STATE NORMAL SCHOOL

The Kindergarten

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Kindergarten Bulletin

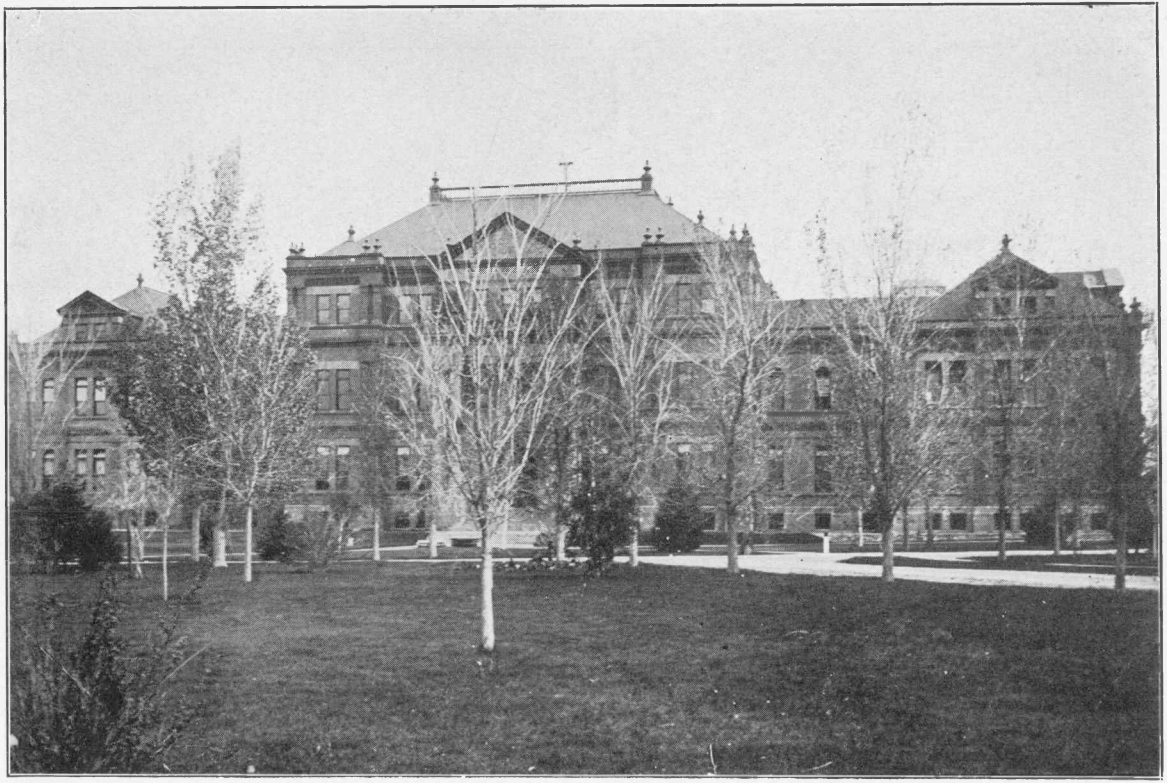
BY

E. Maud Cannell, - Outline of Course
Director Kindergarten.

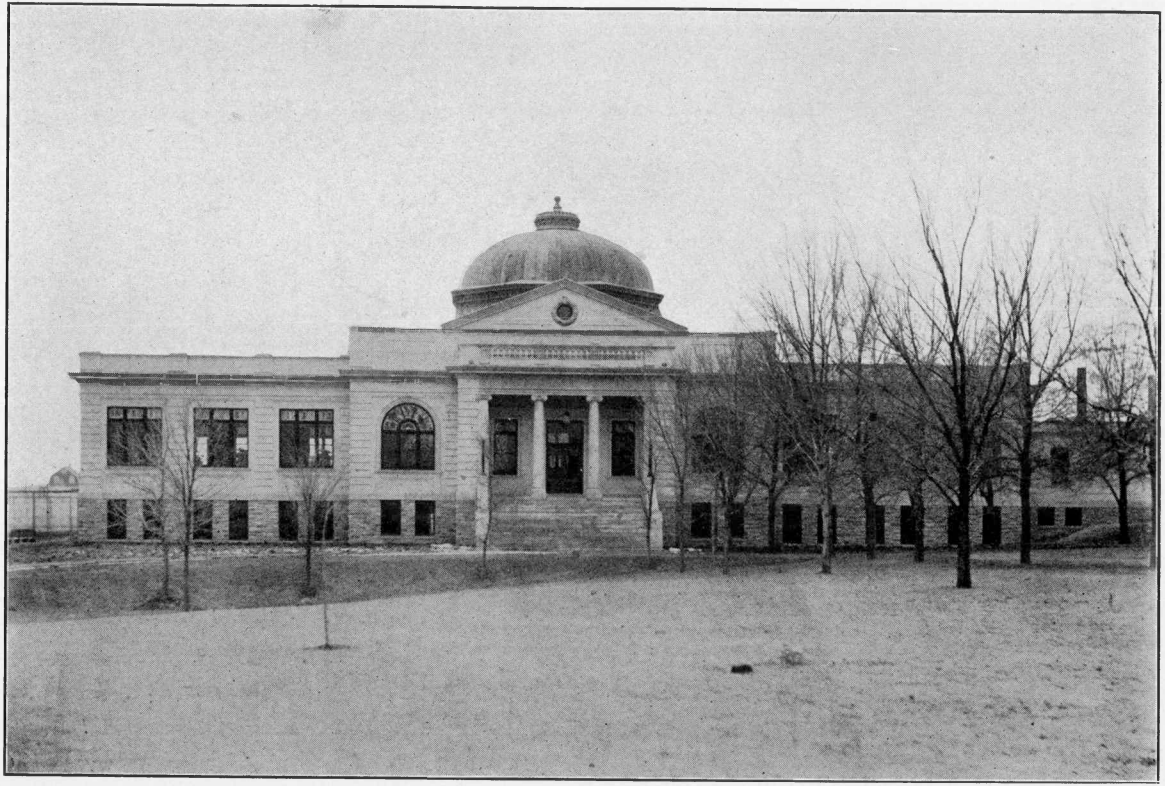
D. D. Hugh, - - Introduction
Superintendent Training School.

