESDAY AFTERNOON, APRIL 27th. AT 2:30 O'CLOCK.

Conference of training teachers and supervisors. Closed session. Admission by ticket. Miss Elizabeth Harrison, Chairman.

Address: Dr. John Angus MacVannel, Director of the Kindergarten Department, Teachers' College, Columbia University, New York City. Subject: "Materials of the Kindergarten."
Discussion.

TUESDAY EVENING, APRIL 27th. AT 8 O'CLOCK.

Program in charge of literature committee:
Address: Mr. Percival Chubb, Ethical Culture School, New York City. Subject—

Address: (Speaker to be announced later). Subject: "The Newspaper and Its Relation To Childhood."

Address: (Speaker to be announced later). Subject: "The Comic Sunday Supplement."

WEDNESDAY MORNING, APRIL 28th, AT 10 O'CLOCK.

Invocation.
Addresses of welcome

Response.
Report of Corresponding Secretary and Treasurer: Miss Anna H. Littell.

Report of Auditor: Miss Margaret Giddings.
Reports of committees:

Foreign Correspondence: Miss Mary McCulloch, chairman.

Propagation: Miss Myra Winchester, chairman.

Nominations: Luella Palmer, chairman.

Credentials and Elections: Miss Ella C. Elder, chairman.

Parents' Committee: Miss C. Geraldine O'Grady, chairman.

N. E. A. Committee: Miss Caroline T. Haven, chairman.

Committee of Nineteen: Miss Lucy Wheelock, chairman.

Appointment of committee on Time and Place, and Resolutions.

Reports of Delegates.

WEDNESDAY AFTERNOON, APRIL 28th. AT 3 O'CLOCK.

Literature Committee.
Address: Mr. Percival Chubb, Ethical Culture School, New York City. Subject: "The Child As a Literary Personage."

Address: Dr. John A. MacVannel, Teachers' College, New York City. Subject: "Children's Literature—Principles of Selection."

WEDNESDAY EVENING, APRIL 28th. AT 8 O'CLOCK.

Lecture, "Social Education and the Kindergarten."—Colin Scott, Ph. D., Boston Normal School.

Discussion.

THURSDAY MORNING, APRIL 29th. AT 10 O'CLOCK.

Business session.
Luncheon at 12:30 o'clock at Convention Hall.

THURSDAY AFTERNOON, APRIL 29th. AT 2 O'CLOCK.

Joint session of Mothers' Clubs and Kindergartners.

Five minute addresses by prominent kindergarten leaders.

THURSDAY AFTERNOON, 3:30 O'CLOCK.
Automobile ride about the city.

THURSDAY EVENING, APRIL 29th. AT 8 O'CLOCK.

Reception at Albright Art Gallery.

FRIDAY MORNING, APRIL 30th. AT 10 O'CLOCK.

Subject: "The Hygiene and Aesthetic Requirements of the Kindergarten Room." (a) "Hygiene"—Miss Caroline Haven, Ethical School, New York City. (b) "Art"—Miss Alice E. Flitts, Pratt Institute, Brooklyn, N. Y.

FRIDAY AFTERNOON, APRIL 30th. AT 2:30 O'CLOCK.

Stereopticon lecture. Subject: "Recent Educational Requirements as Expressed in School Buildings." Speaker: Mr. Dwight Perkins, Board of Education, Chicago, Ill.

ACCOMMODATIONS.

The Lenox, North street, Headquarters; European plan. Rooms \$1.50 per day without bath; \$2.00 and \$2.50 for two people. Rooms with bath \$2.50 to \$3.00 one person; \$3.50 to \$4.00 two persons. Table d'hote meals \$2.25 per day.

Hotel Iroquois, Main street; European plan. Rooms \$1.50 and \$2.00 without bath; with bath, \$3.00 one person, \$3.00 two persons.

Hotel Statler, Washington street; European plan. Rooms \$1.50 per day, one person, \$2.50 per day for two persons. Shower bath in every room.

The Genesee, Main street; European plan. Rooms \$1.50 per day and upwards.

The Lafayette, Washington street; European plan. Rooms \$1.50 per day without bath; \$2.00 to \$3.00 with bath. One dollar extra for two people.

The Niagara, Porter Ave. and Seventh St.—American plan. \$2.50 per day and upwards.

The Markeen, Main street; American plan, \$3.00 per day, two persons in a room. \$1.75 for room and breakfast.

The Buckingham, Allen street; European plan. Rooms \$1.50 and \$2.00. Limited number; excellent cafe.

Hotel Touraine, Delaware avenue; European plan. Rooms \$1.50 per day and upwards, with bath.

Castle Inn, Niagara Square; American plan. \$2.00 to \$4.00 per day.

Young Women's Christian Association, Niagara Square. Rooms 50 cents per day. Breakfast and luncheon, 20 cents each, dinner 30 cents.

Delegates desiring accommodations in private families may secure them by addressing Miss Oppenheimer, 25 North Pearl street, Buffalo, N. Y.

RAILROAD RATES.

The Trunk Line Association, the New England Passenger Association (excepting the Eastern Steamship Company and the Metropolitan Steamship Company) and the Eastern Canadian Passenger Association have granted special rate of one and three-fifths fare for the round-trip to Buffalo, on the certificate plan.

The following directions are submitted for your guidance:

1. Tickets at the regular full one-way first-class fare for the going journey may be secured within three days (exclusive of Sunday) prior to and during the first three days of the meeting. The announced opening date of the meeting is April 26 and the closing date is April 30, consequently you can obtain your going ticket and certificate not earlier than April 22, nor later than April 28. Be sure that, when purchasing your going ticket, you request a certificate. Do not make the mistake of asking for a receipt.

2. Present yourself at the railroad station for ticket and certificate at least thirty minutes before departure of train on which you will begin your journey.

3. Certificates are not kept at all stations. If you inquire at your home station, you can ascertain whether certificates and through tickets can be obtained to place of meeting. If not obtainable at your home station, the agent will inform you at what station they can be obtained. You can in such case purchase a local ticket thence, and there purchase through ticket and secure certificate to place of meeting.

4. Immediately on your arrival at the meeting present your certificate to the endorsing officer, Mr. Harry Parry.

5. It has been arranged that the Special Agent of the Railroad Association will be in attendance on April 28, 29, and 30, from 9 a. m. to 6 p. m., to validate certificates. A fee of 25 cents will be charged at the meeting for each certificate validated. If you arrive at the meeting and leave for home again prior to the Special Agent's arrival, or if you arrive at the meeting later than April 30, after the Special Agent has left, you cannot have your certificate validated, and consequently you will not get the benefit of the reduction on the home journey. No refund of fare will be made on account of failure to have certificate validated.

6. So as to prevent disappointment, it must be understood that the reduction on the return journey is not guaranteed, but is contingent on an attendance at the meeting of not less than 100 persons holding regularly issued certificates obtained from ticket agents at starting points, showing payment of regular full one-way first class fare of not less than 75 cents on the going journey.

7. If the necessary minimum of 100 certificates are presented to the Special Agent, and your certificate is duly validated, you will be entitled up to and including May 4, to a continuous passage ticket by the same route over which you made the going journey, at three-fifths of the regular one-way first-class fare to the point at which your certificate was issued.

The Central Passenger Association state that as the regular rate of two cents per mile applies in their territory they cannot grant concessions for this convention.

No response has been as yet received from the South-western Passenger Association.

One of New York's inspiring art treasures is the St. Gauden's statue of the "Old Salamander," Admiral Farragut, in Madison Square. He is represented as standing upon the vessel's bridge, field-glasses in hand. We give below some verses written by Arthur Guiterman in the New York Times in which he pictures the brave Admiral as looking down upon the hurrying, careless Broadway crowd, wondering if there is among them anything of the old brave, consecrated spirit, which would be equal to the sacrifices of the war-time; and in the last stanza he expresses his faith in the soundness of the people. The teacher in the grades may be able to put the verses to good use in connection with a history lesson, if she uses a picture of the statue to make her point clear. Let the children feel

that all of the sacrificing heroes of the past may well ask, "What are you of today doing, to make us feel that our sacrifices were worth while?"

FARRAGUT IN MADISON SQUARE.

The spirit that burned in the clay
Survives in the bronze; and the peerless
Old Sailor who fought in the Bay
Lashed fast to the rope ladder, fearless

And vigilant, looks on the brawl
Below, in its turbulent mazes.
And what does he think of it all
As, waked by the sea wind, he gazes?

"They haste, as they hastened of old,
Still driven by folly and passion,
Those eager-eyed hunters of gold,
These fribbles of glittering Fashion.

"And who in that eddying throng,
So brilliant with vigor and fire,
Will balance the right and the wrong
When stirred by the flame of Desire?"

"Aye, who of the self-loving band
Will pause for the weal of another,
Or reach forth a generous hand
To rescue a down-trampled brother?"

"Shall these be the mothers of men—
These moths that are mad after pleasure?
Would those save the Nation again—
The blind, ever groping for treasure?"

"The froth and the bubbles?"—I know,
They rise to the brim, being lighter;
But that which is hidden below—
Who knows?—is it finer and brighter?"

"Yet why should I doubt who have seen?
Again let the trumpet awaken,
And all that is sordid and mean
Shall dwindle, and self be forsaken.

"The land will arise as before,
Flame-hallowed and nobler and grander.
My people are sound at the core,
Thank God!"—says the Old Salamander.

—Janet Yale, in Harper's Bazaar.

Teaching simple children,
I am simple, too;
So we learn to gather
Lessons plain as true.

—Lucy Larcom.

We swing the balls this morning,
So gently to and fro,
Now back and forth we send them,
Straight in a line they go.

Chorus:

Little balls so pretty,
Swinging to and fro,
Round and round in circle,
Now they quickly go.

We came to school this morning,
To do our duty true,
And try to please our teacher,
In everything we do.

MOTHERS' CIRCLES.

BY JENNY B. MERRILL, PD. D.

Kindergartners, primary teachers and mothers may find a few happy suggestions from the topics accompanying the months of the year taken from a Japanese calendar.

- January—New Year's Play.
- February—The First Dedication.
- March—The Girls' Day.
- April—Cherry Blossoms.
- May—The Boys' Day.
- June—Sweet Flag Blossoms.
- July—The Lotus Flower.
- August—The Summer Evening.
- September—Moonlight.
- October—Chrysanthemums.
- November—Autumn Tint of Maples.
- December—The First Snow.

We all know that Japan has been called "The paradise of childhood." One thing that helps to make it so is the love of nature and the consequent excursions to enjoy out-of-door life, as indicated in many of these topics. Japan is the home of the "flower festival."

The notion of centering the attention about one definite, beautiful aspect of nature is a very happy and suggestive one to the teacher or parent who is planning walks in the city or country. In Japan, family groups go out to observe these varying aspects of nature. Shall we not aim through our Mothers' Circles to do something towards extending this interesting and uplifting national custom?

A Japanese student at Cornell University once asked a professor to direct him where to go to see the snow. The professor with surprise exclaimed, "See the snow! Why it is all around you."

The young student then explained to this learned man that it was the custom in Japan to seek an elevation or some favorable spot where a fine view or extended landscape could be enjoyed.

A friend of mine who has traveled in Japan has spoken to me of this national custom and from her I secured another list of interesting subjects which many intelligent Japanese families enjoy together during their observations of natural phenomena, such as The Flight of Birds, Twilight on the Water, Moonlight on the Snow, The Movement of Clouds, After a Storm, The Rainbow, A Halo, Sunrise, Sunset Clouds. In olden times almost every

nobleman's house had its "chamber of the inspiring view."

Recently with a friend I walked through Central Park after a snow storm. Fairy-land was all around us.

"Every fir and pine and hemlock
Wore garments too dear for an earl,
And the smallest twig on the elm tree
Was ridged inch-deep in pearl."

How many might have enjoyed this beautiful, restful, soothing glimpse of white-robed nature who instead were crowded into theaters and moving picture shows! One pleasure will not take the place of another, but an alternation will help to undo the evil of over-stimulation, and will subdue the spirit to gentler moods and nobler sentiments.

SHOULD INDUSTRIAL INTEREST
DIRECT EDUCATION?

REPORTED BY DR. J. B. MERRILL.



PROF. EARL BARNES recently considered this topic in his Extension course at the Normal College, N. Y. C.

His subject was timely in view of the great wave of interest in trade and industrial schools now at its height, apparently, both east and west.

Mr. Barnes first gave the reasons for the child's interest in the common industries of life. Such industries appeal to the child's instincts of activity and imitation.

The little girl can follow mother with her toy broom, with a duster, with a towel as she wipes dishes.

The boy or girl can follow father as gardener or carpenter with rake and hoe or with hammer. He can play chop wood with a stick until he is trusted with a blunt ax, then a sharp one, and before he realizes it, he is at real work.

It is not so easy to imitate the complex work of our day as the child sees it in the city. The machine hides the real work. The child can realize what a pair of hands may do but not what is accomplished by a thousand horse power machine.

When we talk about the educational value of the work Abraham Lincoln did, it is quite a different matter.

Variety and touch with all the interest of simple living were involved in his labor.

Monotony, dull monotony is the evil of much of present day industry. For this reason it is not fitted for educational pur-

poses. The child should not be allowed to enter upon it until he is fourteen years of age or over. "Probably," said Prof. Barnes, "our present civilization will not stand for a later age than fourteen but do not let us permit the age limit to drop down to ten or twelve."

Manual training, properly interpreted, carried out as an extension of the kindergarten and in accordance with its principles, is all that is needed in our elementary schools. Closer industrial training will tend to develop caste in education which holds in all European countries.

Manual training does not train eye and hand alone, but like physical training develops the whole nervous system of the child and fits him to adapt himself to any and all forms of work. It is as needful for the boy or girl who is bound for high school as for him or her who must later learn a trade.

The boy and girl are to be father, mother and citizen and not mere workmen. They must not be dulled at too early an age by the direful influences of monotony in specializing forms of industry.

ADVANTAGES OF KINDERGARTEN TRAINING.

(This paper is sent at the request of Miss Nellie Brown, of Bangor, Me. It was read at the convention, Portland, Me., 1908.)

It is my conviction that a child who has kindergarten training possesses an inestimable advantage over the one who lacks it.

His superior ability asserts itself almost as soon as he enters school. He is ready to learn. His senses—gates of his mind—are open, and the acquiring of knowledge becomes an easy task.

The fact that a great many children without kindergarten training are not ready to learn on first entering school, is apparent to any worker in a primary room. Before learning can take place, the eye must be taught to see, and the ear be trained to hear.

When a pupil correctly sounds such a word as "c-at" and pronounces it **hen**, he exemplifies the advisability of ear training. The vision of a five-year-old in a vain attempt to select words like his sample, speaks for the need of the training of eye.

Lack of fundamental sense training is a serious drawback which often appears as stupidity in the pupil, and not only neces-

sitates waste of time in September, but hinders progress all along the way.

Besides this preliminary sense-training which so quickens and awakens the mind, the kindergarten child possesses a fund of real knowledge in contrast to his less fortunate class-mate. For two years he has been mastering problems with hand and brain which would puzzle the skill of his parents. He knows quantity and form and color. He has an enlarged vocabulary, and is correspondingly capable of receiving ideas. To his list of acquisitions must be added his training of hand. This last asset will be appreciated by the teacher who has sometime had the task of teaching chubby fingers to grasp the pencil, not like a spear—not like a hammer—and to direct its point toward the vicinity of an obstinate base line.

Last, but not least, since all this development has been brought about in that spirit of play which is genius, he comes to us with a school attitude that is golden—a happy expectancy which is fit substitute for voluntary attention.

Seven years of experience with mixed primary classes convince me that the value of kindergarten training cannot easily be over estimated.

EVA L. GRANT,
42 Grant street, Bangor, Maine.

LEGEND OF MOSES.

The story of the cause of Moses' slowness of speech is given in the Talmud and runs as follows: Pharaoh was one day sitting on his throne with Moses on his lap when the child took off the king's crown and put it on his own head. The "wise men" tried to persuade the king that this was treason, for which the child ought to be put to death, but Jethro replied: "It is the act of a child who knows no better. Let two plates be set before him, one containing gold and the other red-hot coals, and you will find he will prefer the latter to the former." The experiment being made, the child snatched up one of the live coals, put it into its mouth and burned its tongue so severely that it was ever after "heavy and 'slow of speech.'"—New York American.

And then there is many a man who helps himself to stay poor by his determination to maintain his reputation as a good fellow.—Puck.

EDITORIAL NOTES.

It is said that the moving picture shows are developing a new disease of the eyes which is not at all surprising when one considers the continual vibration of even the most smoothly working machine, with its rapid succession of films, necessitating as rapid an adjustment of the eye muscles, for which evolution has not yet, at least, prepared them. We are all conscious, after attending an illustrated lecture, of more or less eye-strain, and consequent fatigue. What must this mean for children, who attend such shows with any frequency! This possible physical injury will be an added argument against the frequent attendance by children upon such entertainments; when the mechanism is perfected, doubtless such harm will be rendered nil, and meanwhile the shows will be improving in quality and educational value.

There is an experimental movement reported in New York, to counteract the attractions of the moving pictures by the introduction into some schools of the mechanical pianos by means of which the children may become acquainted with the best of music and their taste so educated that they will learn to prefer good music to sensational pictures. This surely, is one way of overcoming evil with good. Our children hear too little good music, and although the mechanical music-players will never take the place of inspired musicians they at least are better than mediocre players and familiarize the young people with good music suitable to their understanding. Familiarity with the best does not breed contempt. It stimulates a desire for the best and those who have heard good solo or orchestra music from the pianola or orchestrion will be none the less eager to hear the best virtuoso or orchestra when they come to town.

We give below the regulations governing the Rhodes Scholarships as an excellent example of the best trend in education. We may well ask ourselves if our costly school system is accomplishing the results aimed for in the bequest of this far-sighted English financier. The regulations are as follows:

"My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to:

1. His literary and scholastic attainments.

2. His fondness for and success in manly outdoor sports, such as cricket, football and the like.

3. His qualities of manhood, truth, courage, devotion to duty, sympathy for and protection of the weak, kindness, unselfishness and fellowship.

4. His exhibition during school days of moral force of character and of instincts to lead and to take an interest in his schoolmates, for those latter attributes will be likely in after life to guide him to esteem the performance of public duty his highest aim.

The marks for the several qualifications would be awarded independently as follows: The marks for the first qualification by examination, for the second and third qualifications by ballot by the fellow-students of the candidates, and for the fourth qualification by the headmaster of the candidate's school."

The insistence upon the candidate's prowess in the playground is interesting; surely a leader of men has a fine practice field in the field of sports; how much better to be a participator in the game, than a mere onlooker!

The insistence on moral attributes and on qualities of leadership and sympathy with his mates; i. e. the social instinct, is noteworthy. Will we ever have such "tests" in our schools?

From an exchange, the *Pittsburg Press*, we quote the following, with the suggestion that some kindergarten club or mother's club might have an interesting and valuable meeting devoted in part to a discussion of earliest memories. Each member might be asked to bring a slip upon which was written this recollection in concise language, the slips to be preserved among the club archives for future editing in case any member was moved by the spirit to such an undertaking.

Looking Backward—What is the Earliest Event in Life You Can Remember?

"I can remember back to my fourth year," said a physician. "I was four during the Philadelphia Centennial of 1876, and I remember two Centennial scenes well. One was a great room full of brass band instruments—horns so big and yellow and shiny that they delighted me. I remember, too, a Turkish coffee room. My father took me into this room. Turks in native dress served the coffee. I liked the place at first; then I saw that it was noisy. The native waiters shouted horribly. I was frightened. I was on the point of tears, but whether I cried or not I can't tell you."

"I can remember back to the time when I was three," said a lawyer. "At the age of three my family took me to Cape May. I saw my father out in the water. He laughed and held out his arms to me, and, all dressed, I ran into the sea to him."

"All of us," said a psychologist, "can remember back to our fourth year. Some of us can even remember back to the second year. It would make an interesting article, a compilation of the earliest memories of a lot of people. The trouble, as a rule, is to fix the date of these memories, so as to be sure of our age at the time."—*Pittsburg Press*.

SOME VALUES OF THE KINDERGARTEN.

HILDA BUSICK, P. S. 157, Manhattan, N. Y. C.



THE history of civilization affords many illustrations of the conservative tendency in human nature. A storm of protest greeted the Copernican theory of the planetary system; the theory of the circulation of the blood; the theory of evolution.

Conservation is the result of habit; and habits are not easily eradicated. Thus the old is not too readily discarded—not before the value of the new is well proven. Habit, too stubbornly persisted in, prevents progress.

It is not surprising, therefore, when new theories of education meet with similar opposition. "The proof of the pudding is in the eating." If the new theory prove its worth the opposition gradually disappears.

The theory and practice of the kindergarten were no exception to this rule. They were treated with ridicule and scorn, and even now, when many understand their worth, some there are who express hostile opinions.

One favorite objection is that the kindergarten is all song and play. There are young kindergartners who, in the Morning Ring, allow the children to choose songs indiscriminately—songs which have no connection with the subject in hand. A very little experience cures that fault, not really a very bad one, for all singing is an expression of happiness, and the spirit of happiness is contagious. Carlyle says, "Give us the man who sings at his work. * * * He will do more in the same time—he will do it better—persevere longer."

Parents, whose children have not attended kindergarten, are those who object to the play. They have not considered the philosophy of play, and therefore believe it to be nothing higher than the undirected play of the streets. The Greeks realized the benefit derived from play, giving much opportunity for it, and since their day, play has been more or less in the foreground.

Froebel, however, was the first to appreciate the full educational value of play, and to incorporate it definitely as a means of education. Children play about that which interests them. Interest is a great incentive to effort. Effort results in a gain of strength, physically, mentally, morally.

Children frequently, though not intentionally, practice in play that which becomes their business in adult life. They play teacher, or doctor, or storekeeper, or manufacturer, or "mother." Watch any group of children and see the initiative developed in their play, the ingenuity, the originality, the imagination which here find expression! The socializing influence of play is invaluable. The resulting knowledge, gained in a most practical way, is the relation of human beings to each other and to the whole; the assurance that consequence follows cause, the absolute necessity of obedience to law, the meaning of "thine" and "mine," honesty, justice, the efforts of selfishness and unselfishness, of politeness and rudeness, of sweet temper and the reverse. These values are greatly heightened when play takes place under the direction of one specially trained to understand its worth.

There is an occasional teacher who believes the kindergarten child needs suppression. Suppression harks back to the early systems of education when the aim was to make every individual a copy, as it were, of the past, when progress was not sought nor desired. It is used only by those who have not kept abreast of the progress of child-study and educational thought. The world demands more than empirical knowledge in other professions; it is loath to call in the assistance of a lawyer or physician who is not in touch with the latest scientific knowledge of his profession.

The thought of suppression has been supplanted by that of control. Suppression and control presuppose two vastly separated points of view, and the point of view is a very important element in teaching. A kindergartner who believes that material is a means, not an end, finds material secondary to method. A kindergartner whose point of view is control, sees the possibilities latent in the child, and aims to establish the foundations of that which will be a permanent good. Suppression is temporary, wholly from without, and is not effective after the pressure has been removed.

But what is there to suppress? A disposition on the part of the child to express himself frequently, at length, and spontaneously, that is, without the teacher's permission. Were the matter investigated, it would be found that this tendency is not acquired in the kindergarten. Children

bring it with them from the home where they have spent five years, encouraged to talk by parents, relatives and friends.

The kindergartner could suppress this trait if she would. But she is willing to work gradually, knowing that self-control is a priceless possession that is slowly attained. It is the growth of a power, developed only as effort is exerted from within. She knows that suppression would crush out originality and that presently the child would have nothing to express.

However, the kindergarten does not claim to perform miracles, to secure to children at five years of age the powers for which many are still struggling at a much later period. It aims to take a child's nature where it is, and gradually direct it into channels of helpfulness to itself and others, it endeavors to have the children realize the necessity of controlling impulses and habit; of utilizing originality to good purpose; it begins (but cannot finish) the formation of habits of observation and attention, of having an opinion and expressing it well, and at the right time; of following direction as well as of leading; of giving opportunity to others, of obedience, of cleanliness, of order, of truth; of "doing unto others as you would they should do unto you."

IT MADE A DIFFERENCE.

A Chinaman of noble birth had been invited to dine at William's home. His mother was very anxious that the guest should not be made uncomfortable by the little chap's curiosity, so she took him aside and explained all about the yellow skin, long braid of hair and almond eyes of the Mongolians, and even showed him pictures of Chinese. She impressed upon him more than anything else the fact that the visitor was his father's friend and was to be treated with respect. Upon the Celestial's arrival, William tried hard not to stare or to look too curious, and succeeded in being very quiet for some time, when, much to the surprise of his mother and the amusement of the Chinese, he called out: "Mamma, if he wasn't our friend, wouldn't he be funny?"—Bellman.

Hope is not only cheap and comforting, but plentiful, and furthermore can be constructed right at home by oneself out of almost any old thing.—Puck.

EDITORIAL ANNOUNCEMENT.

Beginning with the April number of the Kindergarten-Primary Magazine Mr. J. Van Broekhoven will contribute a series of articles on a variety of subjects relating to the influence of music on the child in the kindergarten, the home, the church and the school. The nature of the articles will be of a wide scope of interest; touching upon the moral, social, aesthetic, psychological and practical features of music in the educational plan of the child.

Mr. Van Broekhoven, having a high educational ideal, a large experience as teacher, and a broad basis of knowledge, combined with a warm sympathy for the child and the teacher, the articles will be of especial value to teachers and parents of children.

It is the object to publish these articles in pamphlet form, after their appearance in this paper, to facilitate a wider circulation and familiarity with the subject of music in the child's education. We therefore advise teachers and parents to subscribe now and avail themselves of the many valuable articles appearing each month in The Kindergarten-Primary Magazine.

Nellie apologized for the action of her new baby sister by saying, "You see, she hasn't got any sense yet." Her mother objected to such an idea, and Nellie replied, "Oh, of course she's got sense, but it isn't working yet."—The November Delineator.

In writing a sketch of Washington a pupil ended her essay by saying: "Washington married a famous belle, Martha Curtis, and in due time became the father of his country."—The November Delineator.

Paul, at the age of four, was asked one morning by his papa, "What is the name of the first meal of the day?"

"Oatmeal," responded little Paul promptly.—The November Delineator.

"Wot's your rush, Jimmie?" "I'm goin' to store for sompin' or other, an' I'm hurryin' to git dere before I forgits what I'm goin' for."—Credit Lost.

God's response to the fears of man is always, "Fear not."—Abbott.



**A NEW VOCAL METHOD BASED ON
A NEW THEORY OF TONE PRO-
DUCTION.**



BEFORE the invention of the laryngoscope by Manuel Garcia, a Spanish singing teacher in 1849, the medical and musical profession had no reliable knowledge of the action during singing of the vocal organ. The invention of the laryngoscope was a great boon to the medical profession, and was of little or no value to the vocal teacher. Dr. Morell Mackenzie, the eminent English throat specialist, sums up its importance in the following:

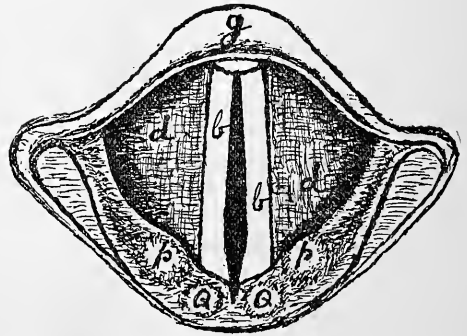
"The immediate effect of the invention of the laryngoscope was to throw the whole subject into hopeless confusion by the introduction of all sorts of error of observation, each claiming to be founded on ocular proof, and believed in with corresponding obstinacy." "The beginning of wisdom," he continues, "in studying the voice, is to clear the mind of all preconceived ideas as to its resemblance to this or that instrument, and study it by itself in the light of anatomical and physical science."

The author of the new method has followed this mode of investigation, and has presented the result of his labors in a lately published work entitled "The True Method of Tone Production," by John Van Broekhoven, with six books of exercises. Published by the H. W. Gray Co., New York, agent for Novello & Co., London.

This theory is entirely new and novel. It refutes the old and generally accepted theory that tone is produced by the vibration of the vocal cords. The author emphasizes the fact that the vocal organ is a wind instrument in which the air current and the

cavities through which it passes are of prime importance. He asserts that the vocal cords do not produce the tone by vibration, but that they form the necessary opening for the air current to pass in to the larynx cavity or "cup" as he calls this space. This function is similar to that produced by a trumpet or horn player in adjusting his lips, so that the proper current of air may pass into the mouth-piece of the horn, where the tone is produced by the peculiar nature of the current of air, its friction and whirl conditioned by the form of the cup cavity.

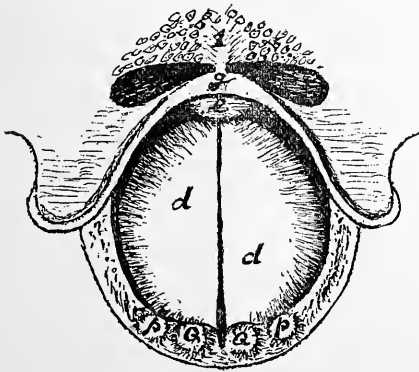
In Fig. 1 is presented a view of the inner larynx slightly enlarged, from which we may obtain an idea of this feature.



The long black slid represents the opening between the two vocal cords marked b,b. The two vocal cords b,b, are composed of two different substances, viz.: one-third of their length of gristle, and the other two-thirds of muscular ligaments. The two vocal lips, by contraction, control the size and form of the opening through which the current passes into the larynx space above. The letters d, d indicate the so-called false vocal cords, located some-

what higher up above the real vocal cord b, b. Below the false vocal cords d, d, and behind them, on each side is an opening which runs upwards, called the pockets, or ventricles of Morgagni. The edges of these false vocal cords also form a set of lips, more flexible and capable of different movements than the real vocal cords. Owing, to this capacity for moving downwards, upwards, forwards and backwards the cavity or "cup" of the larynx below may establish many forms, different in dimensions. Now according to the size of these pockets in different persons the false vocal cords produce various proportions of the inner larynx cavity. And to this fact is due the character and pitch of the vocal tone produced; whether it is a 'soprano, alto, tenor or a bass tone, and to the capacity of each individual in establishing different forms of the larynx cavity the singer will be able to change the quality of the voice, in what is called "the register."

No previous investigations have ever conceived the importance in tone production of these false vocal cords, and to Mr. Van Broekhoven is due the credit of having pointed out their true function. This has been recognized by many medical and musical authorities, while his theory is doubted by others. But Van Broekhoven brings further proof of the functions of these false vocal cords, to convince these doubters. In Fig. 2 he presents an illustration from a work of the celebrated German specialist Dr. Ludwig Turck, in which is visible the action of the false vocal cords

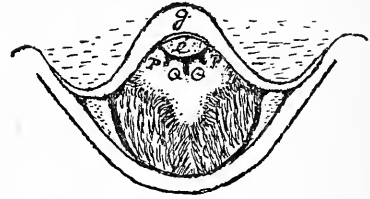


d, d. Here they approach each other towards the center of the larynx cavity, so as almost to touch each other, and thereby almost entirely close the inner space, above the real vocal cords, which are hidden from

view. Furthermore the upper part of the inner larynx space is also contracted by the muscular ligaments forming this upper part, or vestibule of the larynx.

It cannot be denied that a tone changes in pitch, quality and volume according to the nature of the cavities through which it passes. This is amply demonstrated by organ pipes, and by the form of the mouth-piece a horn player employs for high or low tones. Now in that the construction of the human larynx is almost identical in its breath controlling, tone producing, and tone deflecting factors, to those employed by a trumpet player in the management of the air current, the shape of the mouthpiece, and the tube of the instrument, it must be concluded that the author's theory has a scientific natural basis for its support.

In Fig. 3 we see how the upper end of the larynx p, q is so contracted as to almost entirely close this upper part.



There is no doubt therefore that the inner larynx cavities, and its upper outlet can be varied greatly in its dimensions by these different muscular functions. And in pointing this out the author has demonstrated the true physical functions of the vocal organ in singing. While it must also be recognized that such functions cannot be demonstrated to every pupil, it must be acknowledged that the teacher who has a thorough insight into the result established by certain forms of the larynx cavities, and has the educated musical ear and experience to recognize this, must be better adapted and equipped as vocal teacher, than one who knows nothing of this. He will be able to diagnose a voice with greater accuracy than if he did not possess this knowledge.

The author was well aware of that in writing his book. For he has furnished to the teacher and student the one volume which contains the explanatory part of his new method fully illustrated. And in his six books of exercises he provides the proper material for the pupil. The exercises are extremely melodious and concise,

and are well graded in their progressive course.

The new vocal method is in every sense a very timely and most valuable work, is especially for young vocal teachers, who will find in "The True Method of Tone Production" a valuable and complete course of vocal material.

WALKS OF THE YEAR.*

GRACE E. KETCHAM, P. S. 32,^o The Bronx, N. Y. C.



THE first few weeks in the kindergarten in the fall are spent in becoming acquainted with each other and kindergarten life but by the first of October the children are ready to join enthusiastically in the walks.

In our program the excursions come under the heading "Source of Experience," and as such they prove most pleasant and profitable. Talks, stories, songs, games, gifts and occupations are grouped about them in such fashion that not only do the children have a definite idea of the special object of the walk but upon their return are given the opportunity and suitable materials in which to express the impressions gained.

With the needs of the children in mind I go over the ground myself before taking them with me. Some walks are repeated many times. Thus in the fall the children gather leaves and nuts under a certain horse-chestnut tree. Later and in the early spring they go to see the bare branches with their queer markings and large, well protected buds. Later in the spring they watch the tiny leaves unfold and before the summer vacation they have seen the tree with its blossoms and stood beneath its shade.

In the review for October are some such headings as these.

*It is sometimes thought impossible to gain much by going out-of-doors for walks during kindergarten hours.

By definitely planning ahead as the writer of this article has done, even city children, especially those near parks, may become familiar with nature's ways.

In Mothers' Meetings kindergartners may take the opportunity to read this article to mothers urging them to go with their own and a few neighbors' children upon similar excursions when the distance is too great for the kindergartner to take her class as a whole.

J. B. M.

- I. Preparation for winter as seen in
 1. Winter a rest time for plants and trees.
 - a. Distribution of seeds.
 - b. Falling leaves.
 2. Winter a rest time for insect life.
 - a. Bees (habits).
 - b. Caterpillars (habits).
 3. Winter a rest time for some animals.
 - a. Squirrel (home and habits).
 4. Migration of birds.

During September the children have grown familiar with many of the autumn flowers from both garden and field. They have brought in handfuls of burdock burrs and have come to know the dog-wood berries, the maple wings and the milkweed pods. Taking one of the milkweed pods into the open air we set the contents free, blowing the seeds about and finally watching them disappear as the wind carries them away, to sow next season's plants. Our eyes are open for seeds of all kinds and seeds of all shapes, seeds in queer pods, on high bushes and low plants and seeds that will stick to our clothing and have to be picked off.

There are times when only part of the children go walking, the rest remaining in the kindergarten and going another time. This often happens when taking trowels and pails we go for earth to repot the plants in the fall or for plants for the wild flower box in the spring. There is a certain pleasure in being thus separated for a time and coming together again to relate our experiences.

One of the happiest fall walks is the one on which we gather the bright autumn leaves. We watch them float silently down, or whirl along the sidewalk as the wind catches them up. We wade knee deep among them, listening to the rustling sound. We watch the men in the park rake the leaves into piles and place them so as to protect the plants during the winter.

Among the leaves someone has found an acorn. It is not long after this that with boxes and baskets we go to gather nuts.

On our way to the park we pass a number of bee hives. They now become the special object of our walk. We want to see where the bees store their honey and where they go to sleep for the winter.

We hunt for caterpillars and cocoons.

We watch the squirrels gathering nuts

among the dry leaves or peeping out of their holes in the trees.

Once or twice we have seen numbers of blue birds together. In preparation for our next walk we learn through pictures, songs and stories more of birds that are flocking to fly south. The next visit is to the bird house in the park.

The natural topic for November is:

I Man's preparation for winter.

- 1 The harvest and Thanksgiving.
- 2 Interdependence in the community.
 - a The Farmer who harvests the fruits, grains and vegetables and gathers the wool for our winter clothing.
 - b The Grocer who buys and sells the fruits and vegetables.
 - c The Miller who grinds the grain into flour.
 - d The Baker who makes our bread.

A walk is taken to see apple trees where some of the children had last seen the pink blossoms and small green apples. Usually we are fortunate enough to find several red apples still clinging to the highest branches.

We visit the gardens in which the children watched the vegetables grow in the spring. They are bare and so we turn to the grocer who kindly allows us to enter his shop, examine and name the vegetables and fruits we find there.

The days have become cold enough for coats, perhaps mittens. Winter clothing and the sheep that furnish the wool have become topics of interest. To visit the sheep in the park is the object of the next walk.

If possible a visit to the baker's is made just before Thanksgiving Day. After that the weather prevents more walks unless it be about Christmas time to see a spruce tree which grows next door; or as on one beautiful winter's morning when ground and houses were covered with snow and each twig and branch clad in glittering ice, the children were allowed to wrap up warmly and stand for the briefest time under one of these rainbow tinted trees.

In January we usually take up the trades. When the weather permits we visit the carpenter, the blacksmith and the shoemaker and watch them at their work.

February brings with it at least a partially new class and we seldom venture farther than the corner post box where the children post valentines to absent friends.

A preview for March runs thus:

- 1 Light.
 - a The moon.
 - b The stars.
 - c The sun.
- 2 The wind.

We go out to feel the growing warmth of the sun and to see how it has thawed the frozen ground.

There are so many ways in which we can see the work of the wind. We watch the waving trees and the clothes on the line, the school flag and the weather vanes. We feel it blow against us and we use it to turn our pin wheels and fly our kites.

In April comes the awakening of all nature. We again visit the neighbor's garden and there is great excitement over the newly turned earth, the swelling buds and the new blades of grass.

Another neighbor has a hen and flock of chickens we must see. There are flocks of young ducks on the pond in the park and baby lambs and birds. Another pond is full of fish and the frogs accomodatingly hop in and out. The children listen to the rippling brook.

May is the month for gardens and the first spring flowers. It is in May that the birds build and the insects begin their busy work. We revisit the hive and the bird house and watch the birds building their nests. Sometimes we visit the foreign animals in the park. Every little while the children vote as to what we shall go to see.

Some of the happiest times are when the children are allowed to wander (always within calling distance) gathering handfuls of spring flowers. Then all sit down on the grass under the shade of a tree and talk over the treasures found.

June is the time for picnics. Taking lunches the kindergarten goes out into the fields. The children wade in grass reaching nearly to their shoulders. They climb into the low bushes. We gather flowers and watch the queer little insects in the grass. Sometimes we play games. Then we sit down in the shade of a tree, tell stories, eat our lunch and go home tired

PROGRAM FOR APRIL.

BERTHA JOHNSTON.



APRIL brings Easter this year, with its joy in the awakening of nature which is the only side which should be brought to the little child.

Those who live in the country where each day brings its new surprises in the glimpse of another returned bird or a new spring blossom, realize more than city people the uplift and delight in the new life upspringing everywhere. But even in the town the grass shows its universal leaves in the small plots of ground back and front; the city's trees put forth tender green leaves as well as the country trees and there is a new life in the air, a blueness to the sky that sets one's pulses to beating and one's feet to dancing. How wonderfully Lowell expresses this feeling of superabundant life in his "Vision of Sir Launfal," and his "Somethin' in a Pastoral Line." (See *Biglow Papers*).

The children will rejoice to tell of the new bird seen, the new flower discovered, the breaking up of the ice and other signs of spring and will be more than happy to express themselves with the kindergarten materials that show color and movement.

Following the Easter program or along with it, take up water. Water has a universal fascination for all the children of nature from the infant splashing in his bathtub to the grown man breasting the billows of the sea or the man of science studying the marvels of the snow crystal, the boy paddling in the stream or the little girl washing out her dollies' clothes.

Indispensable to man, how various are the purposes it serves! Savage or civilized he must drink of it daily in order to live; the wheat in his harvest fields, the flowers in his garden, the cattle in his meadows will die if it fails to appear in due season.

