

Summer 1911

Kindergarten Journal, Vol.7 No.2

Elizabeth Harrison

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Summer 1911

Price Fifteen Cents

Kindergarten Journal

*BEING a continuation of news-
letters sent to members in Nine-
teen-four and Nineteen-five, inspired
by the success of the Alumnae An-
nual of Nineteen Hundred, and suc-
cessor to the Alumnae News.*

Vol. 7

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No. 2

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Louis' father is in the auto business but not the owner of a pleasure car much to the regret of the small boy. The family recently moved and Mother overheard his conversation with a neighbor.

"Are there any nice children around here?" inquired Louis.

"There is Margaret in the next house," said the lady.

"I've seen her and she's a girl."

"Well, there are some boys, too. Have you seen James Carr in the corner house?"

"No, but I'd like to. Will he let me ride in it?" asked Louis hopefully.

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The Kindergarten Journal

Vol. 7

Summer 1911

No. 2

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Prize Story Contest

To avoid misunderstanding your intentions in regard to "copy" all contributions for this contest must be plainly marked "Prize Story Contest No. 1 or 2 or 3 according to the article sent. This must be written at the top of the first page of your manuscript, with author's name and address.

1. For the best short article, not to exceed 200 words, in prose or rhyme, relating to kindergarten, or anecdote of children under six, we are offering a prize of two dollars.

2. For the best original game, combining activity and content, we offer three dollars.

3. For the best children's story, not to exceed 900 words, we offer three dollars.

Rules for the contest are:

The article shall never have appeared in any publication.

Its subject matter may be the kindergarten, the home, a fairy tale, some classic retold for children, historic tale retold for children, or nature story.

It must be written on one side only of the paper.

No manuscripts will be returned unless accompanied by adequate postage.

All contributions for this department must be in the office of the Kindergarten Journal one month before the regular date of issue.

We are enabled to make this offer of prizes through the generosity and interest of Miss Harrison, who hopes to see THE KINDERGARTEN JOURNAL some day take a worthy place in the educational field; and Miss Netta Faris, Principal of the Cleveland Training School.

The judges of this contest will be Miss Harrison, Mrs. Emma A. Beebe and Mrs. Robins.

Contributions to other departments should be sent promptly. Remember, material for all periodicals is assembled as completely as possible at least two issues ahead of publication.

Contributors are earnestly requested to keep copies of all manuscript submitted to the Kindergarten Journal. There is much liability of loss during transmission in the mail. Compositors rough handle and soil copy until it is only fit for the waste basket. Lastly it will save the extra expense of returning. A penny saved is a penny earned and the Kindergarten Journal needs all its pennies.

See that your manuscript is as perfect as possible before it leaves your hands, and leave nothing for the editors to guess at. They are liable to guess wrong.

December Bazaar

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"Mother, why do you put on all that hair, and why do you bunch it out like that?" inquired Louis, watching the process of his mother's toilet, "Do you like to?"

"Why, no, dear, I wear my hair this way because I am a lady and have to."

"Well, if I were you, I'd go to the barber and have it all cut off, and be a little boy, like me and Daddy. It's lots easier."

* * *

Louis had always seen his grandmother up and about the house, and loved her dearly. Word that she was ill brought a speedy visit from Louis and his mother who carried a basket of fruit to the invalid. Much to the surprise of all, the small three year old cried and refused to go a second time into the bedroom, and finally insisted upon being taken home. A few days later, when a second visit was contemplated, Mother talked very seriously to the small man.

"If you can not go in and see Grandma, even if she is in her bed, you may stay at home with Olga," was Mother's final word.

"I'll go, if you will hold my hand, Mother."

The visit was safely accomplished and the grandmother's heart happy once more to see her little lover. On the way home Louis said, "Mother, where was the wolf?"

Our Next Number

It is the aim of the Kindergarten Journal to give its readers good reading along the line of their specialty.

To teachers, articles by teachers.

To mothers, articles written by thinking mothers and teachers.

The Bible School Department aims to speak to mothers and teachers of those things most needed by the young child, and written by preachers, teachers and mothers.

To the general reader, articles of travel, and educational and religious conditions in far lands.

For the Autumn Journal we have the next installment of Miss Choate's "Glimpses of Japan."

A Bit of Chinese Folk-lore, by Miss Grace Hemingway.

An article on primary teaching by Mrs. L. Croizer French.

Dr. Jonathan Rigdon has a short, somewhat scientific, and altogether interesting article on "Infancy."

Dr. Wilfred T. Grenfel has sent us so much of interest on conditions in Labrador, that you will find something of Labrador and his work there in the next few issues.

A number of delightful "Finger Plays" are waiting their turn.

Each Number we look for space to give some excellent classified lists of Pictures, Stories, and Bibliography of many things; Open Air Schools, Training of Children, Organized Work with Boys, Home Books for Children, and many others.

WATCH THIS PAGE

A **BLUE MARK** here means that your do not renew promptly you may miss some blank on this page.

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One primary teacher was very much opposed to the kindergarten, and said, when the kindergarten children were promoted and came to her room, that they were a nuisance.

She could not be persuaded to visit the kindergarten.

Finally one day she consented to bring her children into the kindergarten and play games and hear a story.

*From that moment she was a convert, and said she wished she might come in **EVERY MORNING**.*

After that first visit, she enjoyed nothing better than the songs, stories and games of a kindergarten morning.

Her former objection to the kindergarten children was not heard again.

Mabel Osgood.



"I FELT THAT I WAS AGAIN A BABY"—GLIMPSES OF JAPAN

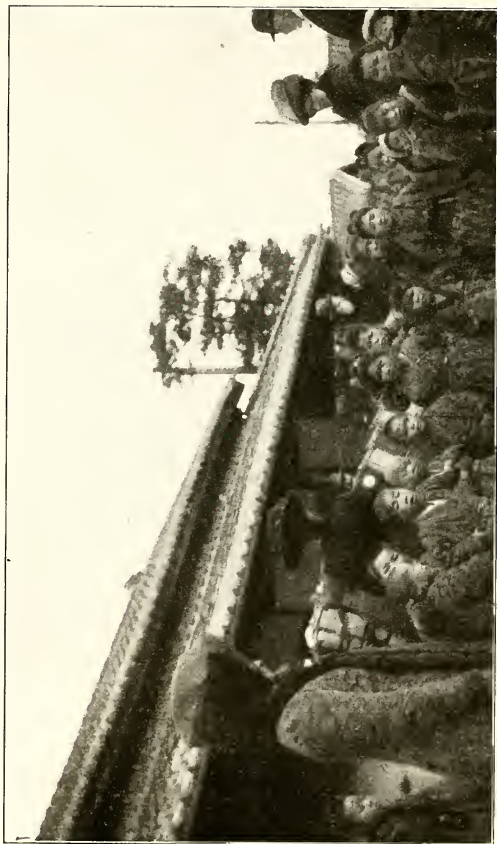
Glimpses of Japan

Caroline Choate

[This is the first of a series of letters by Miss Choate, who has had the unusual experience of a trip around the world in the S. S. Cleveland, which was her home for the entire trip. Dr. Lorenz, of whom she speaks, was Chaplain of the Cleveland.]

My Beloveds:—Am I in a dream, or a previous existence? That you are you and I, myself, still seems surer than anything else; yet everything is topsy-turvy, and I want to write a letter that will, like my thoughts, be long enough to bridge the Pacific, for we are nearing the Orient. Yesterday morning while it was still dark a friend opposite my stateroom called, "Put on a wrap and come out on deck." I quickly slipped into my warmest one. There was the moon in all its glory, caressing the top of snow-capped Fujiyama, the sacred mountain of Japan, and just the first break of day, the moon so warm, the snow-clad mountains above so cold, and the mystery of a new day; the town in the distance, the ocean deep, dark and blue! Later, dressed for inspection, and when we arrived on the promenade deck, we were arranged in groups of five and counted; as some would dodge every moment, it was not easy, but we were told that they really did not count us but went through our rooms, and then knew who were sick and who well. After breakfast we were jammed into rows and given room tickets. Little Japs thronged the decks, greeting us and handing us advertisements galore, and all the walk down the dock we were greeted with "Ohayo" (pronounced ohio). We were put into jinrikishas and I felt that I was again a baby; I couldn't talk and was in a baby-carriage. Mine was drawn by a little man with a mushroom hat, and how he could run! Father was behind me,—the gentleman always in the rear, never beside you,—a string of one or two hundred people running along like spiders was a curious sight! At the station we invested in postals; on all sides were the Japanese dressed in their kimonos, and always the clank-clank of the wooden shoe. Finally a funny little bell rang, a toot-toot spoke, and away we went.

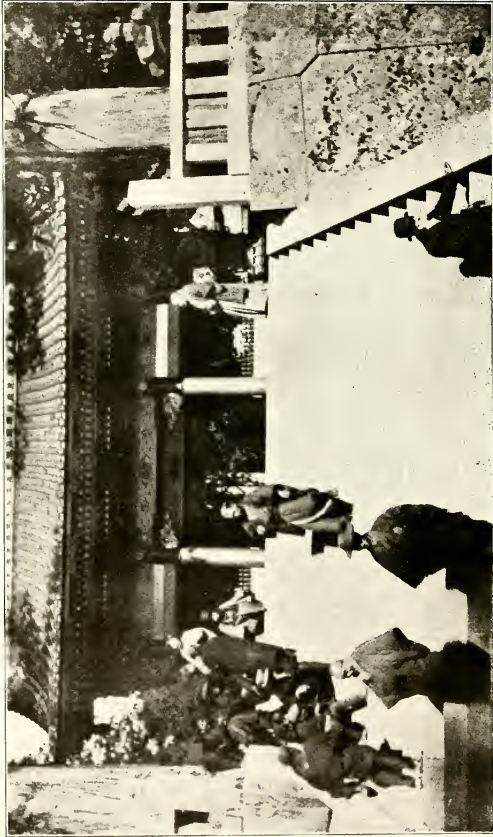
We went through a strange country, and our first glimpses certainly filled us with interest and wonder. The little houses have thatched roofs and rice-paper windows; it was cold as Greenland, but we saw no chimneys, they have braziers filled with coal, about what one would hold in two hands. Every bit of ground is cultivated; we saw one little wheat field about ten by twenty and we passed many rice fields. We soon realized that here man is the beast of burden, and hauls all kinds of heavy loads, wearing queer sandals and many times no stockings; if a horse is hauling, the man walks in front and leads the way, but there is little room for horses in this land of forty-five million people. Coal is carried in baskets; they place a pole over their shoulders and carry a basket on each end, and they are heavy. At every station we were greeted by children unnumbered, smiling and bowing and saying "Ohayo," which means "good-morning."



"AT EVERY STATION WE WERE GREETED BY CHILDREN, UNNUMBERED."—GLIMPSES OF JAPAN'

When we arrived at Tokio, the capital of Japan, with a population of about two million people, we were again rushed into our jinrikishas and started on a mad run sight-seeing.

