Winter 1911

The Kindergarten Journal, Vol.6 No.4 1910-1911

Elizabeth Harrison

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Kindergarten Journal

BEING a continuation of newsletters sent to members in Nineteen-four and Nineteen-five, inspired by the success of the Alumna Annual of Nineteen Hundred, and successor to the Alumna News.

Vol. 6 (Copyrighted) No. 4

Fifty Cents a Year — Published Quarterly
By Mrs. Todd Lunsford and Mrs. Florence Capron. (Under the auspices of the Chicago Kindergarten College Alumnae Association.)

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The Bazaar Committee of the College Alumnae Association wish to thank all the girls who so generously contributed articles to the bazaar held on December 3rd and 4th. It is impossible to write each one a personal letter but we wish you all to know that your gifts were appreciated.

All Alumnae of C.K.C.

who wish to give a New Year's gift to your Alma Mater, send the College the names of young women who may be interested in the Mid-Year Class beginning Feb. 7, 1911.

Please mention the Kindergarten Journal when using these ads.
Prize Story Contest

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.

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

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

Rules for the contest are:
1. The article shall never have appeared in any publication.
2. 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.
3. It must be written on one side only of the paper.
4. No manuscripts will be returned unless accompanied by adequate postage.
5. 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.

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Maid—"It's your boy, mum."
"My boy?"
"Yes, mum."
"Tell him, if he'll stop, I'll give him some cake."

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The Kindergarten Journal

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My plea is for the training of mothers, that they may with the same love and time and strength, but with keener insight and understanding, accomplish the holy work God has given them to do.

Mesoroll.
Murillo
Harriet A. Montgomery

Among the painters to whom we turn at Christmas tide is Bartolomi Esteban Murillo, because he gave the world a precious legacy in his lovely pictures of the Virgin, and the Christ Child and the little St. John.

Born at Seville a few days after Christmas in the year 1617, Murillo early displayed a taste for art and was placed under the care of Juan de Castillo. In 1642 he went to Madrid and met the great master of the Castilian school, Velasquez, who became his friend and adviser. In the famous galleries of old Madrid the young artist studied and was influenced by the earlier Spanish painters, Herrera, Ribera and Zurbaran, and then after two years returned to Seville and commenced to give his message to the world. It is not a great message in the same sense as Velasquez, but it rings sweet and lovely always to those who know the wonderful pictures (painted in three different manners) which represent the foremost master of the Andalusian school in the galleries of the old world, but more especially in those of Seville and Madrid, where one must study before the full splendor of Murillo's message is understood.

The painting reproduced here is from one of Murillo's altar pictures and shows the Divine Child receiving the baptism of the Holy Spirit—"and of his kingdom there shall be no end."
The Christ Child

—Murillo
The Children of Ober-Ammergau
Irene Lasier

As our train crept slowly in and out and around the beautiful Bavarian Alps, just before reaching the village of Ober-Ammergau, there came suddenly into view the great Mt. Kofel with its cross standing out so clearly against the sky line; the sign of the faith of these remarkable villagers and the symbol of their consecrated lives. We reached this peaceful little village early in the afternoon of the day before one of the performancees of the Passion Play and we were indeed glad of the opportunity to wander about the quaint and most attractive streets and thus get a little into the spirit and lives of the performers.

My companion conversed easily in German and it was a great pleasure to be with her as she drew out the mothers and children and to observe their ready and courteous responses.

It is of the children of Ober-Ammergau that I want especially to speak. The more difficult subject of the Play itself has already been touched upon by many far abler pens than mine. We spoke to one little girl about the beauty of the surrounding country, the wonderful coloring of the mountains and asked her if she didn’t think she was fortunate to live in the midst of such a beautiful world and her little face lit up and she said very reverently, “Yes, we thank the dear God every day for it.”

Reverence for God and gratitude to Him seem to be the leading forces or keynotes of their lives, a part even of the smallest child’s very being. And having reverence, the high moral and spiritual character is naturally developed, and following gratitude come the many gracious courtesies that astonish the stranger at every turn and make the fulfilling of the second great commandment seem to be already accomplished in their lives.