Z. X. Snyder, - - - Preface
President.

Front View of Quadrangle.



Administration Building.



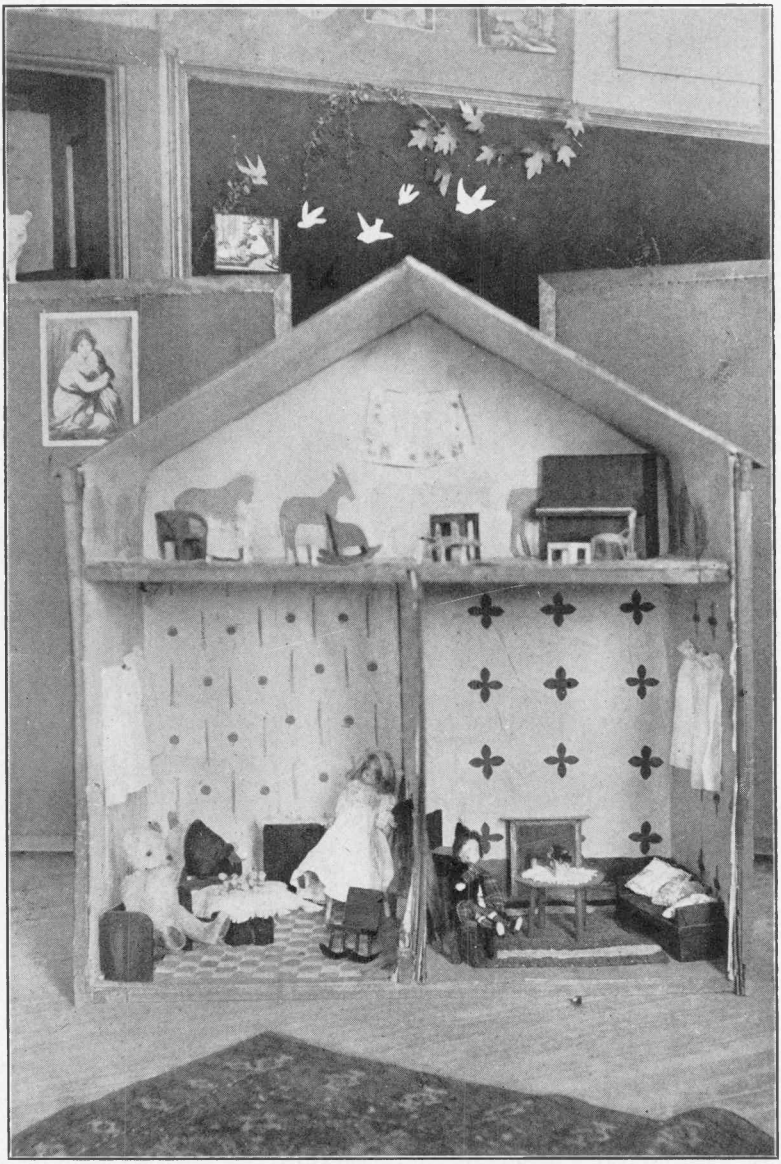
Library Building.

President's Residence.

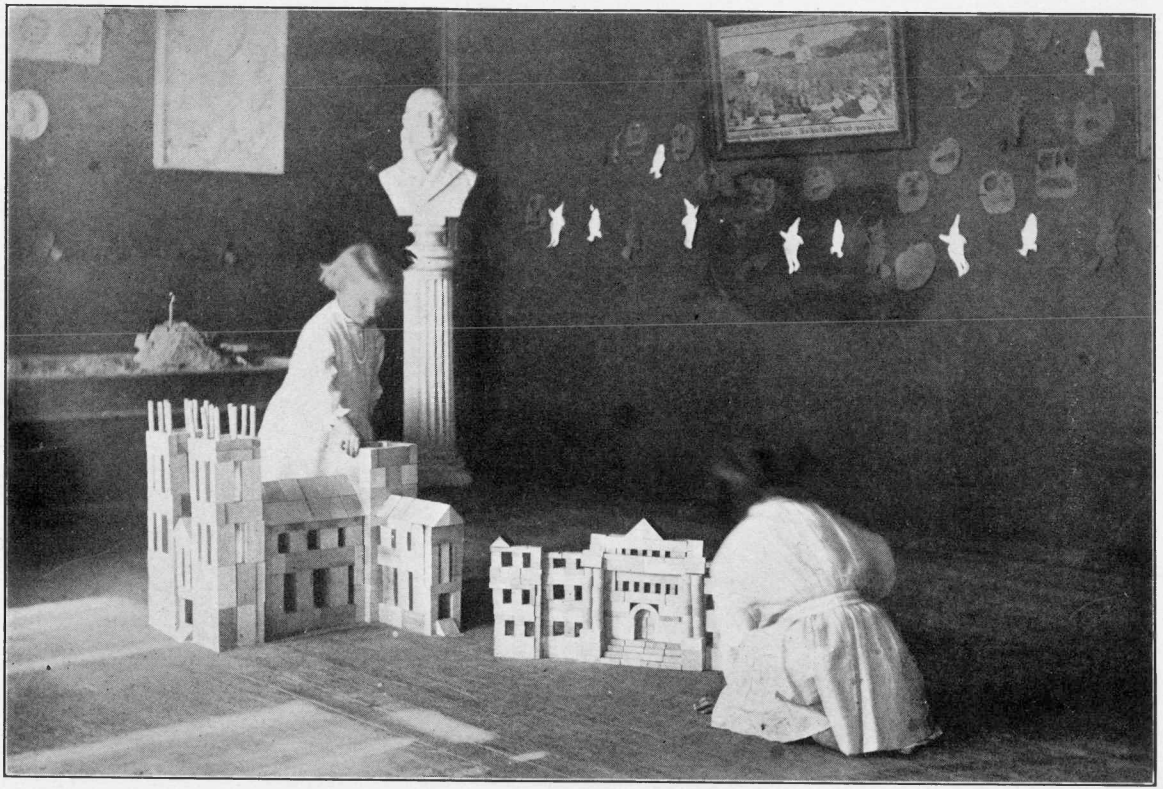
Nature Study—Raking Leaves.