Early steps in man's progress upward are marked by the use of water in cookery. And in civilization it is indispensable as a hygienic cleaning agent, in washing the human body, laundering the clothes, and cleaning our dwellings and our cooking and other utensils.

The rivers afford fish for man's needs and although the streams may divide opposite sections of land, they are a means of communication with places far distant.

The ocean with its currents, tides and

winds keep the earth sweet and wholesome and last but not least, how many are the joys afforded by water in its various manifestations? The child plays with bubbles, and boats; he wades and swims and builds his mimic water-wheels; the man swims and sails and meets exultingly the perils of the glacier and the snowcapped mountain peaks; the artist-soul finds peace and inspiration and delight in tranquil river, roaring breakers or dashing waterfall.

GIFTS—FIRST GIFT.

Sing one of the rain songs and let the children dance the balls up and down as raindrops beginning somewhat slowly and accelerating the speed as the rain increases. Which kind of rainstorm best softens the earth for the growing plants?

Play the balls are seeds we are planting for an Easter surprise. Each child tell what flowerseed he is planting from the color of the ball. Arrange in order of rainbow sequence and see who can name all colors.

Have a wading game. Let the children on one side of the table rest their fingers upon the table, lightly, making an irregular line to represent the water line of the ocean or lake. Move them backward and forward. Meanwhile those on the opposite side play that the balls are children in different colored suits, who are in wading. They venture into the water and then hasten away as the creeping fingers approach them. Sometimes a ball will be overtaken by the rapidly moving surf.

SECOND GIFT.

Turn the Second Gift into street sprinkler with its huge cylindrical tank; into a boat for passengers or freight; into a stove upon which we boil water for cooking or washing; turn it also into a pump and also a large watertower or reservoir. Of the Second Gift cylindrical beads lay a long water pipe leading from the reservoir into the city streets to bring water to each house. Lead the minds of the children from the water faucet in kitchen, through the house pipes, into the big main and so into the reservoir and from there back to the river or mountain stream which supplies us with the important need. Lead the children to feel the necessity for laying the pipes exactly and joining them perfectly. What might happen if one man did not do his work well? This is a good opportunity for

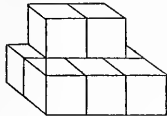
letting children realize the wrong of allowing water to escape from faucets or wasting it in any way. In every large city the question of water supply is important and every little while the papers tell of the difficulty of supplying enough to fill the needs of a large population. Water is brought from very great distances now, because nearer sources do not furnish enough and every summer the danger of a water famine arises, if people are wasteful.

THIRD GIFT.

Build a sequence of (1) the home where the child dwells, (2) a wagon passing through the streets from which a man vends



1
Flower house

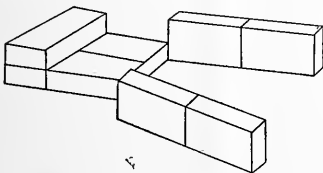


2.
Flower stand

flowers, (represented by second gift beads), (3) a greenhouse (figure I), (4) a flower stand (figure II), and (5) a flower-store. The cultivated Easter flowers need heat and water to hasten their growth; shall we sprinkle them well? When we reach home we will place the pots on the flower stand.

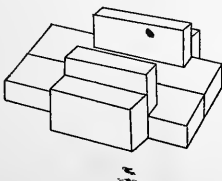
FOURTH GIFT.

Make a ferry-boat such as is familiar to the children of New York, Philadelphia and



Ferry dock with piles and ferry House

other cities located upon broad rivers. Tell of the mother whose child is sick and who



Ferry boat with cabin and paddle wheel houses.

cannot afford a long journey, but the doctor

says that a few hours on the ferry-boat every day with the fresh-blowing air may save its life. What interesting things does the baby's older brother see from the ferry-boat? He sees pleasure yachts, ocean steamers, men fishing from the piers, boys swimming, sea-gulls flying; so many joys that are associated with the water.

Build ferry-boat, with paddle-wheel boxes on each side; and two cabins, one each side, with place between for teams (figure III). Build dock and ferry-slip with dock and piles driven deep into the water between which the careful captain guides the boat. Sometimes it bumps against the heavy wooden piles if the current is strong; the piles move a little but no harm is done for they are driven down deep.

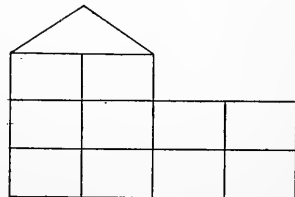
FIFTH AND SIXTH GIFTS.

The half-cubes of the Fifth Gift lend themselves admirably to the roof of a greenhouse in which the Easter flowers are being cultivated. An ice house can also be made with the inclined slide up which the large cakes of ice are drawn after they are cut from the frozen river or lake. Why do we thus store the frozen water? How is it kept from melting in the ice-house? (Packed tightly with hay and straw.)

The Fifth and Sixth Gifts can be built into beautiful churches, where, on Easter Day we go to sing our songs of joy and grateful praise.

TABLETS.

Make design of snow-crystals, the form taken sometimes by water. Make a picture of a water-wheel with its broad spokes upon which the water rushes to turn it and so set in motion the machinery which grinds our flour. Make a row of conventionalized flower-pots with tulips formed of half-

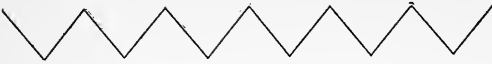


circles or triangles. Let circles represent dandelions. Make picture of church.

STICKS.

Outline pump, boats of various kinds,

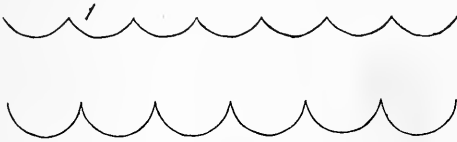
drinking-cup, etc. Also make design thus,



which is one conventionalization of the waves of old Nile. Speak of a rainstorm in which the drops come down vertically, or obliquely. What makes them sometimes come down obliquely? Shall we show with our sticks the direction of the drops when no wind blows; then the direction when the winds blow strongly from one direction or another.

CIRCLES.

Place half and quarter circles so as to represent a design based upon waves.



CLAY.

Make a copy of the pipe which we use when blowing the dainty bubbles. Make a cup from which to drink the delicious water that quenches our thirst. Also the water jar such as is used by oriental people who must carry each drop of water from a distant well.

Make a plaque and upon it build up a design of some simple flower.

SAND.

Outline a river bed and pond in bottom of sand-box and paint it blue, or indicate it with sunflower-seeds. Speak of the sandy desert and the trees which immediately begin to grow up when water appears. Plant little trees (twigs) along our water way. Place boats upon its broader stretches. Build docks with the Gifts at which the boats may land.

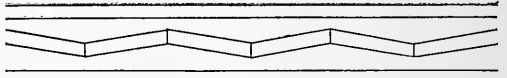
PARQUETRY.

Having used the prism in the kindergarten room and talked with the children about the lovely colors and the rainbow made by the sun shining through raindrops as prism, let the children observe the order in which the colors appear and arrange the balls in that order and then arrange the six colors of the parquetry oblongs in same order, to represent rainbow. Little by little supply the intermediate hues, shades and tones

until we have pasted in a succession all of those colors as furnished by the kindergarten supply houses.

Make an Easter design of a conventionalized dandelion by pasting on good background a series of yellow circles with green stems. Make tulip design of semi-circles or triangles. String chain of yellow circles alternating with straws to suggest dandelion chain.

Make a border of strips of colored paper and between, paste strips arranged to symbolize river waves, thus



These various designs may be used as covers for different booklets that the children have made during season.

PAPER CUTTING.

Cut simple forms of flowers, birds, swallows, chickens (newly hatched); ducklings that love to swim upon the water; children wading, etc.

CARDBOARD MODELING.

See November number for directions for making tiny tub and wash-board. Make also a short cylindrical cup with a strip pasted on for a handle. This can be modified into a watering-pot by making the height longer in proportion to the diameter and adding a narrow cylinder for a spout with a sprinkler at the end. Make a set of cooking utensils, teakettle, pots for boiling vegetables, etc. These can be used on stoves made of the Gifts.

PAPER FOLDING.

The sailboat was given in a preceding number.

Fold flock of ducklings of yellow paper, and float in sand-box pond.

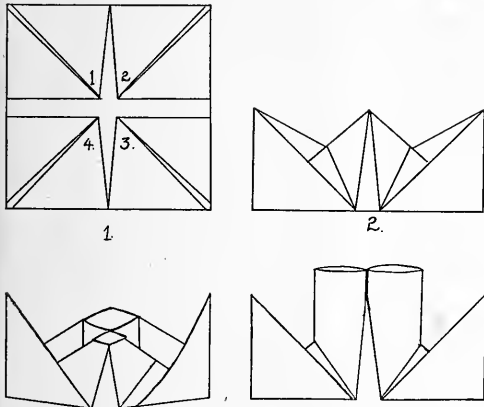
STEAMBOAT MADE BY FOLDING PAPER.

This steamboat with its two funnels was one of the much-liked (but few) examples of paper-folding that I learned as a child although I have no recollection from whence came the knowledge. It is made as follows:

Take a square of paper, place cornerwise on table and fold the lower corner to the center; the upper corner to the center; the right-hand corner to the center; the left-

hand corner to the center. Keep folded; turn over and again fold all four corners to the center as before. This gives a still smaller square. Turn over again and once more fold all four corners to the center. Turn over and the result will appear as in illustration, I.

Number corners thus: 1, 2, 3, 4. Take hold of 2 and 4, placing the pointing finger beneath them so as to raise them up and flatten; the result shows as in figure II. Then take 1 raise and flatten it; do the same with 3 and the result is the boat with two funnels. Like Ivory soap it will float.



Steamboat of folded paper

If 2 and 4 are treated like 1 and 2 the result is a little jacket, with collar, waistband and two sleeves. This can be attached to other slight modifications of the same folding, so as to make a complete little man built upon the square.

OUTSIDE MATERIAL—PRISM.

The prism has of course been used in kindergarten during the season; if the primary teacher has not learned of the pleasure it gives to the children she should by all means procure one, and place it sometime during the day where it will catch and separate the rays of light. During an intermission play and sing Froebel's song of the Light Bird. If no prism is procurable reflect the light from a glass of water.

BIRDSEED GARDENS.

Procure a half egg-shell for each child; fill with earth and let each child plant some birdseed therein, for an Easter surprise. Also sprinkle a small sponge with birdseed. Keep damp.

WASHING DAY.

Let the children wash out the paste cloths, duster, etc., and hang up to dry. Let them have the exercise and fun of washing the kindergarten tables and chairs; also if desirable, wash the blocks of the gift-boxes. Give appropriate songs, as found in Patty Hill's song book and others.

COOKING.

One kindergarten teacher illustrated use of water in cooking by cooking some oatmeal and giving each child a spoonful or so with milk and sugar. One result was that a child who had previously come to kindergarten on a breakfast of coffee and doughnuts spoke so much of oatmeal to its mother that a change of diet was made.

Stories and Pictures Appropriate to the Foregoing Topics.

- The Spring Time, Field's Profitable Tales.
- Sleeping Beauty, Fables and Folk, Stories, (Scudder) Houghton Mifflin & Co.
- The Day Dream, Tennyson.
- Return of Persephone, Cooke's Nature Myths; also Hawthorne.
- King of the Golden River, Ruskin
- Lesson of Faith, Parables from Nature. (Gatty)
- Awakening of Brurhilda, Baldwin's Siegfried.
- Neptune, In the Child's World. (Milton Bradley Co.)
- Noah's Ark, Bible.
- From the Water Babies, Kingsley.
- The Cup of Loving Service, Taylor.
- The Crane's Express, In the Child's World.
- Cupid and Psyche.
- Age of Fable, Bulfinch, Lee & Shepard.

Pictures

- Return of Persephone, Sir Frederick Leighton.
- Ploughing, Rosa Bonheur.
- The Sower, Mollet.
- Briar Rosa (Sleeping Beauty), E. Burne Jones.

The excellent story entitled "Tales-Keep Out" which appeared in our last issue was taken from St. Nicholas, published by the Century Co. Through an oversight due credit was not given.

QUERY COLUMN.

To the Editor of the Query Column:

Will you kindly let me know where I can procure materials for "The American Kindergarten?" Originated years ago by Miss E. M. Coe, and also, I should be very much obliged to you for any information you can give me in regard to Miss Coe and her classes.—Miss Leaycroft, Baltimore, Md.

Will any reader who can give information regarding Miss Coe write at once to the editor of the Query Column, Miss Bertha Johnston, 1054 Bergen street, Brooklyn, N. Y.

THE CLOCK'S RACE.

GENEVIEVE KINNEAR.



ONCE upon a time there stood in the hallway a great tall grandfather's clock. This clock had a very large face with big black numbers standing for the hours and long pointed hands and quite a long pendulum that swung back and forth very slowly and said tick, tock, tick, tock.

And over the mantel sat another clock only it was much smaller. Its face was smaller and its hands were smaller too and it didn't have any pendulum at all because it didn't need any and it said tick, tock, tick, tock very much faster than the grandfather's clock.

One day these two clocks were talking together and the clock on the mantel said, "It has always seemed strange to me that you should go so very slowly for it is such a long way around your face. It must take you ever so long to go around even once. I have often listened to your tick tock, tick tock, and wondered how you ever keep any time at all you move so slowly." "Well," said the grandfather's clock this is the way I have been ticking for a great many years and people have always said that I kept very good time." "Maybe people do think so," said the little clock, "but you can't possibly keep as good time as I do for I move so much faster and haven't nearly so far to go around." Just then a lady came in and laid her small gold watch down on the table. "What is this I hear you talking about," said the watch. "Oh," said the little clock, "I have just been telling our tall friend over there that he could never keep as good time as I do because he moves so slowly." "That's nothing," said the watch, "neither of you can go half as fast as I can." "You move slowly enough," said the watch looking at the small clock, "but as for that grandfather's clock it must surely be hard for him to even try to keep the time." "Well," said the grandfather's clock, "we will have a race and see which one keeps the best time." "When I strike twelve we will start and see which one gets around to one first." "This is very foolish," said the watch, "but then I may as well show you two clocks how much faster I can go." Dong, Dong, Dong, twelve times went the grandfather's clock. "We're off," he cried and all three started ticking just

as fast as ever they could. The big clock went tick-tock, tick-tock just as slowly as ever and the little clock went tick-tock, tick-tock just as it had always gone and the watch went tick, tick, tick, tick just as fast as ever it could, but try with all its might it just couldn't go any faster than it always had. But they all went on ticking just the same and pretty soon the watch was almost at one o'clock. "My," thought the watch, "I don't suppose those clocks are more than half way around by this time" and then it was one o'clock. "I've finished," cried the watch. "So have I," cried the little clock. "Dong" went the grandfather's clock. All three of them finished just at the same time. "Well, I never," said the watch, "how did you ever do it?" "I don't know," said the grandfather's clock, "I guess I must have taken very much longer steps at each tick than you did." "I guess you did, too," said the small clock on the mantel.

EVIL WITHIN.

All the forces of evil may come upon a soul from without, and fail to shake it. But the smallest evil within, that is loved and desired and continued in, will accomplish what the outside attack has failed in. The only hopeless evil is the evil we do not hate, nor endeavor to escape from, but allow to remain.—Baltimore Methodist.

He is great who confers the most benefits.
The only way to have a friend is to be one.

He who would be a great soul in the future must be a great soul now.

WE THANK THEE.

For flowers that bloom about our feet,
For tender grass so fresh, so sweet,
For song of bird and hum of bee,
For all things fair we hear or see,

For blue of stream and blue of sky,
For pleasant shade of branches high,
For fragrant air and cooling breeze,
For beauty of the blooming trees,

Pity the Poor and Help Them.

Pity the poor and help them,
Toiling from day to day,
Onward thro' cold and hunger,
Plodding their weary way.
Can we behold unheeding
Hearts that for aid are pleading?
Can we, can we
Turn from the poor away?
Pity the poor and help them,
Weary and toil oppressed;
So shall the Lord reward us,
So shall our hearts be blest.



The Thirteenth Gift--The Point.

The rural one-room teacher who is really teaching school always experiences difficulty in getting through with the work within the time at her disposal. Where there are so many different classes and grades but little time can be given to any one class and usually the older classes receive the greater share of her attention.

The use of kindergarten material will render it possible for her to keep the little ones profitably interested with the least possible attention on her part.

The material of the thirteenth gift, the point, is admirably adapted for primary school use. The material consists of corn, peas, beans, and many kinds of seeds, but the imported lentils are probably the best, being more nearly flat and more circular in shape than most of the other seeds.

Mrs. Hailman's lentils, in the six principal colors, are undoubtedly the best material for this pur-

pose. The bright colors attract and interest the children and the completed designs are much more beautiful.

We illustrate a sequence frequently used in the kindergarten and it will serve to keep the children busy for several lessons, but so far as the time of the teacher can be taken for the purpose, we advise the story method and the correlation of the gift work with the language and other work of the first graders.

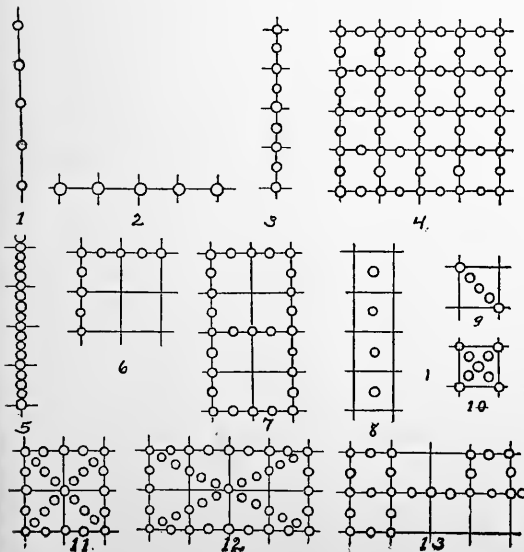
SEQUENCES

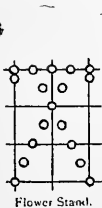
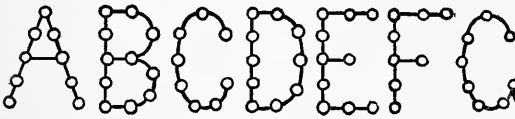
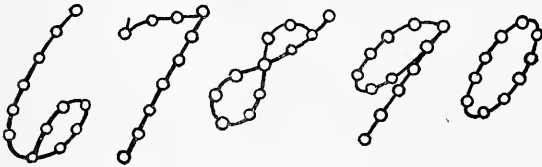
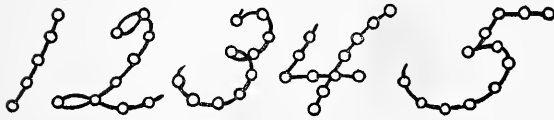
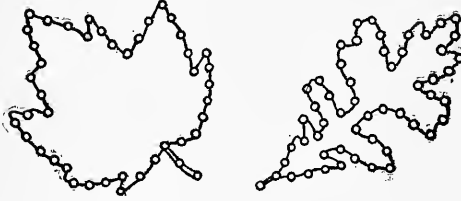
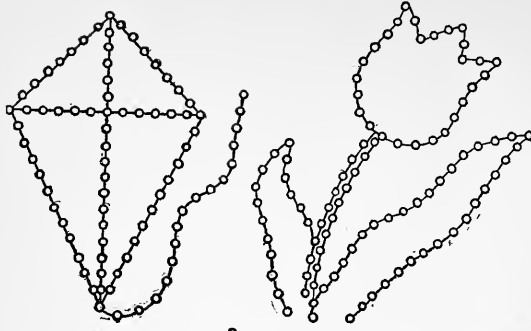
Use the netted surface as referred to last month. First give the child four points, lentils or other seeds, which he can place in a perpendicular position at each intersection of the lines, as shown by figure 1. Afterwards they can be placed horizontally, figure 2. Four of these perpendicular lines can be placed together to form a square. Four horizontal lines, also, and the pupil led to notice that the finished design is identical.

The pupils may now be permitted to place a point between each intersection of the lines as shown by figure 3. This work can be carried on in different ways, as described in the preceding paragraph. Other points may be placed between these, the result being a solid line made up of points. Next place the points exactly in the center of the square as shown by figure 8. Repeat this horizontally and in all the different ways as described in paragraph preceding.

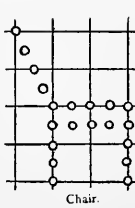
The next step may be the forming of squares, beginning first with one corner, as shown by figure 6, repeating on the three remaining corners, thus producing the outline of a square.

In representing slanting lines, a point can be placed at the intersection of two lines, and the other at the intersection of two other lines, diagonally opposite. Then place another point in the center equally distant from each of the others.

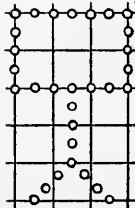




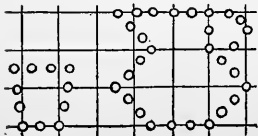
Flower Stand.



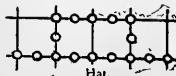
Chair.



Reading Chart.

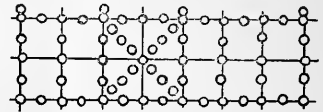


Glass

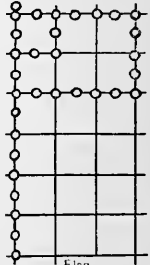


Pitcher.

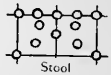
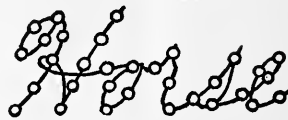
Hat.



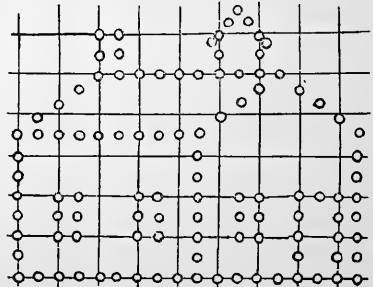
Fence with Gate



Flag



Stool



School House

Other points may be added in perfecting the line, producing the result as shown by figure 9.

These forms may be called by the child, a book, a map, a blackboard, a picture frame, a window, etc.

The exercises should be carried on at short intervals. Free play should be frequently permitted, accompanied by frequent suggestions from teacher to avoid aimless play.

The outlines of leaves and flowers can be made with the points, using real leaves and flowers as a guide.

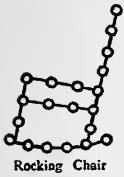
The work should be accompanied by short talks or stories which can pertain to seeds, the planting of seeds, gardens, etc., but none of the exercises should be continued too long, or repeated with sufficient frequency to tire the pupils.

We give a few suggestive designs, not graded.

THE STORY METHOD

RAINY DAY STORY

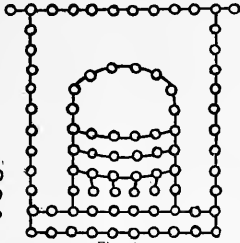
"Well" said the teacher, "it's raining, so I think we will stay in the house. And as we must stay in we might look about and see what we can find here.



Rocking Chair



The Kitten.



Fire place.

"Look, here by the fireplace is a chair. And here is a dear little kitten by the fire.

It may be necessary for the teacher to outline these forms very lightly with pencil on paper which can be placed on the desks.

The knife, fork, spoon, plate, etc., can also be outlined.

"Oh, no, the kitten is not afraid. She knows we would be quite ashamed of ourselves if we should disturb her.

"And here is a little table all set for a small party.

"Yes, the party is for us, and we shall be most careful to lay our knives across our plates, and not to drop our fork or leave our teaspoon in our cups.

"And now we will thank the dear little girl, who has given us such a pleasant time and run outdoors, for the sun is shining again.

ANOTHER STORY

In the following exercises the story method is employed, and corn is used in making the designs:

Come, children, lay aside your books and let us play it is summer, and we will make a trip to the country. Let us go out along this beautiful shady road.

How sweet and pure the air is! O! here is a well by the road side; let us stop and get a drink.

We will use the old oaken bucket. Just after making the bucket, we sing a verse of the "Old Oaken Bucket."



Well

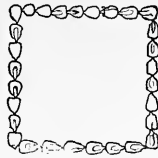


Bucket



Bird's Nest

What a dear little bird's nest this is, here in the bushes! We will not disturb the eggs. Now we have come to this open field.



Field



Cloth



Rods

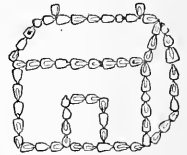
We will walk across here and have our lunch in the woods yonder. Let us spread the cloth for lunch. Now lunch is over let us take these rods and fish in the busy little brook.

What fine sport this fishing is! But shall we not go now to visit our friends over at the farm? It will soon be time to go home. We will go up by the barn.

There are the farmer and his wife in the garden. "Good evening, good evening to you;" they bid us a hearty wel-



Brook



Barn

come, and after a short and pleasant call, we start for home. As we are about to do so, the farmer tells us he is going into town in his big wagon and will be delighted to take our jolly party with him. So with many thanks to him, and a cheery good bye to his wife, we are off for home. As we ride along and watch the glorious sunset amid clouds of purple and gold, and hear the birds chirping their evening songs, and think of the lovely time we have spent in the country, we all say in joyous words: "What a fine time we have had today!"

NOTE—The objects are made in outline only, and if the children have any trouble in making the outline, we draw it for them first before they complete theirs.

The accompanying drawings are necessarily much smaller than those which would be used in the work.

First Gift Lesson Suggestions

FIRST GIFT LESSON SUGGESTIONS

To the rural teacher who is entirely unfamiliar with kindergarten material we will say that the first gift consists of six rubber balls, covered with zephyr to represent each of the six principal colors, viz.: red, orange, yellow, green, blue and violet. The whole is contained in a polished box with sliding cover, having crossbeams and supports. The gift is used to teach form, color and motion. Primary children will be found familiar with the form (that of a ball) hence the instruction should be confined entirely to color and motion, correlated with the other school work.

We give below brief outlines of lesson suggestions; these are intended merely as hints for the conduct of lessons which should be varied to meet the special requirements of the pupils.

SUGGESTIVE LESSON

"I have something in my hand. Who can tell me what it is." "Now, I will let the crayon tell you what it is." (Teacher writes the word ball on the blackboard, both in print and in script.) "Can you tell me its color?" "Yes, red." I will make the crayon tell its color." (Writes as before). "Who can tell me what kind of a ball it is?" Require the pupil to answer in complete sentences. "Yes, it is a red ball." "Now I will make the crayon say, a red ball." Have pupils read words both in script and print. "Now you may each take a ball and play with them quietly and for a considerable time as you like." These balls are different in color. "After a time I will see how many can tell me the color of their ball." Pupils will enjoy playing for a considerable time. When the teacher returns, she asks what the pupils can tell her about the balls, shape, softness, elasticity, etc., what the ball can do, roll, bound; what it is made of, wool outside, and rubber inside; where does the wool come from? tell a story if time permits. "Do the balls all look alike?" "No, difference in color." "What color is this ball?" "Yes, red." "How many can tell me the color of their ball?" "Now, we will swing the balls backward and forward, like this:

"Tick, tock, like the clock,
First right, then left,
Tick, tock, like the clock,
Or,
Swing so, to and fro,
Right and left, the little balls go.
Or,
Up and down, high and low,
The pretty balls so swiftly go,
Now round and round, round and round,
See the little balls go round and round.
Now back again, in circle true.
The pretty balls so swiftly go!"

Continue lessons from time to time. Suspend the red ball near the blackboard, review the reading lesson, and say, "now you may look at the red ball as often as you choose during the day, and to-morrow bring me something from home, a bit of ribbon, piece of paper, etc., that seems to you in color like the ball." Give children each a dozen kindergarten half-inch beads with a shoe string, with permission to string the beads as they like; afterwards string the red beads only. The color for the day can be further emphasized by stringing red kindergarten parquetry circles, with $\frac{3}{4}$ -inch straws, lentils or seeds. Using a piece of cardboard for a foundation, make a chart of the bits of color brought by the pupils and let them see for themselves how nearly their selection

matches the ball in color. This idea can be continued with all the colors.

We give below a lesson that would be found interesting to children of the kindergarten age, and equally so to first graders.

The aim of the color lesson is to find out the color preferred by each child.

"Would you like to play a ball game this morning? Then let us repeat these words":

In my hand a ball I hold,
Till upon the floor it rolls.
If it goes in the ring
We will clap, we will sing.
Tra la, la, etc.

(Clapping if the ball goes in the ring.)

"John may run up to the box (have the six balls suspended from the cross-beam) and choose the ball he likes best and roll it in the ring as we all sing" (the above song.) (Make the ring on the floor of third gift blocks placed close together with an opening to allow the ball to enter the ring.)

"Who can tell us the color of the ball John rolled into the ring?"

"Good; Mary guessed it; and now she may choose the ball she likes best to roll in the ring."

And the song is repeated while Mary rolls her ball into the ring.

This little song and game may be repeated until many have made a choice.

In case all the colored balls are not chosen ask to have those which have not been chosen rolled for the sake of naming the colors not already chosen.

As a close to this lesson take all the balls off the beam except the red one.

"I wonder, children, who can find the ball here in my apron that looks most like the red ball?"

"Yes, Nan has found it."

"What color is it, Nan?"

Nan answers, "The orange ball."

"Tie it on the beam, Nan, next to the red ball."

"Who can find the ball that looks most like the orange ball?" Proceed in like manner until all the balls have been arranged in this order—red, orange, yellow, green, blue, and purple.

In this step you are leading the children to feel the relationship of color and color harmony.

Later, after the children have had many lessons in color, repeat the first part of this lesson for the purpose of noticing the growth in the taste of the children.

This entire lesson should not be longer than fifteen minutes.

HOW THEY HELPED THE BREAD LINE.

How very few among us have realized, through personal experience, what the pangs of starvation may, or may not, accomplish; with our minds, our bodies, or even with our immortal souls!

How very few stop to think what it might mean to be homeless, friendless, utterly destitute and starving—slowly starving—to death!

Have you ever looked at the physical effects of starvation, as written on the ghastly faces and shrunken forms of your less fortunate fellow-men?

Twenty-five hundred starving men may be interviewed every night in New York City, at the unhallowed hour of one o'clock; stretching in a great long line, that winds up and down and in and out through the silent, deserted thoroughfares of the Bowery. Heedless of the biting, wintry winds, careless of the snow and sleet, they huddle together for warmth, yet huddle not so that their rightful places in this dreadful line of starvation may be usurped, and lost to them. Some carry a little rag of sacking, others a board—the lid of a barrel, mayhap—on which to stand their feet and so separate them, even that little, from the frozen snow. This footrest they push forward, as the line moves slowly onward. Many of them have been standing on this miserable protection since before midnight, fearful lest they should be last on the line, and so jeopardize their chance of a mouthful of food. Look at their shivering, shrunken bodies; see the great, wistful eyes, staring from pale, bloodless faces. Watch how wolfishly anxious they grow, as they near the Mission door; and how their hungry eyes glare into the lighted room, fearful lest those who had gone in ahead of them would leave nothing behind!

This is starvation!

On Saturday afternoon I was idly looking out at the drifting snow, that whirled and eddied like dry sand with each puff of the cold wintry blast. It was "blizzard" weather, and, as I gazed from my sheltered window, I thought of the poor fellows who would have to line up in the Bread Line that night; of the workless men, who, in this great, wealthy city, have nowhere to shelter them or to lay their heads and rest.

I was called to the desk. Two men, I was told, wished to speak to me. As I went toward them I saw that they were poorly yet comfortably clad—workmen out of work, most likely. Another appeal, thought I. Whatever can we do for this unending throng of unfortunates? The men were no better dressed than those who assemble nightly in the Bread Line, with the exception that these had overcoats on—the pawnshop had not yet got them. They were unkempt and dirty; but, as I came nearer, I noticed that their dirt was of the wholesome, grimy kind; the dirt that comes to men who are fortunate in being blessed with the boon of labor.

Pulling off their hats, they exposed to view rough, touzled heads—touzled and matted with the sweat of work. They looked at each other, and then suddenly started off together, "We've called to see you—" They stopped, "You give it him, Tom," said one. "No, you!" said the other. "You've got the paper." "This is Mr. Earl, ain't it?" said the first. "We hear that you take in money here. I mean"—he hurriedly went on to explain—"that you take in money here for the poor chaps as is out of a job." "Ye-es," I said, slowly, not quite comprehending this unusual approach. "What can I do for you?"

They didn't reply for a bit, but "Tom" watched his companion, who began fishing up, from out of the apparently bottomless pocket of a well-worn overcoat, a mixture of dimes and dollars and cents and quarters and nickels. Gathering the heap together, in two great, big, black, muscular fists, he

said, "You have the paper, Bob. Tell him how much it is!"

"Bob" fished a sheet of smudged foolscap from out of his pocket, and, after several attempts to make it out, handed it over to me to do so. "But what is all this for?" I asked. "This here," he replied, "is for the poor chaps as have nowheres to go at nights. It's from us to them, God help 'em!" "But you men cannot afford to do this, can you?" I asked. "Is it your intention to donate this money to the Bread Line?"

"Well, you see," said "Bob," "it was just like this: The money's not azackly our'n. The fellows up at the yard says, says they, "This is an awful cold snap. Let's make a collection for the poor fellers as is out o' job.' God help 'em! We know what it is; and, though we take care of our own crowd, we knows as there's lots of fellers as has no one to fall back on; an' so the boys all chipped in, and this is what we made up!"

This was Charity!

They refused absolutely, to give their names; but, looking over the straggling list of some thirty or forty contributors, I learned that this thrice blessed and thrice holy gift came from the earnings of the workers in the train yards of the New York Central Railroad.

Thus are the poor ever the most ready to help the poor; for they know! Yes, bitterly indeed do they know!

Money is helpful!—is indeed salvation to those starving men; but if you in the city, who read this, would hunt up some odd jobs around your houses, or create a little supplementary work in your factories and offices—something that might be left over till the summer, but that could be done just now; and if you people in the country would think up some labor around your barns and outhouses, or formulate your spring plans a little ahead of time, you will not only experience the exquisite pleasures of "Sweet Charity," but you will benefit yourselves in the doing of real live missionary work; probably saving the lives, and mayhap the souls, of honest working men. Remember that these men are waiting! That the work is not wanted next April, or next June—it is needed now!

Come! What say you? Will not you also "chip in," with a little work, for these workless men?

JOHN C. EARL,

Financial Secretary of the Bowery Mission, 92 Bible House, New York City.

GREAT ELASTICITY.

In his "Sketch Book" Washington Irving writes as follows:

"I even journeyed one long summer's day to the summit of the most distant hill, from where I stretched my eye over many a mile of terra incognita, and was astonished to find how vast a globe I inhabited."

WHILE READING JULIUS CAESAR.

Teacher—Why didn't Caesar accept the crown?
The boy who did not get 10—Caesar wanted to reign, but the people shouted, "Hail, Caesar, hail!"

MIXED SCOTCH.

Extracts from a Boy's Composition.

Ellen was the heroine of Scott's "Lady of the Lake." To the hunter who was lost, Ellen seemed like a god in the boat. This lady had black hair, as black as a crow. She was very red from excise and from rowing her boat.

THE ANGELUS.

"This picture," said a little girl, "shows a man and a woman praying for potatoes."

BOOK NOTES.

"Education and National Character," represents many of the papers read at the Fifth General Convention of the Religious Education Association, those selected being the ones most directly related to the general theme—"The Relation of Moral and Religious Education to the Life of the Nation." It is an exceedingly valuable compilation of thoughtful papers upon a most important topic. The subject is viewed from many standpoints by specialists in various departments of educational work. Henry Churchill King, D. D., president of Oberlin College, leads off with a paper upon "Enlarging Ideals in Morals and Religion," which is an inspiring challenge to enter consciously upon our heritage of privileges and responsibilities in this world which we now recognize as an infinite world, an evolving world, and a law-abiding world. Francis G. Peabody, D. D., of Harvard University speaks of "The Universities and the Social Life;" the discovery of the "social conscience." The keynote of his address is in the prophetic statement, "The next step in social progress must be taken by men who shall combine the scientific habit of mind with the idealist's direction of the will." Milton G. Evans, D. D., tells of the "Social Service of College Students for Children," with special reference to those who give their service during the summer months. Rev. Frank H. Means treats of the "Moral Training of the New Americans," calling attention to the forces now at work; places where enlarged effort is needed; methods of arousing public opinion. George W. Coleman, business manager of the Christian Endeavor World, gives practical words upon "Education Through Social Service," and "the Christian aspect of Personal and Community Hygiene," are treated by George J. Fisher, secretary of physical work of the Y. M. C. A., in a practical way, showing the close connection between the moral life and the physical, and the duty of the community in this connection. We can mention but a few more of the many suggestive addresses included in this volume. George Albert Coe, Ph. D., speaks of "Religious Psychology and Education in the Theological Curriculum;" Charles W. Williams of "Moral Training Through Patriotism;" G. W. Mead, Ph. D., of the "Sunday School as a Social Force;" Charles A. Barnes, "Fraternal Orders and Moral Education;" George E. Myers and Amos W. Patton of "Moral Training in the Schools," of France and Germany, respectively; Henry T. Cope, "How Can Religion Discharge Its Function in the Public Schools?"; Clyde W. Votaw, "Religion in Public School Education;" William P. Thirkield, L. L. D., "The Training of Ministers and Physicians for the Negro Race;" "Abraham Lincoln and the Moral Life of the Nation," is the topic of Robert M. J. Gries, D. D. The latter we recommend as good reading for the Lincoln centenary about to be celebrated. Published by Religious Education Association, Chicago.

"Merry England," by Grace Greenwood. This is a reprint of articles written more than fifty years ago for the pages of the Little Pilgrim and they are still as fresh and charming as when first given to the children in that magazine. Miss Greenwood tells several delightful stories of Sherwood Forest and Robin Hood; the building of York Minster and several incidents in the life of the noble Queen Philippa; a sketch of London Tower with stories of Raleigh, and Lady Jane and Catherine Grey, and Arabella Stuart, besides other tales of the old times connected with Westminster, and Kenilworth Castle. The style is delightful and the stories well chosen to both interest the children and stimulate in them a love of truth,

courage to maintain the right, and patient suffering under wrong. Published by Ginn and Co., Boston.

"The Tortoise and the Geese and Other Fables of Bidpai." This is a collection of stories retold from the folklore of India by Maude Barrows Dutton and illustrated by E. Boyd Smith. The selection in general have been well chosen, judged according to Dr. Adler's suggestions as given in his "Moral Education of Children." The chapter in his book upon the use of fables is very valuable especially what he has to say concerning the derivation of most of our fables from Eastern sources, in despotic countries and hence the great care that should be used in selecting those that we present to the children whom we wish to grow up independent in thought and action, fearless and self-respecting. This volume of fables is published by Houghton, Mifflin & Co. It contains thirty-four stories some of which have a resemblance to those that have come down to use from Aesop. Price, \$1.00.

"The Moons of Balbanca," by Mrs. M. E. M. Davis. Children are much the same the world over but a different environment makes a difference in the daily customs, games played, and many of the daily activities. This story takes us into the French quarter of New Orleans and introduces us to an entertaining group of children, their fancies and their special interests during each of the twelve months of the year. It may well be placed upon the bookshelves when Louisiana is being studied by the geography class. Those familiar with Mrs. Davis' (Mollie Moore) writings heard with regret of her death a short time ago. Published by Houghton, Mifflin Co., Boston. Price, \$1.00

"Little Ned and Happy Nora," by Gertrude Smith, illustrated by Henrietta A. Adams. This is an attractive volume containing seventeen stories which chronicle the experiences of two very happy and quite normal children. The style in which the stories are written is simple and readable, and the full page illustrations in color are very attractive. This book will prove a most welcome addition to any child's collection of books. Published by Harper Brothers.