Never anywhere have I seen children with more beautiful faces, almost without an exception they were lovely beyond words, radiant with the loveliness of a beautiful inward spirit, their blessed birthright of many generations. And they are happy, too, wonderfully gay and joyous. No one could for a moment doubt that, who watched the bright, handsome, laughing little laddies in their picturesque Alpine costumes conducting the always welcome guest to the house provided for him.

In the Play, the triumphant entry of Christ into Jerusalem shows the children with their palm branches leading the way with the truly unconscious and beautiful grace of childhood. They are so absorbed and so responsible in their small parts. The story is told of one child whose mother objected to his taking part on a stormy day when he would be exposed to the weather in the open theatre. “But,” he protested, “there is no one to take my place.”

I doubt not but that the smallest child in Ober-Ammergau could help every one of us and fortunate are all those whose lives have come in touch, even casually, with these blessed children whose ancestors for so long have looked ever upwards for their guidance to Him “whose blessed feet were nailed for our advantage to the bitter cross.”
The Training of Mothers
Sarah Meseroll

Upheld by the history of the ages and strengthened by the views of such thinkers as Locke, Comenius, Basdow, Rousseau, and Pestalozzi and by his own profound thinking, Froebel recognized that the mother, being the first and natural educator of the child, should have special training for this God given privilege that she may, with the power that forethought brings, educate her child into the complete harmony of heart, intellect, and hand. "For, fit or not fit," he says, "she must of necessity be the first educator of the child. It is she who strikes the keynote of his future and gives the bent to his life." Again he says, "God has planted in the mother's heart the very existence of the race." So by looking back into his own childhood, by watching children at play, and by observing mothers with their children, he devised and organized the materials of the greatest educative value, to be used in the education of the child.

Throughout the length and breadth of the civilized world the teachings of Froebel have spread and are still spreading and many are the messages of inspiration they bring. Each day there are thousands of students of Froebel who conscientiously try to use the instrumentalities he gave as he would have them used. Yet, one of his first and dearest plans, that of the formal training of mothers, because of our modern complicated conventionalities, until very recently, has received little or no attention. Since a complicated civilization tends to come between the mother and her child, it is for us who have studied Froebel's principles to devise means by which to bring about the reunion.

Can this be done under present conditions, we ask? If our ears are open to the cheering tone of the times, then we surely answer, "Yes, it can be done, it is being done."

All over the land there is a growing tendency to carry the mother love and mother thought into all that concerns and touches childhood in the home, the school, the church, and the state.

The Work of the State.

The Government desiring to protect both home and family has established health commissioners, child labor laws, and laws restricting women from working in factories more than ten hours a day. It has provided experts to guard the purity of food, milk, and water supplies. Our city governments have provided tenement inspectors, school doctors and nurses, play ground commissions, recreation piers and barges, libraries, museums and art galleries. There is also the efficient work done by the reform schools and the juvenile courts, the work of which latter seeks to elevate and reunite the whole, and to bring about in the parents a consciousness of duty. We also have those splendid State Institutions where the physically, mentally or morally handicapped are guarded from imposition, and wherever possible a broadened horizon is opened to them.

Women's Clubs and How They Help.

In the larger cities where congestion as well as extremes occur
we find Women's Clubs whose ultimate object is to raise the standards of home life and to develop wiser and better trained parenthood. In many of these clubs we find large and well attended classes in such subjects as literature, psychology, philanthropy, child-study and civics. A branch of one club within the past year took up the problem of the need of protection for immigrant girls, children of immigrants and daughters of degraded parents, thereby laying the foundation for the establishment of organized work along these lines.

Then we have Mothers' Clubs in which the school and the home are consciously brought into closer relationship, where problems which directly affect the home are considered and where the chief object is to surround childhood with wise and loving care in the impressionable years of life.

The work done for mothers by private clubs and leagues is wonderful and inspiring. Think of the splendid work done by the Salvation Army, and by Settlement Houses, where industrial occupations are taught, and wholesome, uplifting amusements are provided. One cannot overestimate the worth of the broadened view given both parent and child by summer camps and fresh air homes.