Watching a Porcupine.

Juniors Playing Games.



The Doll House.



Building.

Modeling.

Birthday Party.

Kindergarten Band.

Preface.

The exposition of the kindergarten as given in this bulletin is in accordance with the modern conception of education. The Kindergarten, as conducted at the State Normal School, is a part of the Training School, or a part of the public school system. The old conception that it is a place for formal work principally with the gifts, is not in conformity with the notion of the modern kindergarten. Playing, talking, singing and out-door rambles are the natural activities of children. It is around these centers that the work organizes itself. Many activities grow out of them that are inventive, occupational and "discoverable",—that are helpful, stimulating, inspiring and developing. The idea is also, that the teacher is a companion; one who can enter into the childlife in its relations to nature and human interests. In a modern kindergarten, the children should spend much of the time in taking rambles into the fields of nature that there may be developed that "nutrition of feeling" for nature so necessary in real education. Nature is the mainspring of life, and every child should have an abiding feeling to live with her. There should be nothing formal—just breathe and live it. Nature is to the intellectual life what air is to the physical life—conditioning—fundamental. Play is also a fundamental impulse. The activities have their roots in it. If it were possible to have a concrete vision of the evolution of the motor activities, it would be seen that every movement has had and

has the fibers of its roots in the play impulse. Large play rooms, play grounds and open fields and woods are the school rooms of the kindergarten. The little children should have a chance to talk. Any formal discipline that interferes with the natural activity to inquire, to ask questions, to explain in this form of expression is not natural, and does not belong to the kindergarten. Singing is a natural activity; it is a method of expression in which the sentiments are more largely involved than in the other forms. Just as play, speech and love of nature may be repressed by the technician, so may the rhythmic impulses to sing be repressed and withered by the formal teacher.

There is coming still more freedom for the kindergarten; more of the old Froebelian form and talk are going to be thrown off and a freer and more childlike atmosphere created in which the child is to live and move and have its rightful being.

The exposition set forth in this bulletin is a movement in the direction of improving the kindergarten,—also a movement in the direction of more thoroughly making the kindergarten an integral part of the public schools. All the reform that is to come to the kindergarten is not here set forth—some of it is. Reforms must be evolutionary as a rule.

Trusting that this may help the educational people of the State in forming a better vision of a modern kindergarten, this bulletin is issued by the Normal School authorities.

Introduction.

The educational doctrines of Froebel, probably to a greater extent than those of any other prominent modern educator, are based upon his philosophy. To him the varied phenomena of the world, including man, are expressions of the Universal Life, which is conceived as self-conscious energy. "In all things there lives and reigns the Divine Unity, God." While it is the mission of all created things to reveal in different degrees of perfection this inner life, it is the special prerogative of man to rise to full consciousness of his relation to the Divine, and with full purpose of heart to make his own life as complete a revelation as possible of the immanent life of God. To aid in the attainment of this end is the function of the school.

From this noble conception of education several important consequences follow for the teacher. In the first place, the child must be treated as an active being, as a partaker of the Divine nature. Hence, education is not to consist of filling the mind with knowledge, but rather of furnishing opportunities for "self-activity." Accordingly, importance is to be attached to the instinctive activities of the child, such as play, imitation, constructiveness, etc. Through these the child realizes the potentialities within him. The work of the teacher is to furnish an environment that will call forth these activities. In this respect Froebel is in harmony with the voluntaristic tendency of modern psychology, with its emphasis upon the activities

of the child, rather than with the intellectualism of Herbart and his followers.

In the second place, we find in Froebel's philosophical background the source of his interest in Nature. This, too, is a revelation of God, and consequently akin to man. Hence contact with Nature enables the child to accquire a clearer knowledge of his own life. The attainment of a better understanding of the physical world was certainly one of Froebel's main aims, if not his primary aim, in the organization of the system of gifts. That Froebel's followers have sometimes made these gifts an end in themselves and shut up the child in the school-room, away from the influences of Nature, is doubtless true; but in this respect they departed from the spirit of the Master. It is, moreover, a fact that Froebel's philosophical conception of Nature led him to trace out many fanciful analogies concerning its relation to man; but in an age lacking in definite scientific knowledge it was natural that a man of his poetic temperament should fall into such vagaries. In the kindergarten we need a revival of nature-study from the standpoint of our best modern methods of teaching the subject.

Again, in Froebel's philosophical foundations we find the motive for the social activities of the schoolroom. While the development of the personality of the child must be taken as the supreme end of education, this cannot be accomplished by isolating him from society as Rousseau taught. The normal environment of the child is the environment of human beings—beings, too, made in the image

of God. Hence the institutions which have arisen to minister to human needs—the school, the church, the state, etc. —must necessarily be important factors in education. Only through participation in the larger life of humanity does the child come into possession of his divine birthright. Froebel was, therefore, intensely interested in the social aspects of education, and in organizing the activities of the schoolroom in a way to develop the social spirit. It is, of course, possible that in the selection of games and other means for this purpose Froebel's methods may not always have been beyond criticism. This could not be expected. Let us follow the spirit of his suggestions, and from our fuller knowledge of child-life devise adequate means for the attainment of the desired end.