Two delightful California people, who were young and enthusiastic, made ours a delightful party of four. We four always tried to keep together, and it was funny enough trying to make our men understand. We were out until noon, and saw the Imperial Palace surrounded by a splendid moat, with two solid walls; the grounds are beautiful and extend over five miles. We passed some princesses and one prince; they were in a closed carriage but looked out the window, fortunately for us. At noon we lunched at the Imperial Hotel, a lovely place. The lobby was hung and festooned in paper cherry-blossoms, and we were welcomed in charming ways. The sitting-room would have filled you with delight, it was so Japanese; all hand painted; one wall snow and cold, with Fujiyama in the distance, the other walls went from spring into summer, showing the beautiful cherry blossoms, wistaria and iris. In the afternoon we visited several temples, but if I begin on temples I am lost. They are wonderful! But the people,—I have never seen so many, and children everywhere, all happy. I am told they marry young, average ten children and die about fifty. We were as much a sight to them as they were to us, so all were pleased. After visiting several temples and shrines we went through their Coney Island, a little narrow street with shops on both sides, filled with children's toys. The shops open right on the streets, the keeper sitting on his feet inside, holding his hands over the brazier to keep warm. We were greeted on all sides, and how the people laughed, and the children, each child with a little one tied on his back, some not older than five years, I am sure, were playing marbles with a little head peeping over their shoulders. We visited one shrine and priest's house where tea was served in the garden. That night a real bed felt powerful good. In the evening we went to a bazaar in the hotel. The next morning it rained and was cold, but out we started. After visiting several temples, it was so very bad we went back to the hotel. In the afternoon we went to Yueno Park, where the cherry-blossoms are so wonderful in their season. We visited the museum and found it most interesting, but cold as Greenland. As our time was short, we hurried to a tea-house and were resuscitated; then to the train for Nikko. Our diner seated twenty-four, and there were a hundred and five people. Our turn came at about eight o'clock but by that time we decided we were not hungry. Finally Nikko was called and out we all piled again, and that night will be a fairy night, a wonder night, all my life. We were hurried into our baby-carriages, hundreds of people met us, each 'riksha had a lighted Japanese lantern, the streets were filled with children with lighted lanterns, the moon was brilliant, the mountains covered with snow, and the long line of bobbing lights winding in and out, always single file. I lost Father and my friends, and once or twice was fearful, but the beauty encompassed all else. Finally we came to a rushing stream, sparkling in the moonlight, and that completed the picture; the natives greeting us on every side, laughing because we said "Ohayo," for it was night, not morning. It was a long, long ride,



"TEMPLE AT NIKKO".—GLIMPSES OF JAPAN

Photo by W. T. Davies

but as all things do, it finally ended, all but the glory of it in the people's faces, and we say "See Nikko and live."

The hotel was gay with lanterns; we rushed in to the fire. We found our rooms cold but clean; funny low beds covered with red spreads, little round stoves beside the beds; I understood in the morning why. It all looked very strange; with bows and smiles the hot water bags were filled.

After visiting the little shops in the hotel we retired. Our stove chimneys went right out-doors, without even a near-fit, so we had plenty of air. A little after six the next morning Father called saying he would ring for fires. There were two cords hanging down over the beds; one turned on the light, the other called a Jap. That was well planned, for I should be there yet if it had been necessary to get out of that bed before I was thawed out. My bag was filled again and I gradually came to life, and dressed quickly before the fires were out. There were many little shops in the hotel, and Japs waiting at every door, bowing and saying "I am waiting for you," in the most caressing manner. After breakfast we started forth, the four of us keeping together. It was perfect; the air crisp, dry and cold, the mountains so white and the trees so green, and everything different. We visited temples and climbed hundreds of steps. The background for the temples here is wonderful; they are built away up in the mountains, and we climbed from one entrance to another and discovered tombs in strange places. Before entering the temples we were told to remove our shoes. It was bitterly cold, and they had nothing for us to put on, but I was told to take off my rubbers and carry them, and then by not showing my feet too much I could at least get up to the door, which I did, and saw it all. Many removed their shoes. At Tokio they put soft shoes over ours, but not here. The Sacred Bridge is made of red lacquer; the balustrades are of gilt and inlaid with artificial jewels and carving. It separates the temple grounds from the town. In ages past only the Sho-guns could cross it; now it is closed to everyone except members of the royal family.

General Grant was given the privilege of crossing it but he respected their traditions and refused, which act endeared him to the people. Parallel to this bridge is another which we crossed. I have not spoken of the wonderful avenue of cryptomerias trees, which is one of the most impressive sights. Imagine an avenue of gigantic trees, straight, tall and green, extending twenty-five miles. I felt I was in the nave of a great cathedral. We looked into the faces of the original Three Wise Monkeys of Japan, and I bowed low to them, for since my earliest childhood that tale has been oft repeated, "Hear no evil, speak no evil, see no evil." They are of carved wood and are under the eaves of the temple. One has his hands over his ears, another over his eyes, and the third covers his mouth. They are very wise indeed.

After a day full of happiness and strangeness we came back to Yokohama and felt we had been away from the boat years. Next day (Monday, February 28th) in the morning we had jinrikishas about Yokohama; then in the afternoon we took the train to Kamakura, and were met by a band and all the inhabitants. Such strange, queer

children, happy and laughing. This was once the capital of Eastern Japan, and exceeded one million, but now is very small, having been destroyed by a tidal wave; it is but little above the sea level. We first went to a temple, not as beautiful as those at Nikko, but it is their Temple of War, and before a battle each soldier is expected to go there and pray for victory and his own life; then drink a glass of wine and start forth. It looked like rain, so we were hurried over to see Daibutsu and the grandeur and nobility and serenity of that face I shall never forget. This Great Buddha stood in a temple, but twice has been destroyed by tidal waves, now it stands alone, a bronze image 49 feet, 7 inches, in height, nearly 100 feet in circumference, length of face, 8 feet, 5 inches, width from ear to ear, 17 feet, 9 inches, length of eye brows, 4 feet, 1 inch, nose 3 feet, 9 inches, width of mouth 3 feet, 2 inches, length from knee to knee, 35 feet, 8 inches, circumference of thumb, 3 feet, eyes of solid gold. As I looked at that image, all hurry and flurry left me; I received a benediction. None of us were prepared for it. It's wonderful beyond words, and as it sits in quiet majesty amongst the trees, it fills one's soul with peace.

We came back to the boat about seven—tired, yes, but so satisfied—and slept splendidly since seeing Daibutsu. Tuesday we were again in 'rikshas, seeing Yokohama which is quite American. Father is having thin suits made and I ordered a very simple embroidered pongee dress for fifteen dollars in our money. The shops are fascinating. Last night twelve of us had a guide and went to a Japanese theatre. We saw the natives sitting in their little boxes with little stoves, their teapots and boxes of rice; between acts they used their chop-sticks to good advantage. The play was tragic; the guide explained it for a time, then we had to move on. We were taken to a Japanese house to see a real Geisha girl's dance, and again soft covers were put over our shoes. We were each met by a dear little Geisha girl; they laughed and bowed low, took our hands and led us upstairs into a beautiful Japanese room; a low table was at one end of the room. We went over to it and sat on cushions, then they served us tea and other Japanese dishes, and we practiced with chop-sticks but were clumsy. They showed us how to use them daintily, later dancing for us, six of them. Their kimonos were beautiful and they were very graceful. They are children, for after sixteen I am told they are too old to dance. They would feel of my rings and say "Very nice, very pretty." My veil caused much comment, all trying it on. They served tea again, and then bade us a gracious good night.

I know how President Taft felt on his trip; ours has been one grand march.

"Sayonara," Good-night.



The Meeting of the International Kindergarten Union, at Cincinnati, Ohio

Mabel Osgood

In St. Louis last year, representatives of the Kindergarten Association of Cincinnati promised a royal good time if the International Kindergarten Union would decide in favor of that city for their next meeting place. They certainly more than fulfilled their promise. We were shown all the hospitality possible in a large city.

Most of the Kindergartners had arrived by Tuesday morning, so that morning was set aside as the best time to visit the Kindergartens of the city. Private automobiles had been loaned for our use, and many of us had the opportunity of seeing the beautiful sections of the city on our way to the Kindergartens. We were driven through Eden Park, a lovely natural park, the pride of the citizens of Cincinnati, and through the finest residence section, Walnut Hills. The day was perfect, the sun shone warmly on the new green of trees and lawns. The tulips, hyacinths, and lilacs were in bloom, and it was a sharp contrast to a great many of us who came from cities farther north. Upon leaving the Kindergartens, we were driven out to Burnet Woods to see the magnificent Hughes High School. The Principal showed us over the entire building. It is splendidly equipped. After this sight-seeing trip, we felt that we had been given a fine introduction to the week's program.

Tuesday afternoon was the conference of Training Teachers and Supervisors at the Hotel Sinton, which this year was open to all Kindergartners. Many availed themselves of the opportunity to hear the fine papers presented. Miss Patty Hill was Chairman, and the general topic was "The Organization of Subject-matter in Modern Courses of Study." The speakers were Miss Geraldine O'Grady of New York City, who spoke on "The Child's Part and the Teacher's;" Miss Luella Palmer's phase of the subject was "Principles Underlying the Organization of Kindergarten Materials," and the address of Mr. Frank A. Manney was on "The Elementary School Curriculum." The discussion of the papers which followed was led by Wm. Paxton Burris, Dean of College for Teachers, University of Cincinnati, and Edward D. Roberts, Principal of Whittier School.

The first open meeting of the Convention was in Woodward High School Tuesday evening. A letter of greeting was read by Miss Annie Laws from President Taft. He wrote that he was sorry that he could not be present, but said he was especially interested in the Convention being held in Cincinnati on account of his mother, Mrs. Alphonso Taft, who was the first President of the Cincinnati Kindergarten Association. Addresses of welcome followed by the Mayor, the Honorable Louis Schwab; the President of the University of Cincinnati, Dr. Chas. W. Dabney; and the Superintendent of Schools, Dr. Frank B. Dyer. The response was by Miss Marv McCulloch, President of the Union. The Girls' Glee Club of the High School then gave us two selections, which were followed by the addresses of the evening. The first Presi-

dent of the Union, Miss Lucy Wheelock, of Boston, was heartily applauded as she arose to give her paper on "Kindergarten It Shall Be". She told us that the name "Kindergarten" came to Froebel one evening, when he was standing on a hill overlooking Blankenburg. He cried out, "Eureka! I have it. Kindergarten it shall be." Mr. James L. Hughes, Chief Inspector of Schools, Toronto, Canada, was the next speaker. His subject was "Vital Elements in the Kindergarten".

On Wednesday both sessions were in the beautiful home of the Woman's Club. We were made welcome by the President of the Club, Mrs. Robert Hosea, and then the morning was spent in listening to reports of delegates, and committees. The committee on Time and Place was appointed with Miss Anna H. Littell as Chairman.

Luncheon was served at the Cincinnati Kindergarten Training School, which was within a short walking distance of the Club. The Training School is a commodious residence, very homelike and conveniently arranged. We were served with a very bountiful luncheon. Opportunity was given while here of viewing the fine exhibits of work sent by Pratt Institute, and Miss Wheelock's Training School of Boston; the Chicago Kindergarten College had a fine exhibit of their "Organized Hand-work."