In New York City there is a league formed of wealthy society women, for the scientific study of the training of mothers, that they may the more seriously consider their duty toward their younger children. The proper training of nurse maids and governesses is an important part of their work. The same league supports a training school in which young women are prepared to go out and organize mothers' classes and clubs, and to lecture upon all subjects that will reach the minds and hearts of mothers. The social helper who is sent into the small parks and whose work reaches the adults as well as the children of the family; the day nurseries; under age kindergartens; committees on infant welfare; and the league for the protection of immigrants are all agencies for the training of uneducated mothers, and are maintained largely by women, in whom 'motherhood' embraces not only children but all who need mothering.

One instance, and I wish to speak of this specially, is a group of young girls, graduates of an eastern college, who formed the habit of meeting at a downtown restaurant in Chicago, for tea and talk. One of the girls, full of the joy and earnestness of life, and a maker of opportunities, one day suggested that instead of just talk they really do something worth while. After due consideration, they found a trained nurse, who was in sympathy with their ideas, guaranteed her a stated salary, made an added allowance for necessary expenses and sent her off among the city's poor, who, in need of careful nursing could pay little or nothing for it. She went from house to house giving instructions and practical demonstrations, teaching mothers to give more scientific care to their sick children and where necessary giving children instructions as to the care of ailing parents. This visiting nurse also willingly talked at Kindergarten Mothers' Meetings, upon such subjects as home hygiene, the value of sunlight and fresh air, the care of milk and milk bottles, and many other practical and helpful suggestions. If we knew what suffering she has made more bearable, what anguish of mind and body she has soothed
into health and harmony; if we knew of the many homes to which, while bringing health of body she has also brought insight and awakened love, then we, wherever we are sent, would look about us for some such noble work to do.

Our Part in the Work

The voice of conscience tells us that our work is but partly done, if we stop with only that which we have accomplished during the daily session in kindergarten. That is but a small part of the child's day, and our efforts can never be crowned with complete success until we have aroused the enthusiasm and whole hearted interest of the mothers and find them working with us. To them must be brought a conception of the right use and purpose of the faculties of the child and a right use and purpose of the objects of the external world. Just as soon as we feel the force and beauty of this great onward movement, just as soon as comes to us this nobler conception of the privileges and duties of women, just so soon shall we be ready to go out and teach the way. The time is ripe now for the work which we are prepared to do. We know the universal plays of mothers, we know how to arouse delight and interest by playing these games. It is but a step then to tell why we play these games and how through the truths found in them we are making the children wise without the conceit of wisdom.

Mothers' Meetings

I know that at the very mention of Mothers' Meetings a groan goes up from the lips of the already busy kindergartner. It does sometimes seem the last straw when we have two large classes each day, must plan our programs, prepare our materials, and digest and sort from the wealth of new materials which constantly flow in, those things which experience tells us are most worth while. Then, to have to prepare a program for Mothers' Meetings, a thing which must be given such serious consideration, because those mothers have no time to listen to unimportant, unrelated work. They come, many of them, out of politeness toward the teacher and it remains for the teacher to stimulate the dormant interest, which when once aroused will carry them toward us in its vital unifying influence. Then shall we, mothers and teachers, working together with mutual respect and understanding, aid the child toward that totality of his powers which will make him "a child of nature, a child of man, and a child of God."

The first thing to consider with your Mothers' Meetings will be the types of mothers who will attend. These will represent all grades of society. There will be the conscientious and the indifferent mother, the cultured, the ignorant, the native born, and the alien. To all these may the Heavenly Father teach us how to extend our hands in friendship and let our voices express understanding and interest. Thus may we reach all mothers and bring them together on the plane of mutual interest in the welfare of their children.

Methods of Conducting Mothers' Meetings

Very successful meetings often follow the kindergarten game period, where the mothers, seeing the children playing a certain game, may be carried on into a search for the principle underlying it. The kindergartner must be on the alert for every opportunity that offers
that will enable her to give the underlying thought, the principle which Froebel has given us. For that reason she must be a sincere student of the Mother Play, for it is there that Froebel, in language to which the simplest mother heart will respond, has placed his wonderful truths. When once aroused you will find mothers most responsive, for they are always ready to work for the strengthening and developing of their children.