In the organization of the curriculum of the kindergarten the occupations are more suggestive to us than the gifts. To develop the life of the child through participation in the life of the home and the community is the keynote to Froebel's educational activity. Hence the school must afford the child an opportunity to get acquainted with typical home and community occupations through entering into the spirit of these activities rather than by the acquisition of facts about them. This does not necessarily mean that the kindergarten child shall actually perform these activities, but rather that he shall represent them in his plays. Undue emphasis upon their realistic performance trammels the imaginative nature of the child and does violence to the development of his neuro-muscular system. The gifts may be a useful addition to other kinds of material for

representing the various occupations with which the child is dealing. The order of their use will be determined by the kind of material needed in this work, not by any logical sequence in the geometric forms.

No such outline of work as is here presented can, of course, be final. No growing teacher ever exactly repeats work she has given. The true kindergartener must be willing to learn not only from the writings of Froebel, but also from recent studies in genetic psychology. Most of all she must be a careful, patient student of children herself. From time to time she will need to modify her methods to conform to her growing insight into the nature of the child. The kindergarten course of study, moreover, as that of any other part of the public school system for that matter, must be suited to the community in which the children live—a principle which Froebel understood very well. But it is believed that the outline herewith presented by Miss Cannell will be suggestive to kindergarteners who are striving to follow the spirit rather than the letter of Froebel's teachings.

As to the immense value of the teachings of Froebel, not only for the kindergarten, but for the whole public school, there can be no doubt. In insisting that the supreme test of the educational efficiency of the school is its ability to furnish an environment for the normal development of the child through his activities and social relations, Froebel is in harmony with the best educational thought of modern times. When the elementary school teacher realizes that any results she may obtain in the way of facts

acquired by the child are absolutely worthless except in so far as they minister to the development of the personality of the child, the chief difficulties in the way of making the kindergarten an organic part of the public school system will have been removed. Nor will there longer be any more doubt of its value than of the value of any other part of the public school system as a specialized agency of the home for providing a better educational environment than can otherwise be furnished for the child.

Outline of the Kindergarten Course of Work.

The definition of a program of the year's work in a kindergarten must always be attempted with hesitation. The free, joyous activity of a little child is fortunately irrepressible and irresistible, certain to break the bounds of any curriculum which may be set for him. Especially is this true when the aim is to follow the lead of the child's spontaneous interests. When, as in the kindergarten, materials and technique are subordinate to the purposes of him who utilizes them, any formulation of results in terms of practical utilities, knowledge gained and things made, must be entirely tentative.

To secure to the child a sound and active body; to judiciously increase his motor efficiency; to fill him with a greed for experience; to cut a few facets in his "many-sided" interest; to foster habits of initiatve, choice and consideration; above all, to preserve his spontaneous self-ex-

pression and his love of play; these are basic purposes too large to be defined in any curriculum of sharply defined means and ends. To establish an attitude of expectancy toward life, to give a little more significance to the daily routine and environment of the child's home and kindergarten—this is vital. Nothing else really counts. Things done and things made are absolutely worthless save as they give opportunity for emotional reactions and the unhampered carrying out of one's own purposes. Skill and technique are by-products, never suitable stimuli to action. They have no rightful claim to be the direct objects of attainment. The same attitude is taken toward instruction. The tyranny of ideas may be quite as stultifying as the tyranny of things. Instruction is clearly not the aim of the kindergarten. Facts learned and things done are futile save as they stimulate individual action and enrich the personality. Securing these, the incidental experimentation and information are more easily assured and made usable.

We believe that it is entirely possible to take Froebel's significant contribution to theories of educational aims and processes without undue stress upon the symbolic significance of nature and the material environment of the child's life. Some of this is undoubtedly Froebellian, due to the spirit of his time and his own philosophic thought. But it has, in times past, been needlessly magnified by kindergartners themselves to whom, going into the work as many did from motives of religion and philanthropy, this aspect of his thought especially appealed. We believe that today

most kindergartners are free from habits of symbolic thought, certainly from its practical applications in their teaching, and that the defining of our position upon this point is made necessary only by critics standing aloof from actual kindergarten practice and who are unable to forget the past.

To us there is no esoteric value in certain materials called "gifts" and "occupations", nor in the "sequence" in which they may be presented to the child. Our only consideration is to give the child playthings of such a nature and in such a manner that he may manipulate and utilize them in building up desirable new reactions out of old experiences. The effort is rather so to guide experience and arouse needs that his resources may be equal to the crises of the moment. All kindergarten materials—together with other materials at hand—should be means by which the child works out his own purposes. This applies to the presentation as well as to the selection of material. The sequence of the kindergarten gifts and occupations indicates not a logical but a psychological order: the order which the child naturally selects under the guidance of a good teacher who sees to it that the things at hand are suited to his capacity to utilize them. Psychological sequence in the gifts and occupations is merely the pedagogical attempt to present a series of means paralleling a series of interests where one difficulty is presented at a time. This is, or we believe ought to be, the principle upon which any course of study is made for any grade beyond the kindergarten. Thus the

teacher organizes his phonic work into a series of sounds, or selects the reading matter for his grade, or determines upon the presentation of certain mathematical facts before others. The building gifts are given first because children like and can use this material before they are interested in the flat representations which are made with the higher gifts. Again, the building gifts are presented in order because until the child is ready for certain complexities of material they only stultify his activity. For example, little children are frequently seen to push aside all the triangular prisms of the fifth gift, that they may build only with the simple and familiar cubes. The gifts above the sixth are used merely as adjuncts to the building material, or for experimentation in design to be applied to some form of utility which needs decoration—wall paper or rugs for the doll's house, etc., etc.