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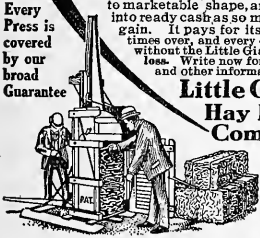
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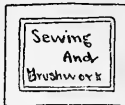
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INDEX TO CONTENTS

A Problem of the Kindergarten To-Day, -	<i>E. Lvell Earle, Ph. D.</i>	247
Is the Kindergarten Injurious?, - - -	<i>Kathryn Romer Kip</i>	249
The Relation of the Kindergarten to the Home	<i>Carrol P. Oppenheimer</i>	253
Let the Children smash their Toys, -	<i>Harold E. Gorst</i>	255
The Kindergarten Child, - - - -	<i>Helen L. Donnelly</i>	256
Letters to a Young Kindergartner, -	<i>Harrietta N. Mills</i>	257
The Coming Playground Congress at Pittsburg - - - -		259
Child Study in Relation to Elementary Art		
Education, - - - - -	<i>Earl Barnes</i>	261
The Value of a Summer Camp for Boys, - - - - -		267
Program for May - - - -	<i>Bertha Johnston</i>	272
Going to School, - - - - -	<i>Elsie B. Clarke</i>	278
Not Such Fun, - - - - -	<i>Elsie B. Clarke</i>	279
News Notes - - - - -		280
The Use of Kindergarten Material in Rural One-Room Schools, - - - - -		281

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A PROBLEM OF THE KINDERGARTEN TODAY.

E. LYELL EARLE, PH. D.



THE kindergarten in America has, by no means, entered into its full possession. Nor may its defenders lay down their arms and enjoy legitimate reward of victory. The child has not entered safely upon his first inheritance, as typified in true kindergarten education.

Twenty years ago the struggle was for mere existence, particularly in the public school system. The living kindergarten could hardly fit into its soleless mechanism without disturbing its staid and carefully organized processes. The kindergarten, however, won this struggle and its spirit has reached high up through the grades and the high school, and has touched even the college and the university.

But other claims have come into the great school systems of the country and are demanding adjustment, and large appropriations are made annually for schools

to satisfy these claims. The home is rapidly becoming socialized and the home processes industrialized, and the man in business is demanding that the school equip the boy and girl for shop, mart, and office, and in the effort to satisfy the insistence of these claims, there is a danger of our losing sight of the beginnings of education in the kindergarten.

A number of states are actually considering the advisability of excluding the kindergarten entirely as an integral part of the school system, and are raising the age limit from six to seven, thus leaving the child to philanthropy and charity on which he has so long depended.

The child seems to be such a doubtful asset to parents at the kindergarten age that he is easily overlooked, whereas proper care at this time would lessen materially the problems of delinquency, truancy and other deficiencies that must be solved later and only at much greater expenditure of time, energy and money. There is a danger indeed if signs count for anything of the child losing much that has already been won for him by the faithful kindergarten leaders in our country for the past thirty years.

Instead of raising the age limit for school would it not be better to bring it down even to four years, and give the child his proper growth in the kindergarten spirit? Should there not be even school nurseries to take the child to as early as possible where he could be left in charge of a trained teacher and have his normal child growth?

The kindergarten soul in man or woman is the biggest soul in all education. It begins with infancy on the one hand and is limited only by life on the other.

Let us look at the problems that legitimately confront the kindergarten in almost every city in the union, but particularly in manufacturing cities and towns where necessity compels both of the parents to toil. In these places the home has been rapidly industrialized, and the only duty the mother has apparently is to bear children, and as soon as possible thereafter to betake herself to the office or factory, and make money to lessen the burden of the father and to share in the toil of other members of the family.

Let us take one city alone, Fall River, Mass., where more babies die annually per capita than in any other city in the union. Infant mortality is greater in Fall River than in New York, Chicago, San Francisco, or even London and Paris. The reason is because there are no mothers left in the homes to work, and no brothers and sisters to help raise one another, for as soon as they are able to earn a dollar in the factory they are forced to grind in the mill of plutocracy and forfeit the joy of natural living. In Fall River there is not even a single organized nursery, nor competent women who might save thousands of these baby lives. The children are given over to some old woman who is not fit for shop work, or whose life is probably soured by disappointment, and bitter with the absence of hope. If the babe lives to be big enough to toddle around these frequently filthy children's pens they are exposed to every neglect, the natural consequences of which are deficiency and disease, which bear such awful fruit during the rest of infancy, and increase the death rate at adolescence, and frequently stamp manhood and womanhood with permanent brand of decay.

Has the kindergarten in its fullest meaning no mission here? Did not Froebel extend his thoughts and energies down to the babe in swaddling clothes? Does not the great child love that burns in every true kindergartner's heart go out in sympathy to the thousands of babies who die annually, to the tens of thousands of little children who are neglected from two to three, to the hundreds of thousands who are still more neglected from three to five? Have we no duty to this great army of childhood, which is frequently neglected of necessity by the parent, tolerated by the community at large, practically abandoned in many places by our great school systems which are trying more and more to shirk the responsibility of elementary education in its biggest sense under the guise of caring for adolescence, when adolescence should be often forced, in this coddling age to meet many of the real hard things of life.

Should we not be forced to live again with our children and imbibe the great spirit of child love that will inspire us to look after the beginnings of education, in the child's first entrance on his great work of living? Why should there not be school nurseries in every city in the Union, and

particularly in the places where mothers are compelled to work, or where the children have been deprived by sickness and death, or other causes, of proper home nurture, and proper equipment for their great life struggle?

Today throughout the country children of this age are cared for by charity, either in the church or in philanthropic societies, frequently without proper organized supervision or trained teachers. In New York City alone there are one hundred thousand children of the kindergarten age who are not in school at all, and there are fifty thousand being cared for by the Free Kindergarten association, The Children's Aid, and the various Alumni organizations of the training schools, and kindergarten departments of the various clubs that are active in watching for the children's interests. There are no doubt many causes why this condition exists in New York. It is one of the kindergarten responsibilities that this condition be changed at once, and that the child be cared for properly in the public schools, or if he is given over to a generous charity it should be under the supervision of trained teachers who are able to recognize the needs of the child and to minister intelligently to them.

There is a large work still to be done, and a great need in the special preparation of teachers in the kindergarten methods to do this work. Unless we continue a most active form of campaign against even the beginnings of neglect, there is a grave danger of the child losing many of the advantages that have been won for him by the most consistent effort.

Would it not be profitable for the I. K. U. and the committee of nineteen, and other leaders in kindergarten education to touch these larger problems of child life and extend the loving care of the kindergarten so as to embrace them. There is a danger of our falling into the same pit as other departments of education, a danger of looking merely backward and studying fossils, engaging in mental juggling of logical material, playing with philosophical abstractions that begin any where and land in about the same place. There is a common danger of every system degenerating into mere mechanism, and neglecting the soul of the movement which after all is the only thing that can secure its continuance and ultimate success.

Should not every training school throughout the country have a course for nursery kindergartners and mother kindergartners who will take the child at his period of greatest dependence and guard him even from infancy against the dangers that beset him, always greater at that tender period of his life?

Wisconsin has introduced a law for the abolition practically of the kindergarten in its public school system. Other states are minimizing its importance, cutting its appropriations and placing emphasis of education elsewhere. Is it not our duty to watch and fight against these evidences of decline and decay?

Let us be for the child even from infancy. Let us give the parents help to care for the child, which they are not able to care for, and let us assume the responsibility. Let us stand between the all absorbing cry of industrialisms and vocationalism.

Let us not neglect the seed corn of the race lest there be no ripening of the future harvest of manhood.

IS THE KINDERGARTEN INJURIOUS?



IN a recent magazine a teacher, formerly a kindergartner, made what she considered an expose of the harm the kindergarten does. It was a very interesting criticism of the early kindergarten work, when of course experiments were tried and mistakes made. We have studied children carefully since her day, and—at any rate we do not make the same mistakes!

But inasmuch as there are today certain objections urged to the kindergarten, let us see how much foundation there is for the charges made that kindergarten trains a child to do only what he enjoys—that it makes education too easy for him—that it weakens his will—that it makes him excited and nervous—that it is a place where children are “shown off, like trick puppies,” that it cultivates the desire for constant change and thus lessens the power of application. Let us consider these, the most common objections to the kindergarten, one by one.

First, does kindergarten train a child simply to enjoy life?; does it make education too easy for him? Ideals of education have changed. Twenty years ago the

best we knew was that a child must learn things. Information was poured into his little brain, regardless of the value of the information to him. Some of it stuck—when it was poured in hot enough and often enough—that child was “well educated.” Much flowed out as fast as it poured in; that child was stupid—yea, though he knew all the habits of all the animals on his father’s farm, could doctor them in illness, produce more eggs from the chicken yard, larger squabs from the dove cotes, better lambs from the fold—if he knew not where ancient Assyria was, woe betide him! he was condemned as “stupid” and “uneducated” and obliged to bow down to his brother who could name the kings of England in order, tell who murdered each, or extract the cube root of 1,765,290 “in his head.” He was “cultured,” he was worth while—and he and his family were entitled to come home to the farm (when he had made a failure of earning his living) and be supported and admired by the “stupid” brother.

Yes, ideals have changed. We do not now begin a child’s education with the alphabet—though many mothers (and alas! a few teachers) still feel that the world is topsy-turvy when they find that a child can learn to know a whole word more easily than a letter, because it means something to him. Think back, mothers and fathers! what did your alphabet mean to you? Something to learn! And you were forced to learn it, without rhyme or reason, because the teacher said so. Nowadays a child has a picture and a word, next day another picture and a new word which looks very different. It isn’t hard for him to remember which word belongs to each picture. Next day he runs or jumps or skips and has a word for it. That word is very easy to recognize because he can do it, and in a week or two he is reading. Easier? of course it is easier. Why should it be a virtue to make education a very difficult thing? It isn’t. We are all educated, every day, and if it were not the easiest and most natural thing in the world to learn, some of us would know very little.

Education today means finding out what children need and supplying it, so that they can develop properly. Physical education says a child needs a romp and run—to be out-of-doors—fresh air, freedom, exercise, proper clothing and food—in order to grow as nature would have him. And at last we

are discovering that for not only body, but mind, nature knows best—that a normal child, under proper conditions, will wish to “know things,” will make every effort to acquire knowledge—efforts requiring as much self-control, as much will-power, as our fore-fathers made through fear of the birch rod, and vastly superior to their efforts, because they are self-compelled—the only kind of effort which is really of value.

When a child learns what he doesn't wish to learn, whose will makes him do it? The teacher's—or the mother's—the will of someone outside of himself. We know how much urging it takes: “Have you learned that spelling?” “Why don't you study that spelling?” “Sit right down now and don't get up until you can spell every word!” Does this sound familiar? The child doesn't make himself do it—his will isn't used—and as soon as he is old enough not to be afraid of the other fellow's will, he won't learn. Usually he leaves school.

Now whose will keeps a boy busy trying over and over to throw (I beg their pardons, I believe I should say *pitch*) a curve? His own. Whose will keeps a boy busy for an hour hunting the right place for a new stamp, in his album (and incidentally, acquiring some geographical knowledge, some observing power, and much patience?) His own. Whose will makes a boy work in all his spare minutes for days, even for weeks, making a kite or a boat—adjusting measurements, arranging balances, deciding size, weight, and so on? His own. **Whose will makes a man successful in the business world? His Own!** Now which education tends to make strong men—the kind that makes a boy wait for somebody else to urge him to work, or the kind that makes him work hard, faithfully and patiently, holding himself to it by his own will? There can be no question about the answer. The only question is how best to use this power that the boy is able and willing to use on his kite or his boat or his stamp collection—how to utilize it in education—and this is the problem the new education is working to solve.

Here is an example. In a school where a manual training class had just been opened, there was a Boy. This particular Boy “wasn't interested” in “book knowledge,” couldn't seem to learn arithmetic, couldn't read except with much agony (both to him-

self and to his teacher) and in short was a “difficult case.”

This boy entered the manual training class, and decided he would like to make a flower stand for his mother. So the teacher put into his hands a little printed slip containing directions. The boy couldn't read it. The teacher knew the boy. “Well,” she said, “I haven't time to keep reading it over to you—you will need to refer to it constantly; I think you'd better learn to read it. In fact, I do not see how you can work until you do read it.” The next week, when lesson time came, that boy could read that paper; incidentally, he had worn it thin—but he could read any word on that slip wherever he saw it.

Then came choice of the lumber, quantity, and measuring for the stand. The boy couldn't do arithmetic. Again the teacher was “too busy” to do his work for him, but so skillfully did she refuse that the boy was sure he could learn to do it himself. And he did. In a very short time that boy was reading and figuring with much interest.

And we all know how willingly a little child struggles to accomplish a desired end—and how he persists. A baby has been known to throw a rattle to the floor over eighty times, by actual count; she is learning weight, and sound, and muscular power, and how to take hold and to let go—and so on. The other day we were making clothes-pin dollies, tying tissue paper dresses on—and one little fellow struggled seven minutes (refusing help to tie a knot—and finally succeeded. Who shall say this is not education? And training of the will, too!

Now about the nervous excitement which prevails in some kindergartens. It is said that the children march, race, dance, are “down for a few stitches on a sewing card, up again for a run,” and so on. I fear this is a true criticism of some of our kindergartens, even today—there is too much nervous excitement in the ever-varying program. There is no doubt that a number of children gathered together act as stimuli upon each other, and I think many kindergartners, even today, do not realize the nervous tension of the little ones, and in their endeavors to “arouse interest” they over-excite. But the best kindergartners of today (and more and more are entering that group each year) make the kindergarten a restful place—a place

of peace and quiet. Fun? Yes, plenty of it, and laughter, too, but not too much noise, and almost no excitement. Dolls are rocked to sleep, fairies and brownies trip about lightly, voices are low, though happy and gleeful, and the whole room is filled with quiet enjoyment.

The real age of nervousness in the kindergarten is past—the age of tiny work, when the babies wearied eye and finger trying to get a fine needle into an infinitesimal hole—or to get a narrow strip of paper, which would tear, in and out of a wider piece cut into strips, which would spot as the baby fingers perspired with the effort. Those days are over, I am happy to say. The work now is large, calling into play the larger muscles; and it is simple, and not exhausting; and while the products may not be considered quite as “artistic” as the delicate nerve-racking productions of former times, they appeal much more to the child’s sense of beauty, giving it the training it needs.

As to the “showing off” of our children—the kindergarten spends half its time in undoing the work the proud parent has done long before the child is of kindergarten age. In kindergarten children do not try to excel each other, nor to show off—nor has there ever been any such spirit in true kindergartens. Of course kindergartners, like other people, are human, and one must always allow for individual frailty—but it is manifestly unjust to condemn or ridicule the system because of the mistakes of a few of its disciples.

Now when we talk happily about a dog, in the kindergarten, and a child says “My dog’s ears aren’t like that,” and picks up a piece of chalk and draws roughly the two kinds of ears—is that “showing off?” And when another child calls eagerly “I know a story about a dog,” and we all say “Tell us, do!” and simply and unconsciously she tells the story—is that “showing off?” If a child is inclined to seek too much attention, to be too ready to be the center, the wise kindergartner interferes, with her gentle “It is Marv’s turn now, you did tell us a story.” And if Frank is a little shy, but longs to express himself if he only dares, it is again the wise kindergartner who gives him a little start by her “Louise, you and Tommy and Frank and Jennie come here and sing that doggie song to the rest of us, while we rest and listen.” Thus every child is helped to express himself, every child learns his

own powers, and the children do grow, and become strong, helpful, energetic, well controlled—self controlled—men and women.

There is one question which is often asked. If kindergarten, and the better education of today, means letting the child find out things as he needs them, why have schools at all? Or, with reference directly to the kindergarten, “If I am ready to answer all my child’s questions, believing them indicative of needs of his nature, why should the kindergarten be better for him than remaining at home with me?”

If we could control the conditions surrounding our children so that we should be able to give them exactly the mental food they need in exactly the amount they need at every stage of development—and to look equally well after the physical, the spiritual, and the social sides of their natures—then children could educate themselves. For in order for a child to develop rightly, he must be surrounded by the right conditions—he must have not only a home, proper physical care, toys, a mother who understands (as we all do not as yet) his growing needs and how to meet them—but he must have companionship of the right kind and quantity, and then he must be situated so that he comes into contact with the things he needs to know. And this is the work the schools should do—and the work which could be done by schools more effectively than in any other way—this bringing the child into contact with the things he ought to want to know about. A child will not seek to know how many inches there are in a foot unless he comes into contact with inches and feet in some way which affects his life. He will not beg to know where London is, nor Egypt, unless he knows someone from there, or someone going there, or at least someone interested in those places. But brought into proper contact with such things, he will show an eager interest which will cause him not only to learn, but to remember, down to the smallest details. I know a fourteen year old boy who knows every make of automobile which approaches, wherein it differs from all other makes, whether better or inferior—in his opinion—and why. This information was not acquired without effort—much effort—but nobody urged him to do it. Now if we can arouse this same effort-making power—which we call interest—in lines which seem perhaps to be of more immediate value to the boy than distinguish-

ing different makes of automobiles—though nobody can tell how valuable to him will be all that knowledge of machinery—if we can awaken interest and supply the mental food needed, our children will educate themselves—and be very much better educated than we are!

Now, to conclude, let us look at some actual results of kindergarten work as shown by real records kept during one kindergarten half-year. If the kindergarten really helps a child to grow, we should see a little trace of this even in a half-year's work.

On September 28th, the kindergarten having been open two weeks, and the kindergarten having taken this two weeks for a careful study of the children, that the record may be just—for one cannot always "size up" a child in a day or two—Jerome is entered as "very active—speaks and acts entirely upon impulse—a typical motor child; utterly unreliable, though his intentions are good—but he cannot keep his mind fixed in one direction long enough to follow it. If I say 'Jerome, go to the closet and get—' before I can finish he is at the closet with an eager 'Yes!' but without the faintest idea of the errand. If I insist upon his hearing the whole errand before starting, he forgets part of it on the way across the room. Acts 'smart' and is very self-conscious and loves to show off."

On January 14th, this same child is entered as follows: "Jerome, memory fair, control of hand and eye much improved. Very helpful—very reliable if attention is secured before direction is given. Still inclined to start before he is ready, but very much improved in ability to wait and get directions. I can send him on errands now very satisfactorily. Shows much more interest in his work and much less desire to show off."

So much for one child. Take another. Elvira, in September, is recorded: "Off in dreamland all the time. Has to be spoken to several times before she hears, though there is no defect in hearing, by test. Sulky, obstinate, refuses to take suggestions. Content to sit idle all day."

In November the record says: "Elvira—has trouble with all children near her—hits them—makes faces. Seems to be realizing in this disagreeable way that there are people in the world besides herself. Work very poor, but begins to try. No power of attention, no memory, no anything except a

growing perception that there are other children in the world and that probably they all desire to hurt her."

Now see, in January, two months later. "Elvira, tries hard—begins to do fair work. Attention greatly improved—memory still weak, but hand power much improved, and begins to be happy and sunshiny, and to help the children near."

Is not this kind of work, which affects the very disposition of the child, a proof that the kindergarten is on the right way to real development?

Take one more child—though it is difficult to select, so many and so striking are the results shown in the record book.

"September 28th. Mary. Italian. Was in kindergarten a few weeks last year, but cannot say a whole sentence either in Italian or English. Very unreliable—cries at rebuke—poor worker—no imitative power, no reasoning power, poor control, dirty, untidy, careless and heedless."

"November 16th. Mary. Comes to kindergarten clean. Is certainly growing more reliable. Asks at every move 'Dis way?' (no spontaneity as yet) and is generally wrong. Attention poor—memory weak—but very eager, and beginning to be careful not to soil or tear."

"January 14th. Mary. Begins to talk easily in complete sentences. Memory good, attention fair, though not yet to be held long at a time. Deeply interested—is making vigorous mental efforts—begins to show a little spontaneity."

These records, which are copies of real notes kept in a real kindergarten only last year, show the work the kindergarten is aiming to do. We fail sometimes—we make some mistakes—we are even careless once in a while, or forgetful, or tired—we are human. But the kindergarten as a whole is certainly showing itself to be doing wonderful educational work, and to be one of the most valuable parts of the whole educational system.

KATHRYN ROMER KIP,

1553 Maines avenue, Los Angeles, California.

"One of the component parts of sugar," said the professor, "is an essential in the composition of the human body. What is it?"

"I know!" shouted the grocer's boy. "Sand!"

THE RELATION OF THE KINDERGARTEN TO THE HOME.*

BY CAROL PURSE OPPENHEIMER.



IN a recent discussion of modern educators, Dr. John Dewey was spoken of by no less an authority than Earl Barnes (and Mr. Barnes made the statement, he said, after due deliberation) as the greatest pedagogue in this country today, his greatness resting especially on two contributions, one of which is repeated emphasis upon the significance of an increasingly close relation between home and school, school and society.

The understanding of such relations is a problem that is interesting all thoughtful educators of the present time—interesting each of us here today.

As the personality of an individual gradually extends from a most limited little circle—its own body—into larger and larger spheres, appropriating constantly as part of himself one more institution, person, place, period, object in nature, etc., so the school, from the baby condition of a personality extending no further than its own body—the school building—is gradually growing to the point where the thing known as the school is definitely associated with, and has definite claims upon the church, the home, the theatre, the press, the city, the state, the professions, the trades, and so on.

As the institution closest to the child is, of course, the home, a relation there is the first to be established.

Turn where we will in the history of education, whether we are conscious of the fact or not, we estimate to some extent the degree of strength in a particular period or educator by the relation sought between the home and the school. Ancient Judea, perhaps, is our study, and we find ourselves deeply impressed by the discovery that education is of a high degree, home life is elevated, and the two are practically one. We reach the classic period, turn our attention to philosophic, literary, art-loving, art-creating, Athens, a civilization abounding in good things for the people of all times, and notwithstanding the greatness and the glory we cannot help some disappointment at the utter indifference between

the education and the home life. Even the great master, Plato, places the value of the home at a minimum; is willing to destroy it for purposes of education. While this search is in our minds and hearts it is something of a relief to turn to Rome where the impression comes at once that again part of the business of education is the establishment of home relations of an elevated type. All through the first thousand years of Christian life we look with delight upon the sanctity of the established homes, and turn with sorrow from the education that teaches general asceticism, minimizing the possibility of increasing the number of such homes.

Coming to more modern times let us watch that great Swiss educator, the much loved, much revered, far influencing Pestalozzi, at his work of making a school. It seems so simple as we turn the pages of the charming little story "Leonard and Gertrude." Gertrude, a wise mother, succeeds in giving to her own children much information and practical skill, a high degree of moral and mental training, by merely turning to account certain possibilities in the daily home life. Gradually a few of the neighbors' children are allowed to join her little group, and before the story reaches its end, Gertrude is persuaded to accept larger quarters with open doors, the mother has become teacher, the teacher always remains mother, and a school has been created directly from a home.

The idea of the kindergarten in strengthening the bonds between home and school is three fold:

1. To base the work of the school room, both in subject matter and method, on the lines of the ideal home, making the former a process of co-operative living as genuinely as is the latter.

2. To give the child a perspective view of the home that makes him consciously appreciative of the activities there, and anxious to share in their responsibility.

3. To give to the parents, the older brothers and sisters, the fond aunts and uncles, an interest in the school and a confidence in its earnestness of purpose, strong enough to bring about a condition of mutual helpfulness.

It is this last relation which I especially wish to urge this afternoon. The field belongs no more to the kindergarten than to the teacher of any other grade, but as the president of this association, Dr. P. P.

*Read before the Kindergarten Department, Southern Educational Association, Atlanta, Ga., December, 1908.

Claxton, once said in an address before the N. E. A., referring to the interest of parents in the school life of their children: "They follow the babies with more solicitude than they have been accustomed to follow the older children, and the interest soon extends upward to all grades of the school." Therefore, be it the proud privilege of the kindergarten to establish a firm foundation for universal co-operation between home and school, and perhaps one great educational reform, at least, will grow logically from the bottom upward, instead of in the customary manner, from the college down.

A few of the points that may be gained through friendly visiting, parents' meetings, invitations to share in festival functions, calls for aid, etc., are indicated in the story of one community of which I know. The points are limited, and many of the attempts are still in the making. They apply to poor middle class Irish people in a free kindergarten of a small southern city. The method and subject matter would both differ greatly under other conditions, but the kindly co-operation, the helpful give and take, the kindergarten influence for uplift in the home from whatever standpoint the home most needs uplift, the efforts of the home to advance the cause of the kindergarten in whatever direction the kindergarten most needs advance, the mutual determination to nourish in the best possible way the lives of the little children for whom home and kindergarten are alike created—these things are the same in city or town, among rich or poor, Swedes or American born. The way of accomplishing them is the special problem of the particular kindergartner.

The kindergarten to which I refer was organized four years ago. Early in the year a Mothers' Meeting was called, and out of a possible forty members about half a dozen responded. The same thing happened again and again, but before the year closed there was one banner afternoon with fifteen people present. Basketry and games were the chief occupation, and the kindergartner furnished a friendly cup of tea.

Today at the regular monthly meeting, forty is an average attendance and sixty-five have occasionally gathered. Once in two or three months invitations are issued by the club secretary to an evening meeting at which fathers are urged to be present. When the first of these meetings was held last year, seven fathers responded. "There'll

be double the number next time; leave it to me," said a big, jolly, overgrown boy, one of the seven, and when they met again it was found he had meant what he said. At the third gathering twenty men were present, and Parents' Meetings are now an established fact.

The variety of program subjects has increased almost as greatly as the number of participators. Frequently it is possible to open the meeting with a bit of fine music, or an especially beautiful story. Hand work is still included but has only a minor place. Simple talks and discussions led by sympathetic experts in each line, have brought light upon conditions in domestic hygiene, the physical well-being of children, wise ways of spending holidays and celebrating festivals, the modern child study movement, its purposes, its values, and other problems along equally thoughtful lines.

But the meetings have not become altogether serious by any manner of means. Always there is the party time, arranged, nowadays, by a volunteer committee under the direction of a chairman appointed by the president. The refreshments, by the request of the kindergartner are exceeding simple, and usually home prepared.

And then before the gathering closes always and ever is the half hour of games, when young and old, thin and fat, quiet and gay, throw cares to the wind and with all the delight of four-year-olds are fox and geese, farmers and blacksmiths, giants and brownies—race, hide, seek, skip, dance, and run, until the kindergartner seeing every one exhausted with laughter, seats herself at the piano and plays a quiet goodbye. Then all turn homeward refreshed in spirit, determined no longer to boil the tea, believing that perhaps fresh air at night really isn't so bad, wondering whether a Madonna like the one in the kindergarten would look better in the parlor than the cheap colored print that has long held sway, sorry Tommy has been allowed to become so stubborn when there are simple ways of working against such a condition, glad to have discovered that Mrs. B. in the next street would be a valuable friend even if her clothes are rather shabby, marvelling at the educational import of blocks and balls when wisely handled, and eager to assure the home-staying people that if they would just go once they would never miss a meeting again. Included among those

present are always members of the other Mothers' clubs of the city, and a meeting is not complete without Mrs. R. who lives five miles out in the country, and who has had no child in kindergarten for a number of years.

With such a spirit it is easy to understand how these busy women, among whom large families are the rule and servants are almost unknown, should each year give time and thought and strength, to a sale of some sort for the benefit of the kindergarten; how they should be ever ready to hem kindergarten dusters or replenish the stock of spoons; to lend anything or everything in their homes, or if necessary borrow from their friends; why they are eagerly anxious to stand by the kindergarten in making firmer an established custom or in organizing a new one; why they ask what songs and stories are being used, or will assist, if needs be, in a rigorous method of punishment; why they are ever open to suggestions from the kindergartner, even when these suggestions involve most personal affairs; and why they come to her with their joys and their sorrows, confident of sympathy in either case.

Last year the interest of a new set of people was given a definite channel, a Girls' club having been organized under the leadership of the kindergartner. The girls meet once a week, fifteen minutes being devoted to business matters, half an hour to stories and half an hour to old folk games. Membership in this club is limited to twenty, and so long had the waiting list become that at the beginning of this term it was necessary to form a second club of equal size, and there a waiting list is already to be found. This club is led by the kindergarten assistant and an ex-kindergartner who has left the active field to make a home of her own. Its efforts are devoted to simple basketry.

Last year a small group of boys was also banded in club activities, under the direction of one of the city's progressive ministers, and the same group is this year gaining some degree of technical skill from the hand of a young electrician well qualified to carry boys upward and onward.

When the preparations for the kindergarten Christmas tree was recently rife, these boys volunteered to scour the woods for decorations, and when the girls were given a share in making gay ornament, there was exceeding rivalry as to who

should be allowed to do most—and examinations at school were already in progress.

We rejoice to hear of steady increase, the country over, in bands such as these—learning the ways of the kindergarten and carrying them into the home; giving to the kindergarten the best of home spirit and home interest; conveying to little children their first ideas of school as a place allied to home by many ties; strengthening from first to last the relation between home and school, a relation that has as its ideal what Earl Barnes has called the purpose of all education worthy of the name—"The Realization of Life More Abundant"—and greater and better even than that, obeys the mandate of Froebel himself, and lives that life with the children.

LET THE CHILDREN SMASH THEIR TOYS

BY HAROLD E. GORST,

Former Secretary of the British Minister of Education.

The curse of education is that as facts are driven in ideas are crowded out. Children are taught too much and allowed to think too little. The memory is stored with a lot of rubbish, and imagination is smothered and dies. Its tendency is to develop a level of mediocrity and to suppress genius.

Children are punished for what we stupidly call lies when the child is merely exercising his imagination, taking out for a little canter, so to speak. One of my boys tells such colossal lies that his teacher has excused him for them. He no longer punishes him when he tells them. He says they are such remarkable lies that he knows the child doesn't intend them to be falsehoods. He simply sees things on a colossal scale and will probably become a great novelist or playwright.

It is original thought, not the knowledge of dead things and facts from which vitality has fled, that makes progress in the world, and it is original thought which we repress in our educational system.

My contention is, ever has been and ever will be that our schools repress instead of encouraging natural talent. Children are all the same thing, regardless of their bent. They never learn well what they do not like, and it is of no use to them. For instance, a man might be an excellent artisan

without knowing how to read or write. I do not want to be labelled a crank in saying that a man may get along very well without knowing how to read or write. Nevertheless, I am convinced of it.

I have been called a revolutionist. Perhaps I am. At any rate I should like to cause the destruction of every mechanical toy in the market. Mechanical toys are evils, because they do everything for a child and he does nothing for himself.

Now, a child is naturally inventive. Give a female child a bit of rag, and she will soon have it rigged up as a doll. Give her a corn husk, and it will soon be a brisk, warrior-looking member of her family. Or a heap of sand to a male child, and he will soon construct from it a fortification and hold a massacre within it. The heaps of sand are a splendid aid to the constructive ability of childhood. I understand you have many of them in your back yards and even in your nurseries in this country. And Germany is dotted with them.

My quarrel—and it is a bitter one—with the prevailing system of education is that it is repressive. It does not develop the child. It stuffs him with things he does not need. The child of three is exceedingly imaginative. He weaves a wonderful fabric of fancy and tells strange and fascinating stories. The builder in him is alive. This continues, and would continue indefinitely, but alas for the little one! We send him to school when he is seven or eight.

If you have ever observed children at all you have noticed how they change after three or four months in school. They no longer spin stories out of their fancy. When they talk it is not of fairies, but of what two times four makes and how to spell cat.

In the home, at school, everywhere there is the repressive system. No effort is made to find out what the child is fit for, but every thought converges on "making him learn," stuffing his head with the sawdust of useless facts.

The result is that the active world is full of persons who are where they ought not be, certainly not where they ought to be. There are men in Wall street who ought to be poets. John D. Rockefeller, my brother-in-law, Mr. Charles Rann Kennedy, assures me, ought to be a clergyman. J. Pierpont Morgan should be a professor in a college. His fondness for collecting

books and paintings indicates that. Probably America is full of misfits. I know that England is.

In conclusion let me warn parents against punishing children for breaking toys. No child ever breaks a toy because he is malicious. He breaks it because his imagination and his constructive faculty are alive. He wants to find out how it is made.

THE KINDERGARTEN CHILD



HE kindergarten child is always ready for work the very first day of school. He seems to know how to go to work while the little child who has had no kindergarten training does not know what to do with himself.

The kindergarten child recognizes numbers more rapidly than other children, each number seems to mean something to him and when told to blind-fold his eyes he can see the exact pictures of the different figures and reproduce them on the black-board with chalk.

Now in reading I find the kindergarten child is far more interesting than the child who has not had the training, because in the course of his training the kindergarten child has acquired a good sized vocabulary which enables him to talk on almost any subject and after a little conversation about each reading lesson I am sure the child has the right idea of the lesson and hence the right expression.

Each picture in the lesson means something to the child; he not only sees the different objects in the picture but can and wants to tell some story about it, and I always feel that he understands what he is reading about.

Now the neatness of number papers and writing books is certainly a result of the kindergarten training. The hand work is indeed beautiful and so neatly done.

The kindergarten child knows every word in the little songs he sings. I have often learned little songs from the children and afterwards looked them up and found that I had been taught correctly.

It is the same in everything; the kindergarten child is always ready and prepared for work and it seems as if he loves his work.

HELEN L. DONNELLY, Bangor, Me.

*LETTERS TO A YOUNG KINDERGARTNER.

THE ORGANIZATION OF TABLE EXERCISES.

My Dear Young Kindergartner:

Do you share the opinion held by many kindergartners that the exercises with gifts and occupations are the most important of all the varied interests of the kindergarten? Your letter reveals more than a tendency to overestimate their value, and reminds me of my own attitude during early days in kindergarten when I, too, gauged my success or failure in a given morning by the gift and occupation exercises. I grant their importance, and fully recognize the difficult problems involved in their successful organization; but I am certain that these exercises are difficult primarily because the gifts and occupations have been emphasized out of proportion to their inherent and relative values.

You write of the gift and occupation "lesson." Here let me caution you, lest in holding the idea of a lesson you make the exercise conform to the idea of instruction rather than play. The first step toward success is taken when you free yourself from the notion that lessons are to be given in kindergarten. Exercises in kindergarten should be play—play that is freighted with deep meaning, truly, but always showing that happy blending of joy and activity which conditions true play.

A just evaluation of the place these exercises shall hold in the general scheme of interests is essential to successful organization. You need to be thoroughly sincere in defining to yourself whether the gifts and occupations are ends in themselves or whether they are means to ends that relate not only to the world of nature but also to the world of man. Your procedure will be conditioned, in the main, by one of these two views.

If you accept and use the materials as ends in themselves, you will use them as illustrative materials to bring before the children the ideas within the series itself; for example, exercises in the Fourth Gift will concentrate upon the idea of contrast in dimensions; or in the Second Gift, on the idea of contrasted forms and their mediation. Each exercise will then be planned to "concentrate upon the ideas within the material," such as form, number, position, and direction. Structural features of

the materials, such as faces, corners, edges, angles, triangles, etc., become subject-matter for exercises.

Within such a procedure there lurks a grave danger. From the standpoint of the child, these formal or structural aspects of the gifts, as such, are devoid of essential interest; hence the necessity of making them interesting to the children. Because of their barrenness, the teacher must devise measures by which the ends of structural emphasis may be achieved. Formerly, the dictation method prevailed. The ideas in the gifts having no root in experience, the children, held in the grip of repressive discipline, were told what to do and how to do it. Under this regime, one had but to refer to books and manuals to find series of exercises organized for specific ends; namely, mastery of the materials themselves and the essential characteristics of each division. Now it is the common practice to permit free play with the materials until some child discovers by accident the form or factor to be emphasized. This discovery is made the point of departure for structural emphasis. In this connection let me refer you to Dr. John Dewey's Monograph of "Interest as Related To Will." While not written for kindergarten, the argument is relative to just such conditions as prevail in following the formal administration of kindergarten materials. You will do well to let Dr. Dewey make clear to you what usually follows when subject matter **must be made interesting** to children. In such an exercise there is no adequate motive for attention. The child's native urgencies and needs have been ignored, and method in teaching consists in device in dressing up the uninteresting subject matter, in order that attention may lay hold upon it.

On the other hand, if you consider the materials as means to ends that are conditioned by the vital processes of child development, you will look upon them, primarily as means of expression placed in the hands of the child to aid him in gaining a many-sided control of experiences arising within the compass of his own life. Here the emphasis is not upon structural and formal ideas, but upon function, or use. Images, dimly perceived, are brought more clearly before consciousness. The will to do, that is weak and vacillating, undergoes a process of development as the child constructs and expresses with the

kindergarten materials interests that are germane to his own immediate life and need. From the mass of interests and experiences of child life, it is the teacher's problem to select those which have permanent worth, not only to the child but also to society. Through playing about these experiences with constructive and graphic materials, the life of control begins its functioning.

The structural emphasis is not necessarily ignored because made incidental to function. Notice, if you will, the word "incidental;" do not for a moment construe it to mean **accidental**. Form, number, position, and direction words and experiences become very vital when needed to control the larger interests within which they subsist.

Organization of table exercises, as we have seen, includes not only the interpretation of the purposes for which the materials are used, but also the way in which they are used. Looking more closely to the method of giving these exercises, it becomes clear at once that no static rules can be given, since the teacher's course must be guided by the capacities and needs of particular groups of children. My observation leads me to believe that the method of giving occupation exercises is uniformly safer and more rational than is the method with the gifts. In the occupation exercises, there is usually a better estimate of the capacities of the children and a wiser use of imitation and direction in securing a desired end. Motives and purposes are more clearly defined in the beginning; and hence, one may observe concentration of attention, persistence of will action, and the presence of sustained interest until the **purposes** of cutting, folding, weaving or pasting have been accomplished.

Method, from the standpoint of the child, is an evolutionary process making for progressive control of experience. Watching the play of the four-year-old child with the gifts, we discern it to be mainly aimless, or at least continuous for the mere joy in activity; hence the necessity of playing with the child, using his activity, giving it purpose and direction, and also giving it meaning by descriptive and interpretive word or song.

Again, by imitation, there can be an interchange of models for activity between teacher and child. Or, play may be under the direction of the teacher. With the

young child, the teacher must always be an active participant, following and leading, guarding and guiding the powers of feeling, willing and knowing as they are manifested in play.

The evolution of method, of control is from aimless activity to purposeful activity; from purposes that arise out of activity to purposes that give motive for activity and direction to activity. Hence, organization of exercises with the older groups requires the gradual development of purposes to be realized as the reason for play with the materials. For the older children, an occasional exercise for free play with the materials should suffice. Even this may be unnecessary if each period permits the creative use of materials within limitations or without restrictions.

With the older group, table work may properly have three movements: namely, Motivation, Unification, and Individuation.

Motivation seeks through conversation about experience, object, picture, story or song, to lead to choices of what to play about and what to play with, leaving the how to play with the children themselves.

Unification takes place at the end of a reasonable period of activity with the materials. Time should here be given to the observation of building and to a description of the results of activity by the children. This step is taken that each child's expression of an experience may be enlarged and enriched by that of others.

The third step in organization is Individuation, wherein the children, left free to construct within the experience, or without restriction, may exercise their creative ability.

In the first and second movements, the appeal is to the group, thus securing unity of feeling and thought by the agency of a common interest, leaving the expressive activity free. Each child in his play with constructive or graphic materials, and through language, may express, according to his capacity, his interest in a mutual experience. In the first and second steps, the observant teacher should be able to recognize the limitations of individual children; and in the third step the individual should receive the intimate encouragement and correction of the teacher.

My dear young teacher, learn to evaluate the kindergarten materials with their increasing amounts and difficulties as keeping pace with the developing needs and capac-

ities of the child. Further, think of these growing needs and capacities as revealing the progressive steps in the child's method of control and expression. Your own method and device will then consist in a wise selection and arrangement of experiences and materials, and the organization of them with reference to the nurture of child life. And finally, seek the aims and purposes of your work in the growing needs of child life as they are manifested through language, play, investigation, and constructive and graphic expression, and organize materials to facilitate these developing processes.

Faithfully yours,
HARRIETTE MELISSA MILLS.

THE COMING PLAYGROUND CONGRESS AT PITTSBURG MAY 11-14



THE Third Annual Playground Congress will be held in Pittsburgh, Pa., on May 11 to 14. Already the local committee on arrangements, the program committee and the committees on special subjects are busy at work preparing an unusually strong program and an extensive series of novel exhibits and festivals for congress week.