We returned to the Club for the afternoon meeting. Mrs. Antoinette Werner-West, who has a fine, dramatic soprano voice, sang a beautiful group of songs as the first number on the program of the afternoon. The general topic for discussion was "The Ideal Kindergarten." In the absence of Miss Ruth Tappan, whose subject was "The Training of the Kindergarten," Miss Mabel MacKinney read her address. The other speakers included Miss Ruth Norton of Milwaukee, on "Her Relationship to Children"; Miss Anna Littell of Dayton, Ohio, on "Her Relationship to Mothers"; and Miss Regina Heller of Detroit, Mich., on "Her Relationship to School Associates". Miss Stella Wood of Minneapolis is always warmly applauded, and she treated her subject, "The Kindergarten, a Business Woman", in her usual witty manner. The last paper of the afternoon was one of the finest of the Convention. It was by Miss Emily McVea, of the English Department of the University. Her topic was "The Kindergarten in the Community."

A reception was held Wednesday evening in the Cincinnati Art Museum in Eden Park. A musical program was furnished by the Boys' Orchestra of the Woodward High School. An opportunity was afforded of seeing the fine collection of paintings and sculpture in the Museum.

Woodward High School was the meeting-place for Thursday. We listened to the report of the Committee of Nineteen. Miss Laws, the Chairman, said that owing to the absence of a number of the members, a quorum had not been possible, so that all decisions about matters under discussion would be left until the meeting in New York City, following the Christmas Holidays. The Chairman of the Committee on Time and Place gave her report. The Committee declared themselves in favor of Des Moines, Iowa, as the place for the next Convention, and it was so voted. An urgent invitation came from Wash-

ington also. The question of meeting biennially and of allying ourselves with the National Educational Association then came up for discussion. It was decided to continue our meetings annually. Thursday was voting day, and the names of the new officers were read. For President, Miss Mabel MacKinney, First Vice-President, Miss Alice Temple, Second Vice-President, Miss Hortense Orcutt, Corresponding Secretary, Miss Luella Palmer, Recording Secretary, Miss Netta Faris, Auditor, Miss Julia Bothwell.

We were entertained at luncheon in the lunch-room of the High School by the Mothers' Clubs. The tables were beautifully decorated with flowers and the good luncheon was much appreciated.

Thursday afternoon was President's afternoon. We listened to informal addresses by former Presidents of the Union, Miss Lucy Wheelock, Mrs. James L. Hughes, Mrs. Alice Putnam, Miss Annie Laws, Miss Fanniebelle Curtis, and Miss Patty S. Hill. The music furnished was by the Girls' Glee Club of the Walnut Hills High School.

Thursday evening there were two addresses with the stereopticon. Mrs. Walter L. Hervey gave a very interesting address on "The Children and the City" with some very fine pictures. Mrs. Hervey is a member of the committee which has established a permanent Child Welfare Bureau in New York City. This address was followed by one from Miss Mary Orr, of Brooklyn. She told us of the proposed "Froebel Pilgrimage" this summer, and showed us so many scenes of the beautiful Froebelian country, we all wished the pleasure of this trip was to be ours. The last address of the evening was given by Miss Ella C. Elder, of Buffalo. Her subject was "A Teacher's Club House." There is such a home in Buffalo, and many of us recalled the pleasure experienced in being entertained in this Club House when attending the Convention which met in Buffalo two years ago. Miss Lillias Fry furnished the music of the evening, singing a group of songs from Stevenson's "Child Garden of Verse."

Friday was the last day of the Convention. We spent the morning at the University of Cincinnati. Greeting was extended by Dean Burris, of the College for Teachers. "New Fields for the Kindergarten" was a topic discussed by Miss Marion S. Hanckel, who stood for the South, and Miss Nina Vandewalker, who represented the West. Miss Hanckel said that the first Kindergarten in the South was in Richmond in 1868. Every southern state today has free and public school Kindergartens except Arkansas and South Carolina, and there are Training Schools in all but three states. The Kindergartens of the South balance pretty well with those of the North. Miss Vandewalker reported that they were not in favor of Kindergartens in Oregon, the reason given being that the Kindergartens are not in coordination with the Primary grades, consequently there are no public school Kindergartens in Oregon. Mrs. Margaret Stannard of Boston spoke on the "Extension of Froebelian Principles in the Home," and Miss Anna E. Logan of Oxford, Ohio, on the "Extension of Froebelian Principles in the Grades." Mrs. Stannard is well-known throughout the country on account of her work among the young women of Boston in helping them to become better wives and mothers through her home-making course.

Friday afternoon's session was similar to the "Game Day" which was held in St. Louis last year. We assembled in the ball-room of the Hotel Sinton, fully three-fourths of those present being in white, as had been requested if we wished to participate in the march and games. Before the march and games we listened to stories told by Miss Stella Wood, of Minneapolis, Miss Wheeler of Kentucky, Miss Simrall, and Miss Lillian Southgate of Covington. These stories, told charmingly, made all feel that the innovation of an hour of stories was one that should be repeated at future conventions. The march was led by Miss Mary McCulloch and Miss Wheelock. It was an inspiring sight to see this long line of Kindergartners each dressed in white with a corsage bouquet of daisies and ferns which was presented by the Cincinnati Kindergarten Association and to hear all singing, "We are Soldiers of the Froebel Guard." After the march we formed a circle and played some of the games we know and love so well. Speeches by the out-going and in-coming officers followed which were applauded heartily. All the officers, both old and new, carried bouquets and baskets of flowers which had been presented by friends. We hope that this play-afternoon is a fore-gone conclusion at all future meetings of the I. K. U.

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The annual meeting of the International Kindergarten Union, held this year at Cincinnati, was attended by the following Chicago alumnae: Miss Frances Wetmore, Miss Mabel Osgood, Miss Margaret Farrar, Miss Lillian Mathias, Miss Lucia Morse, and Miss Sue Armstrong. They reported a very enjoyable session. Thanks to the local management, the courtesy and hospitality of the citizens of Cincinnati, and the executive ability of Miss McCulloch of St. Louis, president for the year 1910-11, everything moved off like clock-work. The following officers were elected for the ensuing year; Miss Mabel McKinney, president; Miss Alice Temple, vice-president; Miss Hortense M. Orcutt, treasurer and corresponding secretary; Miss Netta Faris, recording secretary; Miss Julia S. Bothwell, auditor. The union accepted the urgent invitation of Des Moines, Iowa, to hold the next meeting there.

A very complete exhibit of the Jessie Davis Organized Handwork was sent to the I. K. U. This exhibit was returned from Cincinnati for the Child's Welfare Exhibit in Chicago in May. It is to be sent from Chicago to the N. E. A. at San Francisco in July.

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The February meeting of the Brooklyn Kindergarten Union was held on the evening of the 28th at Adelphi College. The meeting was under the auspices of the Child Welfare Committee, Miss Fanniebelle Curtis, Chairman. Rev. Frederick F. Shannon gave a most interesting address on "The Welfare of City Children," and music was furnished by the orchestra of the Emmanuel Baptist Church.

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At the annual Alumni dinner of Teachers' College, Columbia University, held February 18, the announcement was made that Miss Grace Cornell had been made an assistant professor. This means a step forward in position and in salary and makes her come under the provision of the Carnegie Pension Fund. Miss Cornell has recently held two exhibitions of her paintings, one in New York and one in Brooklyn. Both have received favorable press notices from the leading dailies.

Play

Dr. Jonathan Rigdon

Our ancestors used to look upon play as sinful. They even considered whistling on Sunday would lessen their chances of a better world. But we ought not to be too hard on them, because they had a hard lot to bear. The Pilgrim Fathers had to stand a good deal, but, we are told, it was even worse for the Pilgrim Mothers for they had to stand the Pilgrim Fathers, besides.

Today we look upon play as having a distinct educative value because it is universal and has been in all ages. Both work and play originate in the instinct of activity. If you want to know a boy or a girl watch them in their play. The more vigorous the intellect, the more active the play-spirit of the child. The fact that idiots are not playful is significant.

The evolution of play is from the indefinite to the definite. Every child uses imitation in his play, but it takes a good player to use his imagination. A child with a saw-dust doll must use his imagination. The child of wealthy parents is to be pitied. The poor child is blessed with an imagination which comes of necessity from his lack of manufactured toys.

Let us for a moment consider play as compared to work. Let us try and draw a definite line between the two, if we can. In the Kindergarten which do you consider the children's play and which work? The games are play of course, and the gift work, to make houses with blocks and to roll and toss balls. And work? Let us say all the occupations. In reality according to these divisions the child in playing is doing the greatest amount of mental work, and in working, say the pasting, clay modeling, painting and so forth, which the child calls work, is in fact allowing the hands to make what the brain in large measure has already attained. Just as these propositions are true, so it should be all during life. Our work should be so attractive to us that it seems but play, and our play should be putting to good use the things already attained mentally.

Play is a child's promise. Man's fruition is work. Man's pleasure depends on his capacity for play, his usefulness on his capacity for work. Man is in a pitiable condition when he can not be interested in play of some sort. Boys and girls should hold to their capacity for both work and play.

The life of the savage was adjusting his life to nature. Civilization was born when the savage adjusted nature to himself. The farther we are from the savage, the less aversion we should have for work, and the prouder we should be of our achievements.

Newell says "that the child in play reproduces the past; he plays the survivals of the past." The child is heeding the call of both the past and the future. He reproduces the plays of his ancestors, and represents in miniature the play of adults. The girls keep house, and the boys ride wagons. Certain instincts in the child are a call to life. If he cannot live life he must play it. Art begins in play; in child as in savage, ornament comes before utility.

The form of play in the child depends upon his environment. His imagination must be given full rein. How shall we direct it so he will get the most good from it, and still leave him creative? The spontaneity of play shows the kind of life work which the child is most fitted for.

To be happy we must play. To keep our self-respect we must work. We should set ourselves to work and keep at it until it comes to be play. Impress upon the child not to leave his work for play, but to make work, play. Then he is assured of happiness in this world.



The students of the College had an unusual treat in the week of lectures, April 3 to 5, by Dr. Jonathan Rigdon, President of the Winona College, Winona Lake, Indiana. Dr. Rigdon is a clear, forceful speaker, and the subjects which he chose for his lectures were of particular value to teachers. He spoke upon "Infancy," "Expression," "Play," "A Scale of Motives," and "The Attitude of the Learner."



The Brooklyn Free Kindergarten Society held its annual meeting Monday evening, April 17th, at the Pratt Casino. A most interesting address was made by Dr. Stephen S. Wise, Rabbi of the Free Synagogue of Manhattan and a number of kindergartners connected with the Brooklyn Free Kindergarten Society gave accounts of their particular work, showing how valuable the kindergarten is in meeting the needs of the people. Miss Mabel A. MacKinney gave a report of the work of the kindergartens and the Seniors from the Pratt School of Kindergarten Training sang two groups of songs and played kindergarten games.



On May the second, Miss Harrison gave an address in Washington, D. C., before the joint session of the National Mothers' Congress and the Child's Welfare Commission. Her subject was "Mountain Tops and Valleys of Humanity." It was a plea for the right understanding and training of the normal child. "It is concerning the conservation of the mountain tops that I speak today," she said. "They are so tremendously valuable in every line of human endeavor. Not that I would have one less effort made to fill up the miasma-laden valleys of humanity, or to lift "the invisible burden" from the bowed shoulders of a single birth-cursed child. Yet there are more normal children in the world than there are abnormal children, and it is well for us to study more thoughtfully this phase of child-welfare work. Are we, the respectable, conscientious element of society, doing all we can for the better unfolding and development of these normal children in our homes and our neighborhoods?"