Whichever way you turn you will find someone ready to aid you. There are intellectual people, native born and foreigners, to be found everywhere who will gladly come and talk to the mothers if asked. There are lives tucked away in tenements or in finer dwellings who would gladly help us, whose intellectual faculties are degenerating for lack of opportunities to test their powers.

I saw a little German music teacher who had been dug out of a back room in a crowded district and asked to speak in his native tongue at a Mothers' Meeting. Courtesy would not allow him to refuse though every atom of his shrinking, sensitive nature cried out against it. He came and talked well and forcibly to those women, reaching them far better than could our stumbling tongues, and he went away cheered and happy and an infinitely stronger man for the very effort he had put forth.

We will find ministers, especially those who have foreign congregations, always willing to help. School doctors and school nurses will lend their aid, and the teacher of household arts never refuses to demonstrate work in either cooking or sewing when asked by the kindergartner in a professional way. Librarians will lend you articles from foreign newspapers and magazines bearing upon some educational development and often suggest some one who can read the same in their native tongue.

To all who go out from every good training school comes this word of cheer. There is an awakening of greater interest in child life, a dawning appreciation of the duties of parents toward the mental and spiritual as well as the physical powers of the child during his early life and we are the ones prepared and equipped to take a vital part in this great movement.

* * *

**My Kindergarten Creed**

I believe that it is the duty of the State, the Church and of society at large to demand the preparation of all women and likewise of all men for their natural positions as mothers and fathers. I believe that instead of the scientific training of a few women for teaching, there should be scientific training for all women. I believe that the time is coming when the world will realize the necessity of every boy and girl, every man and woman having conscious preparation for fatherhood and motherhood. When this awakening comes, our day and evening schools as well as our colleges and universities will organize their courses with this thought in view: the progress of mankind through the training for parent-hood.
The Glory of Fatherhood

Rev. Wm. E. Barton, D. D.

My plea is for a higher honor to be paid to fatherhood. I ask that it be raised to a plane level with that to which we have exalted motherhood, that these twain which God has united may not be put asunder. I ask for clean, brave, upright manhood, fit for the companionship of pure, sweet womanhood, fit for healthy, righteous fatherhood.

* * *

"Mother, Home and Heaven" is a title which would sell most any book, but the glory of fatherhood is a neglected theme among us. It is my firm conviction that there is no need of the present time greater than the establishment of a new ideal of fatherhood.

The home is the most precious thing we have on earth. Even the State and the Church are second to it in inherent worth; the family is the oldest and holiest of all institutions. We are rightly taught concerning it, that it is "an holy estate, instituted of God in man's innocency," signifying to us the mystical union of Christ and the Church. It is to me a profoundly significant fact that the first miracle, which Jesus wrought in Cana of Galilee, was performed as a part of the service of rejoicing which consecrated a new home.

Every man ought to be the head of his house. This does not mean that he should uniformly or arbitrarily have his own way. Only by mutual concessions, only by much reciprocal giving and taking, forgiving and forgetting, can the perfect home be maintained. But there comes a time when questions cannot be left in perpetual suspense; times when some one must speak the final, the authoritative word, and it is just and right that that word be spoken by the father. Sweet, gracious and wonderful as is the authority of the mother, hers is rarely, when at its best, the authority of final dictation. Credited though she be with "having the last word," the last word is really seldom hers to say. Even though the last word be an assent to what she wishes, that last word should be spoken by the husband and father.

Every man should be a priest in his own house. Even if he is not a very good man; even if he is not a professing Christian, even if he can frame no prayer of his own, he should stand the representative of the unity of the home, as the minister of Christ in the service of family devotion. There ought to be family prayers in every home, and the father should offer those prayers, even if he is not a very good father.

There are so many homes in which the father is very nearly a stranger. In my judgment it is one of the growing needs of the present day, that we should set ourselves to work with all diligence to glorify anew the thought of fatherhood in all that fatherhood implies, and by constant and untiring effort enlarge the element of manhood which enters into the influences forming the characters of both our boys and our girls.

In many ages and in many nations the family has been too definitely and dominantly masculine. That is not our present tend-
ency. The problem of today is to bring the man out of the mere laboratory and power-house and put him with his wife into the very center of the home, and he cannot have his proper place there unless he is recognized as the head of the house in things spiritual as well as temporal. To him belongs the rightful leadership in the educational and spiritual life of the home.