In Pittsburgh a local committee on arrangements headed by Miss Beulah Kenard, president of the Pittsburgh Playground association, Mrs. Samuel Ammon and George E. Johnson, superintendent of the Pittsburgh Playground association, co-workers, is perfecting plans for the entertainment of visitors. This committee has appointed the following sub-committees: Hospitality, Mrs. Frank T. Hogg, chairman; Concert and Finance, Mrs. Frank M. Roessing, chairman; Local Transportation, Mrs. George Kramer, chairman; General Information, Mrs. Samuel Ammon, chairman; Hall and Ushers, Mrs. William Macrum, chairman; Auxiliary and Playground Exhibits, Mrs. Joseph H. Moore, chairman. Each of these chairmen is assisted by a number of prominent residents of Pittsburgh.

A large Advisory committee, composed of Pittsburgh's leading men, will be announced later.

Carnegie Music Hall, one of the most beautiful and convenient places for gatherings in the United States, has been secured for the use of the Congress.

The exhibition features will be particularly emphasized. Winter work and activities will be shown as of interest in the present movement for the all year work of playgrounds. Another exhibition will deal with dramatics, folk dancing and games, while the value of music in playground work will be developed as a musical feature in which playground children will sing Italian, Russian, German, Irish and Negro folk songs. Folk dancing also will be a special feature of the festival work.

The Pittsburg Congress, moreover, will offer an excellent opportunity to study at first hand the way in which a municipality and a private organization can co-operate successfully, for the city of Pittsburg has placed the management of its playgrounds in the hands of the Playground association.

The general meetings will be held in the evening. The present plan is to have fewer addresses and to place greater emphasis on exhibition features. The speakers will be men and women recognized nationally as having an important message to offer on the play question and significant data to contribute to the working out of the great educational, physiological and civic problems, the solution of which is believed to lie in the field of properly conducted playgrounds. The topics at the general meetings will be limited to fields which have a truly national application.

Each address will deal authoritatively with some phase of the question which has a national bearing and which is significant to all classes of playground advocates. The detailed discussion of questions applicable to limited fields will be held in connection with the special conferences and committee sessions.

The reports of the special committees and the conference discussions will be each in its own field comprehensive. These committees for months past have been thoroughly canvassing their fields for all information. Each report will be a complete resume of playground progress and discovery in all parts of the country. The chairmen of these committees report that all of their members are actively considering the problems. In addition, each committee has had the benefit of the suggestions in the field made by the entire membership of the Playground Association of America.

The several committees and the chair-

men who will present reports at the Congress are:

- Athletics for Boys.—Dr. A. K. Aldinger.
 Equipment.—E. B. DeGroot.
 Festivals.—Lillian D. Wald.
 Folk Dancing.—Elizabeth Burchenal.
 Normal Courses in Play.—Prof. Clark W. Hetherington.
 Play in Institutions.—Dr. Hastings Hart.
 Playgrounds as Social Centers.—Mrs. Vladimir Simkhovitch.
 State Laws.—Joseph Lee.
 Playground Statistics.—Leonard P. Ayres.
 Storytelling in the Playground.—Maud Summers.

All suggestions made by the committees and by individual members will be considered by the Program and Organization committees, consisting of Dr. Luther Halsey Gulick, Dr. George L. Meylan, George E. Johnson and Lawrence Veiller. This committee will then report a plan giving to each feature the maximum possible consideration and allowing a due proportion of time to the people of Pittsburg to carry out their hospitable intentions.

AUSTRALIA TO COPY CORNELL.

WILL BUILD A UNIVERSITY AND FOLLOW SAME PLAN OF EDUCATION.

A large university patterned after Cornell is to be erected in Western Australia, according to a letter from Franklin Matthews, Cornell, '83, to President Schurman. Mr. Matthews, who is with the American battleship fleet, writes that while in Australia last fall he was sought out by Dr. J. C. Hackett, editor of *The Western Australian*, who asked him to request the Cornell authorities to send information regarding the origin, history, development, and plan of education at Cornell. Mr. Matthews is President of the Associated Cornell Alumni.

As this issue of the Kindergarten-Primary Magazine goes to press the final arrangements are being made for the annual meeting of the I. K. U. at Buffalo, which promises to be very successful.

If you have not already decided to attend do so now and go!

He who thinks he has little to learn learns little, and teaches less.

EDITORIAL



WE read recently that sixty boys and fifteen girls, who are members of secret organizations in the Auburn, New York, high school, were ready to leave school rather than bow to the edict of the board of education which declared that secret societies must go.

It seems scarcely credible that the young people would even venture to such extremes unless sustained in their rebellion by the home authorities known as "parents." We hear a good deal of criticism of the school in these days; we hear a good deal of criticism of the bad manners of the children graduated; their lawlessness; their lack of consideration for others. The schools certainly are justified in asking: "What can rightly be expected of us when, in an important matter, decision has been rendered by the regularly constituted school authorities, the children are upheld in direct rebellion." Is the judgment of children, inexperienced, immature, emotional, changeable, to be put into the balance with that of the teachers chosen by the State presumably because of their fitness to understand and weigh what is the best not only for the present, but for the future of the children under their charge?

If the parents disapprove of any action on the part of the teacher, principal or school board, should they not in the interest of home government themselves make the demand, rather than allow the children to think that they were competent to judge for themselves as against the wisdom of their teachers?

B. J.

Many of the children today regard very lightly the educational opportunities for which their ancestors toiled and sacrificed, under great hardships. Perhaps they will appreciate better their own advantages if told of sixteen-year-old Eding Wellman, who rode with her mother from Mexico, 1,500 miles, in men's saddles in order to matriculate at the State University at Fayetteville, Arkansas.

From the *New York Sun* we quote the following, treating of the use of dogs in war, for beneficent rather than malevolent ends. One positive way in which to down the war spirit in children is to emphasize, in studying such wars as form a part of

United States history, the work of the Red Cross Society. The assistance rendered by dogs, in this good work will appeal to the children:

There has been much discussion among European military men interested in training dogs for useful service in the army as to what breed can be drilled most easily to find in timber or underbrush wounded men that the ambulance corps fails to discover. France still prefers shepherd dogs, but Captain Tolet, who has long been in charge of the work, says a number of breeds can be made efficient if they have keen scent and good intelligence. Shepherd dogs are still in the majority among those now being trained on the manoeuvring held at Bequet. Tolet says that it is easy to decide in a month whether a dog is capable in this line, and two months more fit the elect for their vocation:

Almost any day these animals may be seen in the field wearing their red cross badges and hunting in the hollows and thickets for soldiers simulating wounded men waiting to be found. The usefulness of this service was proved in the Boer and Russo-Japanese wars, and in eight countries of Europe dogs are now being drilled for their humanitarian work. It was very different when dogs were trained as auxiliary to fighting forces. History tells of the demoralizing effects of bloodhounds in the Persian army, of the dogs that added another terror to Attila's invasion of the west, of the 600 fighting dogs that accompanied a British invasion of Ireland, and of the 800 in the army of Charles V. on one of his campaigns. Now the dog of war is a friend and not an enemy of man.

We subjoin a few wise words from an exchange, which the high school teacher may find available as graduation day approaches:

We heard a recent graduate of our school, a young man, make the remark the other day: "There is nothing to do, a fellow can't find a job." We feel sorry for that boy. He's in wrong. There is a demand for good boys all the time. No matter how hard the times are, there is always a demand for good boys who are willing to work; boys who can see around the dollar that is in front of their eyes as soon as they get a job. We know of boys who have been out of a job for a long time because they have been looking for the job that suits them—the "snap" that the other fellow has. The boy who jumps into the first job that is offered is the boy who is chosen when the boy-hunter comes. He is the boy whom his employer can recommend to the man who wants him for a better position. The boy trundling a wheelbarrow is taken while the boy who is loafing is left to find the "snap" that never comes. Wake up, young man! Graduating from a high school doesn't fit you for the position that others have gained by hard work. It only fits you to get into better places by application to hard work. Few of our most prominent men went into riches in a rocking chair and the chances are you will not either. Get a job, learn to be self-sustaining and the good things will be offered to you.

Word has been received at the offices of the New York State College of Agriculture that the new Canton Agricultural College, which the Chinese government has just established, is patterned completely after

the Cornell Agricultural College in this city. C. H. Tong, who is a graduate from Cornell University last June with the master's degree, is director of this institution. There are now sixty students enrolled, although the college, with its two subsidiary branches, will not open until spring. The director has sent \$3,000 to this country to be used for books and seeds that cannot be obtained in China.

Miss Kathryn Romer Kip, whose excellent article appears in this issue, studied kindergarten fourteen years ago, at Felix Adler's Schools of Ethical Culture, in New York City, and organized and conducted the first public kindergartens in Princeton, New Jersey. She is a graduate of Stanford University, California, and has kept in close touch with modern educational development. Two years ago she spent a winter in Chicago and other eastern cities, and with headquarters at Chicago Kindergarten Institute she investigated into the various "schools" of kindergarten method, and thoroughly acquainted herself with the status of the kindergarten movement and ideals up to that time. She is now teaching in the public kindergartens of Los Angeles.

CHILD STUDY IN RELATION TO ELEMENTARY ART EDUCATION.

BY EARL BARNES.

PART II.

In the period from six to ten years old physical activity is less dominating, but still very powerful, and the children think in larger wholes. This is very important, for, as Kerschensteiner has pointed out, "The development of graphic expression is connected very closely with the development of the comprehension of a whole. The teaching of every subject that furthers this comprehension furthers at the same time the art of drawing. Most of their lives must still be realized through doing things, but the children can sit still and think a little. The drawing is still largely conceptual rather than representative; but instead of concerning itself with details it goes over into continuous series of related things. The cataloguing stage gives way to the picture writing stage, and Miss Partridge has traced the steps in this transition. The multiplied studies on children's drawings at this period all agree in recognizing this

quality of narrative as its fundamental characteristic.

In summing up the results of her extended study on children's drawings at this age, Miss Sophie Partridge says that they are characterized by love of movement; they are fragmentary, with little attention to the possibility of vision; there is no attempt at perspective and small sense of proportion; and the interest is itself fitful and broken. At the same time she notes with approval the boldness and firmness of outline, the confident handling of difficulties, the ingenious interpretation of action, and the general atmosphere of enjoyment and determination they often indicate. In other words, it is a time when potentialities are felt, but not yet realized.

The children still draw some ideal form which they have in their minds rather than a representation of the object before them. Professor Clark found that at eight years, eighty-eight per cent. of the children drew an apple placed before them with no regard to its real appearance or position. Any other apple placed in any other position might have been equally well represented by their outlines. Only at the age of nine or ten did they begin to note peculiarities in form and position in the thing they were supposed to copy. Not until the children were eleven years old did the majority of them shape their drawings by the article before them.

Perspective with children at the beginning of this period is nonexistent. Clark gave a large number of school children an apple with a hat pin stuck through it as a model. At six years old, ninety-seven per cent. of the children drew the pin showing all the way across the apple. Not until the age of nine did a majority of the children have the pin stop at the edge of the apple. These results are fully borne out by the experiments of Kerschensteiner, who, in his independent experiments in Munich, found no attempt to represent a third dimension by boys under seven years old nor by girls under nine. Not until boys were ten and girls thirteen did half of them make any attempt to show perspective in their drawings. The conclusions of Levinstein are in the same direction.

The objects children like to draw at this time have been worked out by Mrs. Maitland. As a result of her study of fifteen hundred and seventy drawings made by children who were simply told to draw

some thing they liked, she found that thirty-three per cent. drew men and women, eighteen per cent. animals, twenty-seven per cent. plants, and twenty-five per cent. houses. Conventional forms and designs were drawn by only five per cent. of the younger children, while the older ones had thirty-seven per cent. of such drawings. Ornament was attempted in only three per cent. of the pictures of all ages. This study bears out the conclusion that children draw to express something they want to say; that form is unimportant until toward the end of the elementary period, and that beauty, as such, plays small part in the drawings.

Several studies have been made to determine the objects which children of the school age consider pretty. Miss Drury asked some hundreds of boys and girls to describe the prettiest thing they had ever seen, and to say why they thought it pretty, and Barnes repeated the experiment. The children universally confounded anything which they liked or found interesting with what they thought pretty. Thus they say: "A sweetstuff shop is the prettiest thing because I like to eat the sweets." Judging by the compositions as a whole, only twenty per cent. of the writers made their choice on aesthetic grounds at seven years old, and seventy per cent. at thirteen years. This indicates what any thoughtful observer must have noted, that even in the elementary school period the aesthetic feelings are not yet clearly separated from pleasurable feelings in general.

The things selected as beautiful by ninety-one per cent. of the little children are single objects, such as a toy or a flower. Gradually larger composites come to prevail until at thirteen years only twenty-two per cent. of the writers choose these simple units. Glitter, color and motion are still most often mentioned as reasons for thinking things pretty. Sixty-nine per cent. of the children choose things made by man, and the same proportion name natural objects.

During the period, then, from six to ten years old, life may still be described as prevalently motor, with wide intellectual curiosity, with little distinctly aesthetic interest, and with a growing interest in color. It is still the so-called primary colors that attract, rather than neutral tints. In drawing, the interest is in larger wholes than formerly, and tends to narrative forms.

There is little interest in perspective, ornament or decoration. Drawing is still distinctly a language of expression.

In the last part of the elementary school period which we are to consider, covering the ages from nine or ten to fourteen or fifteen profound changes are taking place in both body and mind. On the physical side there is a final adjustment of functions. Childhood changes to youth, and skill in manual dexterity can be gained far more easily and surely than at a later age. If accurate and skillful use of pencil and brush is not acquired at this time, it is seldom secured in later life.

On the mental side, there is a tendency to work up elements of knowledge into larger forms. General ideas now become attractive and the children are interested in abstract forms. In every branch of study these changes become apparent. In composition, the children choose vague indefinite subjects about which to write; in natural history, they love to classify; and in number, after the children are nine years old, the proportion of those who like the study, steadily increases as compared with those who dislike it. In drawing, the children no longer try to tell stories, but, instead, they pick out what seems to them the most significant moment and present it as a spiritual type of the whole.

On the emotional side, this is the great period of awakenings. Children begin their active religious life and pass from the anthropomorphic ideas of earlier childhood to spiritual conceptions and aspirations. Their interest in nature broadens and they begin to care for larger landscapes, and for the more intimate relations of man's spirit to the external world. They go out to nature with a deeper sense of her mystery and charm. This broadening of the sensibilities gives rise to artistic feelings, which tend to express themselves in dress and manners, in form and color. Speaking of this period Lancaster says: "The curve for the love of art begins at ten, rises rapidly till twelve and falls steadily after fifteen, reaching the base line at twenty. It is one of the first awakenings of the adolescent mind." He goes on to say that in the examination of a large number of papers at this time he found a regular change in taste in art from bright-colored pictures of people or animals in action to quiet pictures of still life or nature. After fourteen many spoke of loving only those

pictures which represent deep feeling, or portray the soul of the artist.

With these deeper feelings comes a sense of inability to adequately represent the subject. Barnes found that children drew less pictures in any series of illustration after thirteen, and that only after this age did children excuse themselves from drawing on the ground of inability. Lukens emphasizes this point, and O'Shea and Gallagher record increasing discouragement after nine years of age.

When we come to the application of these results of our studies on children, to the teaching of drawing, we are confronted with the difficulties that meet us in all fields of practical adjustment. Diagnosis can be made increasingly scientific and exact; prescriptions must always be blended of art and science. In dealing with drawing our difficulty is increased, however, through the fact that teachers of drawing approach their task from two widely different points of view. The one class really looks upon the drawing lesson as a manual training exercise, and emphasizes exactness, order, a close relation of expert manipulation, and certain abstract conceptions of form. The other class looks upon it as an expression of beauty, prizes sensibility and abhors a straight line. And yet even under these conditions some of our conclusions seem capable of very general application.

Under two years of age, there can be little direct art appeal. It is well to have the child surrounded by good expressions in form and color, but the mother's dress is more important than the wall decorations. Motor development is the main thing. Elaboration of color in playthings is wasted; strong, distinct effects are wanted in all sense impressions. Donatello's "Singing Boys," which adorns a creche in one of our cities, is of value only as advertising matter to interest patrons.

During the cataloguing stage, from two to six, a child should do a great deal of drawing. He should draw figures on large surfaces, which should be so placed as to encourage activity of the central muscle masses. The subjects should be men, women, babies, animals, toys and the like. He should be encouraged to leave the scribble stage for the few clear, strong lines that mark the diagrammatic period. Expression being the important thing at this period, all criticism should be made sub-

ordinate, and incidental enough, so as not to discourage effort or weaken zest. Suggestion and correction should follow the same lines as in other forms of language. Grammar must wait on growth. Of course, there will be some attempts at copying objects, but the child had best represent something vital to himself. If he has made a house with blocks, or an outline of a farm with sticks, he will have organized the motor impulses corresponding with the visual impulses in him through doing, and he will have an image worked out in his mind. He will then be interested in translating the motor impulses of building, into the motor impulses of drawing. Later on he will draw plans in order that he may build; now he will build in order that he may draw. The wise teacher will direct attention to the beautiful in line, and color, and mass; and the forming of larger units in the mind will lead towards appreciation of landscape. The artistic appreciation will be gradually separating itself from the general mass of sensibility, and some of its elements will be shaping themselves. All art development in this period will be a by-product of general doing and thinking, as it must largely always be.

Since the child's drawing at this period is so descriptive, drawing in line seems more natural than mass work. The contour of an object described by a line is, of course, false, since the actual division between two objects is always seen as difference in light and shade. But the child thinks his objects in arbitrary forms. The same ignorance that makes him so ready to draw a man leaves him in no doubt as to the bounding contour of an object. Line seems his natural expression, but since mass is to be his expression in the future, if he becomes an artist, he should be encouraged toward it from the first. If too much used at first, Lukens fears it may prevent the child's leaving the scribbling stage.

In the period from six to ten years old, if the drawing is to follow a child's natural lines of interest, it must have a narrative tendency. It must still be looked upon as descriptive rather than representative; but the children must be constantly urged forward to the next stage. During the earlier periods there seems little danger of the child's accepting a set of arbitrary symbols and becoming arrested in his development. From six to seven years on, however, there must be constant watchfulness to prevent

this happening. In the use of speech there is little danger of arrest, because the children are surrounded by people who are, compared to themselves, artists in speech. If children were surrounded by people who were all artists in drawing and color they would be carried along by the mere force of imitation. The fact, is, however, that most adults never become more than seven or eight years old in power to draw, and the seldom draw at all. In such an atmosphere of general arrest a child will only go on, if he is encouraged to do so.

During this period increased attention will be given to exact drill of motor centers. Manual exercises with splints, basketry, fabrics, woodwork, and gardening should fill a good deal of the child's time. Simple color should be increasingly used and color harmonies should be consciously taught.

Little attention will be given to formal decoration, but the elements of decoration will begin to appear, first, in the handwork and then copies in the drawing. Everywhere with undeveloped minds ornament springs not out of play with abstract lines, but out of modifications of useful forms. Many exercises will be given the children, tending to make them acquainted with straight and curved lines through use. Any definite form-study comes best in the next period.

Simple things will be drawn with the object before the child, and some of this copying may well be done with a brush or soft crayon, as mass work. But all this work must still be kept concrete and fluid, free from any formal drills or definite limitations. Every study made in this period shows that as the children approach twelve or thirteen years of age they lose spontaneity and daring. With greater knowledge they learn their limitations, and often through being turned aside to perfunctory drill, they grow tired and turn away from real drawing, to join the arrested development group. If most of the children became dumb at twelve we should all at least notice it; most American children become artistically dumb at this period and we accept it as a natural law.

In this period beautiful things have a large influence over children, and it seems to be true that they respond most vigorously to art products that are only a step or two before them. For purposes of school room and text book decoration we need to study children's tastes and to know the

steps they tend to take. It is probable that just as presenting literary masterpieces to children too soon, tends to weaken their later usefulness, so presenting masterpieces in art that lie too far ahead of the children, robs these agents of their strongest appeal at the time when we most need them.

A few years ago a series of wall pictures for nursery decoration was brought out by the Liberty Company in London. The white and yellow hen following a procession of active yellow chickens across a dark green background, the row of black and white and yellow puppies chasing a self-sufficient old rooster, in similar colors, fill the children with delight. Students of childhood must have questioned the value of their labors in the presence of these panels, for here was an artist who had struck into existence pictures which seemed to embody, by a stroke of genius, the results of the laborious investigations of Preyer and his followers. The subjects were right, their activities were right, size and arrangement were right, and the colors were perfect.

It was only when we learned that Mr. Cecil Alden had worked out these results in daily conjunction with groups of children, as Hoffmann worked out the "Struwelpeter," beloved of German children, that we felt reassured as to the value of the direct study of children. Since these panels appeared, they have been widely imitated, but the artists have not known the vital things to copy. The dull green background, last color to be recognized by children and hence right for a background, has been replaced by purple; the striking white and yellow foreground, giving the strong psychological reactions desired by little children, has been changed to red and green. For the simple, honest, laughing life of hens and puppies have been substituted, fantastic, frogs and languishing damsels; for the dynamic quality of the original has been substituted a lot of passive lay figures. Nowhere could one find a better illustration of the danger of providing art products for children without consulting those who are to judge and enjoy them.

In the third period, from nine or ten to fourteen or fifteen, child study teaches us that drawing should be a constant accompaniment of all school work. All expression must spring from impression, and no im-

pression can be clear and accurate and understood until it has been expressed. Speech, drawing and acting are the great means of expression, and each strengthens the other.

The children are now coming to observe and compare with some degree of exactness. Drawing will here prove of the greatest value to them. As Agassiz said: "A lead pencil is an excellent microscope." Accurate conception of form lie at the base of all good work in biology, and not until a child has tried to represent a leaf, a flower, a plant, an insect or an animal will he begin to clearly define its form, and so prepare himself for comparison and generalization. Through all the varying seasons of the year our elementary school children should be sketching the common living forms about them, and as with speech, much of the work should be free and sketchy to catch the spirit, and some should be careful and exact to catch the fact.

It can be said that all language rises out of motor activity, and this is especially true of the language of drawing. Wherever the child needs to describe any objective thing accurately, he had best draw it first. In all the work with elementary physics and chemistry he will need to draw his apparatus and illustrate with sketches each step in the experiment. With his increased sense of difficulty in expression, due to greater knowledge, he will less freely illustrate stories and history, but in half of the school work, he will find his drawing pad his best ally.

But during this latest elementary period few children will be able to move far in the field of pure abstraction. Motor impulses must still be strengthened through use of clay and sand and wood and paper. The children must still do things connected with things they see, and then perfect their motor and visual experience through expressing them in drawing and color in speech and dramatic action. The drawing lesson, like the language lesson in this period, should be given all day long.

In order that these pictures may be well drawn the children must have more definite technical knowledge, and hence the grammar of drawing must be taken up. Perspective, geometrical drawing and decoration will receive a good deal of attention. Kerschensteiner says that his investigations show that "after eight, boys as well as girls need expression for rhythmic feeling, and

among both boys and girls naturalistic motives and arabesques are much preferred to geometric patterns." His further conclusion is that: "The talent for ornamental decoration of planes and objects generally shows itself early to be distinct from the talent for figure and face drawing."

In mathematics, too, there will be the beginning of geometry. Wearied with trying to hold the mass of unrelated experience that he has collected, during his ten or twelve years of almost constant activity, and with the power of abstraction which only years can bring to most of us, the children will turn with delight to systematic study of lines and angles and plane surfaces. Inventional geometry will prove a delight and a source of growth, in exact proportion to the thoroughness with which drill in lines and angles has been neglected in the earlier period.

With the child's added manual skill will come the need for preliminary drawings for work in paper, wood and metal, in the school garden and in planning the playing field. In geography he will need to draw lines and plans and maps which he can follow into space, away from his city or village.

Of the more distinctly artistic training one must speak with great hesitancy. We have no really good studies on youthful artistic genius, and geniuses are not common. In educating genius one should remember the advice about making a rabbit pie—first catch your rabbit. No one can, however, read far into the biography of art without seeing that almost all great painters and sculptors began their work by the time they were twelve or thirteen years old. Michael Angelo was apprenticed to the painter's trade when he was thirteen years old, Rembrandt when he was fourteen, and Raphael was an assistant under Perugino when only seventeen. In drawing and in painting, as in instrumental music, genius must have training in flexible hand and arm exercises in childhood. Facility in translating visual impressions into muscular impressions, and sensibility to color harmony, must also be sought early in life.

Individual instruction seems almost indispensable in training artistic genius, and all rules fail. As Dr. Hall says: "At the period of adolescence genius should be encouraged to essay the highest that the imagination can body forth; it may be crude and lame in execution, but it will be

lofty, perhaps grand, and if it is original in consciousness it will be so in effect. Probably the sooner a child begins to look at the world around him as masses of light and shade and color the better; and yet he must know with sure eye and touch the boundry possibility of a line.

The more one reads the biographies of painters the more he realizes that artistic genius is best cultivated through contact with artistic genius. It is largely a matter of contagion. Creation is so much greater than making, that no teacher can make it. Schools have never made poets, dramatists, or artists, but few are destined to be creative geniuses. By following the lead of the children we may hope to give each a wide range of expression for his life, thereby strengthening that life. The wise teacher will detect genius as early as he can, and so far as possible he will pass it on to other geniuses, so that each may learn by contagion of the spirit.

THE COMIC SUPPLEMENT

The International Kindergarten Union, representing ten thousand kindergartners, is making a raid on the idiotic comic supplements of the Sunday papers. It will be interesting to see what influence the union can command in this warfare. The comic supplement is so crude and rude that it would not seem to need much of an attack, but true it is that children are often crazy over it. It might be well for the kindergartners and the teachers to eliminate this passion for the comic supplement by creating a relish for something better. The Sunday paper costs \$2.50. This would buy several most attractive little books that could be kept the year through. The great impeachment of the comic supplement is that even the child discards it as soon as he has taken a good look at it.—*Journal of Education*.

The teacher was trying to draw from the pupils some of the uses to which ivory is put. She asked, "Now, who can tell me what is made of ivory?"

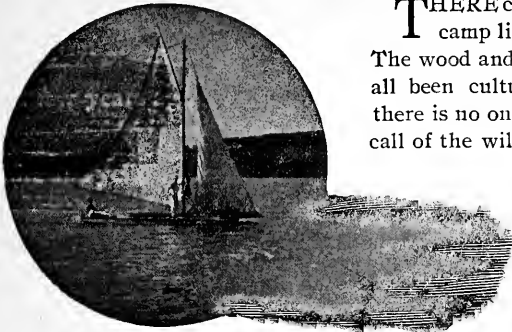
Up went a score of little hands.

"You may tell, Glen."

And Glen confidently shouted, "Soap."

Children can not be forced to like school. They like it only when it is worth liking and when they like it they learn.—L. H. Bailey.

THE VALUE OF A SUMMER CAMP FOR BOYS AS ILLUSTRATED IN CAMP WONPOSET, CONN.



THERE can be no doubt as to the permanent value of true camp life for all boys as well as for humanity in general. The wood and the stream, and the hill and the meadow have all been culture epochs in the development of the race, and there is no one who does not at some time or other hear the call of the wild, and long to respond to it. The school camp furnishes a legitimate necessity to such a call and satisfies almost ideally its every need.

Camp Wonposet under the direction of Mr. Robert Tindale and Dr. Horace Ayers is one of the most attractive and profitable of these great summer homes of natural growth for boys. Either of these gentlemen will be glad to an-

swer all inquiries in regard to the same, and welcome correspondence from patrons and educators. They can be reached at 31 East 71st St., New York City.

CAMP LIFE FOR YOUNG BOYS.

A few weeks spent in camp each year has been the physical and therefore the mental salvation



of thousands of boys. The open air, the woods, the fishing, the outdoor sports and exercises, and the living and sleeping close to the heart of nature, makes sound, sturdy, erect and vigorous young men out of boys who would otherwise be narrow-shouldered, thin, weak-chested and timid and indecisive. Life in a camp such as Camp Wonposet not only makes boys healthy and strong, but develops their independence, resourcefulness and strength of initiative. Without these things, it should be borne in mind, no boy in these times can achieve a large measure of success and fulfill the hopes and aspirations of his parents.

SITUATION

CAMP Wonposet is situated on the shore of Bantam Lake. This lake is in Litchfield County, Connecticut, and is the largest lake in that State.



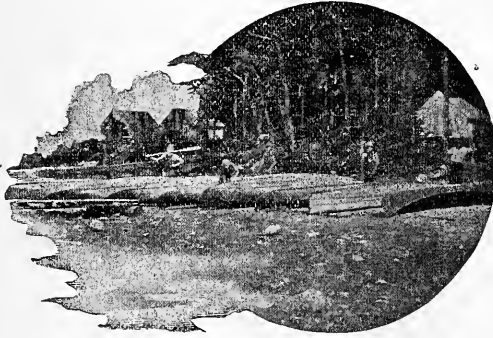
It is an exceedingly beautiful sheet of water, four miles in length and surrounded by scenery of the most varied and charming character.

Far out to the west can be seen the blue outline of the famous Berkshires, and the vast bulk of Mount Tomb looms up in the southwest.

The site of the camp was once the home of a tribe of Indians, under a chief whose name was Wonposet, and the entire surrounding country abounds in Indian relics and traditions. Every year some proud and happy youth brings to light an arrow-head or other trophy from the woods or from the beds of two rivers which flow into the lake.

The altitude of Bantam Lake is 1,000 feet and the climate is both delightful and extremely healthful.

The camp is so far from any other habitation and out of the path of traffic as to make it seem to the boys like the primitive forest but recently added to the domain of civilization—yet the railroad station is but three miles away, and Litchfield, a considerable town, is only four miles to the north.



MANAGEMENT

Camp Wonposet is under the immediate and constant supervision of college trained men, who have not only had a wide experience in the management and training of boys and young men, but who have of late years devoted the summer months to the charge of a group of boys at this camp. The camp is devoted during the season exclusively to young gentlemen of Christian par-

entage between the ages of ten and sixteen, and the class of boys desired is that which takes a natural interest in outdoor life and sports—those who are prepared and willing to contribute their share to the enjoyment and welfare of all.

The term "young gentlemen" is used advisedly. Everything possible is done to see that the boys have a fine time—and that every waking hour is one of both pleasure and profit. At the same

time, a distinct moral tone is maintained, one of the aims of the camp being to inculcate self-confidence, self-control, a respect for the rights of others and the habit of having a thoroughly enjoyable time in a clean, wholesome, manly way.

Tobacco, firearms and profanity are absolutely prohibited, and implicit obedience to the camp leaders is demanded, although every effort is made to have the boys regulate their own affairs independently so far as is practicable and consistent.

Disregard of the few imperative rules of the camp necessitates dismissal, and the boys enter the camp with this understanding.



ATTRACTIONS

Camp Wonposet is many sided in its attractiveness. It presents all those features which a healthy red-blooded boy requires for the "time of his life," and at the same time is safe-guarded in a manner which gives parents the sense of perfect ease and satisfaction of mind.

The facilities are unequalled for such sports as swimming, fishing, boating, water polo, tilting, baseball, basketball, tennis, mountain climbing, hay-rides, field-days and all-night trips, with campfires, etc. A smooth, spacious athletic field, situated on a cleared plateau and surrounded by thick

woods, offers an ideal spot for outdoor games. Here the baseball field, basketball and tennis courts are laid out.

The boys are given the widest latitude in the matter of sports which is consistent with their safety and well-being—they have every opportunity to enjoy themselves in their own way, although they are constantly under the watchful eye of leaders, who see that no harm comes to them.

The lodge is a two-story building, ample in dimensions, comfortable and well arranged. It was formerly the home of a prominent Connecticut club and has all the essential club house equipment.

On the first floor are the kitchen, dining room and living room, the latter being an attractive, cosy place, fitted up in harmony with the use and purposes of the camp. Its furniture and decorations are such as to appeal strongly to the youthful mind, and the large open fireplace, with its blazing logs, offers comfort and good cheer on chilly evenings.

Here the boys gather to play games, read their favorite books and magazines, and listen to romantic Indian stories and legends of the olden times, in which this location abounds.

The second floor contains a number of furnished rooms, which are reserved for the accommodation of such parents as may care to spend a week-end with their sons. They are made both comfortable and welcome.

THE TABLE

The food supplied to the



A mountain top breakfast

boys at Camp Wonposet is selected and prepared with all the care which is exercised at the very best class of summer hotels. The food is, of course, chosen with a view to its healthfulness and strengthening qualities. A sufficient range in variety to make it tempting is at all times offered but appetites at the camp are keen, and what the boys most desire is just what they need—plenty of good, wholesome food, prepared and served in a neat, dainty manner.

The cooking is in charge of a competent chef. Fresh milk comes from a nearby farm every morning, and butter, eggs, fresh vegetables, etc., are bought as needed right in the vicinity of the camp. Pure, clear, cold water comes from a hillside spring.

The boys take no part in the work connected with the cooking or serving of meals, but are required and taught how to care for their own clothing and sleeping quarters.

THE LIBRARY

One of the chief features of the camp is a library, well stocked with boys' stories by Alger, Henty, Optic, Castlemon, and other authors whose works are most favored by healthy minded boys. The current magazines are also supplied. This fine library makes rainy days a pleasure and banishes the dreary monotony of camp life in bad weather.

EXCURSIONS

Each year parties of twelve or more boys take several all-night trips. Mount Tomb offers an inspiring objective point for trips of this kind. The boys start about noon, cross the lake, strike out through the woods for the historic old mountain about seven miles away, camp over night, and return in the morning.



The start of the mountain trip

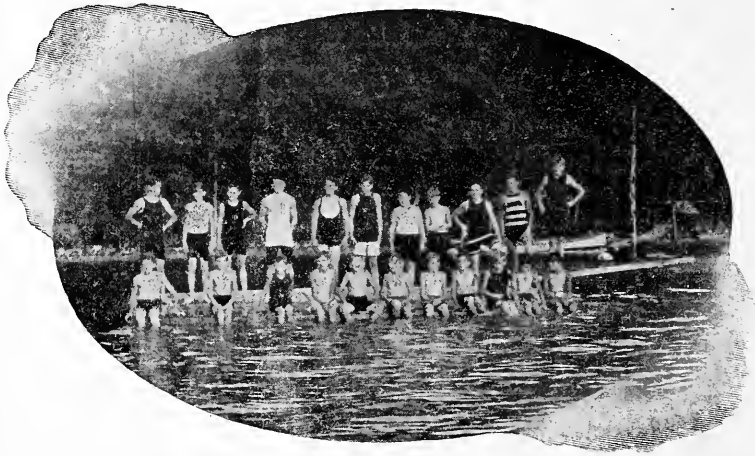
A tramp like this teaches the boys a great deal about woodcraft, striking and breaking camp, and taking care of themselves in the wilderness, and they find the trip a source of unusual and most exhilarating pleasure.

Parties of six or seven boys take three-day tramps, visiting Lake Waramang, Spectacle Lakes, Tower Hill, Pinnacle Mountain, stopping at Mount Tomb Lake on the return trip, where the tower and Indian cliff offer scenery unsurpassed. Bantam abounds with tradition and facts regarding the early habitation by Indians. Relics are constantly found on the mountain trips and within the vicinity of camp.

Other amusements of this nature, such as hay-ride trips to Litchfield and visits to other camps, are arranged from time to time, in order to give the boys as much variety as possible.

MOUNTAIN TRIPS

We herewith illustrate a mountain trip. The party is in charge of a leader who has directed the packing of necessary equipment, such as rations, dishes, shelter tents, cameras, field glasses, hatchets, lanterns and proper clothing, each boy carrying a share. The boys on arrival at their destination are detailed to duty of pitching tents, making camp fires, cooking, all of which is done by the boys. The evening is spent around the camp fire when



ATHLETICS

each boy spins his "yarn." At nine o'clock "Taps" signals "all in," guard duty commences, each boy serving two hours. The following day the party becomes an exploration gang, scouting the community for everything of interest. Naturally each group tries to outdo the others in adventure.

Camp Wonposet is especially fortunate in having a two-acre campus, upon which is laid out a tennis court, baseball diamond, 100 yard straightway with room to spare. The baseball teams have a Camp League, which allows every boy a chance to play; likewise basketball. This year cricket will be introduced.

SWIMMING

The normal boy takes to the water only a little less readily than the duck, and the fine sandy beach and clean sparkling water of the lake present an ever present temptation to healthful, invigorating exercise. Individual instruction is given to boys who are learning to swim, and no swimming or bathing is allowed except at stated times and in the presence of the leaders.

There are two swimming periods, one in the morning and one in the afternoon, as well as a dip on rising in the morning. Every boy is encouraged to learn to swim, and perfect safety is insured by supervision and by the fact that the water of the lake is shallow for a

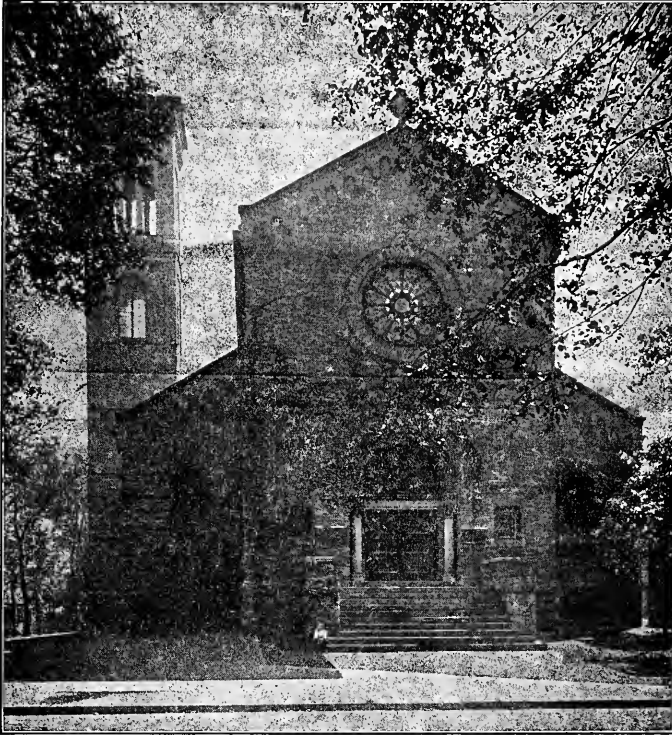
considerable distance from the shore. Mr. F. Correll Bartleman, of the Newark Bay Yacht Club, will be swimming and nautical instructor.

FISHING

The boy who loves to fish will surely be charmed with Camp Wonposet. Bantam Lake is well stocked with bass, perch and pickerel, and skilled and patient young fisher-

INFLUENCE OF MOUNTAINS.

The influence of the mountain is pure and holy, giving strength and simplicity, encouraging the older virtues, discouraging the newer vices. In the hillmen of Wales we see this clearly enough. Go where you will among the wilder and more mountainous parts of Wales and you find that rare independence and self-reliance which are



First Universalist Church, Buffalo, where many meetings of the I. K. U. will be held

men will always find themselves well rewarded for their efforts to lure these gamy fish from their watery home.

The value of such a summer to a boy is incalculable. It brings out physically, intellectually and morally abilities he never realized he possessed, and it is a very helpful introduction to his real environment over which he must secure the mastery if he is to succeed in life.

Flowers are the sweetest things God ever made and forgot to put a soul into.—Beecher.

not marred by a curiously defiant discourtesy. You find there those who are truly "nature's gentlemen."—From The London Evening Standard.

The most valuable result of education is the ability to make yourself do the thing you ought to do, when it ought to be done, whether you like to do it or not.—Huxley.

The value of your teaching is not the information you put into the mind, but the interest you awaken.—G. Stanley Hall.



PRACTICE DEPARTMENT

PROGRAM FOR MAY.

BERTHA JOHNSTON.