While in Washington, Miss Harrison attended a reception at the White House which President and Mrs. Taft gave to the five hundred mothers in attendance at this session of the National Congress.

During the same week she had the pleasure of speaking to all the kindergarten and primary grade teachers in the city.

Mothers' Department

[There has been such a steady asking for the Journal to open a department devoted to the "real mothers." These real mothers say "we read much about dealing with the child in the kindergarten, but please remember that one child in the home is often more difficult to manage than the same child surrounded by fifty children in the kindergarten. Please write something for us." Hence our "Mothers' Department."]

Nature Study for Little Folks in the Home

Jessie Davis

When the little baby begins to notice what is going on in the outside world, he may be said to begin studying nature. Of course this is an unconscious study on the baby's part. Yet he is beginning to make the acquaintance of the big outer world in which he is to live. His senses are the doors through which this outer world comes to him, waking him up, calling to him to come and investigate all its wonders. Instinctively he responds to this call. He begins to move about, to look and to listen, to reach out his hands and take hold of things.

This world of nature is the great outer world in which we all live. Our every movement brings us into contact with this world. We cannot get away from it, that would be to get away from ourselves for we, too, are a part of nature. To understand nature is to understand ourselves; to master nature is to master ourselves. A deep underlying sympathy leads the child out into nature, seeking to find out about the things he sees, for, all unconsciously, he is seeking to understand himself.

So it is important that the mother provide for her baby plenty of opportunity for contact with this outer world into which he has come. It is so full of interesting things, all of which are new to him. The very way in which a baby begins to notice,—to look and to listen, to reach out his hands, shows that he is eager to get hold of this outer world, to examine it, to find out all about it.

The Outer World

To a child the outer world is a world of moving, living things. The baby notices first movement and moving things. In a previous article the following outline was given as the order in which the various phases of nature may best be presented to a little child. This order is not an arbitrary one, on the contrary it is just the order

which most mothers have instinctively followed, and which the child follows. It is:—

Forces of Nature.
Animal Life.
Plant Life.

The Forces of Nature which the child notices first are:—

Light.
Wind.
Rain.

It is a well-known fact that a little baby begins first to notice light. His eyes will follow a light or a bright object. So the first of nature's forces to attract the baby is light. Mothers have instinctively seized upon this fact, and have moved bright objects before the eyes of little babies. The plays which are here described are, therefore, not new but are those which mothers have used time out of mind.

When the baby has grown old enough to move about, he begins to be attracted by moving objects. If he is where he can see things blown about by the wind, the movement fascinates him. He shows his love of this movement by throwing things about. He likes to listen to the wind as it whistles around the house. As he grows still older and can run about, he likes to hold things where the wind can blow them. Every one is familiar with the child's love of wind-mills and kites. When the rain falls, even a little baby likes to watch it splash. Again, every one is familiar with the child's love of running out in the rain, and of playing in the water.

This acquaintanceship with nature is a thing which is being emphasized at the present day by physicians, who lay stress on the necessity of giving the little baby plenty of sunlight, fresh air and water. There is no doubt that these are of great benefit to him physically. The little baby's body needs these essentials to its well-being. But that is not, after all, their greatest and most important use. They are of even greater benefit to him physically, as they waken up and strengthen the child's inner nature as well as his outer. Indeed, if the forces of nature do not arouse the child's inner self, they are of little benefit even to his body.

This is the great thing nature has done for man. She has roused in him the feeling of wonder which has led him to look beyond nature for an explanation of nature. Especially has it been the forces of nature which have stirred in man the feeling of awe, and the desire to penetrate to the mystery of their movements. These forces of nature, the sun, moon and stars, the wind, the rain and the clouds, have by their physical power become to man the symbol of spiritual power. We have only to look to mythology, to religious symbolism, to great literature, to see what a mighty training the race has received by means of them.

When we study what has most impressed primitive man, we find it to be the same great things which impress the child of today. Probably the earliest sight which aroused the wonder of primitive men was the movement of the heavenly bodies. They saw a great deal of the sky at night, for no buildings interfered with their view

of the heavens. We know from history how much they noticed the sun, moon, and stars, for our names for all the principal heavenly bodies have come to us from ancient times. Much of the primitive religious worship was connected with the sky, the sun, moon, and stars. Every light in the sky was a marvelous thing to be watched. So the little children of these primitive peoples saw a great deal of the sky at night. They learned the names given to these great lights. They heard wonderful stories about them. They learned to tell directions by the stars.

This wonderful sight is not a common one with children at the present day. Our houses and our ways of living do not bring us into any feeling of dependence upon the stars at night, and so to us they have lost their meaning. Yet still the little child sees the stars shining with the same feeling of awe which primitive men had. Older people, however, do not encourage this feeling, and so the child gradually loses it. Few of our boys and girls, at the present day, know that the sun sets farther north in winter than in summer, or that at mid-day the sun stands farther south in winter than in summer. If they do know this, they are apt to have read it only in books, and never actually to have verified it by observations of their own. Fewer people still have noticed the different paths which the moon travels in her apparently erratic journey across the sky. Not much more do we notice the changes of the moon, or the different ways in which the horns of the new moon point. Most of us, after graduation, know these things only because we have studied them and been examined on them. But few of us have looked to see if the things we answered in examination were really so. Through disuse we are losing our faculty of seeing things. Yet every child begins life with that faculty in more or less active operation.

Our children need more of this opportunity for communion with nature; to have the opportunity to see her marvels, and to study and to wonder about them. They need *plays* with the forces of nature, and then talks and stories about them. And this is just the kind of "Nature Study" which is needed in the home.

PLAYS WITH THE FORCES OF NATURE

Plays With the Sunlight

It should be borne in mind that a little baby, indeed any one, should not look at a very bright light, or the eyes will be weakened. On the other hand, a light which will not make him wrinkle up his face will strengthen his eyes. So the baby should not look at the sun, but at the sunlight, as it falls on some object lighting it up. If he is taken out of doors, he should not face a bright sunlight unless his eyes are shaded. Light in sufficient amount strengthens the eyes, if too bright or too weak the eyes are weakened.

When the baby is old enough to begin to crawl, or roll over place him on the floor. Arrange the curtain so that a beam of light will enter and fall on the floor. Any baby, or older child, will be at once attracted by the light. The baby will put his hands out in

the light, dipping them in the light and watching them brighten. He will try to pat the light, and will in many ways show his enjoyment of it. If the mother can take the time, she can add greatly to her child's pleasure by putting her hand in the light; by putting other things in the light and then taking them out again. A baby will enjoy such play with the sunlight for quite awhile, either by himself or with his mother. Of course as the sunlight travels, it will not stay long in one place, so the child will have the added experience of crawling after the light. Later, this movement of the light will arouse a wonder in the mind of the child as to why it moves.

Plays With Candle Light

As a child's eyes will always follow a light, the mother should have a light to use in the room at night, which will not injure his eyes. Electric light and gas are both bad for a child's eyes unless they are shaded. Even a bright lamp should not be used. Perhaps a candle is best, as its light is not too bright. It would be a good plan to have a candle just for the baby to see.

Move the candle (or lamp) about so that the baby can see it move and follow it with his eyes. Hide the light by taking it away, then bringing it back, or by holding something before it then taking it away.

Plays With the Fire Light

If possible let the little child see the fire burning. An open fireplace is a great cultivator of the imagination. Every one loves to see the flames dance and flicker. Little babies, too, like to see the fire though they cannot say so. Every little baby should have this wonderful experience. Hold the baby in front of the fire, not too close. Let him watch the flames dance. He will be apt soon to clap and dance his hands in imitation of the flames. Now the mother, too may dance her hands with the baby. Little plays will be suggested to her by what her baby himself does.

Shadow Plays

The firelight, as it dances about, makes such marvelous pictures. As the baby grows older he begins to notice these pictures. In response to the child's delight in these shadows there have been developed shadow plays. The mother's hand, held between the firelight and the wall, can make many shadow pictures as the thumb and fingers are held in different positions. Objects can be moved between the fire and the wall, making shadow pictures as they are moved about. Paper figures can be cut out and moved about, making most interesting *moving pictures*. These pictures stir in the child the desire to make pictures—to represent—to tell about things, to create new things. Every child should have the pleasure of seeing these shadow pictures, for they help greatly in developing his imagination.

But a fireplace is not in the possession of every person. How shall we find a substitute? A gas grate is not a very good one, as the flames do not dance, although the shadow pictures may be made from its light, or, indeed, from any light. Every little child should be

taken, at some time, where he may see the real flames dance if only for a few minutes. He may be taken to see the furnace fire, or to the blacksmith shop to see the forge if no other fire is available. Even the kitchen stove with its fire might be used to feed the child's imagination after it has done its more prosaic duty of helping feed his body. But whatever fire he is taken to see, the mother should take care he has the opportunity of watching the flames and the shadows dance. Of course the best time for such fire and shadow plays is in the evening just before going to bed. Possibly such plays, if wisely chosen and carefully played, might also have the effect of keeping the child from being afraid in the dark.

The problem of the child's playing with fire is sure, sooner or later, to come to every mother. How shall she meet it? Children so love the fire with its marvelous transformations. And they need it. Possibly the solution might be to let the child see what fire will do, but take every precaution that he shall always see it controlled by an older person. A little child should never be permitted to light a match, or, possibly even to see it lit, lest he should try to light one himself. He should not handle fireworks, but should see them used carefully by some older person. If the child of seven or eight could begin to control fire in a primitive way by building a brick oven in some safe place, it would help him to learn to take care of fire.

Moon and Star Plays

As the baby grows older, some time between the ages of one and two years, the mother should take him to the window to see the moon and the stars. Every little baby likes to see the moon. This is so well-known a fact, that the child's crying for the moon has passed into a proverb. Yet, today, in our modern houses, we shut nature out too much, and our children do not have the opportunity of crying after the moon. It is a good thing to cry after that which is far above us, beyond our physical grasp. It is Browning who says,

"Oh! but a man's reach should exceed his grasp,

Or what's a heaven for?"

Every little child can be held up at the window at night, and allowed to look at the bright moon. Even in the crowded city, the moon and stars are within sight of all. It is still more easy for the mother who lives in the country, because she sees more of the sky, to hold up her little baby to look at the moon. If he reaches out his hands vainly trying to grasp it, so much the better, for he is beginning to learn that he cannot get everything he wants in his hands.

As the child grows older, old enough to take short walks, the mother may take him out in the early evening, letting him have the wonderful experience of seeing the moon follow him. Take him for a walk around the house, or around the block. Show him the moon on the other side. He will be apt to ask if it's the same moon. Perhaps it will take several trips to convince him of the fact. Take him for a visit to another house, in order to let him look out of the window to see the moon there. It is quite possible that every child who has had this experience has wondered if the moon and stars they saw

in a strange place were really the same ones they saw at home, although not every child may have asked the question.

The long summer evenings are the best for such walks, and the shorter winter evenings when it grows dark early, are best for watching the moon and the stars from the window. The time to look at moon and stars, however, is always when they can best be seen.