The needs of our daily life in the kindergarten usually are best met by the "occupations" which are never formalized into a progressive sequence of media. That material is always selected which most suitably lends itself to the motor co-ordinations of the child and the character of his play. Some of the traditional occupations are never used; of the remaining some are more valuable than others. Those are of most worth which have played the largest part in the history of human progress: those which are found in the majority of homes, about which cluster the richest emotional associations and which are surest to interest the child in the arts and industries of today. We use freely any material not in the sequence of kindergarten occupations which

is deemed desirable. Experience, however, proves that many "outside" materials are too unorganized and present too many difficulties for the manipulation of children of kindergarten age, however usable the *products* may be in the play life of school and home. We find practicable a very soft tin for making cooking utensils and the tradesman's tools; large stove-pipe wire for the ribs of grass-woven hanging baskets; tilo matting for floor coverings, book covers, etc.; raphia for coarse sewing on burlap—not for weaving which is too difficult for these children; coarse canvas for table and pillow covers; cheese cloth for dusters and bedding; oil cloth, Holland shades, and strips of cloth for weaving.

In a general way the work of the year concerns itself largely with interests which may be grouped under the following heads:

Kindergarten Activities Suggested by the Child's Experience of the Needs and Duties of the Home.

a. The time in the opening weeks of the year is taken up, not in talking about or reproducing the home life of the children, but in such actual living in the kindergarten room itself as shall necessitate our participation in the interests and occupations of the average home. The aim is to secure to each child opportunity for love, helpfulness and personal responsibility as he comes to feel that the room is his own playroom and the life in it as normal and varied as

is the life of his own home. In carrying on this daily activity many little homely duties are learned. We put the room in order, arranging chairs, screens and playroom; we care for our window plants and the parroquets (the only caged life we ever have in the room); we find our brooms and learn to use them; make dust cloths and bags to hold them; re-line the waste baskets and drive hooks for the hanging of needed utensils; we wash the dishes, paint cups, mucilage bottles, etc., etc.

Certain playthings, as the large Hennesey blocks and picture books, are always accessible to the children during the free play time before kindergarten opens. These he learns to keep in perfect order as the price of the privilege. He learns, as the year progresses, the significance of the pictures and casts about the room.

b. Turning to the homes from which we come, we represent mother's work, and especially the loving care she gives to each member of the home; what father does at home and "down town;" what little children do for father, mother, the baby and each other. Our kindergarten needs bring parallel activities. We wash the doll's clothes on Monday, we iron, mend, go a-visiting, wash our windows, tables, and cupboards. In all this the doll plays an important part. On her we drape our fancies and test our knowledge. For making real the gift plays at the table the paper doll seems indispensable. For before-school and circle plays we have both rag and bisque dolls, and at times make dolls from clothes pins, nuts, potatoes, etc.

c. A simple analysis of the the activities of the home goes hand in hand with the construction of houses for our doll family. The babies make a simple house, without roof, of a heavy construction paper not too stiff to be folded into shape. Children of intermediate grade often use shoe or fruit boxes, while the oldest group make a very substantial house of a packing box large enough to allow a child to really play in its rooms. Continuously for weeks, intermittently for the year, the furnishing of this house occupies their time. Wall paper is designed for the different rooms, floor paste is cooked on a chafing dish and spread with mops of soft rags. The floors are stained and rugs woven on looms of the children's construction. Furniture is made in several media. Some good things have been done with slats and glue; the traditional cardboard modelling is always satisfactory; the sixth gift, glued and stained, has given results, pleasing, but too expensive for general use. On the whole, we find most profit in utilizing the half-shaped materials to be picked up about any house building in the neighborhood for furniture, Mission-like in style. For chair backs, arms, rockers, and articles of lighter construction, shingles are especially good. The children use no saws or planes, relying upon a vigorous and prolonged use of sand paper to get the material into the right proportions and finish. The articles are fastened with tacks or glue and finished in stain or enamel paint as desired. Protected by aprons made of any material to be gotten without expense, usually burlap, the children paint the outside of the house with house paint. They also paint the large doll's

cradle, made of a soap box, and renew the white enamel on the wicker doll carriage. Using the large building gifts the children represent the parts of the structure of a house; the common types of roofs; doors and how they open; the narrow casing of windows; the support of porch roofs; steps and staircases; and foundations, which are also often built of stones and mortar from some kindly mason.

d. Animal mothers and children and their homes interest us and by contrasts and resemblances give clearer understanding of our own home life. Birds and insects in the autumn and spring time, domestic and wild animals during the winter months are objects of observation as more particulary described under the nature work for the year.

Activities Suggested by Our Need for Clothing.

As "grown-ups" are said to be all good when dressed in their best, so a child's change in apparel is to him mightily significant. He loves the varied attire of the teacher and her purely decorative adjuncts of dress, and that is a gala day which sees his own Sunday suit descend to daily uses. The changing seasons contribute a vivid pleasure in occasions to don leggings and furs, or to wear sandal shoes and short-sleeved dresses. Likewise, the dolls need clothes and the doll beds must have bedding. Cotton and silk we learn to distinguish by touch and by samples of the raw materials in various stages of preparation. Wool we find in our own environment and give some time to tracing the process of its manufacture. When it is possible to convey the children to the sugar factory we see the thousands of sheep being

fed there in the fall. We are always fortunate in finding one or more sheep owned in the neighborhood, making several visits for a more detailed observation. The children often shear a pelt in kindergarten, twist the thread and sew some simple design on cardboard (the fibre not being strong enough usually to stand the strain of a close meshed fabric); woolen warp is used for rugs woven of silkaleen or of carpet rags; a tam-o'-shanter can be made for the doll of coarse yarn; and woolen cloth is used for needle books, and flat-iron or tea holders. A mattress for the doll's bed is made of corn husks cut fine, of waste ends of worsted, or an "Ostermoor" is constructed of layers of felt tufted together. Pillows are stuffed with down from the milkweed seed, sometimes with down saved by children whose parents keep fowl. Flannel cloth is converted into woolen sheets to replace the white silkaleen ones used in the summer. Perhaps the child gets one of his clearest perceptions of interdependence when he reflects that his new suit is made from the sheep's cast-off clothing of last year, and when his thought travels from the sheep to the shepherd, weaver, storekeeper and tailor who form connecting links in the story.