MAY is preeminently the season of new life, as those bred in farm and country well know. Young chickens, ducklings, colts, calves and lambs de-

light the little child whose young, active life has so strong an affinity for the feeble, helpless young of the farm animals which so soon develop into leaping, frisking, playing creatures of farmyard and meadow. Now, too, the young plants and flowers begin to make beautiful field, roadside and garden. What is the great lesson which Froebel's insight discovers latent in the child's pleasure in spring time of life? A lesson sorely needed just at present when intellect and mental efficiency are perhaps in danger of being over emphasized to the detriment of heart culture. Froebel says in his *Mother Play Commentary* on the "Little Gardener":

"Cherish! Nurture! Care for! Great must be, great assuredly is their importance to the development of our darlings. Answer me but one question: What is the supreme gift you would bestow on the children who are the life of your life, the soul of your soul? Would you not above all other things render them capable of giving nurture? Would you not endow them with the courage and constancy which the ability to give nurture implies? Mother, father, has not our common effort been directed towards just this end? Have we not been trying to break a path towards this blessed life? Has not our inmost longing been to capacitate our children for this inexpressible privilege? Assuredly this is what we are doing even now through our little Garden play. And because you, dear parents, are planting the love of nurture in the breasts of your children, you may securely hope that they will lovingly and gratefully cherish you in age. You will be cherished by your grateful children, just as yonder boy is bestowing a gift upon the old man he scarcely knows."

Froebel continues:

"To give wise care, we must consider time and place. Thus all plants cannot bear to be watered directly on their roots. * * * The little gardener in our picture says to us by her thoughtful mien. In giving care respect place. In like manner the swiftly turning weather-vane on the top of the garden house which commands so wide a view, says, Consider time. Watering in the hot noonday does plants harm instead of good, for the tired leaves have no strength to utilize the kindly shower."

It is not alone for the sake of the future mother of the home that this nurture instinct should be cultivated, but also for the sake of the mother and father in the state. Why is it that so few of our graduates at high school and college take a profound interest in the large, fundamental problems confronting home and state? Why do so many women fresh from college, so many young matrons, find time for receptions, bridge parties and like entertainments but find no time for helping in the movement for vacation schools, for playgrounds, for better sanitation, public and private? Because the nurture instinct has not been cultivated. The children of today can write beautiful poems, and draw beautiful pictures. (See the interesting pages in St. Nicholas). Are these same children sympathetic, thoughtful for others, free from snobbishness? Is the heart being cultivated as well as the mind? If the parents wonder why their children are ungrateful for the many many kindnesses and advantages received from them in helpless infancy and growing childhood they will find the answer in this *Mother Play* of Froebel's.

But the great value of this culture of the heart lies in the fact that its influence is not confined to the narrow quarters of the home. The mother in whom the nurture spirit is large, reaches out in her big-heartedness to all the children in the world

realizing in the words of Mrs. Gilman, as the mother addresses her child:

"Thou art one with the world—though I love thee
the best;
And to save thee from pain I must save all the
rest—
Well—with God's help I'll do it.

For the sake of my child I must hasten to save
All the children of earth from the jail and the
grave.
For so, and so only, I lighten the share
Of the pain of the world that my darling must
bear—
Even so and so only."

Throughout our program, underlying all suggestions is the idea of the nurture instinct. Let the children tell of the new flowers or birds or young creatures they have seen at home or, on the way to kindergarten. How does the mother care for the young? How should we care for our pets, our flowers? What do they need in order to be well and happy? Food, water, shelter, a comfortable bed at night? Anything else? Yes, they need love—to feel the touch of a kindly hand or the sound of a gentle voice. (Michelet tells of a canary that died of fright when addressed in rough tones.)

How can we tell what our pets like and if they are happy? Will they love us if we love them?

What can we do with our flowers when they begin to grow nicely in response to our care? We can give them to some person who will appreciate their beauty and fragrance. Perhaps we can give them as a birthday gift. Shall we think of some friend, some sick child or some old man who might enjoy such a gift. Perhaps we can think of some child who would like one of our kittens or puppies, or rabbits.

FIRST GIFTS.

The First Gift balls may be used to represent a number of young active creatures of farm and field. Let the children play that they are hopping, stepping, flying, running birds. Which birds run, which hop? which swim? Which ball is most like red robin; blue bird, etc. Play that they are little chickens. Let one child call them as if at feeding time and let the others make their balls hurry out to gather up the grains of corn or the good corn meal. Let one child hold the hands in shape of pan that holds water for the chickens. One man once had a flock of chickens that came to meals at call of a bell. Let the balls represent young colts,

calves, lambs and talk about the joy of the young creatures and how they run and leap and frolic in the field; the farmer is careful to give them water and food.

How does the mother care for her young birdies at night. She cuddles them under her wings, in the nest she has previously prepared. Let the balls creep up the children's arms as if feeling their way along the branch for the first time. The mother bird watches so carefully to see that the little ones come to no harm. Play that the mother bird (ball) flies off to seek food for her babies.) How glad they are when she returns. Let the balls be in turn the cat, dog and other pets. Also, play that they are flowers just planted in our gardens. What colored flowers will come up? Shall we take some to market to sell to make the city people happy?

Let one child make his ball hop or leap or go through some other motion and let the children guess what creature it represents.

Let balls represent Bo-Peep's sheep. Let children hide several in hands under table and another child try to guess just where they are and then put them safely in fold, at one end of table.

SECOND GIFT.

Closely allied in thought to the "Little Gardener" is the Mother Play of the "Farmyard Gate." That which we cherish must be guarded from danger and loss. With the Second Gift beads and sticks let the child build a large farmyard fence. The children could build one in common. Inside this, place the farm animals (beads or balls.) We must be careful to always close the gate so that our pets may not stray into the road or woods where some fox or wildcat could capture them.

Let the Second Gift box represent the watering trough made that our useful friends may quench their thirst. In our cities there are not enough such troughs for the working horses. When we are old enough to vote perhaps we can help have more of them in the towns—and always a low place for thirsty dogs and cats.

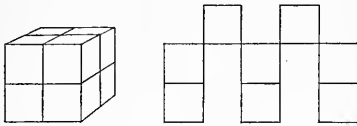
The cylinder can be made into a wheelbarrow as previously described with help of sticks. The cubes can represent loaded farm wagons (moving very slowly), and the sphere is the farm horse.

Or let the sphere be a bulb planted in the box and carefully nurtured. What kind

of plant will it develop into? Perhaps a lily or narcissus or perhaps it is an onion whose broad blades will soon pierce the ground. The cylinder could be used as a ground roller hitched to the sphere, ready to help prepare the ground for the spring planting.

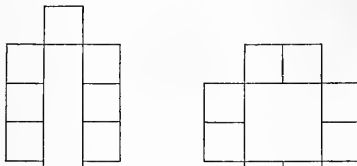
THIRD GIFT.

With this Gift we can start off with the stable (1) in which the horses and cows



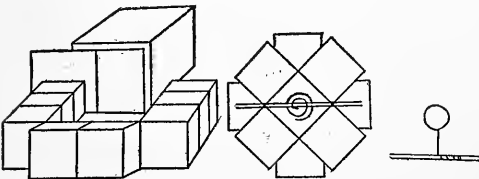
Stable. Stalls for horses.

are sheltered. (2) We make the stalls into which the horses go so gladly after a day's driving or work in the fields to get the good meal of hay or oats. And sometimes the farmer gives the cattle a treat of



Trough. Barnyard.

salt. (3) Is the trough to which they come for water and (4) the barnyard wherein they are sheltered from prowling fox. A larger barnyard can be made by using the box for a barn or stable with a sliding door

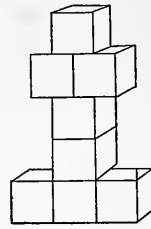


Stable and Barnyard. Well with windlass. Bucket

(5). A well can be made (6) with a windlass made of a toothpick (7). This can be placed across top of well and turned round and round so that the cord of the bucket will roll up. Old oaken bucket may be made of Second Gift bead, ball or cylinder. (8) is a house for the birds which we wish to attract to our homes.

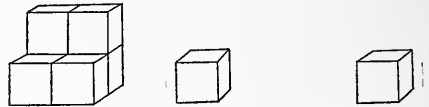
A sequence for the park to which city children may be brought in order to see Spring's awakening may be made, includ-

ing (1) park bench, with a drinking fountain near by and the box into which we put



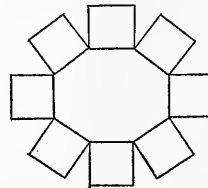
Bird house.

the remains of our lunch for we do not want to spoil the beauty of the park by

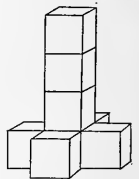


Park Bench. Box for trash. Drinking Fountain.

leaving papers or crumbs around, on the beautiful grass carpet. (2) is the goldfish

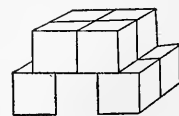


Goldfish Pond,



Fountain

pond; (3) the beautiful fountain which may be modified by arranging upper cubes



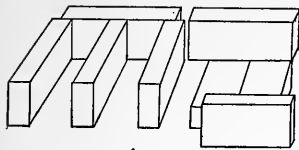
Tunnel or Cave or Arbor.

transversely. Children should of course invent designs of their own. (4) is the tunnel under the elevated road-bed. How the children love to make the echo resound. This may represent also the cave in Central park in which the owls sit or it may be an arbor covered with the lovely wisteria. A flower house can also be made as shown last month.

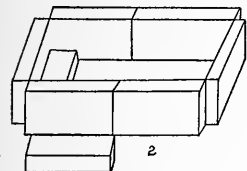
FOURTH GIFT.

Make (1) the stable with carriage house attached. (2) is the barnyard, trough in-

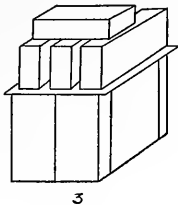
side and pigpen outside; (3) is the barn



1 Stable and carriage house.

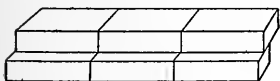


2 Barnyard with trough inside and pigpen outside.



3 Barn with pigeon house on top.

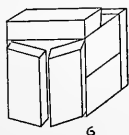
with pigeon house; (4) is the boat house in the park with steps leading down to



4

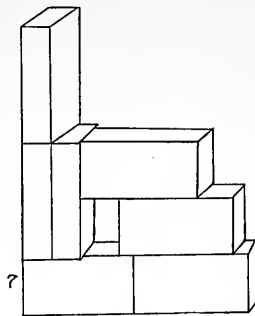
Boat house Landing in Park, and Boats.

water and two boats in which to take a row. Do you see the lovely swans and the ducks with their dear little ducklings. (5) is the tunnel under the roadway and from above we look down upon the bear pit. The park keeper knows that animals need amusement as well as people and he provides the bear with a ball or loose stones or sticks of wood with which he entertains himself. We throw some peanuts down to



6

him. A bench stands near by. [(6) is the beautiful museum or art gallery and (7) is the narrow stairway carved in the rocks which we mount to obtain the fine view from the Belvedere.



7

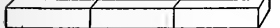
Narrow stairway. Add as many steps as desired.

TABLETS.

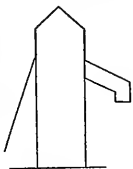
Various plans for flower beds may be from the tablets; also pictures of the stable, pump, well, trough and conventionalized flowers, flower beds, flower pots, mosaic floor of museum, etc.

STICKS.

The sticks may represent also the dif-



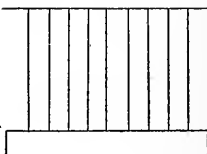
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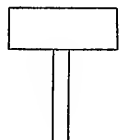
Pump.



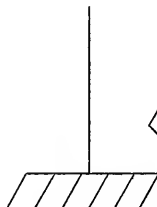
Haystacks.



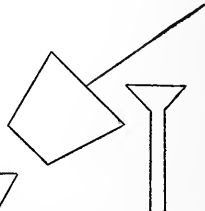
Corn crib.



Signpost-

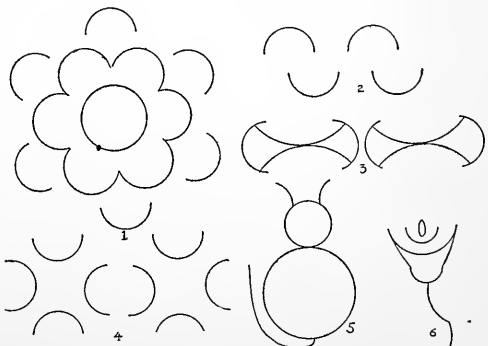


Rake.



Spade. Boy Blue's Horn

ferent farm necessities including trough,



Rings.

pump, well, various outlines of flowers,

blocked out animals, watering pot, fence, rake, spade, hoe, sign post in park.

RINGS.

These allow much variety in designs for flower beds, flowers and animals with curving outlines.

PEG-BOARD.

Play planting trees, and plants; also circle of children around May pole—Lesson in color and counting.

SAND-BOX.

The sand box will be the starting point for a fine farm or beautiful park with the Gifts to form the buildings, benches, steps leading up the slopes, observatory, and the different farm buildings, fences, etc. Twigs of trees or elderberry bushes will make acceptable trees, and bird seed may be planted to come up as grass, and corn and peas may also be planted, in one corner. A piece of mirror may serve as lake or pond, with toy ducks to swim thereon and tiny boats of folded paper to lend their touch of realism. Paper dolls may be made and a tiny May pole rigged up with baby ribbon. Receptacles for trash may be made and placed here and there to inculcate the idea that the park must be kept clean and beautiful that all may enjoy it. Speak of the gardeners and other workmen who help keep the park in order.

CLAY.

Mould the various farm animals; also seeds, and spring flowers, and flower pots, also design for fountain.

COLOR WORK.

Paint in strong, broad washes the blue sky, and another day the green grass. Then make a picture in which the sky and grass are both represented. Flat washes of simple flowers may be painted or drawn in crayon. Tulips, dandelions; also chickens and ducklings. Robin Redbreast, the blue-bird and other bright colored harbingers of Spring. Let the children revel in clear, pure color. The country teacher here has a great advantage over her city sisters. Strawberries give good color, as do radishes.

OUT-OF-DOORS.

It is well to recall each year the stress laid by Froebel upon garden work for the little child. He considered this close contact with Nature one of the most impor-

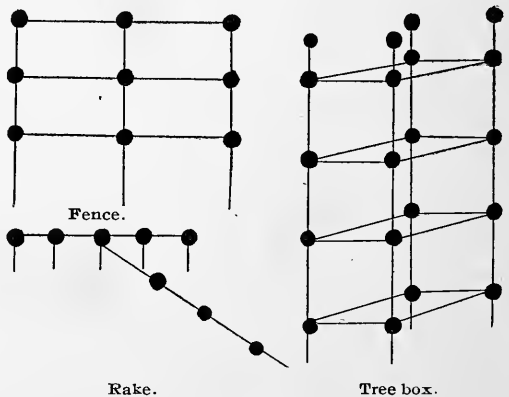
tant of truly educational influences—and yet few city kindergartens are able to afford the children these rich experiences. That is something for the kindergartens of today to work towards. Wherever possible let the children plant peas, corn, beans, in places where they will be unmolested and so able to go through all the processes of sprouting, blossoming, seed bearing in the late spring or early fall. Let them raise radishes, lettuces to present to their parents or serve at some of the kindergarten lunches. Vacant lots may often be utilized and even small courts afford unlooked for opportunities.

Notice the shadows of the grasses and leaves as they rest on the pavement. Open the eyes of the children to as many as possible of these beauties of nature and thus awaken possibilities of simple joy that will last them a life time. Draw attention to the blue of the sky and the floating clouds.

Trips to the parks will give the children of the city glimpses into the life of Nature. The fish in the ponds, the free squirrels and birds and the animals of the zoo will give them much to think about. And on a pleasant May day a May pole party will be quite in order. Let as much of the kindergarten work as possible be out-of-doors.

STICKS AND PEAS

Make fence for vegetable garden. Also farm tools—rake, etc. Make tree-box to protect tree.



PAPER.

Weaving—Weave May baskets of colored papers; line with wax paper and let children fill with spring flowers to give to parents.

Weave basket of strips of manila paper in which the kittens may have a bed.

Folding—Series including table cloth that we take on our picnic; blank book in which we may paste some pressed flowers; car window through which we see so many things; tunnel through which car goes; tunnel in park which makes such a fine echo; barn in country; park bench.

Salt cellar series includes many things seen on trip to park or country, including cup and saucer used, pocket book, and lunch box.

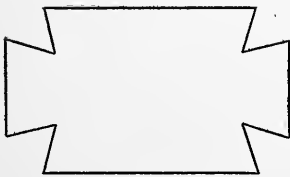
Parquetry—Make booklet with designs based upon dandelion, wild rose, and other simple flowers; also series based upon yellow chickens or ducklings, or kittens or rabbits. Make frieze of swallows for kindergarten room. Radishes and strawberries conventionalize well.

Free-hand Cutting—Cut the different farm animals, birds, etc. The farm tools; picture of the pump, well, old oaken bucket which we draw up to give the creatures water. Cut freehand several objects belonging to the animal, to the mineral and the vegetable kingdoms. Illustrate "A Little Boy's Walk" and other poems or stories as "Little Bo-Peep," "Little Boy Blue," etc.

CARDBOARD MODELING.

Make May baskets by scoring and bending cardboard into square or oblong baskets and then painting some delicate color. Ribbon handles can be attached or with the older children the outline of the square from which basket is cut may include a handle. Line with wax paper and it will hold a few posies when hung on Mama's door to surprise her in the early morning.

Make watering trough which can be used as hairpin tray. Punch holes in edges and



Plan for Watering Trough

tie with ribbon. Make circular pan for holding water in chicken yard. Rakes, hoes, spades, etc., may be cut of cardboard for paper doll house garden.

Cut benches for park and paint green. Also circular boxes for holding papers, remains of lunches, etc. Cut oblongs for

signs in park directing to different paths or buildings. Attach to burnt matches or tooth picks and place in sand-box park.

Tiny bird house may be cut of cardboard and mounted on a small stick.

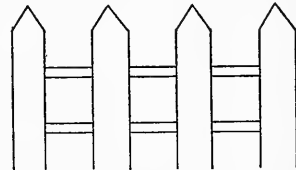
Cut out farm animals, horse, cow, calf, lamb, chicken, etc., and paste a narrow strip on one side for a brace and place in sand box farm. These can be attached to empty match boxes as farm wagons which will help children of the tenements to make playthings of articles found at home.

Make cornucopia to serve as Boy Blue's horn.

OUTSIDE MATERIAL.

Wood—Saw and sand-paper small oblongs as handle and head of rake. Hammer slender nails straight through the head to make teeth of tiny rake.

Cut or tear berry boxes into strips to



Fence of Berry Box Strips

make fence pickets. Glue these to other strips running at right angles as rails.

Collect pebbles to make stone wall in sand box. Also shells to outline paths.

City children will be interested in churning sour cream into butter. Put into a canning jar and shake in turn till butter comes, or use small wire potato masher as dasher.

GAMES AND PLAYS.

See "Pedagogics of the Kindergarten." (Appleton & Co.,) for the beautiful outdoor games there described but which can also be played in kindergarten.

Also the Mother Play Songs and Music (Appleton, Blow edition) the Wandering Song, ("I love to go a-roaming,") "Purling Little River," and the flower songs found therein. Also the Transformation Game, in which the circle of happy children changes from a circle to smaller circles, a star, crown, wreath and back to a circle. The snail game is also appropriate now.

Let the children dramatize Little Bo-Peep who was careless and lost her sheep but sought and sought them till she found

them. Let one child represent bell-wether with bell by which Bo-Peep traces them.

Dramatize Little Boy Blue who neglects his duty and then has to work hard to find his cows and sheep who do not like to leave the corn at sound of his horn and so he must go after them, and has a difficult time getting them together. Surely he will not fall asleep again while on duty.

GOING TO SCHOOL

ELSIE B. CLARKE, P. S. 161, Manhattan N. Y. C.



FANNY stood on the sidewalk in front of her house. Her mother had put on her little white hat and little white coat, and as she buttoned the little white buttons all down the front, she said, "I am so glad the cleaner has made the street so nice and clean so that my little girl can cross it without soiling her new white shoes. Then she had kissed her and told her not to be late to school.

She was waiting for the cleaner to sweep up the dirt and put it in his barrel. When he had finished he looked up at Fanny and she nodded her head and smiled as if to say, "Thank you, Mr. Street Cleaner." Then she ran across the street to the push cart just over the way and when she looked at her shoes they were just as clean as when she put them on.

The Cleaner brushed and washed the street, So Fanny could cross and not soil her feet.

The push cart was filled with big red apples and yellow bananas. Fanny gave the man standing beside it a bright new penny and said, "Mr. Peddler, will you give me a big red apple for the little white rabbit in the Kindergarten? He is such a hungry rabbit!"

The Peddler gave her an apple red, So the little white rabbit could soon be fed.

She was afraid that she would be late to school so ran along the side-walk until she came to the corner but there she had to wait. There were so many horses and carriages and trolley cars passing. She did not have to wait very long however, for

A big policeman in a coat of blue Helped her across in a minute or two.

She ran all the rest of the way but when she reached the school she found that she was not late at all for the big doors were open wide. She went right in through the

play yard until she came to the kindergarten door which was open, too, and there, in the door-way, was the teacher waiting to say good-morning, just behind her the little white rabbit with wiggling nose saying good-morning as rabbits do. On the window-sill the sleeping doll, her eyes wide open now and looking right at Fanny as if she would like to say good-morning too, and in the middle of the room all the little green chairs ready for the children, but not a child to be seen for she was the first little girl there.



This is Fanny on her way to school. She comes every day whether warm or cool.



This is the Cleaner, all dressed in white, Who sweeps the streets from morn till night.



This is the Peddler just over the way
Who sells red apples to those who pay.



This is the Policeman in his coat of blue
Who helped her across in a minute or two.

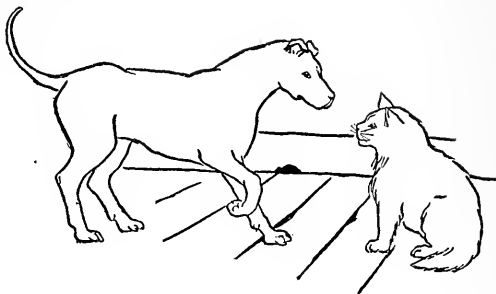


Here is the school with its doors open wide.
Come, little children, walk inside.

NOT SUCH FUN.

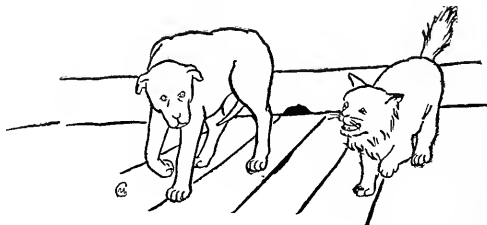
ELSIE B. CLARKE.

Just a little kitty,
Black, as black as coal,
Waiting for a mousie,
Down beside a hole.



Comes a great big doggie,
Thinks he'll have some fun;
Thinks he'll frighten kitty,
Just to see her run.

Creeps up very softly,
Barks, "Bow-wow-wow-wow,"
Kitty jumps up quickly,
P'litley answers "Me-ow."



Eyes grow large as saucers,
Tail as big as that,
Humps her little back up,
Seems a great big cat.

Doggie looks at kitty,
Thinks he'd better run,
Thinks to frighten kitty,
Isn't any fun.

Over turrets, vales and hills,
Behold the soft and mellow glow.
E'en the busy little rills
Have caught reflections as they flow.
The beautiful sunset! I could sit
For hours and gaze would it but stay,
But no,—Time bids the moments flit
And the glorious Sun must, too, obey.

Down, down into the far beyond
He glides and now is seen no more;
His arch from east to west He spanned
Spreading His beams from shore to shore.
Tomorrow's dawn again will break,
His roseate beams will flood the east,
And onward His same path will take
And sink again into the west.

NEWS NOTES.

A DAY IN THE RIVERSIDE KINDERGARTEN.



LONG before the allotted hour of nine, little hurrying feet are heard coming down the path that leads to the kindergarten, and the two kindergartners who live opposite have to take a hasty breakfast if they hope to arrive before their early little birds, and hear the greeting "We've beaten the whole family."

Then begins the "Free Play" time, when everyone does as he pleases. Some domestic little souls make for the doll's house and sweep and dust in true house-wifely fashion. Others attack the doll's piano and practice vigorously aided by the dancing dolls within.

The lovers of books drag out all their old friends, while the more active spirits insist upon putting the very young children to play sleep, while they personate Santa Claus who is to give them treasures borrowed for the time being from the doll's house.

Everything is perfectly natural and free until the bell taps at nine, when toys and books are returned to their proper place and all gather in the circle. When quiet is gained the "thankfuls" begin.

And queer and quaint are the things offered on the altar of gratitude. Cats, dolls, parents, flowers, birthdays, friends, etc., after which one tiny soul tip-toes over to the Bible and reverently opens the Word of God. Then little heads are bent and one of the Gaynor prayer songs is sung.

This is followed by a good morning greeting, in the midst of which a voice rings out with, "James Holmes is a bad boy." The kindergartner remonstrates, but the voice continues, "He says I wasn't in the race."

The suggestion is made that maybe James is joking.

"No!" the voice says again, "he was not joking." Then after a moment's thought, "Were you joking, James?"

James' face, which has hitherto been grave and reproachful, breaks into an ecstatic smile, and he nods his head.

Satisfaction has been received and Theodore, the denouncer, settles back in his chair with a sigh of relief and the circle moves on in peace and harmony. We are marching now and each child tells of some gift he has received and we try to dramatize

it. Cars, autos, and skates are easy and we get on swimmingly.

At the table we play on an imaginary piano while one of the flock takes his turn in going to the closet and in selecting his own Gift. When all are supplied we make toys similar to those we have received, and when all are ready we stand behind our chairs and take hands and make ourselves into a bag to hold these precious things.

The most popular game with us now is the toy game. We play we are dolls that say "mamma," goats, jumping jacks, ducks, cows, and all sorts of mechanical toys and when we are wound up we just go. After games we paste in our New Year's book a lovely picture frame made of parquetry with a picture of our Lord in the center. Recess comes next and the yard is a very acceptable place.

There is a family of squirrels that live up in our cluster of oak trees and a large chicken family enclosed in a wire fenced yard.

We rake, sweep, plant and dig. The digging is done behind the house and Walter Rule says he is going to dig till he comes to water, but he has not reached it yet.

After recess is drawing. Yes, every day we draw. Draw all sorts of things, anything we please.

The calendar is the last when we paste the day on and then go home.

The kindergarten day is over and Dr. Turick says it is better than hearing a sermon to come and see us, and we think that the best compliment we have ever received.

LAURA E. WARRINEE.

The annual meeting of the Alumnae Association of the Philadelphia Training School for Kindergartners (Mrs. M. L. Van Kirk, principal) was held at the Industrial Art school, Saturday p. m., March 6th, Miss Anna L. Young, president, in the chair.

Minutes of last meeting and treasurer's report duly read and approved. Names of two new life members, Miss Carrie Durling, Miss Louisa Jones, were placed on the list.

A rising vote of thanks was tendered Mrs. VanKirk for the courtesy she extends the association by bearing the expenses of lecture room, making the Alumnae her guests.

Election of officers followed. Those chosen were:

President, Miss Anna L. Young.

1st vice president, Miss Hannah Fox.
2nd vice president, Miss Hildegarde Herring.

Treasurer, Miss Elizabeth W. Moseley.
Secretary, Miss Etta H. Steelman.
Names of board of managers submitted and voted upon were:

Miss Agnes M. Fox, Miss Anna Williams, Miss Adele McKenzie, Miss Carrie A. Darling.

With no further business before the meeting the exercises were opened by singing the favorite "Kindergartners' Hymn." Miss Nora A. Smith was then introduced and addressed the meeting in her charming style from the subject "Present Day Criticisms of the Kindergarten."

Before setting forth the various criticisms she has collected from all sources during the fifteen years she has stood apart from the real work, Miss Smith told of the "fault club" she had organized in her youth. She had considered herself very original in forming it, upon growing up had found it the oldest organization in the world. When looking over the many criticisms she felt that faults are more prominent than virtues in most person's eyes, as evidenced by the criticisms recorded. Many of them are narrow, unfair and worthless. They have been expressed by men of science, doctors, and women who have never gone deeply into the study of child-training, and whose sight of the spiritual side of the child entirely.

Some of the criticisms are "that kindergartners consider themselves an exclusive sect, given to sentimentalism, are too much dominated by Froebel, do not possess a depth of modern child study, not broad-minded—the gifts and occupations cause an intense strain on the child, and tend to make him unnatural; a mathematical conception is developed which is unchildlike.

After hearing all these varied weaknesses of the system it was good to hear Miss Smith say these criticisms have helped and made clear mistakes which are being rectified. She said "The kindergarten does foster in the child a passion for work, teaches him to conquer obstacles, shows him the way to self-discipline, to respect the rights of others and never tolerates disobedience to law.

The address closed with the stirring words from Jeanette Burgess:

"Here's to the cause, and the jeers that have passed!
Here's to the cause, it will triumph at last!
The hearts shall illumine the hearts that have
braved
All the years and the fears that the cause might
be saved,

And tho' what we hoped for, and darkly have
groped for
Come not in the manner we prayed that it should
We shall gladly confess it, and the cause—"May
God bless it!"
Shall find us all worthy who did what we could."

A social hour followed, refreshments were served, many had the pleasure of meeting Miss Smith, and greeting old friends.

Respectfully submitted,
ETTA H. STEELMAN, Sec.

THE USE OF KINDERGARTEN MATERIAL IN ONE-ROOM RURAL SCHOOLS

To many one-room rural teachers the whole kindergarten matter is an enigma. They understand very little about it, and people are not usually interested in that which they do not understand.

It is natural for kindergartners who have been long in the service to forget their earlier experiences, and whatever of teaching or writing they may undertake is apt to follow the line of their latest experience; thus they really produce very little that is of interest to rural teachers because frequently beyond the understanding of one not familiar with kindergarten principles and practices.

The great purpose of this Magazine is to assist in bringing the blessings of kindergarten training to all the children of America, and it is hoped that these articles will be so plainly written that the most inexperienced rural teacher can comprehend the principles set forth and secure in practice results that are at least encouraging.

We have previously referred to the first gift and will now take up suggestive second gift lessons. While this gift is not so well adapted to primary work as some of the others, it can be used to good advantage,

We give below a lesson that many kindergartners would find interesting in the regular kindergarten, and a careful study of this lesson will bring rural teachers to a better understanding of the usual kindergarten methods as related to this gift.

First-year pupils in the rural schools are usually older than kindergarten children and some of the lessons may prove too simple for use with them. The fact is, no program or lesson should be considered as more than a suggestion and should be modified to meet the special requirements of the class to be taught.

Froebel's Second Gift consists of a wooden ball or sphere, a cylinder and a cube. From this gift the child gains ideas of form, position and sound. It is based on the laws of mental development, as according to Froebel, each step taken by the child should evolve out of the former one. There should be a connecting link containing some of the qualities of the former and presenting some contrasts. We recognize at once the connecting link between the first and second Gifts, which is a sphere.

"The chief reasons for selecting these (the forms of the Second Gift) are found in his (Froebel's) law of the connection of contrasts. Every idea that we have refers to some object, and in the first place to some sensible object. The clearness of the idea will depend upon the fullness of our knowledge of the object in all its details. This knowledge is gained by observation; and observation implies the comparison of its properties with the similar properties of other objects with which we are acquainted. * * * If there were no contrasts, comparisons would be impossible. Even in the midst of many contrasts by which we are surrounded, we cease to compare where we find agreement, and unite objects according to their similarities in lower or higher groups, represented by corresponding conceptions in minds.

"Again, contrasts are the only means to arouse the mind to attention. To make the mind conscious of the property of size, it is necessary to present great and small objects; and the greater the contrast, within convenient limits of sensual perception, the more readily will the mind be aroused. Thus it will be led to attend to shape much more readily by contrasting round and angular bodies than by contrasting spheres and spheroids.

"On the other hand, contrasts are connected by intermediate degrees of the same properties in other objects. Between great and small we have many intermediate sizes: Black is connected with white by all the shades that lie between. Froebel designates these intermediate degrees of the same property by the term 'connection of contrasts.' * * *

"Perceiving, observing, comparing, judging, concluding, are the successive stages of exercise of the muscular and expressive contrast that we perceive and feel; and the desire to connect these contrasts—the effort to find their relationships, to discover or establish harmony in the apparent dissonance, the struggle for equilibrium, if you choose—underlies all our purposes and actions, all our own saying and doing, at least, as they lie in the direction of truth, beauty, and virtue."—From W. N. Hailmann's "Kindergarten Culture."

The second Gift also contains contrasts and similarities within itself and is the em-

bodiment of more than the child can comprehend in his early development; but there is much that he may understand, and Froebel gives it a very prominent and important place in the Kindergarten.

Beads are manufactured in connection with this Gift that are very useful and interesting in a variety of ways. These consist of wooden spheres, cylinders and cubes (the shapes of Froebel's Second Gift), one-half inch in diameter, colored in the colors of the rainbow and are perforated for stringing.

It is important to know that the ball of the First Gift is so called because it is the name of that form with which the child is familiar. In the second Gift it is called a sphere because that is the geometric name, and as it comes with two other geometric forms, the cube and the cylinder, it is more strictly correct. The name ball is unknown in geometry.

THE FIRST LESSON—SPHERE.

As the Second Gift is strictly scientific it is not at first so attractive to the child, and would suggest that the Kindergarten be especially bright and brief in her first lesson on the Gift.

Much care should be taken in presenting the Gift. Too many new objects given at a time confuses the mind and tends to make the child inattentive.

Give a short lesson on the sphere without showing them the other parts of the Gift. They will call it a ball and for the present they may call it a wooden ball, but tell them its other name, and after a few lessons have them learn to pronounce it.

Lead them to discover all its properties by questions; or, better, suggestions:

That it is round and will roll;

That it has one face which is round;

That it is smooth;

That it is made of wood;

That it is hard and noisy.

They should compare it with other round bodies same as they did the ball.

They may be blind-folded, one at a time, and they should try to tell how they differ and how they are alike, also name the object from the sense of touch.

The little songs and games used with the ball may be repeated with the sphere, and finally tell a little story about wood.

In telling a story upon any subject, first find out what the children may know about it. In this particular case ask where wood comes from; or if they know anything about a saw mill or have seen one, and any questions the circumstances may suggest. Then tell a pretty story about how the seed sinks into the ground, how the rains and snows water it, and the sun warms it; and that it sends a tiny shoot up through the soil, and grows and grows for many years, until it becomes a large tree, when it is then cut down, carried to the

mills to be sawed into lumber. It is sometimes made into balls like this one, and sometimes into chairs, houses, etc.

SECOND LESSON—SPHERE.

Compare the sphere with the ball of the First Gift.

Lead them to discover first, their similarities; both are round, both will roll, both have but one face. Wherein they differ; the ball feels rough to the touch, the sphere is smooth; the ball is light in weight, the sphere is heavy; the ball is noiseless, the sphere is not; the ball will bound, the sphere will not; they are not of the same color.

Suggestions: Holding up the ball and sphere, say: "Children, do you think there is anything in these two forms that are alike?" or "I wonder what we can find out about the sphere that is not like the ball," etc.

Give the children the beads to string after they have had a lesson on the Gift. Give the ball beads with the sphere, the cylinder beads with the cylinder, the cube beads with the cube, and after they have had the three forms of the Gift they may combine them in the beads.

THIRD LESSON—CYLINDER.

The cylinder follows the sphere because it is the connecting link between the sphere and the cube. The sphere is the symbol of motion, the cube the symbol of rest, while the cylinder possesses the qualities of both; it will roll and it will stand.

Compare the cylinder with the sphere. First, how they are alike; both will roll, both are the same in color, both are made of wood, and both will make a noise.

How they differ: the cylinder has three faces, the sphere has but one; the cylinder has two edges, the sphere has none; the cylinder has two flat faces, upon which it may stand or rest, the sphere has none.

By these comparisons the child finds that the cylinder has three faces, two of which are flat and circular and one that is round; that it has circular lines or edges, but like the sphere has neither points nor corners.

The cylinder may be held firmly by a string passed through the eyelet in its round face and the children may hold it and count the different faces and edges as follows: The cylinder has one round face, two circular faces and two circular edges. Point to each as it is named.

The cylinder is represented in countless things. Have the children find everything in the room that is cylindrical. Their fingers, their limbs, their necks, their bodies; legs and spindles of the chairs, the stove pipe, etc., etc. Have each try to think of something away from the room that is cylindrical. Have them try to find something, to bring to the Kinder-

garten, of the same or similar shape. Trees, stems, branches, grasses, are examples, and will suggest many other things.

If the cylinder is pierced with a hole through its center, from end to end, one of the rods may be put through it, when it will represent a roller, to which may be sung the following:

With a stick through my center, I turn round and round, la, la,
And look like the roller that rolls on the ground.
la, la.

If upon my flat face you turn me around,
I'll look like the roller that rolls on the ground.
La, la, la, la, la, la, la, la, la, la, la.

The cube is first studied in all its parts; the comparisons with other forms come later.

For convenience in holding the cube, pass a string through the eyelet in one of the square faces, and hold it very firmly between the thumb and pointer of the left hand and point to the different parts as you name them, being careful not to turn the cube while you are pointing. In this way teach the names of the different parts of the cube, its faces or sides, edges or lines, and the corners which are its points or angles. When they are familiar with these names and where to apply them, they may count them. It will take many times counting for them to remember that the cube has six faces, eight corners and twelve edges, and the counting must often be reviewed. The following verse will help:

My little cube six faces show;
I count them, that is how I know.
I count eight corners, too, and find
Twelve edges hard to keep in mind.

The children will call the cube a square stone, a block, a table, a box, etc. It may be compared with many objects in the room. Its corners will correspond with the corners of the tables, doors, casings, etc. It will remind them of their own blocks at home and they may tell you little stories about them.

ANOTHER SUGGESTIVE LESSON

Secure beforehand some very irregular blocks, similar to the cube, though imperfect in shape.

As if by accident the cube of the Second Gift may be found lying on the table when the children come in the morning. Each child will want to examine it. Some will say, "I have blocks like that, only mine have pretty pictures on them."

Begin by saying in a pleasant way: "What did the children find on the table this morning?"
C.—"A block.

Kgtr.—"Well, now, that is very nice; I too, found a block; let us put them together and see if they are alike." "Oh, no, they are not alike. The one we found is prettier."

(To be continued)

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JUNE, 1909



INDEX TO CONTENTS

Denver and the N. E. A.	-	-	-	-	285
The International Kindergarten Union Convention,	-	-	-	-	286
The Kindergarten Exhibit at Buffalo,	-	-	-	-	288
Scenic Trips in Colorado,	-	-	-	-	288
Denver,	-	-	-	-	290
National Education Association	-	-	-	-	291
Some Problems of the Kindergarten,	-	<i>E. Lyell Earle</i>	-	-	292
An Acrostic for Teachers,	-	-	-	-	292
Convention Notes,	-	-	-	-	295
How Things Look From Memory to Baby Artists,	-	-	-	<i>T. R. Adlett,</i>	298
An Irreparable Loss,	-	-	-	-	299
Children's Museums,	-	-	-	-	300
Program Suggestions for June and the Summer Months,	-	-	-	<i>Bertha Johnston,</i>	301
An (Unauthorized) Litany ,	-	-	-	-	-
The Use of Kindergarten Material in Rural One-Room Schools,	-	-	-	-	316

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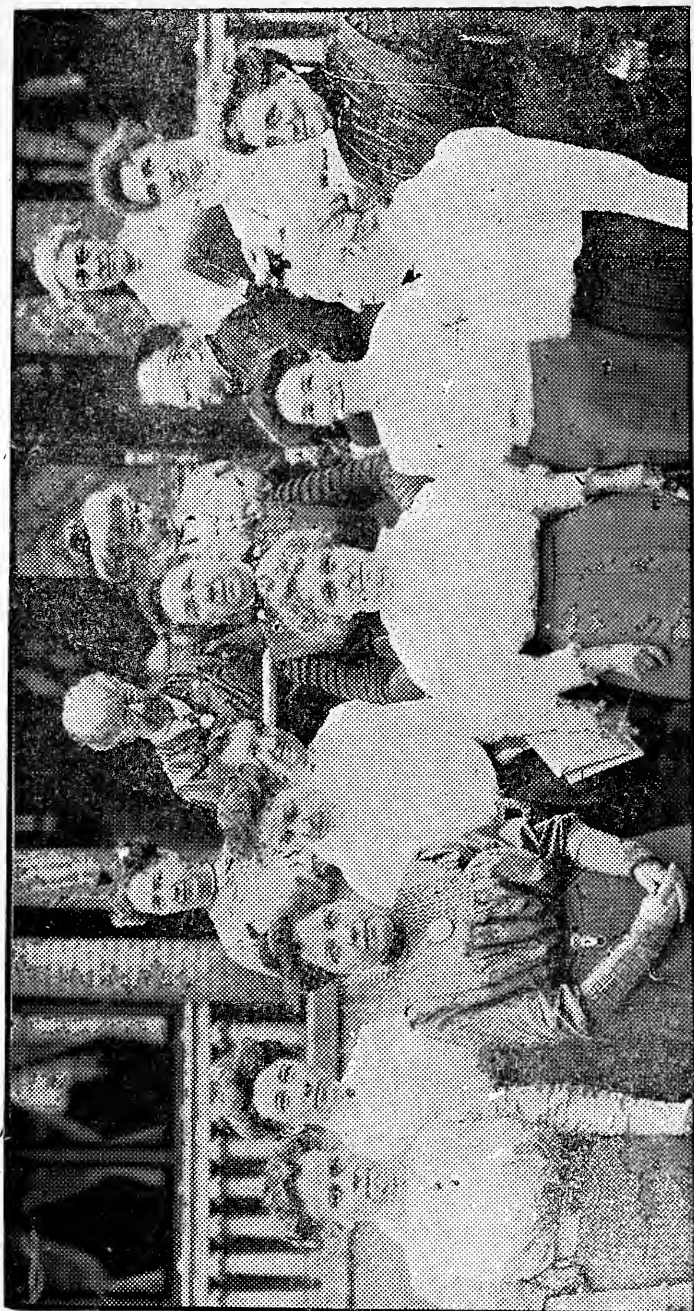
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The Kindergarten-Primary Magazine

VOL. XXI—JUNE, 1909—NO. 9

The Kindergarten-Primary Magazine

Devoted to the Child and to the Unity of Educational Theory and Practice from the Kindergarten Through the University.