Plays With Reflected Light

Every one is familiar with the play of catching the light on a mirror or a smooth surface, and then throwing it around watching it dance. This is a very attractive play for the child who is old enough to run after the dancing light, although the mother might also use it for the younger child. It is a great experience for the child that, like the moon, the light cannot be caught and held in the hand.

A glass of water may also be placed in the window where the light will strike it and be reflected back on the wall or ceiling. If the glass is shaken or moved, the light will dance. Later still, when the child is old enough to recognize colors (between three and four years old), a glass prism may be hung in a sunny window that the child may see the rainbow shining on the wall, or floor. Of course he should also be shown the rainbow in the sky.

Since the play of the reflected light has an element of danger in it, being often used to tease by throwing it in the face, the mother should play this game carefully with her child, placing emphasis on the catching of the light. Do not play it too often, or let the child have the mirror unless you can trust him to be careful.

All of the plays here described are the common experience of most children. The value of the mother playing them with her children, instead of letting them come casually, is that, when consciously played, the experience becomes far deeper and enters more vitally into a child's life.

Further plays with the forces of nature and with animals and plants will be reserved for the next paper.

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Regarding Personality

Selections from Elizabeth Harrison's Address, "Mountain Tops and Valleys of Humanity," Given Before The Mothers' Congress, Washington, D. C.

One of the avowed purposes of the "Child Welfare Conference" which was held at Worcester, Mass., was "to train men and women for leadership in the various activities relating to the welfare of children."

We know or we think we know, of what leadership in politics consists. We can answer readily as to the qualifications of a leader in the financial world. But are we sure as to what must be the characteristics of the leader who shall guide firmly and wisely, yet tenderly and sympathetically the movements that are for the welfare of children? A few years ago it was thought best to herd a hundred or

more unfortunate children in orphan asylums or in reform schools. Then it was decided that it was best to separate them from their irresponsible parents and place them in new individual homes, with better physical surroundings, and now the effort is to keep the child in his home and redeem the home. The better and more efficient the leaders in this all important work, the sooner and readier will the welfare of children be established.

What then are the most important characteristics of leaders in this great work of uplifting humanity? In the welfare of a people a strong and noble personality means more than talent, even more than genius in the long run. Our Washingtons and our Lincolns have done more for our nation than a dozen Edgar Allen Poes. The backbone of a nation is its moral force, and moral force comes from the personality that is developed in the homes that are governed by ideals, in homes which do not "exist for the sake of furniture, kitchen, or clothes-closets."

What, then, is personality? We Kindergartners have been taught to call personality the divine within the child. The foundation of the Kindergarten is based upon the psychological revelation that man is a self making being, that his likeness to the Divine Father consists of this power within him, to unfold and develop his divine nature. In the Kindergarten the most that we can do is to so treat the child that his creative instincts shall be awakened, and opportunities be given him to express in simple child-like forms his ideals, and to guide and direct those ideals. This is what is meant by the pedagogical term "self-activity." This thought has almost revolutionized our methods of teaching, but it is not until it reaches and influences the home, that its full significance will be understood; we will then realize that it is the way in which the thousand and one small details of home life are regarded that builds up or tears down the divine nature of the child, and that just to the same extent, is a strong or weak personality developed. This I think is what Mr. Henry L. Cope means when he says, "It will take more than modern conveniences to make the new home. It will take a race with new ideals, to whom the real values of life are in thoughts rather than in things, in personality rather than in possessions."

I feel sure that you will agree with me that of all the forces that make for the betterment of the human race the power of a strong noble personality is the greatest, and it is because this rare and precious power can best be developed in the home life, that I look upon this movement of organized motherhood as the greatest spiritual as well as humanitarian movement the world has ever seen. It does not take wealth nor social position to make homes which develop such characters as these, but it does take love, and patience, and wisdom, and self-sacrifice. Just as the tender plant grows strong and sturdy when rightly treated, so too this higher life of the child grows and expands when rightly nurtured, until the God-element radiates and makes glorious this finite, imperfect life. No wonder then that a great personality is the greatest of all uplifting forces.

Let us turn now to some of the practical things that help or hinder this highest training of children. When the Israelites after

their long captivity in the land of Babylonish display and self indulgence, returned to their home-land and resolved once more to rebuild their beloved Jerusalem, we are told that each man built the part of the wall which was over against his own house, and Jerusalem once more became the city of the Lord. Let us take this lesson to heart and begin each to examine our own lives and see if we have striven as wisely to build up the inner strength of our children as we have to improve their outer conditions. I do not urge this to awaken any selfish motive, but that the mountain tops from which alone the larger view of life and its duties can be obtained, may not be leveled down. The more mountain tops we have the more readily will be seen the needs of the valleys and the plains, and the more wisely will their elevation and their improvement be carried on.

Are we teaching the children in our homes, by what we place on the table before them, by our conversation concerning food, that they should eat to live, not live to eat? I once saw a most learned man reward a moral act by giving a bag of candy. Perhaps we do not do that, but how do most of us celebrate Thanksgiving Day? Is this the way to teach control of appetite and the sacredness of the body? Are we instilling into them the duty as well as the joy of perfect health?

How many young daughters of today, who are to be the wives and mothers of America tomorrow, are being taught that inner adornment of heart and mind is more beautiful than outer adornment of body? A little child should be as unconscious of dress as a rose of its petals. As a regard for their personal appearance begins naturally to manifest itself in our young children, we should teach them that appropriateness of dress is more important than its price, and the proper care of pretty clothes more valuable than the habit of lavish extravagance in dress.

Another seemingly trivial but in reality serious question is this, are we teaching the children of the more fortunate classes to regard the necessary activities in and around the home as work or as drudgery? Unfortunate indeed is the child who has no home duties to attend to. One of the blessings of the poor is that their children learn to share, as a matter of course, the family duties, and thereby learn in some degree, accuracy, promptness, reliability, and respect for labor. Every child needs to learn through some bodily effort, some personal sacrifice, to serve those he loves. His heart needs training as well as his head and his hands, and there is no way to give this training to a child's love, equal to letting him share in the tasks of home life, not as tasks but as glad co-operation with the rest of the family in home-making. All normal children desire to share in the active life about them and this sharing in the work of father and mother, or older brother and sister, adds a relish and a vitality to the child's life that nothing else can give, and this education of the hearts of our children by happy co-operative work is worth as much as high "per cent" in school work, for the sake of which so many boys and girls are excused from helping in the home duties.

I was once invited to remain over night in the home of a friend whose husband was one of the prominent business men of Chicago

who had accumulated a fortune sufficient to give his family every advantage of culture and travel. After breakfast the next morning the wife asked me to go with her to her room in order that we might chat together while she made the bed and put her room in order. By way of explanation she said, "I can not give my children the right respect for work unless I train them to help in the work about them. And I can best do this by letting them see that I, too, do part of the work. We each of us take care of our own bed-rooms." As she busied herself about the room I inwardly wondered how many women of wealth there were who would thus sacrifice their personal ease and run counter to their servants' ideas of aristocracy for the sake of developing a wholesome regard for commonplace work in their children.

A realization of the true dignity of work is part of the sunlight that rests on the mountain tops. Let us guard against lowering these mountain tops lest this sunlight be lost, remembering always that the deeds achieved by great men become the goal toward which lesser men strive. Let us remember always that high ideals in great personalities are not only the most precious possessions of a nation, but are also the mightiest and surest means of elevating the masses. These are the voices of God calling through this or that human child, to His weak, His ignorant, His discouraged, His despairing human children, to come up higher.

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How the Violets Came

(A Fable)

Clara Belle Baker

A long, long time ago—before our grandfathers and grandmothers were boys and girls—the world used to be all white and gray. The sky looked every day just as it does now on rainy mornings; the leaves on the trees were dull and dark, like the bare branches in winter-time, and the grass was no prettier than the stones of the sidewalk. Even the sunbeams looked white like silver dollars. But one day—I think it was an April day—the sun shone through the raindrops, and a beautiful rainbow hung in the sky. The men and women and children who lived on the earth thought the rainbow the most beautiful thing they had ever seen; and when it faded away from sight, they were very sad. So the colors of the rainbow held a meeting, and made up their minds to paint the world as beautiful as the rainbow. The green spoke first and said, "I am the center of the rainbow. I am the most important of all colors. I will paint the land and the sea." Then the blue rose and said, "I am the most beautiful of all colors. I will paint the sky, and when men look at me, they will think of heaven." The red jumped up and cried, "I am the first color of the rainbow. I must be the first to gladden the men in the morning and the first to greet the fairies in the evening, I will color the sunrise and sunset." The orange spoke next, "I am the brightest of all colors, I will make the sunbeams themselves gold like me." Last of all, the yellow made his choice, "Because I am pale,"

he said, "I can be seen at night when the other colors are hid. I will paint the stars and the moon, and when it is dark, people will look only at me." But all this time, one color was silent. The purple thought modestly, "I am the last color of the rainbow. I must be very plain and ugly, I will paint what the others leave undone." But when the rest of the colors had chosen, and were getting ready to leave, they asked the purple where he was going, and he answered sadly, "There is nothing left for me to paint."

Then the green sped away to earth, and began to paint the gray leaves on the trees and the gray blades of grass and the waves of the ocean. And the blue danced away up into the air, and began to color the wide, soft sky. Now, if you'll listen, I'll tell you a secret. While the blue was painting the sky, very often drops from his brush fell into the water of the oceans and the lakes where the green was hard at work. And that is the reason, you see, why the waves sometimes look blue and sometimes green. But while the blue and the green were coloring the land and the sky and the sea, the yellow was staining the moon and the stars, the orange was making the sunlight gold, and the red was painting the great crimson splashes along the edges of the sky, where they might be seen in the mornings and in the evenings.

Now, when the men and women and children who lived on the earth found the colors of the rainbow all around them, they were very, very happy. But after a while, they ceased to be thankful for the beautiful world about them. They looked at the green grass and the blue sky so much that their eyes grew tired of blue and green. They became so used to the golden sunlight and the yellow starlight that they forgot to notice it. By and by, they were no happier than they had been before. Then the purple stole quietly down from the rainbow, and began to place tiny purple dots all through the green grass. But he grew so afraid that he might spoil the beautiful world that he quickly went away again, and left only a few of the tiny blossoms hiding timidly in the blades of grass. But when the people found the violets scattered over the green earth, they were happier than they had ever been before. And just because there were so few, the children never grew tired of searching for them and gathering them.

But when the other colors saw that the men and women and children cared more for the violets than they did even for the sunset and the starlight, they all began to paint flowers. The red painted poppies and roses, the blue colored forget-me-nots, and the gold painted dandelions. But every year, the little purple violets come first, and if you'll look, very soon after the earth grows green, you will find them hiding timidly in the grass, as if they were afraid of spoiling the beautiful earth.



Primary Department

[Many questions have come to us in regard to the child's first school year. Realizing, as we do, that kindergarten principles should apply to all stages of education and not to the kindergarten alone, we gladly open a department for the discussion of kindergarten principles as applied to the primary grade.]