Activities Which May Be Suggested by Our Interest in Foods and Their Preparation.

As in all the play of the children, the effort is made to have the things done grow out of the needs of our kindergarten life. Pumpkins must be provided for our Hallowe'en pranks, popcorn for the Christmas tree; many seeds

and nuts are desirable for use in decorating our room. We are a hospitable family and wish to entertain our friends from time to time. Hence the following are some of our *ends*:

To dry apples to be made later into sauce.

To bury grapes in sawdust.

To preserve peaches or plums. These are served to the mothers at some winter party.

To harvest the crop in our own school garden: popcorn for the Christmas tree, pumpkins for Jack-o'-lanterns, etc.

To flail oats—using a home-made flail—and cook in a chafing dish.

To pound corn, or grind it in a cofee mill, making corn bread.

Of the second gift material and rubber belts, to construct a mill which will "go," crudely, but to the satisfaction of the children.

To make cookies, doughnuts, or small drop cakes for our Thanksgiving luncheon.

To stew cranberries.

To watch the bees at work, visit a hive if possible, and buy honey for a luncheon.

To buy milk, raise our own cream and churn it into butter. For this purpose we make crude paddles by sandpapering bits of wood, and skimmers by pounding nails through soft tin.

To serve a Thanksgiving luncheon to our mothers.

To serve a luncheon in the spring using the lettuce, radishes, and onions from our school garden.

To have a birthday party whenever a mother invites us to do so. This is entirely spontaneous on the part of the mother, and the feast is always simple in character—a plain cake, or perhaps stick candy and animal crackers. At such times the children usually say a detailed "Thank you" to mother, grocer, miller, farmer, cow, hen, etc., tracing the series of dependencies to the limit of their knowledge.

Activities Connected With Trades and Industries.

Among the tradesmen who supply the necessities of our life in the home and in the kindergarten are the following:

1. *The Farmer.*

Make simple tools, using sticks and glue; use soft tin for blades set in pine handles sand-papered by the children; make barns, etc., in cardboard modelling.

Make wagons in various ways; children using spool boxes or drafting their own patterns in cardboard for the body, button moulds and the pasteboard seals from milk bottles for wheels, the eighth gift slats for tongue and springs, etc.

Build up a sand-table representation of a farm, using the enlarged gift material. This usually includes irrigating ditches, fenced fields, house, barn, chicken coops, and orchards and fields of grain, which perpetually tantalize the cardboard animals who gaze on them.

Invent games and plays showing the produce which the farmer takes to town and the supplies he brings back with him.

2. The Grocer.

The children buy the needful materials for baking and the putting up of fruit. A kind grocer put up a pound of sugar in twelve small bags for the dozen children who went to buy it.

The children make simple scales and buy and sell in mimic fashion. Using the actual materials, many valuable games for the senses of taste and smell are enjoyed.

3. The Baker.

Each year we visit the Phoenix bakery, after which the children build an oven, make a long shovel, bend narrow strips of soft tin into cookie cutters of various shapes, and make tin pans large enough for real use. These are taken home for use on mother's baking day. Last year a pan of biscuit cut with a thimble were so perfectly cut and baked by a child at home that we decided to present them to the "Mr. Baker" who had extended to us his hospitality.

4. The Shoemaker.

After visiting a cobbler, the children twist and wax thread; try to sew on cardboard, using two needles at once; measure one of the kindergarten dolls for shoes made of soft leather; sew lines with which to play horse; model in clay a last for their own feet; make a clay shoe filled with the old woman and her numberless children, etc., etc.

5. The Blacksmith.

The visit to see a horse shod results in considerable activity, largely self-initiated as a result of the action, noise

and element of slight danger which the shop presents. A forge is built of bricks or stones, using mortar or wet clay; our "really truly" bellows presented by a friend leads to smaller ones of pasteboard and cloth; horse shoes of tin are pounded full of holes; and the second gifts with sticks, rings and tablets lend themselves to good mimic representations. "Hearing games" to distinguish various substances struck, naturally suggest themselves.

6. The Miner.

Children naturally discover the large part fuel plays in the work of the shoemaker, baker, blacksmith. While the mine is not in our immediate environment, it is sufficiently near so that many children have seen one. To all, the idea is more familiar because of its place in the industries of the state. Here the mystery of a mine, its vastness and darkness, the habits of daily life—all are interesting. We represent the putting in of coal for winter in our own houses and visit the heating plant of the school. On the sand table a mine is built, burying coal in the sand, making the shafts, cage, railroad tracks, carts and burros. As in much other work, many different gifts are combined as the occasion demands. We make candles of tallow or of paraffine and miners' lamps of coarse stove-pipe wire.

7. The Postman.

The postman is studied as the medium through which the interdependent wants of various forms of labor are supplied; the newspaper and letter in the home, the sending of valentines and Christmas gifts are universal experiences on which to build.

Activities Growing Out of Social Intercourse and the Varying Interests of the Community.