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All communications pertaining to subscriptions and advertising or other business relating to the magazine should be addressed to the Michigan office, J. H. Shults, Business Manager, Manistee, Michigan. All other communications to E. Lyell Earle, Managing Editor, 59 W. 96th St., New York City.

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Notwithstanding that the business address of this paper has been given in every issue of the Magazine since October, a large number of business letters are still addressed to New York. Kindly remember to address all letters pertaining in any way to subscriptions, advertising or any business of the magazine to the Kindergarten Magazine Co., Manistee, Mich.

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PUBLISHER'S ANNOUNCEMENT.

This number concludes Volume XXI, the last issue for this school year.

We believe the patrons of the Kindergarten-Primary Magazine will agree that this magazine has been more practical and helpful this year than heretofore. We have published a vast amount of original matter and illustrations from drawings made especially for this magazine—more than ever appeared before in any kindergarten publication in America in any one year, and it is our purpose to make the magazine for the coming year better than ever. New departments will be added, and an enlargement if possible.

We wish to take this occasion to thank the many friends of the magazine who have sustained it by kind words, subscriptions and advertising. With here and there an exception we have found everywhere among kindergartners a willingness to help and a disposition to encourage.

And now as an inducement for every kindergartner and primary teacher to arrange at the close of their term for the magazine in the future, we make the special offer to send the magazine to January, 1910, for 35c. or to January, 1911, for \$1.00, provided subscriptions are received on or before July 15, 1909.

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Respectfully yours,

J. H. SHULTS, Business Manager.

DENVER AND THE N. E. A.

Now let us endeavor to do our full duty with respect to the Denver Convention that it may be the greatest in the history of the N. E. A. A trip to the Rocky Mountains has been termed a liberal education in itself. Go, go early, attend all the meetings of the N. E. A. possible and take all the mountain trips you can, and then if you wish to go farther west, remember the Alaska-Yukon-Pacific Exposition, at Seattle, Washington.

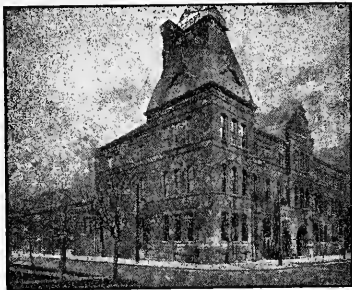
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The Sixteenth Annual Convention at Buffalo a Decided Success

Next Place of Meeting, St. Louis—the Convention Voted to Meet with the N. E. A. Each Alternate Year after 1911.

The Sixteenth Annual Convention of the International Kindergarten Union at Buf-



Convention Hall, Buffalo

falo, April 26 to May 1, 1909, proved a decided success. The program and exercises were more than usually enjoyable and helpful, and but for the one feature of inclement weather it would have undoubtedly been one of the most pleasant meetings ever held by the organization.

The first meeting was held by the committee of nineteen at the Lenox. A letter from Miss Lucy Wheelock of Boston, accompanied by her resignation as chairman of the Committee of nineteen, was presented and accepted with deep regret. A telegram expressing appreciation of her work in that capacity was forwarded to her. Miss Anna Laws of Cincinnati was elected chairman to fill vacancy.

Among those present at this meeting were Miss Patty S. Hill, president of the International Kindergarten Union, Miss Susan Blow of New York, Miss Nina C. Vandewalker of Milwaukee, Miss Mary McCulloch of St. Louis, Mrs. James L. Hughes of Toronto, Mrs. Alice H. Putnam of Chicago, Miss Harriett Niel of Pittsburg, Mrs. Mary Boomer Page of Chicago, Miss Caroline C. Hart of Philadelphia, Mrs. M. B. B. Langzettel of New York and Miss Annie Laws of Cincinnati.

Subsequent meetings of this committee proved very helpful. Their report will be published later.

Announcement was made that Des Moines and St. Louis had asked for the next convention, and Cincinnati gave the invitation for 1911. At a later meeting St. Louis was chosen as the next place of meeting.

The conference of Training Teachers and Supervisors Tuesday afternoon at the First Universalist church, proved very interesting and profitable. The principal feature of the evening was the address of Mr. Percival Chubb, of the Ethical Culture School, New York. Prof. Forbes of Rochester led the discussion in which the following took part: Mrs. James L. Hughes of Toronto, Miss Alice H. Putnam of Chicago, Miss Nina C. Vandewalker of Milwaukee, Dr. Mary Low of Toledo and Miss Alice E. Fitts of Brooklyn.

The first regular public session was held in the evening at this church.

At the session held Thursday morning addresses of welcome were given by Hon. J. N. Adam, Supt. Henry P. Emerson and Dr. A. V. V. Raymond. Miss Patty S. Hill, president of the Union, responded. Reports were given by the recording secretary, Miss Ada Van Stone Harris; corresponding sec. and treasurer, Miss Anna H. Littell; auditor, Miss Margaret Giddings; committee on foreign correspondence, Miss Mary McCullough; chairman, committee on propagation, Miss Myra Winchester, and the following chairmen of committees gave their reports: Parents, Miss C. Geraldine O'Grady; foreign relations, Miss Annie Laws; greetings from kindergarten department of the National Educational Association, Miss Mabel MacKinney, president. Telegrams were read, among them one from the Governor of Iowa, from the superintendent of education of Des Moines and from the teachers of Des Moines inviting the kindergarten to hold their annual congress in Des Moines next year.

Interesting reports were made by delegates and communications representing Australia, Canada, Connecticut, District of Columbia, Georgia, Illinois, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Jersey, New York, Ohio, Pennsylvania, Wisconsin, and Texas.

The reports also included that of the nominating committee, of which Miss Luella Palmer is chairman. The ticket presented was: President, Miss Alice O'Grady, Chicago; first vice president, Miss Nina C. Vandewalker, Milwaukee; second vice presi-

dent, Miss Clara Wheeler, Grand Rapids; recording secretary, Miss Caroline D. Aborn, Massachusetts; corresponding secretary and treasurer, Miss Ella C. Elder, Buffalo; auditor, Miss Margaret Giddings, Denver.

The following committees were appointed by the president, Miss Hill:

Time and Place of Holding Next Convention—Miss Alice Temple, Chicago, chairman; Miss Mabel MacKinney, Cleveland; Miss Luella Palmer, New York; Miss Grace E. Mix, Grand Rapids and Miss Hortense Orcutt, Savannah, Ga.

Resolutions—Miss Margaret Stannard, Boston; Miss Mary McCulloch, St. Louis, and Miss Harriet Niel, Pittsburg.

Miss Kishu Ishuhara of Japan, who is in this country studying methods of kindergartening, and Miss Sulochaubai Chowey of Bombay, India, spoke of the kindergarten work in their countries.

Percival Chubb, chairman of the literature committee, made an address in the afternoon, continuing his brilliant dissertation of the previous evening on what should and should not appear in newspapers. He spoke of the cultivation of the imagination the Mother Goose rhymes afforded the children of the past and singled out the charming writers for children of the present day.

Dr. John Angus MacVannel, Teachers' College, New York City, also talked on "Children's Literature: Principles of Selection." Mrs. H. L. Elmendorf of the Buffalo Public Library and Miss Della Wood of Minneapolis spoke on the same theme in the discussion which followed. Miss Susan Blow of Cazenovia was called to the platform and received the most enthusiastic applause. She spoke for more leisure, hope, love and recreation in the life today to make possible the much-desired spontaneous lyric expression which some of her predecessors had been urging. "We need a little more leisure, a little more time to hope, to love, to play," said Miss Blow.

The luncheon at Convention Hall, the joint session of the Mothers' Club and Kindergartners, and the reception at the Albright Art Gallery were all enjoyable and profitable features.

At the Thursday morning meeting the important report of the Committee of Nineteen was read. The report was ably discussed. The various propositions submitted by the National Educational Association to

merge the Kindergarten Union with it were thoroughly discussed and a vote was finally and affirmatively taken on the fourth proposal to meet every other year with the National Education Association and cooperate in the proceedings of the kindergarten section, having meetings of the International Kindergarten Union on the alternate years. By unanimous vote it was also decided not to have the new arrangement go into effect until 1911.

After the morning session a buffet luncheon was served to 300 of the delegates and visitors in the banquet room of Convention Hall by the members of the Buffalo Kindergarten Union and of the Buffalo State Normal School Training class. The buffet table was decorated with yellow daffodils, and a harpist played during the luncheon. The fifth annual joint session of Mothers' Clubs and Kindergartners was held at 2:30 o'clock in Convention Hall. Miss Ella C. Elder presided and gave a short address of welcome. Five minute addresses were given by prominent kindergartners. Miss Patty S. Hill of New York spoke of the great things accomplished by the cooperation of the mothers and teachers, the home and the school. Miss Alice O'Grady of Chicago spoke of the understanding, sympathies and knowledge of the mother for her child; Miss Susan Blow of Cazenovia made an address on "The Education of Girls," and Mrs. Alice H. Putnam of Chicago spoke of the nursery being the child's first battleground. Mrs. James L. Hughes of Toronto said we must live with our children and keep in touch with them and be active and make it a safe world for our boys.

An informal tea was given at the Garret Club at 4:30 o'clock for some of the delegates of the kindergarten convention. Mrs. George Barrell received and Mrs. Clinton R. Wyckoff, Mrs. Charles W. Pardee and Mrs. William C. Warren presided at the tea table, which was decorated with spring flowers. Mrs. Mary B. Page of Chicago and Miss Harriet Neil of Pittsburg spoke of their work. Mrs. George B. Barrell sang.

In the evening the Buffalo Kindergarten Association entertained the out-of-town guests at a reception at the Albright Art Gallery.

Notwithstanding the weather was so bad that the automobile ride through the city had to be abandoned many ladies sent

their automobiles to Convention Hall to take the distinguished officers and Kindergartners to the Lenox and to the Garret Club, where the charming tea was given.

The reception at the Albright Art Gallery was also a success, notwithstanding the inclement weather. Fully 400 enthusiastic people attended and all of the officers of the Buffalo Kindergarten were in the receiving line.

The attendance was large and standing room only the rule at many of the meetings. It was found necessary to seek a larger auditorium for some of the meetings.

The papers were of more than usual interest, and most of them at least will be published in future issues of this magazine.

(Continued on page 295)

THE KINDERGARTEN EXHIBIT.

The exhibit in the church parlors was planned to cover the subjects discussed at the convention, and included pictures and plans of kindergarten rooms. St. Louis had the largest exhibit. There were pictures of the public kindergartens in Columbus, Georgia, which are kept up by the mill owners for their employes. A set of Norwegian posters were loaned by Mrs. Mary Boomer Page of Chicago. Mr. Benson sent a selection of pottery. Freige pictures of nature, Fresh Air, Beauty of Life, Pure Water were exhibited by Miss Florence Murray of Boston. Other exhibits include Mothers' Clubs work and that of the Garland Training School of Boston, Mass., which had a home-making department, Mrs. Margaret J. Stannard, principal.

Some of the children's work in St. Louis showed drawings and poster work from nature. A suggestion to use nature's material was given in the many strings of shells, seeds of all kinds of fruit and different kinds of vegetables. Transparent work in leaves and flowers. An interesting exhibit was the Jesse Davis work by intersection. All kinds of paper articles and tiny pieces of furniture made without the use of paste. A result of the work was shown by Miss Elizabeth Weller of the Buffalo State Normal School and Miss Cornelia Johnston and Miss Katherine Straub of the training class.

Some quaint looking animals made of wood in proportion to their sizes, invented by Miss Pratt, teacher of manual training in New York, were exhibited.

SCENIC TRIPS IN COLORADO.

One must journey to Colorado to see the greatest feats of engineering in the world, for it is in the Centennial State that man has accomplished the seemingly impossible in laying steel rails along dizzy heights, over yawning chasms, and through mountain passes that in winter are choked with mammoth snowdrifts. No obstacle daunts the railroad builders of Colorado, and these daring men have built a network of railways through the Rocky Mountains of this state.

Visitors are astounded when they make their first journey over a mountain railroad in Colorado. They marvel at the manner in which the long trains of coaches climb steep grades, skirt the edges of precipices, rumble through dark tunnels, dash down veritable toboggan slides of smooth steel rails, and plunge into the depths of canons, the sides of which are solid, perpendicular walls of solid rock. Railroad men who are used to operating trains on level ground or in a country that is "just hilly," hold their breath when they are riding on trains in the mountains of Colorado, and they are frank in their admissions to the trainmen, whose guests they usually are, that "Colorado trainmen know more about operating railway trains than any other railroad men on earth."

These wonderful mountain journeys will be made by most of the delegates to the National Education Association Convention next July, and also by a majority of the visitors who have taken advantage of that great occasion to spend a vacation of a few weeks in Colorado. Therefore, they should be informed in advance of some of these interesting trips out of Denver.

Under the head of one-day trips out of Denver the visitor will find enough diversion for nearly a week. By way of a beginning the famous "Georgetown Loop and Gray's Peak" trip is mentioned. The "Loop" is a difficult piece of railroad engineering on the Colorado & Southern Railway, between Georgetown and Silver Plume, two noted silver mining camps. The trail winds back and forth in a great mountain canon, always with a view of ascending higher and higher to reach the top of the mountains. The track crosses Clear Creek eighteen times, and finally spans the stream on a bridge ninety feet high. The two mining towns are only one

mile apart by wagon road and four miles by rail. Silver Plume rests at an altitude of 9,176 feet above the sea.

At Silver Plume the traveler climbs aboard the train on the Argentine Central to journey to the summit of Mount McClellan, 14,007 feet high, and to visit the "Ice Palace," a wonderful formation of crystals in a cavern in the rocks. These crystals sparkle like millions of diamonds under the rays of electric lights that have been installed in the "Palace." This is the land of perpetual snow.

Another branch of the Colorado & Southern takes one to the famous mining camps of Central City and Black Hawk, the scene of the first big gold strike in Colorado in 1859.

In a special observation trolley car one may make the trip to Golden, a pretty little city in the foothills, twelve miles from Denver. Golden was the first capital of Colorado and is the home of the Colorado School of Mines.

The "Moffat" road also takes one into the land of perpetual snow on top of the Continental Divide. This is a new railroad that is pushing through an "undeveloped empire" in northwestern Colorado, and on to Salt Lake City and the Pacific coast. The scenes on this road beggar description. The traveler may enjoy a one-day trip on this line to the top of the divide, or spend two days and journey into Middle Park and see one of the greatest agricultural mountain parks in the world.

Boulder, the home of the State University, can be visited in one day. This little city is situated in the foothills, about forty miles from Denver. By devoting an extra day to sight-seeing, the visitor may travel on to Longmont, Loveland, Fort Collins and Greeley, beet sugar factory towns, in the heart of the farming district of northern Colorado, the largest body of land under irrigation in the world. This is called the "Horn" trip, and is a branch of the Colorado & Southern.

The Burlington Railway has a road to Lyons, a busy town not far from Long's Peak, where one of the largest stone quarries in the state is located. From Lyons one may travel by stage to Estes Park, which lies in the shadows of Long's Peak.

The Union Pacific runs through the great Platte Valley, which is included in the northern Colorado farming district.

The Burlington's main line takes the

visitor to Brush and Fort Morgan, where two large beet sugar factories are located.

The Denver & Rio Grande and the Colorado Midland Railroads reach the points of scenic interest farther into the mountains. One of the famous trips over the Denver & Rio Grande is through the Royal Gorge, a great canon of solid granite. Here nature is seen in all of her awe-inspiring grandeur, and the roaring of the Arkansas River as it fights its way over rocks down the bed of the gorge lends enchantment to the scene. The east entrance to the gorge is west of Canon City, 163 miles from Denver.

The narrow-gauge line of this road takes the traveler over Marshall Pass, one of the great scenic attractions of the state, and through the Black Canon, where the United States government is blasting a tunnel through solid granite walls to carry water to the thirsty acres of the Uncompahgre Valley in the fruit district or the Western slope of Colorado. A branch of the road also enters the San Juan mining district, where nature has piled rocks in all sorts of fantastic shapes and where the mountains seem like mammoth forts for the protection of a giant race.

From Colorado Springs and Manitou, in the Pike's Peak district, the journey to Cripple Creek, Colorado's famous gold mining camp, is made by way of the Colorado Midland or the Cripple Creek Short Line. The trip from Colorado Springs over the "Midland" to Glenwood Springs takes one through the very heart of the Rocky Mountains. Glenwood Springs is a widely-known hot springs resort, 276 miles from Denver, on the western slope. Both the "Midland" and the "Rio Grande" enter Leadville, one of the oldest and richest mining camps in the West.

Full details of the side trips through the mountains of Colorado would fill a book, and several months of constant travel would be required to visit every point of interest in the state. However, a month spent in Colorado "seeing the sights" is never to be forgotten. The cool, bracing atmosphere of the mountains contains a tonic ozone that soothes tired nerves and infuses new life into the blood.

Denver is the starting point on this round of pleasure. After the sessions of the National Education Association Convention are over, everybody will want a rest, and there is no better way of resting than to journey by easy stages from one

point of interest in the mountains to another. This story is written with the view of informing prospective visitors in advance of the wonders that are in store for them when they come to Colorado next summer.

DENVER.

One must journey across the plains to Denver in order to appreciate thoroughly the wonderful transformation that has taken place in a country that fifty years ago was in possession of savages. Denver is one of the historical cities of the nation and her position in this list cannot be disputed.

The city in which the National Education Association will meet next July is as far removed from the practices of frontier days, in point of actual transformation, as is New York City from the customs of the day when Manhattan Island was sold by the Indians for a mere trifle.

Denver is a twentieth century city, with all the conveniences and customs that go with this advanced age. It is a mistake to even think of Denver as any other kind of city, and out here the native looks with pity upon the misguided young man who, dressed in the regalia of a stage cowboy and with the brand of the "tenderfoot" all over him alights from a train from the East and mingles with the throng on the crowded thoroughfares. It doesn't take this young "tenderfoot" long to realize that he has made a mistake, and he sends back home for his regulation clothes and his dress suit.

However, one may stand in the dome of the state capitol, where a commanding view of the Rocky Mountains with their snow-capped peaks and purple foothills is at hand, and in imagination obliterate from the mind the vision of brick and stone buildings, paved streets, miles of beautiful homes and the hubbub of a hustling city, and paint a mental picture of the savage activities of a half century ago, when the teepee of the Indian was pitched in the very spot where stands the massive, granite state house, and the wigwams of the tribes dotted the vast plains that stretch away to the east, as far as the eye can reach. Out on these plains the tribes fought for supremacy among themselves, and when the white man came they turned their poisoned arrows against the common enemy and later fought their last desperate battles against the encroachments of the paleface with the fire arms that the latter brought with him across the "desert" in his

quest for the gold that lured him from the confines of civilization.

In point of years, these scenes of a savage period are not as far removed from the Denver of today as are similar scenes from Greater New York.

Down below the state house, near the confluence of Cherry creek with the Platte river, a white man built the first house that was erected in what is now called Denver. Only a few blocks from where stands city hall, John Smith, a "squaw man" built a crude home out of logs and turf to provide shelter for his two Indian wives. He was a trapper and traded with the tribes for beaver and buckskin. One of his wives was Menich, a daughter of the Cheyennes, and the other was named Coocose, a shrew whom Smith selected from a band of Sioux on one of his trading trips to the north. Menich, which in English means "Little Fawn," was all that her name implies. She was young and shy, and the favorite of her white lord. Therefore, she often suffered from a tongue lashing and even a beating, administered by her fierce-tempered rival.

One day, way back in 1858, the first white settlers of Denver appeared suddenly before the cabin door of Smith and his savage family and built their log cabins by the side of his rude hut, and the beginning of Denver was recorded. The settlement was known first as Auraria, but afterwards was rechristened Denver.

Thus was the foundation laid for one of the most thriving cities in the Great West. The little log cabin that appears with the accompanying pictures of the Denver of today was a survivor of the old days, and four or five years ago it was torn down and stored, with a view of some day rebuilding it in City Park.

This building was the home of the first newspaper in Denver, and afterwards was used as a federal prison during the civil war. Later it served as a city jail, where some of the most notorious bad men of that period were imprisoned, either to suffer for their misdeeds at the hands of the law or to meet the stern command of Judge Lynch to "make peace with their Maker."

Gradually the city grew, safely weathering periods of depression, her people learning by experience to conduct business upon sound methods, until today there is not a city in the United States that is better able to withstand a financial flurry than is the metropolis of the Rocky Mountain region.

No city, either east, west, north or south, met the recent financial depression with better preparation than did Denver.

The spirit of the old days, when men worked with their guns within reach to protect themselves from attack by Indians, is still in the atmosphere of Denver, and the same sunbeams that used to steal in through the flaps of the tepee a generation ago, each year find their morning greetings to the dust of some part of the pavements delayed by a brick wall that the hand of the white man has erected.

Denver is looked upon as a "tourist town" by many people who do not know of her resources. Thus, thousands of tourists visit Denver in summer and many visitors come here in winter, as this city is fast gaining fame as a winter resort, but Denver does not depend absolutely upon her tourist trade for financial support. This city is the big jobbing center for the Rocky Mountain region and each year sees new territory brought within the radius of this trade. Manufacturing is developing, new industries are springing up, the agricultural section to the north and in the vicinity of the city is becoming more thickly settled, mining camps are growing, and with it all one can actually see the city advance.

The population of Denver is about 225,000. National bank clearings for 1908 were \$411,493,942, an increase of \$3,490,092 over 1908. Individual deposits in the seven national banks of Denver at the last official report of the treasury department in 1908 were \$68,970,054. The population of the state is estimated in the neighborhood of 800,000. More than half the deposits of the national banks of the state are held in the national banks of Denver.

The output of manufacturers was \$210,430,000; gold \$26,000,000; silver, \$6,000,000; agriculture, \$106,209,000; fruit, \$3,500,000; value of live stock, \$65,161,000.

**NATIONAL EDUCATION ASSOCIATION, DENVER.
JULY 3 TO 9, 1909**

For information apply to the Secretary of the Local N. E. A. Committee, W. F. R. Mills, 1725 Stout St., Denver.

RAILROAD RATES.

The Western Passenger Association has announced the following rates, good for return until October 31:

From Chicago	\$30.00
From Peoria	26.75
From St. Louis	25.00
From Omaha and K. C.	17.50

The other passenger associations except those of the South have made a rate of one and one-half fare for the round trip to be added to the Chicago and St. Louis rates. These tickets will be on sale June 30, July 1, 2, 3, and will be good for returning until September 1.

COLORADO EXCURSION RATES.

Tickets to any point in Colorado will be sold by the local railroads at a rate of one fare for the round trip, on July 10, 11, 12, 13 and 14. This is from Saturday, the day after the meeting, until the following Wednesday. These tickets will be good until August 31.

HOTEL RATES.

All hotels are on the European plan, and all rates are for each of two persons occupying a room. Rooms are without bath unless otherwise specified. All rates are per day.

The Brown Palace Hotel, Headquarters.—Parlors for headquarters, \$10.00 to \$15.00 per day; rooms, \$2.00, \$2.50; with bath, \$2.50, \$3.00.

The Albany. Parlors for headquarters, \$6.00 to \$10.00 per day; rooms, \$1.50, \$2.00; with bath, \$2.50, \$3.00.

The Shirley and Shirley Annex. Rooms, \$1.25, \$1.50; with bath, \$2.00, \$2.50.

The Savoy. Rooms \$1.00, \$1.50; with bath, \$2.50, \$3.00.

The Adams. Rooms \$1.25, \$1.50; with bath, \$1.75, \$2.00.

The Oxford. Rooms \$1.00, \$1.50; with bath, \$2.00, \$2.50.

The Standish. Rooms \$1.00, \$1.50; with bath, \$2.00, \$2.50.

Hotel Metropole. Rooms \$1.00, \$1.50; with bath, \$1.75, \$2.25.

There are many smaller hotels and rooming houses at which the rates will be somewhat lower. Accommodations in private families may be secured through the local committee, and none but reputable places will be listed. The card system used at the National Democratic convention will be used.

The fight for equal pay of teachers has been on for some time in New York and that such a struggle should be necessary seems like an anachronism in this stage of the world's progress. It seems like an indisputable fact that a woman who does her work as efficiently as a man should receive the same amount of recompense. It is difficult to understand how any manly man can have the face to argue contrarywise.

The discussion recalls to mind the statement made by a high school teacher in a nearby suburb. In this school are employed both men and women teachers. Three of these men work only in a perfunctory way and make a hasty exit from the building as soon as the closing hour comes. There is no heart interest in the work; no delaying after the closing bell to talk over problems with the pupils, to stimulate eager inquiry; these three men are all opposed vigorously to the equal pay measure. A fourth man who is a true

teacher; who delights in his work, who feels that his work as a teacher is not necessarily done the moment the bell strikes, who realizes that a word after school may clinch the lesson inculcated in class—he, who is faithful to the spirit of the law as well as the letter, is faithful also to the spirit of the more inclusive law and believes that fair work should receive its fair pay whether done by man or woman. Truly, he who is fair in little things is likely to be fair in the greater ones.

ACROSTIC FOR TEACHERS.

Attention is the condition of memory.
 Building moral character is the highest aim.
 Children are doers rather than learners of book knowledge.
 Do not expect the class to arouse the interest.
 Effects are modified by controlling the causes.
 Fault finding has no place in education.
 Grant children their rights.
 Happiness is a genuine, powerful tonic.
 Intelligence and virtue are the uplifting forces in society.
 Judgment is the most deficient faculty.
 Keep the class thinking.
 Lead the children to do what they ought to do as men and women.
 Meanings of things are better than meanings of words.
 Never "hear recitations."
 Observe the operations of child mind.
 Pupils are willing to let the teacher do the talking.
 Quit wrong methods as soon as discovered.
 Repetition forms habit.
 School work ought to be in line with life work.
 Training is leading to do, till the habit of doing is formed.
 Union of natural history and natural science broadens culture.
 Vary devices to suit the needs.
 While insisting on truthfulness and self-control, set no example to the contrary.
 "X"rautive observation is an element in all great success.
 Youthful instincts are more trustworthy as a guide to interest than our reasoning.
 Zeal is born of ideas resulting from vivid and complete impressions.—Alberta School Report. (Canada.)

SOME PROBLEMS OF THE KINDERGARTEN TODAY.

E. LYELL EARLE, Ph. D.
 (Second Article)

ARE WE NEGLECTING THE CHILD OF THE KINDERGARTEN AGE?



LAST month we considered the restoring the kindergarten to some of its primitive purposes as conceived by Froebel: the nursery kindergarten, and the kindergarten for children from three to five, before the school condescends to take them in charge. This month we will give some statistics of what New York City is doing to care for the child of the actual kindergarten age, and suggest some extension of the kindergarten to the playgrounds.

It is a remarkable fact that in the state reports of education for New York there is no reference made to the kindergarten conditions at all, although a promise has been made that same may be included in the report next year. The State Board of Charities in its report for the year 1908 mentions the expenditure of \$154,793 for the State Manual School for Girls from twelve to sixteen years of age, and \$127,000 for a corresponding institution for boys, while in the reform of juvenile delinquency of the same age the expenditure was \$153,000.

In New York City there are 30,000 dependent children in public institutions, 93,000 in other national institutions, and 53,000 in private state institutions, making altogether about 175,000 dependent children being cared for outside the schools.

It is not fair to say, however, that either city or state is totally neglecting these momentous problems. Ex-president Roosevelt in his message to Congress last year urged a national consideration of child problems, and particularly the care of the young child when he is so dependent on the teacher, and so little capable of caring for himself. Conferences are being held throughout the country looking toward children's welfare, and the effort to establish a national children's bureau has been introduced into Congress. It is true, nevertheless, that four states have either removed or are considering removing the kindergarten as an integral part of the school system.

In New York City there are about 136,500 children of kindergarten age of whom nearly 26,000 are now enrolled in the public

schools, leaving 110,500 unprovided for. Of these, nearly 3,000 are taken care of by the New York Kindergarten Association and the Brooklyn Free Kindergarten Society; 800 more are accommodated in the Catholic Parish Schools; 3,828 are enrolled in the children's Aid Society; and some 2,000, approximately, are looked after in private schools, training classes, the day nurseries, church kindergartens and various charitable organizations. We may safely state that 10,000 children are provided for outside the public schools, thus aggregating practically 36,000 children who are receiving this training in the city. There remain about 100,000 then, entirely uncared for.

Last year's school reports give 678 as the number of kindergartens in Greater New York; 65 have been added this year—bringing the total up to 743.

Dr. Maxwell, who is a true kindergartner, is quoted as having fixed the desired number at 1,000. The average outside capacity of each kindergarten is 40. If there were 1,000 kindergartens only 40,000 children would be given the opportunity to attend, whereas 96,000 would still be excluded.

This goal, fixed by Dr. Maxwell, may be simply a visible one, for wise reasons; happily, his goals are variable, as not long ago he is said to have made 500 the objective point.

This year, as above stated, 65 kindergartens have been established—these provided for 2,600, not quite 2 per cent of the total number of children or 2.6 per cent of 100,000 children. A 4 per cent increase in school facilities for children from four to six years of age is necessary, yearly, to keep pace with the advance in population. If only about 2 per cent are being added, it looks as if the 73 per cent deficit is not in a fair way of being made up.

To be sure there is another point of view—considering the fact that sixteen years ago there were no kindergartens in the system, and that ten years ago only two or three were being opened yearly—the past few years reveal great strides in bringing the number to 743. For this credit is due to Dr. Maxwell, Dr. Merrill, Miss Fanielle Curtis, and the alumnae associations, and good men and women, principally women, of New York City.

Nevertheless, a stimulus is needed in view of the cold fact that thousands of little children are attending the pernicious school

of the streets with nothing to counteract a bad environment during the impressionable first six years of their lives.

A hopeful movement has been started by the Public Educational Association, on the evening of April 20th, at which time a conference was held in the hall of the New York Kindergarten Association. Resolutions were adopted which will lead to concerted, definite action along the line of an effort to establish a number of new kindergartens.

Dr. Mabie spoke on the "Value of the Kindergarten." He said in part: "The center of interest is now in children; and it is the only way in which society is to be materially lifted—from the bottom up. The problem of the child is the most important question before the public. The ultimate point of view in life is education."

Mrs. Eaton pointed out needs and weaknesses in New York Kindergarten facilities. She spoke of a fine new school situated in a crowded neighborhood where there are 600 children of four and five years of age. The kindergartens in this new school accommodate only 140. Also, in district No. 5 where the child population is 1,200 only 120 are in the kindergarten. A house to house canvass of two streets—from Rivington to East Houston in Ludlow yielded a total of 462 children under six years old. She suggested that annexes be established by renting rooms in the neighborhoods where the most crying needs exist—if the Board of Education is unable to build—or at least, as a relief measure for the moment.

It was stated by Dr. Merrill that outside rooms are found only with immense difficulty, where conditions comply with Board of Health laws, school and fire regulation.

The writer suggested at the conference that the city might co-operate in many ways in increasing its kindergarten accommodations.

First: It might take over practice kindergartens of training schools, which are equipped as to building, furniture, etc., and put a paid teacher in charge with the students of the school as assistants. This would put immediately in greater New York from seventy-five to one hundred kindergartens into the city system.

Another suggestion he made was that in the municipal building for city, county and state offices the lowest floor could be equipped for kindergarten purposes, and the upper floors be used by the city depart-

ment. This would be a great saving, inasmuch as the ground floor is usually given over to material and entrance purposes, and could be utilized very nicely for kindergarten classes without losing the complete value of the structure.

Furthermore New York City has ten or fifteen large armories which are never used mornings, and could easily be utilized for kindergarten classes, and for the large playground activities which go with real kindergarten work.

This last feature would work in easily with the public playground movement, and increase the possible centers for play activities within the limits of the city itself.

A point was raised in the conference of April 20th that "mothers as a class need a certain amount of conversion," that many do not care to send their children to the kindergarten. Mrs. Eaton had spoken of a waiting list of 200 in one free kindergarten and of being told by many teachers of the large number of disappointed mothers. The writer has received similar information in both public and charity schools.

Dr. Merrill said that though this reluctance existed in numerous instances, there was little doubt but that the classes would be well filled almost everywhere—by a little effort—if the kindergartens are opened and equipped.

As to convincing mothers, why not supply the waiting lists and the many disappointed ones before worrying about the inappreciative? Moreover, among poor people, lack of clothes is often the reason for keeping children at home. If the public school system would take over much of the work now done by the charity organizations, the latter could apply their funds to clothing the little ones and seeing that they are taken to and from the schools where there are street crossings to be made or too great distances to be covered for the tiny tots to go alone.

Relative to making the public want a thing so it will be demanded—this age is not so far in advance of other days but that social progress is brought about very much in the same old way. The best things do not come about because everybody demands them but because a few prophets and leaders arise and walk in advance—whether by sheer force of effort and even of great sacrifice, perchance, they lift the masses and drag them along "willy, nilly." When compulsory education was instituted

the entire public was not animated by an appreciation of school training. Those who knew, the thinkers, imposed educators upon a large proportion of unenlightened humanity.

That the kindergarten is more than an educational embroidery (nice but not necessary) is not fully believed even by all cultured men and women—in fact, not even by all school principals, district superintendents and members of educational boards—strange as it may seem. The writer was quite nonplussed on a recent occasion to find a school principal vigorously opposed to the kindergarten.

"The powers that be" and, behind them, the Board of Estimate and Apportionment, are to be reckoned with in New York City.

Mrs. Eaton states that "in all probability the "debt limit" is invoked by the Board of Estimate and Apportionment to curtail the legitimate work of the Board of Education.

But is the tiny tot receiving his share of attention as compared with the child a little beyond him in age? He represents only 3.3 per cent of all the children in all the grades. There are about 90,000 children in grades 1A and 1B, as against 26,000 in the kindergarten. And in the matter of cost to the city: last year's report shows \$92.30 per capita, estimated on the average daily attendance basis, in the high school as against \$32.12 per capita estimated also on the daily attendance basis, in the elementary school. The kindergarten, primary and intermediate grades are not differentiated in these records. Probably the per capita yearly cost of each child in the kindergarten is several dollars under \$32.12. The charitable organizations whose housing, apparatus, supplies, etc., are far more complete than those furnished in the public schools, show a per capita cost that would suggest a less amount in the public school kindergartens. In the Children's Aid Society the yearly cost per capita for each kindergarten child is \$26.00; in the Brooklyn Free Kindergarten it is about \$16.00 per capita. The New York Kindergarten Association expends somewhat more but it affords ideal conditions, extensive equipment and truly luxurious housing for some of its classes. Only 90 cents per capita is allowed for purchase of supplies, yearly, in the public school kindergartens. Several kindergartners have informed the writer that in order to carry on the work in any way commensurate with their wishes for

benefitting the children, they personally expend not inconsiderable sums for materials.

Now, though the average outside capacity of each public school kindergarten is 40—of course 40 is too many children for one teacher (a single teacher, without assistants). Happily, the average enrollment is somewhat less; in fact it is a fraction over 35 at present. We say "happily" in consideration for those who are in the kindergartens—but alas! for the great army outside. As a matter of fact, in the neighborhoods where little children have little or no "uplift" at home, consequently need the greater individual attention in the school, the classes are most overcrowded whereas, in better localities, where the child's life is blessed with good home influences and training, the public school kindergarten enrolls from twenty to twenty-five or twenty-eight with an average attendance of nineteen or thereabouts, at most.

Undoubtedly there are many difficulties in the way of a better balance in conditions, but if anybody is to suffer for want of bread (either material or spiritual) there is spice of cruelty in an adjustment that gives the stones to the littlest fellow of all.

We are in danger of losing much that we have gained in the kindergarten propaganda. Let us stand for the child, and for his rights. Let us stand for a sane extension of the kindergarten down to the infant himself, if necessary to the outside of the school, in street and playground activities with supervision of trained kindergartners, whose song and game and story and occupation is not limited to the mere kindergarten school circle, but reaches the larger life the child leads when free with a number of his own playmates.

This is a second problem we have to solve, the extension of the kindergarten along these lines, and it might be well for training schools and leaders in kindergarten education to consider its prompt solution. The editor is open for suggestions. The last article has brought a number of letters which we will print later with permission of the writers.

Remember our great offer, the Kindergarten-Primary Magazine for the balance of the year, to January, 1910, for only 35c, or to January, 1911, for \$1.00, as an inducement for kindergartners and primary teachers when closing their term to arrange for their magazine for the future.

CONVENTION NOTES.

The Convention at Buffalo this year had its personal and local color that distinguished it from any convention of recent years. Everybody seemed to be impressed with the fact that the kindergarten, like life, faces almost yearly new problems, and that the present problems of the kindergartens are many and demanding a safe and quick solution. There was an earnestness of manner on the part of delegates, and a manifest appreciation of the fact that these problems touch the kindergarten itself in the most vital manner, and that the solution would have to be such as to meet the approval of men and women interested in education in its largest sense, unlimited by any kindergarten traditions or restrictions. There was a marked preparation on the part of the delegates for the discussion, and a clearness of expression, and definiteness of purpose that showed careful forethought of the questions to be discussed. We must not, however, be understood as meaning to give the impression that it was a week of pedagogical severity, because there was much joy in the consciousness of the final victory of all that is best in the kindergarten, and in the special receptions tendered by Buffalo, which is truly a hospitable city. The local arrangements under the leadership of Miss Ella C. Elder were perfect, and everybody was enthusiastic in expressions of appreciations.

Mr. Chubb in his Tuesday evening address said his speech would most directly concern the colored Sunday supplement, but he did not neglect the general subject of Sunday newspapers and even devoted a word or two to everyday papers. The comic supplement, he said, was a form of intemperance to which our W. C. T. U. might well pay more attention, a debauch of the minds which is as ruinous as the more obvious and inconvenient debauch of the appetites. Mr. Chubb went on to describe newspapers from the point of view of teachers "who have the highest right to be heard on the question," the glaring publicity of our civilization through the advertisement and the newspaper, the losing of great and important events in the "welter of debasing chatter about the follies, wickedness and nastiness of the world," the tiring of the mind and the jading of the nerves of "high-spiced collation of titbits and some leading sensation bawled out in monster headlines."