Kindergarten Methods in the Primary Department

Georgia Perry

I BELIEVE that many Kindergartners, upon leaving college, determine that they will never teach primary work. In my own mind, a strong line of demarkation seemed between the principles and training of the primary and the kindergarten, so, to proceed in a very personal manner, when a first-grade position was offered me, it was like considering a foreign field, to think of locating among books, fixed seats, desks, etc. My prejudice was so great that I wonder still that I accepted it, but it was in my own home city where there was no kindergarten. Many kindergartners must meet like circumstances, and question whether they can utilize the methods learned in their kindergarten course, in what seems a very different branch of education, the primary grades. Now, our line of thought is based on this Frobelian principle; that the first aim of the kindergarten is to develop creative activity. Does this apply essentially to Kindergarten? Yes, but not solely, so I determined to try kindergarten tactics in my first grade.

The children came on a September morning, all anxious or timid, and some frightened. All were babies who needed a kindergarten mother, and any one with sympathy could only put herself in the places of these little men and women who had made their first venture into the broader social world. Here were children who would have gone to a kindergarten, had there been one, for they were five and six years of age. Their experiences and needs were just such as would be recognized and dealt with by a kindergartner, and surely the Frobelian principle would permit of adoption to primary needs, for it was created for children, not for a corner or branch of education. We studied for children and we learned games, stories and songs for children;—so with a clear conscience I taught word-study, numbers, writing and reading, after the manner that I would present regular kindergarten work to children of that age, proceeding from the known to the unknown and especially letting them learn by playing. I had taken a course of lectures on primary methods, had read of methods-phonetic, word and sentence, and decided to try all, a la kindergarten course. It was really jolly to play with words, we made them as concrete and tangible as possible. Outlining letters and short words with seeds impressed these words firmly in these

young minds. We sang to our words, played store with the cards on which I had printed and written them, and enjoyed every minute.

Games in the Primary

My greatest delight was in introducing phonics. The manual on my desk called the various sounds after their resemblances to like sounds in daily life, i. e., "f" was called the kittie sound, "r" the dog sound, etc. There was even the picture of the cat chased by the dog with the sound "f" proceeding from its mouth. Instead of just showing the picture we dramatized the comedy or shall we call it tragedy, using a low chair for the refuge of Miss Puss. The cat safe from harm turns upon the enemy with a realistic "f" sound, the dog growls "r" and the teacher or some child puts these letters on the board. Of course we learned just one sound at a time so as not to be confused. This "game" as we called it, took so well that I determined that we would invent games for all the sounds. I recall, especially one other, that for the sound of hard "g." We not only called it the frog sound, but two or three children at a time became frogs. A pond for their home was made with a chalked circle on the floor and when Mr. Frog jumps out on land he gives this sound of hard "g." It was so much fun that I believe that none of those children will ever forget it, and how they learned it. When it comes to the putting together of sounds, when a word is presented, it is positive delight to watch the eager study and delight on the children's faces, as they "sound out" some new word. Their excitement was really intense when putting some such word as "gravy" on the board, I would say, "This word tells about something that you often have for dinner." When some one had sounded it out for himself and up goes his hand, you became quite as thrilled as he, and hasten to let him whisper it in your ear.

This has been to me a revelation of how children can learn to do for themselves and what delight they find in study. There is so much interest in this, that the children were anxious for it at spare moments, and I often "sounded words" when they were putting away work or putting on wraps, giving easy and often familiar words at such times, because of their divided attention. Primary children need sense training. Their reading and all other work will be more interesting because through sense training they become more observing.

Program of Great Value

Surely the orderly outlines such as are required in the kindergarten simplifies the work in the primary and aids one greatly in making and relating the primary lessons. This is especially true of the kindergarten doing primary work as such a one would feel handicapped for time, and a well organized plan of work, thoughtfully considered, would allow at least some real work to be done with folding, cutting, painting, drawing, etc. Of course, one could not even approximate giving a technical mastery of kindergarten materials, greatly as the children need such training before attempting to master writing, but you can give them some help, if not much.

How Some Handicaps May Be Overcome

One is required to start right out teaching writing; so with an understanding of the children's needs, during the writing period show the children how to relax their little fists. When they put down chalk or pencil, the finger plays may be made of much help. Again, you may rest the children during the writing lesson, with rhythmic arm and finger movements, thereby relieving the strain on the whole body. You cannot do much with gifts and occupations, although you perhaps will think immediately of utilizing your gifts with the number work you must teach. Alas! probably neither these nor occupation requirements are listed in your materials. As substitutes I discovered there were rubber balls in boys' pockets. Indeed, I found "Sermons in stones, and good in every thing" for in those same pockets, were not alone stones but strings, marbles, sticks and "everything," and we utilized all most happily. You can make ordinary nursery blocks serve for many things you would use gift blocks for in your kindergarten. All these things may be made tools for beauty and life sequence work, and used when the spelling lesson has been correctly written the required five times, or when the number work is finished.

Correlate Text and Experience

Your kindergarten training has pointed out to you the needs of children, so in the first place after studying your text correlate it as far as possible to the experiences of your class and make it very interesting. To make the child see the cat, he must be the cat; so plan to play as much of your work as is possible letting them "learn by doing." I would most sincerely encourage any kindergartner to carry her philosophy and insight into a first-grade room if that is the opportunity offered. The discipline will be the same and the one hundred and one needs and problems that come with the new responsibility, will be met by the one hundred and one ways you will naturally devise because you have chosen to live with children and have studied their needs and how to meet them. Remember that whether you are in a primary room, or a kindergarten room, you are doing the work of the Master who said "Suffer little children to come unto me and forbid them not; for of such is the Kingdom of God," and again, "Inasmuch as ye have done it unto one of the least of these * * * ye have done it unto me."

* * *

Pictures in the School Room

Mrs. J. N. Crouse

To a kindergartner or a primary teacher pictures are not least among the instrumentalities by means of which she awakens the right feeling in her children, strengthens their desire to do right or brings to them clearer mental images. They are the silent but potent teachers ever ready to help her.

As in social life one is more or less judged by the friends one selects, so too, the pictures on the walls of a school-room tell to a large degree just how much the teacher has grasped of the ideal side of her work. The prosaic teacher will hang up a commonplace bit of color or black and white prints, but the teacher who realizes the greatness of her calling will search the art world, and sacrifice any amount of personal ease or pleasure to bring to her children pictures which are good as to form, noble as to content and sufficiently simple to be understood by them. It is not always an easy task but it is always accomplished by the teacher whose heart is in her work, and whose education has been sufficiently broad to enable her to comprehend the true meaning of art.

No school-room is complete nowadays without them, and the more cultured the teacher the better will be her selection of the pictures which are to influence her children silently, but surely, day after day, and week after week. Often they impress the childish heart more than do words.



To leave off grumbling
When he can
Is good for almost
Any man.

To just look hopeful
Day by day
Helps any one
Along the way.

— *Selected.*



The Child's Needs in the Bible School

[Much has been and is being accomplished by many thoughtful students of child nature in the upward movement as regards the child's needs in the Bible school, still there are many open questions on the subject. One earnest worker in a large eastern church writes us: "It seems to me that we need a definition of 'Sunday Kindergarten.' It has come to be that in almost every Sunday school where there is an infant department, that it is called the Kindergarten Department. I have tried to be consistent in my own work but I own to being very hazy on the subject."

It is our earnest desire to be able to help in this great work.]

Religion in the Home

J. W. F. Davies

Two men within an hour told what home meant to them. To the one, with all the signs of a fair degree of prosperity, home seemed a place in which to eat two meals a day and sleep at night. The other, with a tinge of September sun on his hands and neck, said, "Home is the only atmosphere in which I really live."

In the earlier period of the race the organization of the home was monarchical. The father was the monarch. He it was who ruled his household sternly or in leniency, according as he wished for those whose lives existed to do his bidding. His word was law; his religion must be the family's.

The little monarchy has had to give place to the more democratic organization in which every member of the family has a right to be heard. The man who thinks of home as solely for his own comfort is mistaken in his conception of the purpose for which the oldest institution in the world exists. The man who thinks of it as an atmosphere, thinks of all the members of the family as growing and developing in relationships which are preparing them for living in the larger society, the world. By the former, religion is likely to be accepted without question in the form held by the ruler of the house. For the latter, religion exists in the atmosphere of the home and pervades everything that is done in the social group, for here religion is more than creed. It is the art of living together as children of God.

When the home is established in this light, and children grow up in the midst of this conception, everything which affects the family as a whole will have common consideration. Even the purchase of a rug will naturally be discussed in the family circle. Because of this common interest its value becomes real and it has a certain worthiness to the whole family. The rug is no longer the property of Father or Mother but is thought of as "ours."

The planting of trees and flowers is a far more important piece of work to children when they have added their suggestions. They

will also learn to appreciate the fact that their work will have an influence upon the community and that in the planting of their trees and flowers, they can be helpful to their neighbors.

The doing of these live things is worth more in the building of character than attempting to teach in an abstract way one's relationship to the community. Let a child grow up in an atmosphere of approval of any act of thoughtful kindness toward a neighbor, and as a man he is likely to be interested in questions of public welfare. If he learns to live in the social group of the family and sees its relation to other groups, he has caught in a large part the spirit of religious living. Religion is best taught in actually living it in everything that is done and said; not the mushy pietistic occasional squeezed-out religion that the child is so quick to discover, but the vital kind which is a part of every act, every conversation and every thought.

It has seemed unnatural lately for the home to have formal worship. While right living is the highest kind of worship, yet is there not a place and a need of something a little more formal which stands out as being done in recognition of the goodness of God to the home? The setting aside a portion of the day for a set formal worship probably has passed for most of our homes. There are too many interruptions. The head of the family is often away or there is company, or an important engagement claims attention.

A well regulated family will have all its members together at breakfast. Is it not most natural to offer a short prayer, after the passing of night, an expression of thankfulness that the long hours have been short and quickly passed in peaceful sleep? The prayer is there, why not utter it? It may be an extemporary one or one selected from some standard collection.

Conversation may be guided by either the father or mother and the subject may be taken from the morning paper or may relate to some matter of interest in the family life. All can take part in the discussion, and, if rightly directed, it is bound to be helpful.

Religion should always be real and spontaneous; not something to be put on and off but a vital part of each day's life. All will grow most truly in the religious life when it vitalizes the life of the family which is organized as a social group relating itself to the larger group of the world.

* * *

Asking Grace

Rev. William E. Barton, D. D.

I was present last summer at a camp established for sick mothers and children from the city slums. It was a wholesome, happy place, and it did one's heart good to see what was being done for these neglected little folks and their parents.

At noon they assembled in the big dining hall, and just before they sat down to dinner, one of the little lads recited a blessing which had been typewritten and given to the different children who were

selected in turn to lead in this service. I was impressed with the beauty and the value of it. These children were Jews, Catholics and Protestants, and the little prayer was so worded as to be unobjectionable to any of these or their parents.

I reflected that this was one of several advantages which many children of better homes do not enjoy. We cannot afford to bring up our children in homes where there is no recognition of the goodness of God. The habit of ingratitude to God will surely lead to ingratitude to parents, and thus the results of negligence will come to those who have been negligent.

Whether we agree with Schliermacher that religion is a feeling of absolute dependence, or with Kant that it is ethics, touched with emotion, our children should be taught gratitude, and a feeling of reverence.