I am not opposing the growing independence of woman, but I would rather tone up the manhood of our nation than to add an extra burden to womanhood. And while I often speak in praise of mothers, just for today, I would rather elevate fatherhood to its rightful place than to talk platitudes about motherhood, which has a great and radiant glory of its own. And I would rather have woman to be man's companion than his competitor.

A new definition of the spiritual value and the responsibility of fatherhood is one of the crying needs of this present day. The father himself needs it for his own soul's sake. His wife needs that this shall be so for her sake, no less than for his. But for sake of the family; for the sake of society; for the sake of good citizenship and abiding righteousness in coming generations, a unified home life with the father as the spiritual head of the house is one of the great needs of a free church and of a righteous, democratic government.

Not only is this true, but every young man ought to live in the light of prospective fatherhood. To every man is committed a brief period of responsibility during his life in the present generation, but an immeasurably greater responsibility for the influence he shall bequeath to the world through his posterity. A thousand years after he is dead and forgotten the manhood of the world will be richer or poorer, better or worse, by reason of his having lived. * * * And so I say once more: My plea is for a higher honor to be paid to fatherhood. I ask that it be raised to a plane level with that to which we have exalted motherhood, that these twain which God hath united may not be put asunder. I ask for clean, brave, upright manhood, fit for the companionship of pure, sweet womanhood, fit for healthy, righteous fatherhood. Let us render to fatherhood a new honor; and let all fathers seek to be worthy of that honor. For this is the crowning glory of our manhood, that God has permitted us to be called by that holy name which Jesus gave to men.

If ever you are to hallow the name of God, you must hallow your ideal of fatherhood. Jesus compelled this when He taught us to pray, "Our Father, who art in heaven; Hallowed be Thy Name."
A PRAYER FOR MEN

Music of Dresser's arrangement of The Sextette from "Lucretia."
Words by Dr. Barton. Arranged by Mr. Kinsey.

We have thanked Thee for our mothers,
   And we thank Thee still again;
Now for fathers and for brothers,—
   Lord, we thank Thee for good men!

For our fathers who begot us
   And who paths of patience trod,
And whose righteous manhood taught us
   Of the Fatherhood of God!

Bless our brothers and our neighbors,
   In their tasks of hand and brain;
Strengthen all men for their labors,
   Help them bear the load and strain.

Bless the men who face the dangers
   Of the battle and the sea;
Guide the men who roam as strangers
   Making paths where roads shall be.

Save the manhood of our nation;
   Guide us with thy staff and rod;
Make each coming generation
   Know the Fatherhood of God.

For our sisters and our mothers
   Oft we've prayed and pray again;
Now for fathers and for brothers,
   Father, hear our prayer for men!

[By Permission]
Dr. Snider’s Autobiography

Jean Carpenter Arnold

Looking backward through the records of human activity we find many men of talent, each working at his special task, and forming in combination a giant force for carrying forward the task of civilization. Then again, at turning points of each new epoch in the world’s history, we find, towering above the sea of humanity, solitary and alone, the Genius; the divinely endowed man, who grasps the Totality of which he is a part; orders and organizes it for the many, that they may come into the spiritual edifice of his building, and find a home therein. But the Great Man who builds the spiritual edifice of his Age, who becomes the Chosen One, must be able to work through the material best adapted to throw into organized form the thought of his time. Our present epoch being in a peculiar sense the Age of the Ego, undoubtedly we must find our especial theoretic expression through psychology, and the man who has succeeded in ordering and organizing the triune process of the Universe psychologically, we must honor as the World Genius of our epoch.

Each worker and thinker belongs to the Whole, however partial and fragmentary, narrow and one-sided, or crucial and important may be his achievement; all are working for the same great end. But it is the man who sees all these apparently conflicting views in relationship, rounding out the whole; who takes the standpoint of each seeker after truth; who accepts each system of thought as part of the All; harmonizing and ordering them through the process of the growth of mind; it is the man who can do this, that we must reverence as the mouth-piece of the World Spirit.