He continued: "But this weekday newspaper habit is not so pernicious as the Sunday habit, in which our children are more directly involved. Now, ladies and gentlemen, you will pardon the personal allusion, I trust, when I say that heretic though I be in religion, I believe profoundly in Sabbath-mindedness, in the preservation of one day, or part of a day, in the interest of composed reflection, of quiet meditation, of reverend converse with the great spirits of the mighty dead and living. And, so believing, I would ask what kind of atmosphere is spread about the home when the day begins with the Sunday newspaper, and is colored by the flagrant miscellaneousness, the loud secularity, the outrageous vulgarity of the typical Sunday sheet? In what frame of mind do we send to Sunday school the child whose first Sunday dainty has been the highly colored mixed candies of the colored supplement? Now, as to the absolutely forbidden comic supplement. I sampled these last Sunday, lest I might be talking tonight about a faded past, and I must say that I was struck once more by the feeble-mindedness, the asininity of most of these distortions of humanity. They are calculated to produce a kind of inanity in the young. Furthermore, I found the same old glorification of the Smart Kid—the Smarty, the Up-to-Snuff type of children—the worst American type of the forward child. Furthermore, I found again the child who is obsessed by the idea of practical joking, who begins to rough-house in the nursery and haze in the kindergarten.

"And then, I found no diminution of that distressing vulgarity which seems to be growing upon us in our great cities. Vulgarity—a flaunting commonness of mind appears to be a product of the great city. It is quite a different thing from coarseness—a-rustic crudeness. That is tolerable, sometimes picturesque. I would attribute the inroads of this vulgarity mainly to the decline of reverence, the lack of any awed converse with great things, an insensitivity to what is fine, distinguished, sacred. It is what I have to cope with in the young city people—in high school and college—in attempting to quicken their deeper admirations for great literature—commonness of mind, a cheap flippancy, a lack of refined humility, of reverence, in short. It is vulgarity at its worst that thrusts its impudent tongue at us in these comic supplements—

in crude violences of color, grotesque distortions of the human countenance and figure—grotesque very different in spirit from those sportive gargoyles of medieval architecture; in the caricatures of elders—aunts and uncles, grandmothers and grandfathers, aye, mothers and fathers, who are transformed to clowns in order that pert youngsters may have their little jokes. Yes, a joke will excuse almost anything, nowadays. Better counsels are beginning to prevail among us. They will prevail further and quickly, too, if we lift our united voices against these violences of a newspaper world which seeks to win favor by getting on the nerves of a highly nervous, not to say neurotic, public. We must lift them up in the interest of childhood. More and more the function of the school and the teacher becomes that of providing a protective environment in which, for a few hours every day, he shall be surrounded with influences of health and quiet, of order and simple beauty. The school has to save the child from the unhealthy and unlovely world outside. That is a deplorable negative function. We cannot rest there. We must transform the environment. We must insist that there shall be nothing in it to affront the soul of the child, to corrupt its mind or soil its heart. We must begin with ourselves by working for a clean press, and, above all, a dignified Sunday press. The newspaper is too much with us. It has its highly important place, but it is usurping for us and for our young people the place of higher things. It usurps the place of great literature. We busy men and women of today—above all, we busy teachers—have only a limited time to give to reading. How much of that does he give to really great things—to the great sages and poets—to the best of the Bible, Homer, the Greek tragedians, Dante, Goethe—aye, even Shakespeare and Milton? Dare we answer frankly? Let us beware lest, by the insistent nagging and insinuating omnipresence of the small things—newspapers, magazines, best sellers—we are drawn off from the great abiding things. Let us beware lest we and our children lose familiar touch with greatness. For it is only when the touch of great things is gone out of our lives that the trivial things enter. Recover that touch, and these vulgarities and impieties, these lurid things of an astute journalism which naturally provides what people readily buy, will wither and die."

TELEGRAMS AND LETTERS.

Before Mr. Chubb spoke Miss Patty S. Hill, president of the union, called upon Miss Harris to read some telegrams and letters from prominent college presidents and editors in which the "little lurid blossom of the comic supplement" was anathematized. Richard Watson Gilder, editor of the Century said:

"A large part of the Sunday comic supplements inculcates bad art, bad taste, bad manners; in other words, vulgarity. It is therefore precisely the wrong thing to give American children on Sunday or any other day."

President Eliot's secretary wrote:

"President Eliot directs me to tell you that in his opinion the colored comic section of the Sunday papers is an abomination and that he hopes your protest will ring through the country."

Saint Clair McKelway, editor of the Brooklyn Daily Eagle, wrote:

"I sympathize with the movement for the rescue of cartooning from barbarism and for its adjustment to civilization and to art."

President Nicholas Murray Butler of Columbia University wired:

"Earnestly hope that authority of the International Kindergarten Union will be exercised against the vulgarizing influence on children of the comic supplement."

Hamilton Wright Mabie, critic and associate editor of The Outlook, wired:

"Comic supplement, as edited today, is a most insidious enemy of American childhood, destructive of reverence, taste, refinement and patriotism."

Wrote Arthur Warren of the Boston Herald: "As you know, the Boston Herald abolished the comic supplement from its Sunday issue on October 25, 1908, we have ever since had reason to congratulate ourselves upon the change. No criticism of any consequence has reached us; on the contrary, the disappearance of the colored supplement has been heartily approved by our public, by many social and other organizations throughout the country and by a great many newspapers."

DISCUSSION FOLLOWS.

After the reading of Mr. Chubb's paper, the meeting was thrown open for discussion. Among those who spoke were these: Mrs. Alice H. Putnam of Chicago; Miss Annie Laws of Cincinnati; Miss Elder of

Buffalo; Dr. Frank S. Fitch of Buffalo; Miss Patty S. Hill, president of the union; and Miss Hortense Orcutt of Savannah.

Miss Hill, speaking of possible substitutes for the objectional comic sections, called attention to the fact that, among the poor people in the great cities, these supplements are bought and eagerly read. She had seen, she said, many fathers going through the comic sections with their children. She opined there ought to be something that would bring about the sympathy with mother and child, without any debasing influence. It was a need which might be turned to great good. But if the sheet was to be kept, it must be revolutionized and it must be purified.

At the Wednesday evening session held at the First Presbyterian church, the speaker of the evening was Dr. Colin Scott of the Boston Normal School. His address contained a severe arraignment of yellow journalism and the sensational magazine with a broad thrust at the comic supplement.

He thought that the children often play as useful a part in the education of the parents as do the parents in the education of the children, and pleaded that we impose our own preconceptions on the growing generation with less rigor. It was not at all sure that the civilization we know, or what is theorized of it, is so beautiful, so good or perfect that it must be imposed on all future times.

And if the parents were able to learn from the children, why might not the teachers be equally teachable? Do we presume to know that the future generations can have no further growth, no better impulses than those we already know?

"And of what use is it," he continued, "to build up what we call education in a boy, if the education stops as soon as the boy leaves the teacher or the school? Can anyone think who reads our crude newspapers and the growing list of trashy magazines, and sees at the same time the decay of the bookstores, can anyone think that literature is being taught in the schools? In the fifth and sixth grades they read with pleasure and profit, we are told, Longfellow, Bryant, Tennyson. In the ninth and tenth, it may be Homer, Virgil, Shakespeare, in the fourteenth and fifteenth (the college grades) Beowulf and Dante, but in the eighteenth and nineteenth grades, the

grades of life, when compulsion is removed, they read those magazines loaded with advertisements, those newspapers, which dare not print the reports of the fines paid by the exploiting firms which use their pages, those publications so inane and swollen with advertising fat, so lacking in real muscle, that they must act the clown on Sunday, and the sensational shocker at all times to draw so small a sum as a single penny from the pocket of the citizen. And yet we say that literature has been taught."

The Friday morning session was held at the Universalist church. The subject was the "Hygienic and Aesthetic Requirements of the Kindergarten Room," by Dr. William Burnham, Clarke University. Dr. Burnham's treatment of this relatively new subject in the kindergarten aroused the deepest interest. He touched on the point of school work that will keep the attention of observant kindergarten teachers for a long time to come. Dr. Burnham's paper will be printed in the next issue of the magazine.

In the evening session which was held at the Mastin Park High School, Dr. Dwight Perkins of the Board of Education of Chicago gave a brilliant address on recent educational requirements as expressed in school buildings, illustrating his talk with some charming examples of school house architecture.

One might have noticed during the meeting a slight, dark-skinned girl, dressed in her vivid red native Indian costume, who listened eagerly to what was being said. This is Miss Sulochaubai Chowey of Bombay, India.

Not far from her, in the daintiest of pale-green kimonos, and her black hair coiled high, was Miss Kishu Ishuhara, from Japan, who also has been in America studying methods of kindergarten work. Japan is more advanced than India in this respect, and already many interesting letters have been received by Miss Mary McCulloch, telling of the work there.

Miss E. Jenkins, from New South Wales, Australia, also gave an interesting report of the work being done there, outlining briefly how it started and its growth and development.

At the Conference of Training Teachers held Tuesday afternoon the subject for discussion

was the materials of the kindergarten, a portion of the preliminary presentation of which is printed herein. (See page 306)

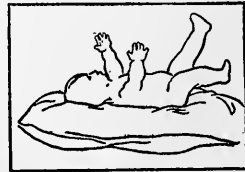
The delegates carried away with them a conviction that while the kindergarten has fought and won many battles like life itself there is to be a continuous struggle toward meeting the new conditions and solving them along lines of sane philosophy and actual needs, rather than by hugging the tradition made pleasant by repeated habits of years and by freedom from unnecessary consideration of new material and methods which alone can meet the new conditions of life. This convention perhaps more than any other has done much to uplift the kindergarten itself by emphasizing the necessity of sacrificing perhaps some individual claims and possible rights for the enjoyment of participation in the larger educational life in the dignity of uniting with education as a whole.

The new president, Miss O'Grady, is at the head of the Chicago Normal schools. Miss Vandewalker is director of the Milwaukee Normal schools; Miss Wheeler is director of the Grand Rapids Training School, and Miss Aborn, supervisor of the Boston kindergartens. Miss Elder is superintendent of the Buffalo Kindergarten Training School. Miss Giddings is supervisor of the Denver kindergartens.

NOTE—The addresses of welcome were given on Wednesday morning instead of Thursday morning as erroneously stated in a preceding column.

HOW THINGS LOOK FROM MEMORY TO BABY ARTISTS

BY T. R. ABLETT, Art Director of the Royal Drawing Society, London.



AS AILEEN TEMPLE MOORE, AGED TEN, REMEMBERS A BABY

How the world appears to the young child is one of the hidden mysteries which we shall probably never succeed in solving.

The experience of many years has taught me that the best and probably the only way to get a peep into this children's land is to give the child pencil and paper or slate and let him draw it for you.

When you have your drawing, study it

deeply. Very often you will find that there is some method, some idea which the child is endeavoring to present, in the apparently inchoate mass of pencil rubbings that results.

That is the guiding principle in my method of drawing instruction.

The system which I have followed for many years with excellent results I have called the "snap-shot" system.

The term is self-explanatory. The student takes a mental photograph of the scene or object which it is desired to depict and draws it afterwards from memory.

He is also asked to draw things which he has seen perhaps years ago.

In this way the child is getting more valuable training than mere drawing instruction.

Incidentally, as I have said, the teacher when dealing with the very young, gets curious and often charming glimpses of what is going on in a child's mind, and of the sort of thing which rivets its attention and lays permanent hold on its memory.

I have learned in this way that the child's mind has something in common with that of the dumb animals.

Still and inanimate objects are not seen or at least not noticed. It is movement and movement alone which attracts the child.

Generally speaking the younger the child the greater must be the scale of the movement to rouse its attention.

Ask a child of two years to draw a steam engine and it will almost invariably begin scribbling on the paper in a methodical way that may at first suggest nothing.

Investigate closely and you will find that the drawing is meant for the smoke from the funnel. The smoke is the most striking thing in the mental picture, and remains while the rest fades.

I once asked a little girl of two years to draw "soda water"—not a very easy task, perhaps.

The child, however, did not hesitate a moment. She drew a curious little hook, and from the end of the hook began scratching wildly with the pencil in a downward direction.

It was some time before I recognized that the hook was meant for the spout of a syphon, with which the child was familiar. It retained no impression of the bottle, but only of the splashing of the soda water.

In all children's pictures there is the idea of movement. If they draw a horse it is galloping, and practically any attempt to depict a human being shows it either running or walking.



AS COLIN DILLY, AGED SIX, RECALLS AN AUTO IN MOTION.

In the memory picture by Aileen Temple the conception of a baby kicking up his heels is quite good, and similarly that of Colin Dilly is full of movement.

The picture of the baby kicking and waving its arms could not be more true to life. Both are drawn from memory.

Children love to draw pictures of human beings in movement. A picture of mother going to post the letters, drawn by a baby child, shows mother consisting of two circles for the head and body and two lines with toes for the legs.

In both hands are a series of zigzag lines representing the letters. There is evidence of observation even in this effort.

Boys prefer to draw soldiers, sailors and football players.

Above all, they like to draw another boy getting ready for something in the nature of a sack race.

Girls prefer to draw mother, father and baby. Father appears to be the favorite.

After a single visit to the theater a young boy drew Mr. Seymour Hicks as himself, as Mr. Tree, as Sir Henry Irving and as Mr. Chamberlain. They were quite recognizable.

All the children who pass through the Royal Drawing Society may not become professional artists. That is not the object. They all, however, learn lessons of original observation, which cannot fail to be of use to them in after life.—New York Journal.

Kindergartners and primary teachers, tell your friends they can secure the Kindergarten-Primary Magazine to January, 1910, for 35c, or to January, 1911, for \$1.00, provided subscription is received before July 15, 1909.

SCHOOL MUSEUMS

The Brooklyn Institute of Arts and Sciences is accomplishing a fine work through its Children's Museum which is organized and arranged with the purpose of so interesting the child in various lines of nature study and research that it will be stimulated to continue such study and extend its investigations wherever it may happen to be placed. The exhibits are therefore not arranged in any haphazard fashion but with this definite purpose in view.

There are living animals, fish, snakes, frogs (one pair of bull frogs has been there six years), cocoons, whose inmates emerge at the appointed season, a tame raccoon and a beautiful tame gray squirrel given to the museum by a little six year old girl who has been a visitor to the museum since she was three years old. There are also bees whose habits can be observed by removing the glass slides of the hive.

Certain minerals and their manufactured products are arranged in consecutive order so that the child, for instance, can see the various forms assumed by iron in the process of turning it into wire. The same is true of silk, cotton and other manufactured articles.

Plant life is illustrated not only by charts but by enlarged reproductions of the plant and its parts, which are imported. There are also enlarged reproductions of bees, the workers, queen, drones and the comb.

In one room are found small but beautiful models of French, English, Dutch, Spanish colonial homes, showing the interior furnishings of cabin, house or wigwam in perfect detail, as well as the exterior surroundings of forest, clearing, etc. One particularly large model shows an interesting Canadian logging scene. Another one depicts Miles Standish.

The department which is most attractive to boys of the experimenting age is that of wireless telegraphy. Here boys may experiment with apparatus and gain much first-hand practical information by actual personal effort. The apparatus upon the roof is able to communicate with ships at sea and with the Brooklyn Navy Yard.

Among the praiseworthy characteristics of the museum we note that in addition to the printed cards describing plants, animals, etc., in a particular case there will be found a card frequently containing a poem or ex-

tract expressing the poet's point of view, his joy or consolation found in Nature. This gives the inspirational uplift so much to be desired midst the scientific and utilitarian phases of the good work here carried on.

Visitors to New York will find a trip to Brooklyn Borough well worth while for the purpose of seeing this museum. A fine and well-administered library is one of the attractions.

We append some extracts from "the Museum News," the organ of the museum (which has two buildings, the Central Museum and the Children's Museum):

A gratifying characteristic of the work for the year 1908, has been found in the great intensity of interest manifested in every department. The boys and girls with specific questions to ask and with the knowledge of where to go for informants. Note books, pads, and pencils are becoming more conspicuous as the work extends more generally used in the exhibition rooms because teachers more and more are sending their pupils to see what they can find at the museum. One boy told us not long ago that he had not missed a lecture on "Electricity" for more than a year. Other pupils have attended eight and ten successive lectures without missing, while a great many children come to the museum day in and day out for months at a time.

Teachers who are thoughtfully studying the influence of the museum upon their own pupils speak of its quickening power in stirring into expression and action, pupils that appeared to be uninterested in any class-room work. One teacher only a few days ago said, "This is a most wonderful place for bringing out what is in children—some of these boys have never shown the slightest interest in their studies at school, but in the presence of these objects they blossom right out and talk about them with pleasure and enthusiasm."

One of the very impressive results of the year's work with the children has been the growing sense of appreciation of helpful surroundings. This appreciation has found expression in the general good behavior of all visitors. In former years we were occasionally annoyed with visits from boys who were noisy and often rough and ill behaved. For many months it was also necessary to watch the "line" while children were waiting for admission to the lecture room, but as the museum has improved its collections, and as it has multiplied its centres of interests so that there is plenty for the child to see and do from the moment he enters the door, the question of discipline has been almost forgotten. B. J.

Ennui is a French word for an American malady which generally arises from the want of a want, and constitutes the complaint of those who have nothing to complain of.—Puck.

35c \$1.00

To Jan. 1910.

To January, 1911

This Magazine, provided you subscribe before July 15, 1909.

PROGRAM SUGGESTIONS FOR JUNE AND THE SUMMER MONTHS.

BERTHA JOHNSTON.



THE close of the school year approaches and the subject matter suggested for the last weeks is that of "Transportation" which admirably lends

itself to a gathering together of the topics taken up in the preceding months.

May Day has passed and many of the children have moved to other homes or have seen their playmates or other people moving which suggests a review of the "home" and those things which help make a happy home. Trips to the park are now frequently taken. How do we go? by trolley, train and carriage or perhaps afoot. The gardener is carrying earth and stones in his wheelbarrow; the tradesman carries fruits and vegetables and drygoods in his wagon; the birds and bees and butterflies are with us once more. How do they travel? Will we ever be able to travel through the air? How does the mother possum carry her little ones? In her pouch or on her back? How do cats and rabbits carry their babies?

The subject may be opened by asking who of the children have moved. How do they transport their belongings? How can the children help? By running errands; by putting their own playthings together in order. How should the movers handle the furniture? Do they wrap up the polished furniture in soft coverings? Are they careful not to injure the walls as they go up and down stairs? In these days of expert labor it is truly interesting to observe the skill and expedition with which the movers carry things upstairs. Placing a chair upon his back a man will carry many things upon it.

What are the things carried in? A big covered van which protects them from storm. If we are going to a distant city they must be well packed, each book done up in newspaper and all placed so closely together that there will be no slipping against each other. China goes best in barrels; how well we wrap each piece in newspaper and then fill empty corners with excelsior. (Children enjoy imitating their elders and a "moving play" with the gifts could be made fascinating at the same time that the little folks learned a few useful ideas about the care of books, etc.)

Perhaps some of our belongings will go part of the way by train and then in that

case they may go by freight in the freight train. Or they may go by boat. We can carry the canary with us in his cage carefully covered so that he will not be frightened. The cat and dog will have to go in the baggage car. Things that go by freight take several weeks so we must allow plenty of time.

If we have a long distance to go we may have to sleep on the train or boat all night. How delightful! What fun to look through the window in the night at the lighted towns.

If we do not move we may talk of trips to the park and how we reach that delightful spot. Or we may talk of the different materials making our house or of what we had for breakfast and how did all of the different things reach us. Some children can give one bit of information, some another.

How does the baby get its airing? Do we take it riding in the go-cart? Shall we place her so that the sun does not hurt her eyes and so that the soft little bones in her back will not get bent by sitting in a bad position too long? (Play with the dolls and doll-carriages.)

The carrying of the mails may be reviewed with a talk of all the various ways in which letters and packages are carried in different parts of the world.

How is travel on trains made safe? By block system which allows only one train on a given stretch of road at a time; when it is past a signal tells the engineer of the next train that the coast is clear. How alert the engineer must be! And how true the fireman and brakeman, and the men who make the roadbed and the bridges that we cross. So many, many people help make our trip safe and pleasant.

FIRST GIFT.

The balls may represent the different birds that are coming back from distant climes transported by their wings. Some can swim also.

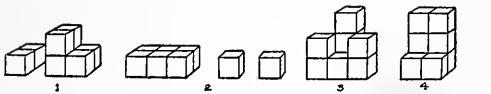
Let them represent kindergarten children running, skipping or walking to kindergarten. If we have no carriage or bicycle we are glad that at least we can use our legs. Also trolley cars of different colors. Let them be the bells or pendulums in the big clocks that tell the time so that we can catch the train or boat. Let them be balloons. Hide one high up and let the children try to guess where the balloon is sailing now. We hope it will carry its passengers safely.

SECOND GIFT.

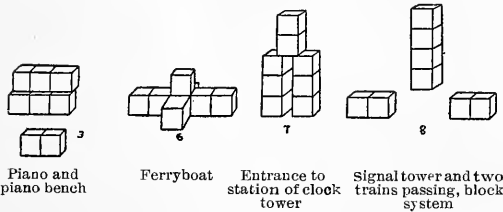
Let the box be the boat and the cover the plank up which are rolled the cylinders (barrels) carrying our precious china. The sphere is a marble ball meant to be part of the gatepost of our new country home. The cube contains other belongings. Or let the box be the moving-van and the sphere the horse. Make a wheelbarrow as described in previous number in which gardener carries plants, etc. With cylinder make pulley by which piano is raised to upper windows because it will not go in the door. Second Gift beads may represent various household articles.

THIRD GIFT.

Make (1) moving-van with two horses



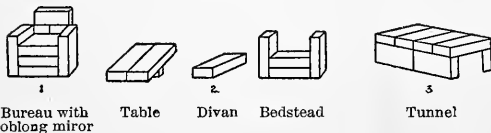
and seat for driver, (2) table and chairs to be moved, (3) grandfather's chair, (4) bureau with tall mirror, (5) piano and



bench, (6) ferry-boat with two wheelboxes, one on each side and pilot house for captain; (7) entrance to station with clock tower, (8) signal tower and two trains one just passed. A group play might be made with a large station, several long trains and signal towers. (Children will need no suggestion as to how to make trains.)

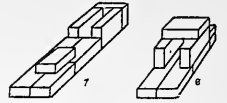
FOURTH GIFT.

With this Gift may be made various articles of furniture to be transported.



Also wagon and horse to transfer them, moving van, etc. Also baby carriage of which two suggestions are given, one in which the push-handles are conspicuous and

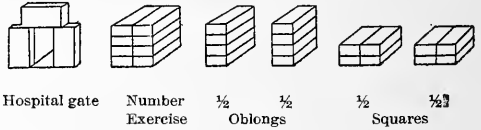
the other in which the canopy is most important. Make also tunnels, bridges, box-



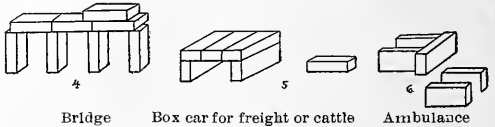
Baby carriage with handle at back Baby carriage with canopy

car; also ambulance in which injured people are so carefully taken to hospital.

We give ideas also for a little number



exercise. Beginning with the entire number of blocks speak of them as a pile of oblong boxes. Two men look at them and

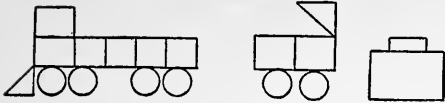


one suggests that each take a half down stairs. In how many ways may the eight boxes be arranged in halves? They come back and see another pile of two large boxes with square tops. How do they take them down? They come back and see letter files tied together. Can they take them down so that four are in one package and two heavier ones each have two files in them. The teacher in this way may make a variety of number plays.

Place all eight blocks in a long row about an inch apart, each one with its long, narrow side as ties over a railway bridge. Two ties become rotten and must be replaced. How many are left? Let the fingers walk over them and count backwards and forwards, the number. A short distance away is another railway bridge that has three less ties. How many has it? Let the three remaining blocks be a train of two cars and a signal tower.

The remaining building Gifts may be used to form railway stations, boats with the piers, bridges, elevated trains, ice-houses, etc. The Second Gift beads may be used with them for freight, passengers, etc.

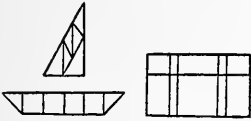
TABLETS AND STICKS.



Engine of tablets Baby carriage of tablets Suit-case

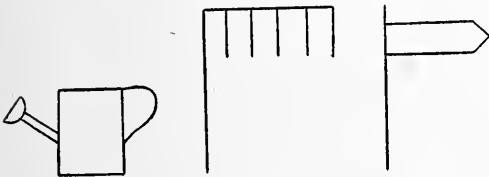


Wheelbarrow Paper wheel



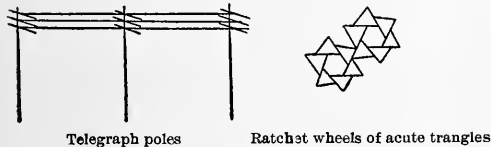
Boat of tablets Trunk

The tablets may be made into pictures of boats, trains, ratchet-wheel, etc. Sticks may be used for a similar purpose. Make also a semaphore of sticks and the hanging straps



Watering pot parquetry Approach to tunnel Semaphore

that warn the brakeman of the approach to a tunnel. Make also trunks of different



Telegraph poles Ratchet wheels of acute triangles

sizes; telegraph poles that whizz by us with cross-pieces differing in number. Outline wheel-barrow with circle for wheels, bicycle and other vehicles.

CLAY.

Make different animals which help us in transportation—the horses that draw our wagons and carriages; the oxen that draw our lumber and stones on stone-boats in the country. Make the St. Bernard dog that carries food to those lost in the snow and the carrier-pigeon that bears messages in times of war. Make vases and jars in which water may be carried. Tell how in Eastern countries it is carried in jars on shoulder.

SAND.

Represent the park or the country to which we go in the delightful days of spring and summer. Are the country roads firm and well made so that the farmer can easily and safely take this produce to market?

How are the trees brought to the saw-mill to be cut into lumber? They are sometimes drawn by strong, sturdy oxen to the river's edge and here they are made into rafts and floated down to the saw-mill or to the town where they are to be sold. A little play can be made by using twigs for trees and cutting them down, using the Noah's Ark cows for oxen and later making the twigs into rafts, fastening together with tacks or winding raffia in and out at the extremities. Describe the difficulties of getting the raft safely to its destination—in shallow water or in rifts and eddies there is danger of the raft striking the rocks and being broken to pieces. The man in charge must know the currents of the river perfectly and must be able to act quickly and with sure judgment. The rafts are taken down during a freshet when the river is high. It requires skill to make that raft of round, rolling logs that turn over so easily in the water. (Rafts may be made of corncobs or of coarse basket-reeds.)

A railroad may be laid in the sand box made of sticks with bridges and tunnels of cardboard or of blocks. Represent as many different methods of transportation as possible.

CARDBOARD.

Make the bodies of wagons and carriages in a simple box form and attach wheels of various kinds. A series of such boxes, one made by each child may be made into a railway train. Use some for passenger cars and some for freight cars. What various things are carried by freight? Trunks, bags, baby carriages, cattle, milk, coal, wood, furniture, oil, etc.

Cylindrical boxes may be made for milk cans brought by train every day to supply city needs. The oil is also brought in huge cylindrical cans. Flour barrels, etc., can be made. Oblong boxes with covers may be used for trunks.

Make wheel-barrow as described in previous number. What does the gardener carry in it? Make little express wagon with handle in front for child-doll.

Teacher may draw a large ratchet wheel

on white or tinted bristol board; cut an opening in center so that it may be used for a picture-frame for picture of machinery or locomotive or steamship. Child may then cut out along outline, and may paint it.

Cut and paint wheel for wheelwright's sign. Also make large circle of paper-strip for rim; smaller circle for hub and unite these with spokes, for wheelwright's sign.

PAPER.

CUTTING—Cut animals of different kinds used in carrying trade: elephants, camels, etc. Use these in sand-box with Gifts. Cut furniture to be used in moving-play.

FOLDING—Fold sailboat and steamboat as shown in previous number. Use with paper dolls.

PARQUETRY—Make border or center design of triangles made into cog wheels. Paste picture of boats, engines, etc., which have first been made in tablets.

DRAWING AND PAINTING.

Make pictures of engines, ships, etc., also different animals. Also scenes viewed in traveling.

Paint or draw with colored chalks flowers seen in park or country walk. Also pictures of fruits and vegetables which come to us often from great distances. Have one child paint a fruit that comes from the East, another one that comes from the West, South and North. Example, Malaga grapes, from across the ocean; grape-fruit from California, apples and strawberries from New York, and New Jersey or Michigan, and oranges and bananas from the South. Help child to realize how blessed we are in being able to have commodities thus carried from place to place.

OUTSIDE MATERIAL.

Make cereal boxes into moving vans. Make wheels of covers of milk bottles, or of tin covers or of broom-handle by sawing latter into circles. Small wooden boxes may be used for body of wagon. If possible have a child's wheelbarrow in the room for free play periods. Match boxes make simple wagon-bodies. They can be easily made into tiny doll carriages with wheels attached and handles made of stiff cardboard. Wheels may be attached with glue or with tacks to body of carriage or more skilled children may attach wheels to slender stick for axle and glue this to body of wagon.

Reeds may be cut or twigs or burnt matches or toothpicks may be used for axles.

THE WHEEL.

After a number of days spent in consideration of transportation and what it means to be able to get readily from one place to another and having played with vehicles of different kinds, the children will be interested in talking about one particular thing that forms a part of nearly all of our means of transportation in warm weather, i. e., the wheel. Read Froebel's Mother Play "The Wheelwright" and let the children tell of all the different wheels of which they know and how they are used and the numbers found on different vehicles. They will tell of wagon wheels and bicycle wheels; the wheels found in clocks and watches, the pulley used in hoisting things, the huge wheels round which the cables of the subway trains run, etc., the paddle wheel of ships and ferryboats and the wheel which steers the boat.

They will tell the parts of the wagon wheel: rim, hub, spokes, etc. A small toy wagon wheel will illustrate these parts. Make a little game based upon the Mother Play song. Have an augur brought to kindergarten and show how it is used. What might happen if the wheel were not made well or not attached firmly to the axle? City children can tell of the many delays occasioned by a wagon wheel coming off and dropping coal-wagon upon the trolley-tracks. Try to have the children imagine traveling without wheels. The Indians sometimes attached long poles to a horse and let them drag behind upon the ground. To these they would fasten cross pieces and place their movables upon them. A slow method of transportation. Dr. Howe tells that in Greece when he went there to help in the fight for liberty years ago he found remote regions where they had never seen a wheel until he made primitive ones by cutting circles from the logs of trees.

The Second Gift Cylinder can be made into pulley and used to lift different articles. Spools may be used as pulleys. A stick can be run through and attached at each end to the top of a narrow box and used to raise things.

Make sign for wheelwright thus. Cut strip of paper three inches by one inch. Fold over and paste into circle for hub. Cut long strip measuring about eighteen inches by $\frac{1}{4}$ inch; overlap the ends and paste for

wagon-rim. Place hub in center of rim and join the two by narrow paper strips for spokes.

In playing wheelwright game several children can represent wheelwright shop with one child extending hand and holding wheel as sign. Others walk and walk looking for sign as they need at once to have wheel made or repaired. A breakdown may be dramatized in another part of the room—emphasize importance of well-made wheel.

GAMES AND STORIES.

Dramatize automobile story told in September number of Kindergarten-Primary Magazine. Dramatize some ambulance incident in city. How carefully the driver must go and yet with haste to convey safely to the hospital the fireman hurt at the last fire.

Play wheelwright as told above.

Let First Gift balls represent fruits and vegetables and place some at one end of room and some at the other end and play convey them to different parts of country, some by boat, some by train. Play pack them for shipping.

Tell fable of Mercury and wagoner stuck in the mud. Also fable of the two wheels, the big one and the little one. (See Aesop.)

Story of "Crane's Express" told in Child World.

Story of Phaeton who tried to drive his Father's chariot.

Let four children represent water-wheel of saw-mill, flanges of wheel being their extended arms. Other children play the Brook by taking hold of hands and winding in and out. As they reach wheel each in turn takes hold of arm of wheel so that it is made to revolve.

Tell how Roosevelt in some places in Africa may have to be carried on the backs of natives across streams. Dramatize such an incident, the teachers carrying the children pickaback. Let two teachers carry the children on crossed hands across room as to a strange country.

Delightful summer programs may center around the park, the beach, the bridge (see Kindergarten-Primary Magazine of several years ago which gave a detailed program), the farmyard gate, the little gardener, and the target.

Flowers may be folded of paper, pasted of parquetry paper, and watering pots, garden tools, etc., represented. Fences, hot-houses, etc., may be made of the blocks.

A target may be made of a barrel-hoop and balls aimed at the center bull's eye or a soap box may have one short end removed, and the two long sides cut diagonally so as to make an incline into which holes of different sizes may be sawed, through which to aim ball or beanbags. The lesson of the little game is one that needs to be impressed upon every child, i. e. the cost of an article includes not only material but time, intelligence and labor. Children may make individual targets of stiff cardboard at which a ball may be aimed. Or individual games of ring-toss may be made by using hoops of kegs or hoops made of raffia and a peg inserted in a wooden box.

The fish in the brook may well form the subject of a morning or so. Is there anything in the park that more fascinates the child than the fish-pond? Let them try to draw, cut, mold and paint representations of the fish. How active they are and how beautiful as they swim back and forth in freedom. They need oxygen and food and must be protected, if in captivity from too much light. Make a temporary frieze of fish with lines here and there as suggestion of water. Froebel, by means of the Mother Play helps the child to feel the difference between curved and straight, the straightforward and crooked man. If a turtle can be secured the difference between his sluggish motions and those of the fish may be noted. But though not so lively the turtle is happy in his own way and in his own elements and he can live both in water and on land.

The story of the tortoise and the hare, the old story of the three fishes, only one of which was obedient, and other fables may be told and illustrated.

FOURTH OF JULY TALK.

Before school closes it may be well to talk with the children about the approaching Fourth of July. Kindergarten children will be too young to understand the meaning of the day but it is well for all to at least feel that it is a day precious to all Americans for some high reason and a day to be observed with joy. Banners and flags may be carried in procession around the kindergarten room and patriotic songs sung; and for occupation, simple flags and badges may be made of red, white and blue. A little talk may take place about how we can help our country, and the statement given that when the children are older they will learn just why the day means so much to us all—the day

in which men asserted their intention of governing themselves without being subject to a king. Let them understand that it is not an easy thing to govern oneself. That to do so one must study hard, work faithfully and work not for self alone but for others. Washington may be cited as the man who helped most in this great new venture of mankind.

Then remind the children that fire-crackers according to law must be used only on the Fourth, not a week before or after. Discuss the reason for this ordinance. At first there was no need for such a law as people did not try to make the celebration extend over a week. But men like to sell crackers and boys like to make a noise. But for people who are sick or nervous the noise is most painful and may sometimes mean death. All truly patriotic boys will show their love of city and country by observing the ordinance even if it is hard and by thinking of other people's rights.

Warn judiciously against the use of toy cannon. More accidents are perhaps due to the explosion of these dangerous toys than to any other one cause. Do not appeal to the child's sense of fear—that may seem to him as if you were making a coward of him. Tell him that the bravest soldiers never court unnecessary danger and that in case of accident the cost and care and trouble falls as much upon his parents as upon him and therefore he should not do anything that in their wisdom they forbid. Speak also of the accidents to horses and their drivers when boys are careless with crackers. Appeal to their manliness and their sense of honor. We conclude our year's program suggestions with the following fine lines from Edward Everett Hale:

THE EDUCATION OF A PRINCE

THE PEOPLE OF AMERICA IS THE SOVEREIGN
OF AMERICA.

How shall we train our prince? To love his land,
Love justice and love honor. For them both
He girds himself and serves her, nothing loath,
Although against a host in arms he stand,
Ruling himself, the world he may command,
Taught to serve her in honor and in truth,
Baby and boy and in his lusty youth,
He finds archangels' help on either hand!

The best the world can teach him he shall know,
The best his land can teach him he shall see,
And trace the footsteps where his fathers trod,
See all of beauty that the world can show,
And how it is that freedom makes men free,
And how such freemen love to serve their God.

THE MATERIALS OF THE KINDERGARTEN.

INTRODUCTORY NOTE

The notes offered in this paper will, it is hoped, furnish a working basis for a discussion of the topic, "The Materials of the Kindergarten: their origin, validity, and the method of their use." They may prove suggestive in some directions; they are not intended to be exhaustive in any direction whatever. It is impossible, of course, to make an outline of the elements of the topic without assuming a point of view in regard to the wider problem which includes it, and its method of treatment as a whole. It would appear that, while not ignoring the necessities of scientific treatment, the more fruitful study of kindergarten theory must come through considering it as an organic part of educational theory as a whole, and this in turn as an integral part of a wider philosophy of society and human life.

I.

Human life is ever in advance of thought; activities precede their interpretation and organization; behavior goes before its intelligent regulation in accordance with general principles. When, however, the time arrives for the formulations and interpretations of experience—for its uplift to the level of ideas and principles—these formulations are too often admired as flawless products because of the very largeness and boldness of their outlines. But, when, on the other hand, these new organizations of experience have become common property, and with the new developments of thought and experience, in art, literature, science, philosophy and religion, tensions arise, and the resulting complexities within experience demand a new synthesis. The accepted interpretations or formulations are not false; but they are inadequate. Criticism, inevitable as it is necessary, moves forward, and cannot stop until a reorganization, a higher synthesis, a new level of thought and control has been reached. In such periods of transition there may be an unfortunate fidelity to ideas, and a false enthusiasm for a name. Froebel, the founder of the kindergarten, was himself opposed to the term **Froebelian**. The master's hand is often seen in what may on the surface appear his very inconsistencies. "Personal following," Froebel declared, "separates; principles alone unite. Follow the principles I have indicated, but not me.

I am but a weak exponent of the dawn of insight into that principle, and you who do this work must see to it more clearly than I have done."

The study of kindergarten education is in a condition at present beset with difficulties, yet full of promise and potency for both itself and for education as a whole. There is a control of facts by ideas, but there is also a control of ideas by facts. "Follow the principles I have indicated," said Froebel, "but not me. Personal following separates; principles alone unite." Principles are not dependent on historical events: they have their sources elsewhere than in history; their origin does not completely account for their validity. In the origin, progress and influence of the kindergarten is found a unique example of spiritual achievement; but to indicate its validity, to reinterpret the elements which must in the future make it a living organism, to reshape its ideals in the light of facts, and to reconstruct its practice in the light of ideas, constitutes a spiritual opportunity likewise unique. Towett used to say that holiness had its sources elsewhere than in history. What is essential in the present kindergarten situation is the translation of ideas and facts garnered from history, from psychology, ethics, and philosophy into vital, educational factors. Here the master-workers among kindergartners will find through adherence to the ideals of inclusiveness and consistency not their task merely, but their opportunity—the opportunity for larger but perhaps hitherto unsuspected uses for their creative energy.

The aim of the present outline is (1) to indicate briefly the place and nature of the fundamental problems—not as a mere aggregate of disconnected problems—in kindergarten theory and practice, (2) to state—not in empirical detail—certain controlling principles in attempts towards the solution of these problems, and (3) while recognizing the theory of the kindergarten as a living unity within itself, to suggest how kindergarten theory is continuous with the life of educational theory as a whole. It is little more than an outline of a working method—aiming to stimulate thought and interest in kindergarten principles as operative forces, rather than as fixed forms and devices.

In order to justify the treatment of the materials of the kindergarten offered in a subsequent section, it may be well to indi-

cate in brief outline some of the more important elements in a general philosophy of education:

A. THE NATURE OF THE EDUCATIONAL PROCESS

(1) The aim of a thorough-going philosophy of education would be to indicate the place of education in the larger whole of life and to discover its value in human experience. In the largest sense, perhaps, the history of humanity has been an educational process. Human life we are accustomed to speak of as an evolution. Education, in the widest sense, is that same evolution consciously directed and controlled.