Children of one group visit another group, watching their work or being entertained by some accomplishment of song or story; they visit the bird and squirrel houses among the trees on the campus; they sometimes go to see some child recovering from illness, or make some little gift to send him. We have been out serenading—at ten in the morning! —visiting the mothers within walking distance, or sometimes the children of another grade. The kindergarten band has played for the different grades from the first to the eighth. Such things afford a reason for drill and skill, lifting them above the level of self-consciousness or artificiality. The parents are also, of course, invited from time to time to the various celebrations held in the kindergarten room and at times the older grades are asked to participate in our Christmas or other exercises.

The children often dictate a note of thanks for a birthday cake sent by some mother, or a letter to a distant friend who has sent us some treasure of garden or woods not accessible to us here. We have thus said "Thank you" for nuts and arbutus from the East, bitter-sweet and ferns from the Middle West, and orange blossoms and fruit from California. Sometimes the invitations to parents for special celebrations in the schoolroom have been sent exactly as phrased by the children. The birthday parties and luncheons served to parents afford occasion to learn to cut

tissue paper napkins into pretty shapes, to set a table neatly and to decorate it tastefully, to serve food properly, and to wait until all are served before beginning to eat.

Perhaps we do not draw enough upon the resources of the home in carrying out school work. It is a sure way to arouse interest, to keep the parents informed as to our doings and their significance, and to help the children to unify the purposes of home and school life. First explaining at some mothers' meeting the purpose of our request and the specific end in view, that there may be no sense of burden or annoyance, we have at times asked the home to contribute carpet rags for the rugs in our doll house, spools for the wheels of our farm wagons, and woolen cloth for the leaves of needle books, for tea holders, etc., etc. We are inclined to think that, tactfully done, there is more value in this sort of home and school co-operation than has yet been realized. Where there is no domestic science department in a school affording facilities for occasional use of a cook stove, some mother in the neighborhood may gladly invite the children to bring to her oven the dishes prepared in the kindergarten.

At times the children have the pleasure of social co-operation or assistance. The gifts on our Christmas tree are entirely for others; the tree itself with its kindergarten-made decorations is given for the further use of some charitable organization of the town; the children contribute to the Thanksgiving offering of the school; and at Christmas time may bring offerings of toys and in the kindergarten

make scrap books of pictures or simple playthings for some children's home or hospital.

The other common holidays of the year, equally with Christmas, give occasion for entering into the life of the community. Hallowe'en is an orgy of grotesquerie and kindly fun. Jack-o'-lanterns made from the pumpkins grown in our school garden give great delight. Games and rhythm reflect the swift surprise and absurd postures of the pictorial Brownie, and the spirit of the day—one of personal initiative and license—is utilized in especially free hand-work. Lanterns painted with all the spots, stripes and zig-zags of an inventive mind, much use of orange and black in posters or blotters, festoons of brownies and black cats—the children revel in these.

The Thanksgiving season marks the culmination of our experience in planting, harvesting and storing the things raised in our kindergarten garden. Here, too, our hospitality is exercised. The plums or peaches preserved by the children in September are served at a luncheon given to the mothers, together with cookies, drop cakes or tiny pumpkin pies of their own baking. Thus the home life which we are trying to live in the kindergarten and the social environment in which it is set are naturally knit together.

Easter brings the dyeing of eggs, a hunt for them on the lawn and an egg-rolling on the terrace, as well as the usual making of Easter cards, egg dolls, pen wipers, etc. On May day a pole is wound and baskets hung filled with the flowers of our own gathering on "the hill."

The occasional presence of a circus in town is a God-send to the spontaneous utilization of opportunity. After being taken to see the parade the children reproduce what is perhaps the last remnant of the pageantry of chivalry left to a republican life. Through the bars of their chair-cages look walking hyenas, roaring lions and chattering monkeys; ponderous elephants trapped in table covers sway restless trunks, while the kindergarten band, seated in our little wooden balcony, and free for once from the accompanying rhythm of the piano, revels in din and confusion: bare-backed riders leap over chairs and through paper rings, or show fancy steps to the changing rhythm of the piano, clowns, dressed in whatever may take the fancy of colored chalk, strips of crepe paper, Hailman beads, odds and ends of cheese cloth, and paper caps, amuse responsive spectators. The end of the performance sees the crust broken through many a child's hindering self-consciousness or habit of prosaic stolidity.

Activities Suggested by Our Life Out-of-Doors.

Froebel's Mother Play opens with a game for the exercise of the fundamental motor centers of the baby, in response to the physical world around him. Nowhere in the book does he show children cooped up in the house or busy with games or toys taken from the artificial aspects of life: a kite, a stone dam in the brook, men in the hay field, a visit to the carpenter or the baker, the finding of the chickens and pigeons, the discovery of a deserted nest, crude wind or string musical instruments which they have

constructed from hollow stems or grasses at hand—these are the interests which he shows the child as occupied in.

We live much out of doors. Occasionally we conduct the entire session on our beautiful campus, frequently the children are out for all save the opening circle work, while the games can be played out doors save in the severest of winter weather. Our longer excursions to visit the various tradesmen give whole mornings to an out-door life. As occasion demands the building blocks are taken onto the lawn or sidewalk where children may see the house they are trying to represent.

In the fall and spring our home pets and the domestic animals which supply us with food and clothing occupy our attention. The cow, hen, horse, sheep, cat, dog, rabbit, our own kindergarten parroquets and other birds are our chief objects of interest. Later, the attention goes to the preparation for winter made by the wild animals. The subject opens up the field of folk tales and primitive rhythms. We watch the bird migrate and the caterpillar make his chrysalis or cocoon. Dogs, cats, and mother-hen and her chickens are frequent visitors in the room. Other animals are kept for a short time as they may be found, then released, for we prefer to see them free in their normal life. In this way we have recently had a mud turtle and a porcupine. And a flock of chickens kept on the school garden gives us opportunity to feed them or to go egg-hunting.