It is a fascinating study to trace the genesis of such a man, and Dr. Snider’s volume “A Writer of Books.” lays a spell upon the reader which is unbroken until the end of the book is reached. Then one lays the volume down with the thought, “How unerringly he chooses the real things of life. Never does he hesitate between true and artificial values, but always selects the best and highest life has to offer.” We notice the simplicity and directness with which he rejects those prizes which worldly men esteem, choosing instead that which is beyond price. So sincere and unostentatious is his self-devotion and constancy to his ideal in his life work, that while under the spell of the book one feels as if that were the only natural life to lead.

“I had to make my living, but that I did in my vocation of teacher and lecturer. Thus I earned money; but when it came to the written page, this must be the best expression of what I deemed the highest truth, whether it was liked or not, whether it was even understood or not. That was and is, in my view, Literature; and it has remained my Holy of Holies which I have refused to sell out.”

His struggles for an education; his decision at the end of his college career to sacrifice his longed for diploma, rather than violate a point of honor; his high motives in enlisting as a soldier in the Civil War; his refusal of the position of Assistant Principal in the high school, in order to spend a year in Mr. Brockmeyer’s law office, not
because he was interested in the study of law, but because he wished to get a grasp of the philosophy of Mr. Brockmeyer; his work as a teacher in the high school, where he made himself the "Universal Man," by gradually taking on one study after another, until he had taught the whole school curriculum; his refusal of the position of Assistant Superintendent of the St. Louis school system, because it would interfere with his giving his best activity to the organizing of the thought-world; these, and other instances of a like nature, make the book one which we could wish to place in the hands of every teacher, and of every young person in our land.

While the book was written to show, as it does, the genesis of the thinker, the first and final impression one receives is that of the unconscious self-revelation of a noble soul, too high to stoop to anything short of the best; too steadfast and constant to barter his ideal for worldly goods or worldly honor; too broad and clear in his thinking to be satisfied with partial truth. Like Goethe, he carried his purpose in his heart for forty years, all the time training himself for the final grand achievement.

To be able to call this great man teacher and friend, is a blessing and a privilege for which generations yet unborn will envy those who are thus favored.

A valuable addition to the book is the portrait of the author, showing the broad, over-arching brow, the deep, intense eyes, the strong chin and kind mouth with its suggestion of Olympian humor, and over all the face traces of the fine chiselling of thought. A face that is a revelation of a life of self-abnegation and devotion to high thinking. A face to trust; a face to reverence.

Oh! that mine eyes might closed be
To what concerns me not to see;
That deafness might possess mine ear
To what concerns me not to hear;
That Truth my tongue might always tie
From ever speaking foolishly.

—Thos. Elwood, 1639.
Fresh Air and the Child

Speaking before the Mothers’ Classes and kindergartners of the Chicago Kindergarten College on Wednesday, October 26, 1910, Dr. Caroline Hedger said: I do not know of any group of people that I would rather address on the Open Air School than people interested in the kindergarten, for it seems to me that the aim of the kindergarten is toward a natural evolution and development of the child.

The object of the public schools is to make citizens. A citizen is a person who can carry on our popular government and the three functions of the state are reproduction, production, and government. This Open Air School, in my opinion, is a movement toward good citizenship, as is the kindergarten.

Open Air Schools in Chicago were organized year before last. The work has been thoroughly tested at the Mary Crane Day Nursery, Hull House. These children as a group were six hundred pounds below weight for their age. During the winter they gained sixteen per cent. of the weight they should have. For the Open Air School they are dressed in Eskimo suits, felt boots, caps, and sometimes mittens, and they take plenty of exercise.

The Committee of the Board of Health are trying to make the whole scheme of fresh air so simple that every school can adopt it. At present eighteen children are taken care of by each teacher. The children are given milk, rice pudding with raisins, and molasses candy every time they swallow a raw egg. This is to supplement their meals at home. These children average a gain of something like two and a half pounds in eight weeks. Ninety-two children, the number cared for during the summer Open Air School, gained two hundred and thirty pounds in eight weeks. After this treatment the children gained in the power of concentration and the power to study as well as to express themselves. One little fellow said after enjoying his meal, “When you get good things like these what’s a fellow going to do? He can’t do anything that is bad.”