In every home, it seems to me, the father, though not a professing Christian, should be willing and glad to possess and manifest at least religion enough to lead in some simple form of devotion. Every man ought to be a priest in his own house. And in the absence of the father, the mother should not hesitate to take this part. But the children, also, should be taught that the saying of Grace at the table is a perfectly simple and natural and altogether appropriate form for them to engage in.

Each family should have a simple form to be taught to the children. Some such prayer as this may be learned, and used by the children in turn.

Our Father, we thank Thee for this food. Feed our
souls upon the Bread of Life. Keep us in Thy love
this day and evermore. Amen.

Or the children may learn, and recite in concert this simple stanza:

Thou, O Lord, art great and good,
And we thank Thee for this food,
From Thy hand must all be fed,
Give us, Lord, our daily bread.

The home where the children are early taught habits of reverence and thankfulness will have permanent reason to rejoice in the good thus begun, which is sure to continue through later years.

* * *

First Lessons

Keneetha Loomis

All religion, and especially all religion for the little child, is not of necessity of the old fashioned Sunday School variety. The mother may, and does, bring religion naturally to her children through teaching reverence, reverence for nature and nature's gifts to mankind, reverence for human love and human interdependence. One of the first lessons leading to religion, is father love and mother love, and through these a natural love grows for the Heavenly Parent of all.

Spring time can teach much through the little flower bed. Father can help the little man or maid spade and rake, teach the little fingers

to plant, and encourage the little arms to be faithful carrying water for the wee garden with the equally wee watering can. When the first sprouts begin to peep above the ground in response to the care given, the young intelligence is easily led to a reverent knowledge of the work of the shining sun, of the refreshing rain, and the good earth, through these the thoughts are naturally led to the Giver of all good things. When the tiny garden gives its first blossom, father sees that it is to mother the "first fruit" is given. Father has planned it for so long and talked it for so long, that the child gives it without question to the dear mother, who in her turn thanks the giver of the blossoms, and then suggests that they thank all who have helped. So she thanks the child first, then the father, then the rain, the sun, the earth, and last the Heavenly Father who gave all and made all possible.

Songs or verses suitable for the childish experience may be learned at such times, as they impress the experience upon the memory.

The First Bouquet

"He dug his garden
"He sowed the seeds
"He kept it watered
"And pulled the weeds.
"And when it blossomed
"With flowers gay
"He gave his mother
"The first bouquet."

Out of the garden experience the mother may teach many things. The bright sun does much for us, the Heavenly Father surely loves us very much to give us so many good things. See the robins enjoy a bath in the hollow on the lawn where the refreshing shower has left a beautiful bath, just bird size. Notice how the sun, after the rain, warms the ground and makes the flowers more beautiful. After a few gray days, how glad we are to see the shining sunbeams. All the world can be connected by the thought of the blessed sunshine that comes so freely to all.

To love nature is to love God, the aim of all true religion, and the simple daily experiences should be made the means of bringing a loving knowledge of God to the child in the home. To teach the love of the Heavenly Father is fully as much the mother's work, as the dressing and bathing and feeding her children. The child who learns to love father and mother, and brothers and sisters, is foreshadowing a love for the whole human family and a love and reverence for the Heavenly Father.

Sunshine Far and Near

"The big bright sun shines down on me
"When out at play I roam
"Yet all the time 'tis shining too
"On Mother dear at home.
"And while at home 'tis shining bright
"On Baby's curly crown
"It shines on Father at his work
"A-far off in the town."

(The two songs are taken from "Songs of a Little Child's Day," by Emilie Poulsson and Eleanor Smith.)

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Editorials

Vacation Days

Elizabeth Harrison

"Summer Vacation" is beginning to mean more and more, to the wide-awake teacher, not idling away two months on some relative's farm, or being inconveniently cooped up in some summer resort boarding house, but an opportunity to see the world, to come in contact with people of broader views. The desire is to learn what is going on at the centers of education, in order to keep pace with the rapid growth of school-room life and not be counted a "back-number." The more advanced schools and colleges realize this and almost all offer summer courses of study, until the young teacher is embarrassed with the riches of opportunity. She, therefore, has to make wise selection if she is to have her summer tell for as much as possible.

Of course a good deal depends upon the line of work in which she wishes to advance in efficiency. If, for example, she wants more skill in drawing she will select some such center as The Boston Art School in connection with the Art Museum there, and at the same time familiarize herself with the historic spots near by. If Domestic Science she will probably decide on going to Columbia College and enjoy the advantage of its elaborate and thorough course in that science. If she is a Kindergarten or Primary grade teacher she will probably choose some such institution as the well-known Chicago Kindergarten College, or Pratt Institute, Brooklyn, and enjoy at the same time the cool lake or ocean breezes and the sight-seeing possible in cities of two million. If it is in English she desires to improve herself she will arrange to attend the Harvard or Cornell summer session and benefit by their somewhat rigid courses. If along the lines of physiological research she will turn her face toward Worcester, Mass. There seems to be as much specializing in Summer Schools as in every other branch of human activity in these days.

At any rate she will return to her work *re-created* (that is a suggestive word) and ready for so much better work that an advance of salary is almost sure to follow, and she will realize as perhaps she did not realize before, that *to grow* means to advance in more ways than one.

* * *

Child Welfare Exhibit

Mrs. Todd Lunsford

Prayer Offered by W. C. Gannett at the International Kindergarten Union in Boston

Father, we are all Thy people; we are all Thy little children. Some are older, some are younger.

We thank Thee that we live in a time when the world is growing homelike, when the older ones are eager to take care of the little ones, when arms are stretching out to help, when tones are growing full of love, when minds are full of thought for others.

We thank Thee for our part in the work; that it is given unto us to put our arms around the little children, to set them in the midst of happy things and make it beautiful for them to be alive.

We take Thy work home to our hearts, humbly, gratefully, looking as mothers look, their children in their lap, on them, and then to Thee, to give the wisdom of the watching eye, to give the wisdom of the tender tone, to give the wisdom of the loving heart, to give the Christ touch in their fingers. Amen.

Before I went to Chicago and attended the Child Welfare Exhibit, I had read so much of it in the daily papers that I felt perfectly competent to write upon the subject and tell all of you who are too far from New York or Chicago to have attended, all about it. Having been there has changed my attitude of mind, and I do not know where to begin or just which thing to try and tell. The exhibit was so full of the needs of the human race, presented so vividly that every turn of the eyes meant new fields of thought, that I do not know how I can give you any real conception of the remarkable exhibit.

I had intended telling you of "aims" and "values" as the papers had told me, but instead I am going to tell you something of the field covered, just what I saw, and how it looked to me, and let you each find the "aims" and "values" for yourselves.

The very first impression was of the crowds that were there, the rich and poor, the little and big, the old and young. Every class of the social scale was evident everywhere.

The Coliseum was divided into sections and the sections into booths by simple, unornamented screens. Over sections and booths were placed the headings that in the broadest sense covered the leading thought of that exhibit. Some few of these headings were: Settlements; Baby Check Room; Homes; Work and Wages; Laws; Recreations; Streets; Museums; Libraries; Schools; Open-air Schools; Health; Churches; Philanthropy. These general headings were definitely sub-divided, for instance: "Homes" were exhibited under "houseing," "furnishing," "clothing," "foods and cooking," "care of infants," "home life" and "home recreations." The section of "Health" was divided into "municipal health work," "children's hospitals," "visiting nurses," "infant welfare," "children and tuberculosis," "mouth hygiene," "prevention of blindness," and "eugenics."

Each "exhibit" consisted largely of three elements; huge hand-printed posters telling their story plainly; equally vivid illustrations, usually photographs and explainers. These "explainers" were men and women thoroughly acquainted with their particular topic, who not only answered questions but entered as deeply as the questioner desired, into their subject. In the department of "Recreations" one of the explainers was Miss Georgene Faulkner, whom we knew. She led us to a large map of Chicago which entirely filled one wall of the booth, and called our attention to the legend, "Twenty-seven miles of lake shore in the city of Chicago and only four public bathing beaches," told us the number of children who should have the advantage of the free beaches, and compared their number to the pitiful number of free bathing spots. There was, also a large map showing a picture of a policeman driving the small boys out of the water and into the hot and dirty city streets.

In the "Health" section trained nurses, in their nurse's uniform, called our attention to photographs of various stages of blindness caused by the lack of care of new born infant's eyes, explained the causes of ophthalmia, and of the simple and unfailing remedy if the treatment is given during the first days of the little life; called our attention to the huge posters of plain facts about ophthalmia and statistics regarding the number of needlessly blind in state institutions, and the cost of these institutions to the state.

I have here merely indicated what was done for us in a couple of instances. These instances are only a sample of what was going on in two or three hundred booths, and by many explainers in each.

To show what a visiting nurse has to contend with in her work, a room, the entire dwelling of a sick woman, was reproduced, the dirty bed, dirty stove and sink or rather table of dishes and pots, dirty floor, rags of clothes hung on the walls and the few worn-out pots standing any where about, nothing in order, no place to put things, and everything dirty. In contrast was the neat and scrupulously clean nurse.

All these exhibits were there to point a lesson. The dirty one-room home for the ignorant and shiftless, and they were there; the "blind" exhibit for the ignorant with tainted body, and they were there; the lack of bathing spots on the grand sweep of twenty-seven miles of shore, for the careless rich, secure in the comforts of water conveniences, and the city official, heedless through a too common knowledge of conditions, to make them realize the sorrowful lacks of the poor, and these were there to see and be reminded, "Am I my brother's keeper?"

There was much good speaking each day, by people of authority in their line of work and many entertainments, the children from the various public schools taking turn in entertaining and in the school exhibits of manual training and domestic science.

To those who are interested to know more I will add that for ten cents I bought a "Hand book of the Child Welfare Exhibit" which may, I presume, still be bought by addressing Miss Jane Addams, Chairman, or Sherman T. Kingsley, vice president, of the Chicago Exhibit. I copy these names from the "Hand Book."

PERSONAL MENTION

Chicago Kindergarten College

The College wishes to announce a six weeks' Summer School from June 20th to July 28th. There will be courses in primary methods, psychology, nature study, program, gift, games, stories, and handwork. Special emphasis will be placed upon the adaptation of kindergarten principles to primary work. Miss Harrison, Miss Davis and Miss Wetmore are all planning to teach in the Summer School. Miss Oma Grace will direct the practice kindergarten.

The College also plans to conduct a course in affiliation with the Winona College, Winona Lake, Indiana. The term there will begin June 12th and continue for twelve weeks. The curriculum provides courses for kindergartners, primary teachers, and mothers. Miss Nina Kenagy of Lincoln, Nebraska, who last summer made such a success of the work at Winona, will again teach primary methods and also some subjects in the kindergarten course. Miss Cora Chamberlin, principal of the Fort Worth Kindergarten College, will have charge of the practice kindergarten and the mothers' department. Miss Harrison plans to spend part of the summer in Winona and to supervise the entire course.

The Alumnae Association has been responsible for three very delightful entertainments held at the College, this spring. The first was a series of two lectures in March by Col. Isaac Brown, the Bird and Bee man of Rochester, Ind. Col. Brown knows more about birds than perhaps any other man in the United States, as he has spent over fifty years in studying them. His purpose in life is to so educate the youth of our land that they will regard and protect the birds as the conservators of our natural resources. The Colonel is a most entertaining talker and stores his listeners with a fund of valuable information.