(2) The most satisfactory foundations of such a philosophy of education are to be found in (a) the philosophy of mind, as it is revealed in the history of civilization and as it is interpretative of society as at present constituted; (b) the doctrine of evolution, by means of which the theory of education may be given a distinct relationship to the facts of the wider organic and social process; (c) the doctrine of idealism, as affording a standard of interpretation by means of which the ethical and educational significance of the processes and influences of the civilization of the past and the present may be estimated.

(3) On the one hand evolution maintains that existence as we know it is essentially a process, a growth, a development, an unfolding through successive stages of a unitary energy. On the other hand, idealism maintains that while existence of life may be one ceaseless process of becoming, nevertheless, the real nature of the process is most adequately revealed in what we judge to be its higher aspects; it maintains, in other words, that we must interpret the lower by the higher and not the higher in terms of the lower. The entire process of evolution, therefore, through the inorganic, to the organic up to the spiritual is a gradual manifestation through an ascending series of forms of a spiritual principle whose ultimate explanation is found in the activity of Absolute Spirit. In man is found the highest manifestation (so far as human knowledge goes) of the spiritual principle which is imminent in the world.

(4) Life in general may be described as a process by which an organism maintains its individuality, by a continuous adaptation to its environment. Mental life is at

once a process of evolution and of involution. (Compare the significance of this position in connection with the interpretations of mind by Rationalism and Empiricism, by Leibnitz and by Locke. Compare also the formal notion of mental development with the other extreme notion of mind-building. Educationally as well as biologically or sociologically speaking, the principle of life, of movement, of spiritual development, can function only when a life-medium, physical, social, spiritual, is provided.) It will thus be noted that activity is an essential attribute of an organism, physical, psychical, social, indispensable to its development, and not merely a product or incident of that growth. The development of human life has been a continuous process whereby man, through his self-activity (intelligence, will, consciousness of self) has mastered his environment more and more perfectly. The progress of civilization may be viewed, therefore, either as the development of man's consciousness of the world, or as the development of man's consciousness of himself. (Compare the child's gradual self-knowledge and self-control through submission to the intellectual and moral order which forms the social medium of his childhood.) The results of this mastery of nature and this gradual self-knowledge and discipline (i. e., the **material of the processes of life**, so to speak, on the one hand, and the **ideals, the values, the norms**, on the other), are embodied in **civilization**. Civilization thus becomes our witness to the correspondence between the course of nature and the mind of man: the one apart from the other becomes an unreal abstraction. The world without and the world within, as we know them and as we have to deal with them, are not two separated worlds, but are necessary counter parts of each other. Civilization, moreover, is our witness to the adaptation of nature to the education of human intelligence. Man as self-conscious and self-determining has responded to, developed himself through, while not derived from, the so-called material forces of nature and environment.

(5) As a vicarious offering from the race to the individual, civilization becomes a life-medium for the latter, a medium for the liberation and enrichment of the personal life. On the basis of the community of nature between the self or individual and his environment—the **terminal aspects of one spiritual movement**—the nature and

possibility of their mutual adjustment or interaction becomes intelligible.

(6) The essential element in the educational process, whether in its unconscious or its conscious aspect, is that of the **interaction between the individual and the wider life of society (nature and man)**. On the one side are the (a) immature members of the social whole with their unorganized and uninterpreted experience: on the other side are (b) the mature members with their experience relatively well organized, interpreted and under conscious control.

(7) The process of interaction—between the impulses of the child and the habits and ideals of society—in which education essentially consists is (a) unitary, (b) continuous throughout its course. The two sides, the individual and society, cannot be divorced the one from the other, but are to be conceived rather as the terminal aspects of a unitary process—neither of which can be emphasized at the expense of the other. The (a) psychological and (b) social factors must continually be viewed in organic relation to one another. Thus the process of social interaction in which education consists presents the two phases, the psychological and the social. The process whereby the individual becomes adjusted to his spiritual environment, may be otherwise described as a process of social transformation through which the individual is led (a) to affirm himself, and (b) to transform himself through recognizing the methods and values in social life and through gradually gaining the power of self-expression in social directions.

(8) The starting point of education as a **process** must be the psychical powers or capacities (impulses, instincts, interests, etc.) of the individual. If the method is not to be a mere arbitrary or mechanical affair, the teacher must have knowledge of the psychical capacities and attitudes of the individual.

(9) On the other hand the standard for determining the relative values of the interests and instincts of the individual must be social life, past, present and future. To know the place or meaning of an impulse or an interest, for example, one must know its function in, its relation to, the life of the community. Individual capacity must constantly be translated into its social equivalent. In a word, **the relation of a particular impulse to some universal activity must be understood.**

(To be continued.)

THE NECESSITY OF EAR TRAINING AND MUSIC IN THE EDUCATION OF THE CHILD

BY J. VAN BROEKHOVEN.



WHILE it may have been, as Darwin surmises, that primitive man had a certain crude type of music before he was in possession of language; it is a well established historical fact that musical instruments were in use before man invented his first written sign language. For we know from the records of the Egyptian pyramids, that a musical instrument in the shape of a banjo with four pegs, was employed in the first written language symbols—the hieroglyphic writings, as the symbol for the word “good.” Among the savage tribes of Africa and South America of the present day, music constitutes one of the most important factors in their crude religious rites. The employment of music as a civilizing force is therefore as old as mankind.

So is it not surprising therefore that music has not been applied as a vital educational element in the training of the child, until Froebel demonstrated its importance and extraordinary influence in the development of the young. Why have educators in the past overlooked the value and importance of music in the training of the child? There are two answers to this question. The one is: that educators in general are not sufficiently familiar with the subtle phases of music to conceive of their practical application as educational factors for humanity in general. This is the case in all countries, with the exception of Germany, where the school teacher has to pass a musical examination. The other reason is: that music has been, and is still looked upon as an emotional art, too effeminate to serve as an element in the serious training of the young. This view may be justified, if we consider the character and tendency of the musical art and its use by the Italians, the French, and the people of Southern Europe. But in Germany music has a more serious aspect. There music is as much a part of the family life, the school and the church, as it is an artistic accompaniment of modern civilization.

Froebel, as a German, conceived the educational value of music in the life of the child. And it is solely due to his teachings and his example that music has taken its

place alongside the other studies in child training. And yet it must be recognized that Froebel himself employs music more for the emotional, than the intellectual side of its value in education. As Froebel applies it, it is merely in its elementary stage of usefulness as an educational factor. His conception of its usefulness is expressed in the following words: “Since the germinating point and the source of all genuine development of cultivation and education is in the feeling and the sensation, as well as in the inticipation (therefore in the mind), this must necessarily early find its suitable nourishment, even with the first development of the child’s body, limbs, senses and spirit. This is done by introducing the child at once into the realm of harmony and accord, into the province of rhythm, melody, and dynamics; and thus into the realm of tone and song, for which the child early shows decided inclination.

In the Mother Plays and Nursery Songs Froebel has given us his practical example how his ideas, concerning the application of music in child training, are to be realized. In his song games he associates *verse, music and action* to illustrate and familiarize the subjects selected. Music in this triple alliance is a mere sweetmeat, exciting the child to a greater interest in a subject to which it would—without the charm of music—be indifferent. In this connection music does not fulfill its perfect mission as an educational element. Its influence as music is lowered, in that the child is less impressed by the nature of the musical sound than it is by the often commonplace verse, or bodily movement. In fact the finer impressions, discriminations, and influences which music is capable of developing in the child, are dulled, if the child is kept too long and continually associated with these song games in the most impressionable period of its life. If the purer ear training and intellectual side of music is not taken up at this early stage, the child may become not only indifferent to the more subtle educational influences of music, but it may become perfectly indifferent to music. For the mere singing, in a superficial manner, of the kindergarten songs, can never establish the usefulness and progressive training of the child’s auditory powers, neither in singing nor in the finer cultivation of speech sounds. The nasal quality of speech which Madame Marchesi, the eminent French vocal teacher, attrib-

utes to all her American vocal pupils, originates through the neglect in the schools to train the ear of the child to a keener perception of sound heard in its environment, as also of the tones produced by its own voice.

Miss Jenny B. Merrill, supervisor of kindergartens in Greater New York, touches on this question in the following: "The teachers are responsible for faulty singing; but the environment of the children must be taken into account. One year in a kindergarten cannot correct a thoroughly bad street tone. Many of the children who enter the public school kindergartens have the quality of their voices quite settled at the age of five."

Miss Merrill, who has exceptional opportunity for observing the effect of modern training methods, enumerates three points of the utmost importance in clearly comprehending the conditions as they are. Namely: first, that the teacher is responsible for faulty singing; second, that a child with a bad street tone, as she terms it, cannot correct this by a one year's course in a kindergarten; third, that a child, owing to poor example, may have the quality of its voice fixed or settled before the age of five.

In a case of this sort it would be impossible that a child could obtain any benefit, or improvement of its vocal tone by singing the kindergarten songs. If no other method of a more effective nature is resorted to, intended to train the child's sense of hearing, and at the same time develop its discrimination and judgment as to the manner and quality of the tone produced, the influence of music, as a corrective of the child's bad habits, will be void.

While Froebel properly conceived the power of music in the child's education, he has failed to exhaust the subject in his writings; confining his example solely to the song games. Subsequent educators have not succeeded in presenting a practical method employing all the possibilities of music as an educational factor suggested by Froebel; such as: harmony, rhythm, melody, dynamics, and particularly ear training. If music is to occupy an important place in the education of the child, it must be taken up as a special subject, on similar practical and easily applied lines of study as is now done in drawing and painting. Much thought and effort have been exercised by educators to realize and perfect such a method. But the essentials of

music, its fundamental principles, which should be presented as simple elements in a rudimentary but interesting manner—these have not been formed into a system of practical study, combining the emotional and intellectual elements inherent in music to promote the physical and mental development of the child. "There has been," says Miss Mari Ruef Hofer, "the feeling that we have not made the best use of our material, plunging the children into formal musical experience, and not providing simple developing processes which will help them to a fuller use of their powers, and provide a variety of impressions for further use. Can we not provide the child with experience consciously directed by the teacher to the overcoming of defective hearing so common today?"

Miss Hofer, as the most enthusiastic and earnest advocate of the study of music in the kindergarten, is an authority on the subject, whose opinions are the result of practical observation. She knows what she is talking about when she frames her opinion in the following expression:

"With our songs and music for little children there is danger of diluting our art material and the art resources of the child into too much blue milk. In writing and giving music to children we are continually thinking of the limited capacity and experience of the child, and not enough of its capacity for soul expansion. The ideal of songs for children has largely become the happy picturing of the incidents of material life, not only in words but in the character of the music, and consequently it is written under instead of over their heads."

Coming from a practical and experienced kindergartner this statement needs no comment. It is clear and to the point. Miss Hofer's comparison of the child's musical nourishment to "blue milk" is most appropriate. It confirms what has been stated above: that the song play is inadequate as a musical exercise to promote the child's ear training, and develop his musical capacity on a par with the studies in drawing, painting and other lines.

THE CONSIDERATION OF HEALTH.

Before presenting some practical suggestions intended to establish a more progressive course of musical study for the child, I shall quote some medical, educational and other authorities interested in child training.

Dr. Morell MacKenzie, the eminent English caryngologist, says: "I can see no objection to a child being subjected to a certain amount of vocal discipline as early as the age of five or six, or even younger. Only simple little airs, however, or limited compass should be sung, and the co-ordination of the caryngical muscles with the ear (which is the conscience of the voice) should be thoroughly established. There is a better chance of getting rid of throaty or nasal production of tone at the very outset than when these defects have become ingrained by long habit. Moreover any physical deformity impairing the timbre of the voice can be remedied much more easily in childhood than afterwards. Again the parts are more pliant and docile in early life than later on. So far from injuring the general health, the teaching of singing in childhood is likely to prove highly beneficial, especially in cases in which there is a tendency to delicacy of the lungs. By the healthful exercise of these organs in singing, the chest is expanded, the muscles of respiration are strengthened, and the lungs themselves are made firmer and more elastic. I think there can be no doubt that vocal training in childhood, if properly carried out, is not only not hurtful to either voice or health, but on the contrary, distinctly advantageous to both."

W. G. McNaught, inspector of music, Trinity College, London: "A child may begin to sing, when he begins to show power of imitation. I have never seen any reason for discouraging children from three to four years old from singing, provided they are not allowed to shout. Nearly all children can learn to sing by the time they are seven years old."

Dr. Lennox Browne, in *Voice, Song and Speech*: "Good singing implies full, deep breathing, and, as a result, children regularly exercised in singing have better health than the average; even when the climate and sanitary surroundings might not be considered the most favorable. It is very rare to see children trained in singing suffering from the defect of breathing through the mouth instead of through the nostrils. The full respiration, so necessary for singing, will also exert considerable mechanical influence on the digestion. The speaking voice will be benefited, if the children are taught to enunciate the words in the song clearly and distinctly. Singing is of especial advantage to those children who on

account of natural constitutional delicacy, are precluded from taking as much outdoor play as would otherwise be practical."

The decided opinion here expressed by these eminent authorities as to the value of singing on the physical development of the child are augmented by Fryer, who, in the following, gives his conviction as to the importance of breathing. He holds that "a full expansion of the lungs and chest can be developed during the early years of the child. If this is not practiced to a certain extent by bodily exercise, or **appropriate training**, the breathing will be superficial and feeble, and lack in power and development. This will become apparent by a flat and sunken chest and short breath. It is not enough that the child breath with its natural subdued power, but it should be induced to perform bodily exercise which produce a deep breathing."

There is no better exercise for this appropriate training in breathing than a proper attention to the breathing of the child in singing.

—THE IMPORTANCE OF EAR TRAINING.

It has been established by experience that in the three years after birth a child—by its own instinctive impulses—will produce all the sounds of its own language, as well as many other sounds not used in speech. If the child enjoys the production of sound by its babbling, cooing, and other vocal efforts before it is able to speak, is it at all strange that its mother's songs should have such soothing and quieting effect? And if musical sounds have such an all powerful influence on the child's emotional nature, cannot this musical stimulus be employed for a far more effective training of the child's intellectual, moral, social and artistic capacity? Cannot the mathematical features of music serve as a most interesting and effective basis for the study of numbers and physics in the early training?

If, says Fryer, the opportunity is lacking in earliest youth for the discrimination of tones; if the child has no experience of its own vocal cords beyond its babbling to himself; if some heed is not very early given to his hearing, his case may easily be like that of children pronounced to be color blind, who have never been taught to distinguish color. He will be declared to be without talent and utterly unmusical, when he is not so. An absolute lack of the musical ear, and hence of the ability to distinguish tones

of a certain pitch, is always an anomaly, a sort of deafness, either absorbed or acquired, just as much as the inability to distinguish certain colors is an anomaly. It is therefore to be desired that in schools of little children no child shall be excluded beforehand from instruction in singing and music—unless there are imperative reasons of an external character, or he makes no progress at all after a somewhat protracted trial."

Pryer seems to indicate by the use of the words "singing and music" the study of music separated from singing; but he, like Froebel, gives no direction for such distinction, although he is emphatic in his conviction of the importance of ear training. But mere ear training is not sufficient. The child should receive from its musical studies a disciplinary development which is useful in other directions than music. Ruskin says: "Music, which of all arts is most directly ethical in origin, is also the most direct in power of discipline."

No doubt Ruskin here refers to the discipline of musical training practiced by the Greeks. With the Greeks the study of music combined the discipline in religion, sciences, art and social education, and constituted the sum total of the requirements of a model citizen. From time immemorial the philosophers and hierophants of Egypt and Asia have considered the wonderful concordance of musical tones as a symbol and unimpeachable proof of the harmonious nature of the universe. Plutarch tells us that "Pythagoras, Plato and other philosophers taught that the revolutions of the universe and the movements of the solar system could not exist nor continue without music. For everything is regulated by God in accordance with the laws of harmony." Pythagoras was the first philosopher who scientifically demonstrated the laws of music as being based on nature. By the aid of his so-called monochord—a lyre with one string—he made geometrical experiments, and discovered the fact, that half the length of the string produced a tone an octave higher, establishing the proportions of 1 to 2; and two-thirds produced a fifth, with the proportions of 2 to 3; and that three-fourths of the string produced the interval of a fourth above the basic tone of the whole string, with the proportion of 3 to 4, e. g.



Pythagoras thus became the founder of the scientific side of music; and from that time—above 500 B. C.—to the time of Boethius about 500 A. D. the musical art was essentially a mathematical science. The Pythagorean axiom that "sense is but an uncertain guide, numbers cannot fail," has done more to retard the development of music as a pure art than the destructive influence of wars and the social upheavals of the past. The great importance of music as a disciplinary factor in education can thus be well understood. The scientific side of Greek music embraced geometry and mathematics, in fact every science connected with numbers. The pure art side of music was comprehended under the term "melos," which was compounded of speech, music, and rhythm. Musical training therefore meant a perfect man. It stood for the acquisition of that ennobling proportion of inner perfection which was inherent in the well-regulated arrangement of musical tones. Consequently poetry, mimicry and dancing, with their rhythms and metrical symmetry of movement, grace and emotional power, were of the utmost importance in education. The study of music enabled the Greek youth to acquire euphony of language, grace of bodily motion, lofty expression in speech, and an harmonious development of the soul.

Such a system of education is truly ideal. While such an ideal training would not be impossible in an ideal educational institute now-a-days, it would hardly be of practical value however in modern life. Although the same scientific and art elements could be taught in conjunction with the musical training as practised by the Greeks, it must be stated clearly, that such training—in a simplified form—should be confined, in order to be practical, to the early plastic period of child life. Here it is of the utmost educational value, since the emotional nature of music on the child is of such penetrating and lasting influence that any subject taught in association with the inherent qualities of music, whether scientific or aesthetic, will be so potent as to retain its indelible impression for after-life. There are certain phases in the musical elements

which make for ideality, spirituality, morality, affection, sympathy, family ties and other undeveloped impulses of the heart, besides the intellectual stimulus and aesthetic development, which a well regulated and systematically constructed method of musical study would achieve in the early period of childhood. Every element of musical facts can be applied to serve as symbols of moral, religious and spiritual life, as well as of aesthetic laws. Froebel teaches the children by symbolism, which being attractive is based upon the idea of presenting universal truth by typical examples. This method of teaching, says Miss Dodd, teaches human nature, and goes deeper than the superficial aid of verse and dialogue. Miss Sara E. Wiltse is equally impressed with the value of symbols, she says: "We express ourselves in symbols and use them in every intellectual plane. If we of maturer years are so dependent upon symbols, both in intellectual and spiritual growth, shall we not look for a like and even greater need in the undeveloped life of the child?"

Now what symbols could be of a greater spiritual, moral and intellectual suggestiveness than those presented by musical tones. Music is a potent element exercising its influence over the child from its birth as no other factor in education is able to exert. And if this element is practically and judiciously applied to the child's early training we will be able to establish a system of spiritual, moral and intellectual development even superior to that of the Greeks. For in no other study applied to child education are there so many possibilities to develop the child's capacities for morality, spirituality, intellectuality and sociability than are found in a properly systematized employment of music. In that music directly effects the emotions it possesses a power of impressing a child which no other educational element can expect to attain. Every musical tone, every combination of tones and every relation of tones, in fact each and every subtle phase of musical sound which nature has embodied in the musical scale, can be used as a symbol with a soul, to arouse and develop in the child an idea, or a feeling of something which no power of words can equal. It has been aptly said that a child has an unreasoning imagination which creates a world of his own, by writing facts and ideas to suit himself. He lives in a land of dreams which are to him truths.

And whatever is presented must gratify and arouse this virgin fancy of the child's dream life. Otherwise his attention cannot be held, nor his observation exercised. The child will not accept bare, cold realities; he must have the facts presented in a living, active and fanciful form, to excite his interest, his feelings, and his impulses to recreate or reproduce his impressions in his own way.

Now in the suggestive and emotionally stimulating nature of musical sounds, melodies, harmonies, rhythms, dynamics and many other phases of musical tones, the child receives this fanciful form to excite his interest; and if, in conjunction with this receptive mood, the child is impressed by an easily comprehended thought, of which the received musical effect is the symbol, the child will have planted a seed which will bear fruit throughout the days of his existence. He will feel the truth through his emotions excited by the musical symbol before he is able to conceive it intellectually. The virgin soil is in this instance so well prepared by the musical potency that any seed whether moral, spiritual, intellectual or artistic will give gratifying evidence of its existence. It but depends upon the gardner—the nature of the seed he plants, and his method of cultivation, to evolve such fruit as will be recognized as the model kindergarten.

THE DISCIPLINE OF THE SENSES AND FACULTIES.

The system of Greek music which formed the basis for the education of the Greek youths, as presented in the works of Plato, consisted but of an octave, or eight tones, in the form of the Dorian lyre, as established by Pythagoras. This was tuned in the pitch of voice which enabled every man, woman and child to sing in unison. This Dorian lyre, applied the Greek youth with every demonstration of musical education, whether of a nature scientific, moral, or artistic. The number of tones, the system of arranging them, the groups of tones formed within the eight tones, their pitch and their relation, one to the other; all these phases were employed to serve symbolic purposes to demonstrate the laws of nature, the principles of speech, and the symmetry and harmony of a perfect education.

Now while it would be absolutely impracticable to apply to modern education what the Greeks did, it can be demonstrated that within the limits of the modern major scale are contained elements of extra-

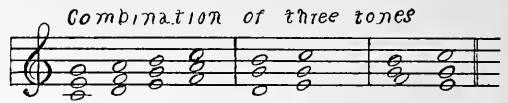
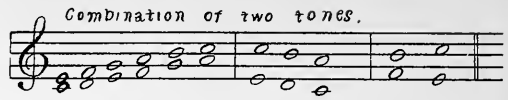
ordinary value, which if properly employed in a practical manner, so as to conform to kindergarten methods, a new phase of child education could be established, which for educational purposes would be superior to that employed by the Greeks. Our modern development of music permits us to invent more pleasing and interesting melodies, more harmonic combinations, and more sprightly rhythms, combined with more child-like verses, etc., than was the case with the Greeks. In fact, modern music is more emotional, and hence appeals more agreeably to the child, than could be obtained by the peculiar limitations of Greek music, which was essentially dignified and formal.

The modern major scale, as here presented, is a well-constructed, melodically agreeable unit.



Within the narrow confines of this group of eight tones nature has embodied the elements of order, disorder, symmetry, proportion, form, unity, agreement, disagreement, perfection, imperfection, association, relationship, fellowship, attraction, repulsion, cohesion, division, membership, permanency, change, impulse, motion, rest, thriving, relaxation, depression, elevation, courage, cheer, sadness, longing, joy, harmony, discord, purity, beauty, delicacy, force, tenderness, quality, time, numbers, fractions, rhythm, metre, measure, physics, mystery, and innumerable other phases of the mental, physical and moral experiences of life, which could be symbolized by the tones of this musical scale.

As a mere example of this fact I will state that the folk songs of all nations are written within the limits of the eight tone scale. As these employ but single tones in succession, the emotional and symbolical value would be enhanced greatly, by the association of tones, as we find it in the harmonic combinations which may be established by the eight tones, viz.:



To those who may be inclined to think this feature of music too subtle, and beyond the child's comprehension, I will say that these wonderful suggestive aspects of music should be employed as symbols, to arouse the child's emotions, and impress him by associating these musical emotional symbols with a carefully prepared form of play; some bodily movement, action, or story, which will interest him, call forth his attention, excite his curiosity, and impel him to imitate, reproduce or recreate. In the practical application of these educational elements it is necessary that the form of the musical presentation be interesting to the child, so that the music lays the foundation for a later mental activity. Thus he obtains a three fold influence by these musical symbols, viz.: the sensory impression, the mental conception, and the emotional effect. This psychological function may be presented as follows:

A. Rhythm.

I. Visible Rhythm

- a. Nerve sensations of outer objects—Physical origin—Perception.
- b. Inner record of outer objects—Mental conception—Memory.

II. Audible Rhythm

- c. Nerve sensations of outer objects—Physical origin—Perception.
- d. Inner record of outer objects—Mental conception—Memory.

III. Emotional Rhythm

- e. Outer demonstration—Gestures—Bodily movements.
- f. Inner effect—Nerve control—Regulation of Impulse.

B. Form

IV. Visible Form

- g. Nerve sensations of outer objects—Physical origin—Perception.
- h. Inner record of outer objects—Mental conception—Memory.

V. Audible Form

- i. Nerve sensations of outer objects—Physical origin—Perception.
- k. Inner record of outer objects—Mental conception—Memory.

VI. Emotional Form

- l. Outer demonstration—Art creations—Moral actions.
- m. Inner effect—Imagination—Moral balance—Subjection of passions.

The educational usefulness of this psychological plan lies in its methodical application; in the progressive presentation of the various subjects; and in the proper subordination of the symbols to the child's mind and his physical development. The various dispositions of the children in a class would not permit to fix permanently a plan of studies. These should be so arranged as to permit the teacher to select those studies most appropriate for the time being. In the following outline I have presented in a certain order the most important features, which may be practically employed, in accordance with the preceding psychological plan, as most effective elements in the training of the child. The most important object should be the child's health, and from this to the discipline in aesthetics there are many subjects for the child to exercise his sensibilities, mind and emotions.

1. THE DISCIPLINE OF HEALTH—breathing, lung power, vocal exercise.
2. THE DISCIPLINE OF THE EAR—Sound, tone, pitch, quality, dynamics, animal tones, voice, inanimate objects.
3. THE DISCIPLINE OF THE RHYTHM—Walking, motion, heart beats, accent, sound groups, clock, pendulum, verse, feet.
4. THE DISCIPLINE OF FORM—March, dance, melody, metre, symmetry, proportion, gestures, rhyme, scale.
5. THE DISCIPLINE OF NUMBERS—Measure, units, arithmetic, geometry, mathematics, harmony, discord.
6. THE DISCIPLINE OF TIME PROPORTIONS—Length, period, notes, speed, regularity.
7. THE DISCIPLINE OF SPEECH—Vowels, consonants, emphasis, rise and fall, deafness, humming, dumb, stammering, whisper, shout, nasal tone, precision, purity, softness, deep voice, high voice.
8. THE DISCIPLINE OF ATTENTION—Discrimination, comparison, memory, curiosity, conception, imitation, experiment, measurement, reasoning, demonstration, application, imagination, nerve tension.
9. THE DISCIPLINE OF THE EMOTIONS—Sympathy, affection, disappointment, surprise, expectation, impatience, joy, sadness, pity, desire, tenderness.
10. THE DISCIPLINE OF MORALITY—Friendship, family agreement, truth, perseverance, obedience, falsehood, deception, habit, association, indifference.
11. THE DISCIPLINE OF PHYSICS—Metal, glass, wood, string, pipe, tube, acoustics, overtones, relation, attraction, vibration.
12. THE DISCIPLINE OF AESTHETICS—Beauty, order, taste, choice, purity, variety, poetry, music, grace, delicacy, harmony, melody, soft tones, rapid movements, slow movements.

What is here submitted to educators, teachers and parents as a possible exercise for the sensory, mental and moral training of the child may seem impracticable and ideal. Such an opinion would be justified if every child would be expected to submit to each and every one of the subjects enumerated. Such is not the object of this presentation. My intention is to point out—as much as possible—the various phases and directions in which the employment of musical symbols could be useful for a more perfect development of the child's early educational period, and thus lay the foundation for a more methodical and practical course to aid in developing his physical, mental, moral and artistic talents. This, I am fully convinced, is possible and much more effectively obtained through the pleasant and edifying influence of music than by any other means. Thomas Moore's beautiful lines express this most happily:

Oh love, Religion, Music—all
That's left of Eden upon earth—
The only blessings, since the fall
Of our weak souls, that will recall
A trace of their high, glorious birth—
How kindred are the dreams you bring!
How love, though unto earth so prone,
Delights to take Religion's wing,
When time or grief has stain'd his own!
How near to Love's beguiling brink,
Too oft, entranc'd Religion lies!
While music, music is the link
They both still hold by the skies,
The language of their native sphere,
Which they had else forgotten here.

NOTE—In the next number of The Kindergarten Magazine Mr. VanBroekhoven will finish this article and submit an outline of his practical method of applying his ideas in "The Story of the Doh-Dog Fairies," a musical kindergarten play.

In Japan the temperature is reckoned by jackets, it is temperate; four jackets, moderately cool; five jackets, cold; six jackets, keen; and when the temperature is ten or fifteen jackets cold, the weather is extremely severe.

Kindergartners and primary teachers, when you close your term, arrange for your magazine for the ensuing year—35c to January, 1910, or \$1.00 to January, 1911, provided your subscription reaches us before July 15, 1909.

Ennui is a French word for an American malady which generally arises from the want of a want, and constitutes the complaint of those who have nothing to complain of.—Puck.

THE USE OF KINDERGARTEN MATERIAL IN ONE ROOM RURAL SCHOOLS

(Continued from last issue)

Kgr.—"We will see what the difference is. "I thought my block was pretty." C.—"Your block is not the same shape; it isn't like it here, and this is different," etc., etc.

Kgr.—"I think we had better find out what is the matter with my block if you see so many faults in it. Suppose we measure them; we will put them together this way (joining them in the faces). Oh, I see; the sides are not alike. Now we will see about these sides (joining other faces). Well, this side of my block is not so large as this of yours. We will let Johnny measure the sides of your block and see what he can tell us about it."

He measures carefully and says: "The sides of this block are all alike."

Kgr.—"Mary may measure my block."

Soon she says: "The sides of this block are all different."

Some little time is taken up in measuring, by all the children, and they come to the conclusion that their little block is prettier because its sides or faces are alike and feel smooth to the touch. Tell them that we call theirs a cube because it has six faces that are alike (count them) but that the other one is only a block whose faces are different.

FIFTH LESSON—CUBE.

Compare the cube with the sphere. First, how they are alike: Each are made of wood, both will make a noise, both are hard, and they are of the same color.

Their contrasts are very striking. The cube has six faces, the sphere but one. The cube has eight corners, the sphere has none; the cube has twelve edges, the sphere has none; the cube will not roll, and the sphere does not like to stand.

As the children are now somewhat familiar with the material of these forms, they will be interested to know more, and a continuation of the story already given will be appropriate. Call to their minds the large forest trees. Tell them that when they are cut down they are called logs. Illustrate how a tree is cut down. Tell them that when it is sawed it is called lumber, and that as lumber it has many names and uses, a few of which can be seen and mentioned. For instance, the lumber of which the floor is made is called flooring; that around the windows and doors is called casing; that at the bottom of the wall, near

the floor, is the baseboard; the frames that hold the glass in the windows are called the sash, etc. The siding, the shingles, the cornice, and any parts that are easily pointed out, may be mentioned.

SIXTH LESSON—CUBE.

Compare the cube with the cylinder. How are they alike? Both are made of wood, both are hard, both have edges, both will stand, both have more than one face, the faces of both are smooth. They differ as follows: the cube has six faces, the cylinder but three; the cube has straight edges, the cylinder has circular edges; the cube can only stand, the cylinder can roll and stand; the cube has corners, the cylinder has not.

The comparisons seem a little tedious and lifeless on paper, but they may be made bright and interesting by a little preparation and forethought and by making use of the suggestions found in a typical lesson.

Teach the following little rhymes. As it stands on the table, say:

The cube is now resting, it stands on its face,
And standing so firmly cannot lose its place.

Try to stand it on an edge—

The cube cannot stand on an edge, 'tis clear;
It tumbles there and it tumbles here.

Hold it on a corner and point—

How nicely on one point I stand,
When steadied by your little hand.

Put string in the eyelet on one of its edges and say while swinging it—

By the edge I hang and swing;
I can move but cannot sing.

(Above rhymes from Kraus' Guide.)

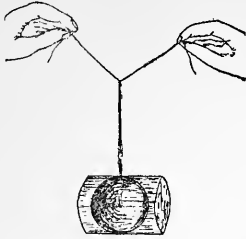
Children are naturally poetical, and impressions are more lasting when rhyme is employed.

SEVENTH LESSON—ROTARY MOTION— SPHERE.

The sphere, cylinder and one of the cubes have eyelets in them by which, with a string, they may be revolved. Have the string about a yard long, pass it through an eyelet, bring the ends together and twist them tightly; then pull the ends apart quickly and it will revolve rapidly. When nearly untwisted hold the ends of the string together and they will twist up again. With a little practice one can learn to keep it revolving as long as desired.

In revolving the sphere we find it is always the sphere. This should be thoroughly tested by the children and with the sphere they should

learn to manage the string as their whole attention can be given to it.



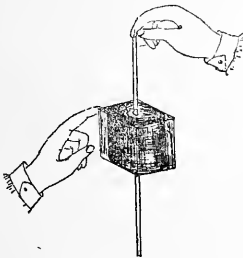
EIGHTH LESSON-- ROTARY MOTIONS-- CYLINDER.

The cylinder follows the sphere in the rotary motions because within it we find the sphere.

Pass the string through the eyelet in its round face—not the flat, circular faces—and revolve it as given in the previous lesson. This will show the sphere as it is, always a delightful surprise to the children. Repeat the following:

If from my round face you spin me you'll see,
What a nice little ball is hidden in me.

Suspend the cylinder from one of its edges and it resembles a double cone. Suspend it from one of its flat faces, circular faces, and it shows only



the cylinder as in revolving the sphere it shows only the sphere.

NINTH LESSON--ROTARY MOTIONS--CUBE

By suspending the cube from one of its faces it gives us the cylinder. Thus we see the cube contains the cylinder and the sphere, and in turn the sphere contains the cube and cylinder, as may be easily demonstrated with clay. The abstract cannot, of course, be given the child, but these experiences will lead him to thoughtful experiments later on.

Revolve the cube from one of its edges and it presents a form resembling the hub of a wheel. Suspending it from one of its corners, a double cone is seen, similar to the one found in the cylinder when suspended from an edge.

At first the child will not readily comprehend these rotary motions. They will seem quite a novelty to them and they should be allowed to enjoy them as fun, except that they should acquire the skill of twisting the string and keeping a continuous rotary motion as long as desired.

The different points from which the objects are suspended are called their axes.

The axis of an object is an imaginary straight line passing through a body, on which it revolves or may be made to revolve.

The axes of a cylinder are:

First, the axis of the round face.

Second, the axis of the flat, circular faces.

Third, the axis of the edges.

The axes of the cube are:

First, the axis of the flat faces.

Second, the axis of the edges.

Third, the axis of the corners.

A monument stands at Froebel's grave composed of the cube for a base or pedestal, the cylinder for a shaft, and the sphere for the capital, engraved with his name and this inscription: "Come, let us live with our children."

No lesson should ever be followed literally; the teacher must adapt the work to her particular pupils and make it conform with their age and mental capacity.

(To be continued.)

HE TRIED NOT TO.

When 9-year-old Teddy displayed the shining new quarter which Mr. Ringloss had given him down at the corner store, mother very naturally asked if her little boy had said "Thank you" to father's friend.

No answer.

"Surely you thanked Mr. Ringloss?" she persisted.

Still no answer. Trouble showed on the little face.

"Teddy, listen. You ought to have said 'Thank you, sir.' Did you?"

No answer yet—and trouble threatened to produce showers.

"Come here, dear little son. Tell mamma, now. Did you thank Mr. Ringloss for the quarter?"

Then the storm broke, but between the sobs and tears came the required information: "I told him thank you, an' he said not to mention it, an' I tried not to."—Philadelphia Ledger.

BACKWARD CHILDREN

The current number of the Psychological Clinic contains three important articles dealing with as many different general causes of the retardation of public school children. The authors of these articles suggest three lines of procedure for the encouragement of the normal development and progress of children. These suggestions involve school administration, hygiene, and the installation of playgrounds.

Mr. Leonard P. Ayres, who is in charge of backward children investigation on the Russell Sage Foundation, takes up the relation of average attendance to enrollment. He finds that the average attendance is not 80 or 90 per cent, as most school systems claim, but falls far below this. He analyses the statistics of ten school systems, and shows that from 2 to 10 per cent attend less than one-fourth of the year; that from 9 to 21 per cent attend less than one-half of the year; that from 21 to 38 per cent attend less than three-fourths of the year. His general conclusions are (1) Such figures as are available indicate that in our cities less than three-fourths of the children continue in attendance as much as three-fourths of the year. (2) Irregular attendance is accompanied by a low percentage of promotions. (3) Low percentage of promotions is a potent factor in bringing about retardation. (4) Retardation results in elimination.

Dr. George H. Martin, secretary of the state board of education for Massachusetts, makes a study of the question of medical inspection in the schools. He says, "The lesson which I have learned is that in addition to all the other forces making for a better understanding of health conditions, it is the imperative and immediate duty of the schools of all grades to broaden and make more vital their teaching of physiology and hygiene." "We hear about 'essentials' in school education. A sound body kept sound by right living is the essential which underlies and conditions all the rest." The two hindrances to the teaching of hygiene are the poor text books and the lack of instruction on the part of the teachers.

Mr. George E. Johnson, superintendent of the "The Playground as a Factor in School Hygiene." Playground Association of Pittsburg, writes on Mr. Johnson calls attention to the havoc that is wrought by disease among school children. He says, "It would take four disasters like that at Cleveland every school day in the year to keep pace with the march of death among the school children of our land. During the coming year more than one hundred thousand school children will end their young lives, the bloom of babyhood scarcely yet faded from their cheeks, and tens of thousands of Rachels will mourn for their little ones and not be comforted." Moreover, 70 per cent of school children suffer some physical handicap. The schools betray our children in their innocency to deadly foes—disease and disability. To combat these enemies of childhood we must provide sunshine, air, exercise. Playgrounds form the most conspicuous single means for this accomplishment. The normal child needs this hygiene and orthogenic treatment quite as much as the abnormal. Why must a child be blind, deaf, feeble-minded, or a truant, before he is provided with exercise, playgrounds, gymnasias, baths, fresh air in abundance, gardens and playshops?

STENCILING IN THE KINDERGARTEN.



MANY teachers are inclined to introduce stenciling in their classes but owing to the incidental "muss" and other drawbacks of liquid mediums, are prevented from exploiting this interesting work. The difficulties of handling dyes and paints in stenciling especially by the inexperienced is well known; the running under the ties of the stencil, the smearing, the spoiling of the entire work owing to the color being too liquid when applied to the last motif, the soiling of hands and clothes and other objectionable features. All these obstacles are overcome when using the new medium "Crayola" which is put up in crayon form in twenty-four colors. This crayon is manufactured under an improved French process and can be used for free hand work as well as for stenciling. For the latter, no fixing solution is required: the heat of a hot iron being all that is necessary to render the stenciled article washable. The directions, which are simple, are furnished with each package.

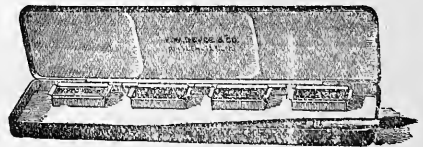
For use in the kindergarten, it will not always be desirous to stencil on fabrics for the little hands will take infinite pleasure in stenciling on paper and cardboard. It is so easy when "Crayola" is the medium employed that the youngest member of the class can do the work.

Regarding the stencils, these may be cut from heavy paper as there is no moisture in the crayon to be absorbed and it is, therefore, optional with the teacher whether she uses oiled stencil-board or ordinary paper for the stencils. It is most instructive pastime to allow the older children to cut their own stencils and color the design with crayon. Stencils of this nature may be used to advantage in the constructive cardboard class, the decorations proving an attractive addition to the regular work in construction.

There are many uses for "Crayola" but limited space will not admit of detailed description. A trial of this medium will suggest the advantages to be derived from its employment and as the cost is low, it is within the reach of all. The prices range from five cents to one dollar per set in assortments of six to twenty-four shades or in single colors if preferred. MARIE C. FALCO.

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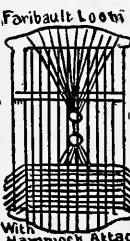
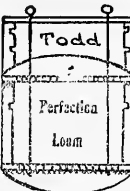
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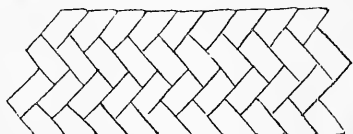
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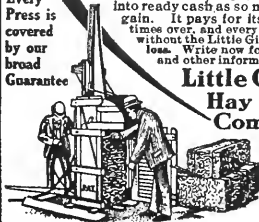
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