This year the children decided to cut various animals as a frieze to decorate the wall-paper in the bedroom of the larger doll house.

We keep a calendar of the days, at first marking each day with a picture suggesting the usual work of the home on that day, as a washtub for Monday and a broom for Friday. Later we use colored papers recording the weather changes.

As we watch the changing seasons we are naturally much interested in plant life. A few house plants are tended by the children all winter, but the school garden gives the chief opportunity for activity. We plant spring vegetables to be harvested before the summer vacation, and pumpkins, popcorn, peas and beans for use in the winter time. One spring, at the suggestion of a child, a rake was constructed by pounding nails through a pine stick. The following are a few of the things made with nature material:

Leaf chains and books of pressed flowers and leaves to use in decorating valentines or Christmas cards.

Collections of seeds, nuts and small fruits for stringing or laying in designs. There is a large field, which we have scarcely touched, in converting nuts and seed pods into dolls, animal forms, etc.

Small gourds have been hollowed into individual cups for kindergarten parties.

Cat-tails, ribbon grass, yucca and iris leaves make good weaving material.

Corn-cob houses perpetually please; a corn-husk doll and mattress for her bed afford good work.

Milkweed down stuffs the doll's pillows.

Rose hips and the stems of cat-tails were converted into a good-sized portiere.

A good garden trellis for the sand-table is made of the eighth gift slats and glue. A corn crib can also be constructed of these.

In crude little ways the children utilize nature materials in decorating the room, the doll house, or other things of practical utility which they make. They find the colors in leaves, stems, and flowers before deciding upon a color scheme for the doll house, and one year the dining room paper was decorated with a seed pod motive after making collections of seeds to show their methods of dispersion.

Water, wind, and sunshine are forces too intangible for much place in the program. However, the garden work calls our attention to them. A few experiments with blue prints have been tried, soap bubbles give pleasure, kites are sailed out of doors, pin wheels and wind mills made, and a simple weather vane constructed from the second gift or from a yardstick and cardboard.

Rhythm. Little marching of the military sort is done; for this, descriptive walking is substituted. We walk to suitable music, showing how father goes to work; how mother goes a visiting; we saunter and bow to friends whom we meet, or hurry to catch a car. We play lady and lift our dresses to cross the street; walk after a rain with much careful stepping over mud puddles; poise on tip-toe daintily as maybe, to fairy music; or represent the grotesque postures and stealthy movements of Hallowe'en brownies.

The kindergarten band is composed of drums, triangles, tambourines, clappers and cymbals. We learn to double the second, third or fourth beat of the measure at will; then by differing combinations of instruments and aided by the piano, simple orchestral effects are gotten. For this purpose we use music composed by some of our student teachers.

The trade plays are considerable sources of rhythmic movement. The tap, tap of the shoemaker, the steady blow of the carpenter and the ring of the blacksmith's anvil are rhythmically represented. Children's plays and games are rhythmical. To appropriate music they swing, play see-saw, or hop-scotch, skip, run, jump the rope, etc., etc. Their toys are imitated as, a walking doll, jumping jack, jack-in-a box, or donkey with nodding head, a train of cars, and a row boat. They also imitate the flight of bee, bird and butterfly, the leap of squirrel, dance of the bear, swaying of the elephant, and step, trot and gallop of the horse.

Stories. While this bulletin aims to sketch some of the forms given to the *motor* activity of the children, these are so often initiated by the morning stories that short space may be given the subject. We are gradually trying to do away with the story common in kindergartens—one setting before the children the facts of science, the doings of the home or the commonplace conduct of daily life. This outline sketch of the year's program shows how we rather try to live these activities, getting the child's work out of his own life, not out of stories about life. This gives larger place to story dramatic or poetic in form, in substance ap-

pealing to the imagination and the emotion, in structure more unified. Collections of stories available give little that is good in form, much that is suggestive material. The students in the training department of the kindergarten are trying to use their studies in English by adapting stories found in the usual source books, also by writing original stories. Thus we are feeling about for material suited to our own ends and accumulating a manuscript book of the work of the department.

In conclusion, we wish to iterate that any kindergarten program must be fragmentary and somewhat misleading. The interests here sketched are not the only ones within the child's environment with claim at times upon our attention, nor are the materials specified the only ones used in the work. The more conventional hand-work of the kindergarten is taken for granted as needing no specification, and of the various topics of interest likely to be found on our program only those have been indicated which are of importance so basic as to insure a yearly recognition. Life is not served in sections with a pie knife, so the range of our interests progresses spirally during the year. Fall and spring bring each its own especial form of work in the garden, for example, and the activities of the home are perpetually sustained by its needs. A training school kindergarten, with its adjustment to the time schedule of other departments and its pupil teachers who must come and go at fixed periods, can never have the desirable freedom of choice in materials quickly selected to meet the spontaneous aims set up by the children nor in the times of the day, of

the week, of the year, when certain interests shall be dominant. To adjust the work of so many teachers requires a formalization of time, of ends, and of materials quite unnecessary in a kindergarten carried on through the year by a few kindergartners always in charge.

And, finally, while many things done are here omitted, it is also true that to so enumerate the things done may give a misleading effect of complexity; to nail to the post of scrutiny with the sharpness of the written word so delicate and fragmentary a thing as the play-interest of a little child is always to be somewhat absurd. Things sound elaborate and artificial which are too fugitive and partial to be really so in the doing. We try in the kindergarten to live a simple and sincere life, rich in feeling, normal in activity, unostentatious and child-like in its undertakings.

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