On the afternoon of April 8th, Mrs. O. W. Richardson gave a stereopticon lecture on the Passion Play. Mrs. Richardson visited Oberammergau last summer and took her own photographs. The slides were unusually fine and the descriptions which accompanied them added much to the realism of the pictures. The lecture was prefaced by a program of appropriate violin and vocal music.

In the connection it may be interesting to quote a little from a letter written by Miss Marie Roos on her visit to Oberammergau: "The way from Munich is beautiful with hills and fields of wild flowers of every color. It didn't seem right for such hundreds of people to be crowding in the little village, and I was selfish enough to wish to be alone. But even so, it all seemed peaceful, and the village people were so kind and anxious to please.

We stayed at the home of Frau Sebastian Bierling, an aunt of the man who took the part of John. She was very willing to talk and told me of the important rôles that have been taken by her family. She, herself, had been in the chorus. It seemed to give her such joy that she too had helped in the fulfilling of their great vow. No one in talking to these people would doubt for a moment that they were sincere in their religion. The church-bells rang early in the morning and everyone went to services in spite of the pouring rain. When I spoke to Frau Bierling of the difficulty of giving the play in the rain her face lighted up with a smile and she said, they were glad to give it in any kind of weather God sent. They do truly think of it as a duty and a pleasure."

The last entertainment was given on May 11th and was an interpretative lecture by Prof. Edgar W. Burrill of the Northwestern University, on Maeterlinck's "Blue Bird." Prof. Burrill is rarely gifted as a dramatic reader and the "Blue Bird" possesses a peculiar charm and interest for teachers, inasmuch as it is full of symbolism, and its principal characters are children. All who were privileged to be present found the afternoon a thoroughly enjoyable one.

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In addition to these remunerative affairs, a St. Patrick's Day party, purely social in nature, was given in honor of the Mid-Year Classes on March 18th. Witty Irish stories were told by Miss Faulkner and Miss Hemingway—Irish solos were sung by Mrs. Root and Miss Fulcher—and Irish jokes were recited by the company at large. Even the ice cream was served in shamrock cups. The Mid-Years were duly impressed with the originality and hospitality of the Alumnae Association.

Miss Harrison and Miss Woodson returned from a three months' stay in San Antonio on April 1st. While in The Southwest, Miss Harrison was invited to speak before women's clubs, congresses of mothers, child welfare conferences, American women's leagues, and a number of girls' schools. She is very enthusiastic over the interest which the South is beginning to manifest in the higher education of its young women. Its agricultural schools and schools of applied mechanics have shown the value it is putting upon the practical education of its boys, but not until now has it taken up seriously the advanced education of its girls.

Both Miss Woodson and Miss Harrison gave lectures in the San Antonio Kindergarten Training School. Miss Woodson's subjects were: Psychology and The Education of Man. Miss Elizabeth Moore, supervisor of kindergartens in San Antonio, has been obliged to resign on account of her health. Miss Florence Thompson of Youngstown, Ohio, is substituting for her, and teaching in the training school. Miss Rachel Plummer is directing one of the kindergartens and teaching in the training school.

Pratt Institute

The Kindergarten Round Table Dinner was held Saturday evening, January 28, at Vanity Fair Tea Room, 4 West 40th Street, Miss O'Grady and Miss MacKinney acting as hostesses, Miss O'Grady presiding. Three topics were announced for discussion: first, the Froebel Pilgrimage this summer; second, the time of the meeting a year from now of the I. K. U. with the N. E. A.; third, the Child Welfare Exhibit now being held in New York. It was an especially interesting meeting.

The members of the Training School have found the Child Welfare Exhibit a most interesting and helpful exhibit.

The junior class, accompanied by two of the instructors, attended the Child Welfare Exhibit on Wednesday afternoon, February 1. The senior class also attended on Friday afternoon, February 3. All of the instructors have been a number of times. All who have attended have been most enthusiastic in regard to it.

A "breath of spring" in the form of japonicas, daffodils, hyacinths and violets came to us last week from Miss Fitts and Mrs. Lucien D. Gardner, of Troy, Alabama, whom Miss Fitts has been visiting.

Among our visitors recently were Miss May Murray and Miss Mabel Osgood, editors of the Kindergarten Review, and students from Miss Hunter's Training School and the Adelphi Training School.

Miss Seabury spoke at the Mothers' Meeting at P. S. No. 108 on Tuesday afternoon, February 28. Her subject was "The Knights," the third Mother-play in the series which she is giving to these mothers.

Our senior students with the Director and some of the teachers will go to Huntington Harbor, Long Island, on Saturday morning, May 13, for their week's outing and work in the country during the spring season.

In the recent gymnasium contest the Kindergarten seniors were judged the best in marching, drilling, and the work on the horizontal ladder. The total number of points scored by the kindergarten students was 197, by the Household Science and Art seniors, 209, the latter winning by 12 points. We

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In the morning Bobby slowly climbed out of her little bed. "Movver," she said, "Papa is right. I has got the slicken-pox 'cause here is one of de fedders I found in my bed."

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feel our students are to be congratulated upon the excellent work they did though they did not gain the highest number of points.

Several kindergartners engaged in kindergarten work in Pittsburgh, who are spending the winter in New York studying with Miss Blow at the New York Kindergarten Association, spent Thursday at the Kindergarten House. Among them were Miss Boyce, Supervisor of Kindergartens in Pittsburgh; Miss Childs, Director of the Model Kindergarten at the Pittsburgh and Allegheny Kindergarten College; Miss Harbison, Miss Lentz, Miss Cluley, Miss Hefferman, and Miss Munro. The Training School gave a tea in the afternoon in their honor. Others present at the tea were Miss Cass, Miss Patton, Miss Mix, Miss Tappan, Miss Harvey and Miss Roethgen.

States and Territories

California

Miss Grace Everett Barnard, principal of the Oakland Kindergarten Training Class, is away for a year, and Miss Harriet E. Huggins is in charge during her absence. The Oakland Training Class is proud to announce the publication of a song-book by one of its graduates, Miss Rose Sheehan of Sacramento. The book is entitled "A Day in the Spring," and is attracting favorable notice.

At a recent Alumnae luncheon, held in the new Shattuck hotel, Miss Mizpah Jackson of the class of 1910 christened the new book by singing several songs from it. About fifty members were present at the luncheon. Greetings from Miss Barnard were read, and the election of officers for the ensuing year took place.

Miss Florence Linnell's Kindergarten in Pomona had a very novel Christmas celebration. They made use of a Christmas tree out-of-doors, one which was growing on the school lawn. The grade children and teachers came out for the tree. This gave the delightful feeling of unity which Miss Linnell has been working so hard to attain. The sight was a beautiful one, with the oranges, palms, and roses near at hand, the snow-capped mountains in the distance, and the happy children in the foreground.

While studying the trades, Miss Linnell took up the orange industry. Miss Georgia Perry also has a kindergarten in Pomona.

Indiana

The Kindergarten Review gives us this interesting item: "The Tingle Bill recently passed in the state of Indiana gives cities the right to levy a tax of two cents on each \$100 of taxable property for the maintenance of kindergartens. School teachers throughout the state have been interested in the bill. The present law referred only to the city of Indianapolis, and fixed a rate of one cent. The new bill doubles the rate, and extends the kindergarten feature to all cities of over 6,000 that desire to introduce it, the question being optional with the school-board."

At the west end of Mishawaka, a new kindergarten has been established with an enrollment of about forty children. The directors, Miss Flossie Stuller and Miss Elsie Partridge, will graduate this spring from the South Bend Kindergarten Training School, Mrs. Alma O. Ware, principal.

Michigan

The Kindergarten Training School at Grand Rapids held its twentieth anniversary celebration on March 31. Its first class numbered thirteen members. Since that time it has enrolled 11,126 students. Without endowment or public aid, the school has paid its own way. It has established and maintained ten private kindergartens, and has conducted every summer one or more kindergartens.

New York

Miss Fannie Belle Curtis, director of kindergartens in the boroughs of Brooklyn and Queens has been very successful in arousing her teachers to

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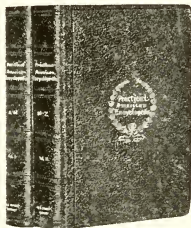
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the importance of enlisting the interest of the mothers in the schools. On March 23, in the Association Hall, of Brooklyn, the ninth annual convention of the Kindergarten Mothers' Clubs and Parents' Associations was held. There were mothers present from nearly three hundred schools. As a result of the convention and the work of the mothers' clubs a summer camp where mothers may take their little ones for a day's outing has been established on Coney Island.

There has been a remarkably steady growth of kindergartens since 1900 in New York City, as the following table shows:

Year	Number of Kindergarten	Yearly Increase	Year	Number of Kindergarten	Yearly Increase
1900	115	—	1906	549	58
1901	135	20	1907	601	52
1902	243	18	1908	678	77
1903	404	161	1909	765	87
1904	449	45	1910	812	47
1905	491	42			

The Board of Regents in New York are the best educated in this country.

A children's entertainment under the auspices of the Pratt Kindergarten Alumnae Association was given March 21 at the Pratt Assembly Hall. Mrs. Sarah Cone Bryant related stories in a way to delight both old and young. Mrs. Martha Clodius sang songs and piano and violin solos were given by amateur artists.

Miss Blake spoke on Froebel's Mother-play Book before the Kindergarten Chapter of the Parents' Association at P. S. No. 152, Richmond Hill, on Tuesday afternoon, March 28. Mrs. Kenyon Parsons, for two years a member of the Mothers' Class at Pratt Institute, was instrumental in having Miss Blake talk to the Mothers.

Oklahoma

Kindergartners in Oklahoma are doing pioneer work. Miss Irene Kirke, who has a kindergarten in Guthrie, writes that she has over fifty children and one assistant who had never been inside a kindergarten before. She has organized a thriving mothers' club. While in attendance on the state convention of Oklahoma teachers in Muskogee, she met Mrs. Alma O. Ware, who she says gave some very interesting lectures. Mrs. Ware was sent to this convention, as a result of the efforts of the National Association for the promotion of kindergarten education and the friends of the kindergarten in Oklahoma City. She was the first outside speaker to represent the kindergarten on the general program of the State Teachers' Association. An organization in Oklahoma for the propagation of the kindergarten in the state had just been effected. Mrs. Ware's lectures in Oklahoma City and also in Muskogee have given a great impetus to this movement. A further result has been the organization of a kindergarten association in Muskogee, the second largest city in the state, which has as its purpose the introduction of kindergartens into the public schools.

Washington

Miss Emma Eaker and other loyal advocates of the kindergarten have been instrumental in awakening enough interest in the subject in Seattle to get the people to demand a kindergarten; and it seems almost certain that the act will be passed, installing kindergartens in the public schools, at least in such sections as desire them.

Washington, D. C.

Washington, D. C., has a fine system of public school kindergartens, supervised by Miss Watkins. It also has three training schools for kindergarten teachers which are doing excellent work—the one at the City Normal is in charge of Miss Helen Gordon, Miss Virginia Handy is head of the department in the Cathedral School, and Miss Nina Whitman, in the Methodist Missionary Training School, Rust Hall.

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