I want to tell you about our summer Open Air Schools. We drew from fourteen nationalities, thirty-eight public schools, and fourteen parochial schools. Some of the children had lesions in their lungs although they did not have open cases of tuberculosis; twenty-nine had skin diseases; seventeen had bad teeth. The cost of keeping each child was fifty cents a day—this expense was borne by the Permanent School Committee. The equipment was furnished by the public school. Is it worth while to put two hundred and thirty pounds on these children? That two pounds on each child means increased resistance to the next thing that comes along whether is be a contagious disease or overwork. We are safe if our resistance is all right. If we are living as we should there is no illness that can overtake us, we all meet tubercular germs every day. This gain in weight is simply a point to show which way we are tending. We are working toward increased responsibility and efficiency. The teachers say if a child has gained in weight he is certainly going to be able to do better work. If a child has increased ability to concentrate and think, he is certainly going to grasp the problems of life in a better way. The
Open Air School, like the kindergarten, increases the power of education and increases efficiency.

I have drawn from this three deductions. I should like to have my deductions considered by people who are doing educational things. In the first place I believe that this movement of the Open Air School is a step toward teaching the child responsibility for his own body. Second deduction; I believe that a sense of responsibility must arise in the teacher toward the child's body. The kindergartner would never stand submissively for the huge classes that the public school teacher has to stand for. In a large town in Illinois where I just visited I found sixty-six children in a room, and four rooms in the same building vacant. If you put a teacher with sixty-six children in a room she can not think about the child's body or his mind, she can only think of the spelling, drawing, and arithmetic. She becomes a machine and the children machines with individual cogs. What can we do about it? We can fight to have the number of children reduced so that the teacher will see her work in a different light. She should be making citizens and not grades. The third deduction that I have drawn is that we ourselves must have a sense of responsibility, for we have no right to impose on the child conditions of bad air, light, food and sleep. We must not make a state of rickety children, which is the product of bad air, and bad food. We make public sentiment, in the long run we decide the standard. Mathew Arnold once said, "It is not so necessary to have a million people make up their minds as it is to have a nucleus of people who are dead sure and go ahead."

We can not in a democracy shun our sense of responsibility. Representative government is all right but people have to know what is right. I believe that if we are to have a democracy, a government of the people, for the people, a government which is to make citizens, that the Open Air School will help us. In Germany the children are taken out-of-doors for their nature study; the distances in Chicago prevent such a move. Children should not have the life and spirit ground out of them. As it is now, teachers do everything they can; but when you think of the conditions can you wonder that one teacher can not care for sixty-six children? The child should be taught a sense of responsibility for his own body, the teacher should be so placed that she can have a sense of responsibility for the child's mind and body.
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."]

As the Twig is Bent

Mrs. Todd Lunsford

"Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can;
Roll it and cut it and mark it with T,
And put it in the oven for baby and me."

Every mother knows this little rhyme and how early the tiny hands are clapped together. The little wavering hands are clasped lovingly in the mother's and the vague waving changed into the definite movement of the pat-a-cake play.

Few mothers realize that this is one of the beginnings of control; control of the muscles when the infant learns to pat-a-cake for himself; and control of brain, for it is the brain that directs the muscles.

All playing with the wee child should be with this thought in mind; "As the twig is bent the tree is inclined." The infant gives the parent so many opportunities to help the growth of the tiny body and direct the developing brain.

After your babe's next bath, put him freely on the bed still in his birthday clothes, which will be quite safe in warm weather or in a well warmed room, especially if he has been well dried and powdered, and just see what he will do. He will wave his hands and kick his little legs and laugh with you. This is your opportunity to begin giving him his first impression of control. Put your hands on his tiny kicking feet, give him merely something to push against, and let the muscles of ankles and legs have their first hint of the power to come.

I happen to know one mother who has made daily practice of this bareskin play with her youngest child. During her first plays with the wavering unsteady motions of feet and hands, she learned that thus seeing her child's body every day brought many things to her attention and she worked faithfully to remedy defects. One day she read in the newspaper of an athletic child who at eight months could hang by his hands, holding his weight by the strength of his tiny arms, so she tried it with her own infant, and learned greatly to her joy that the child spoken of in the newspaper was not unusual, for her own child could also do it. From the time he could grasp her thumbs she had played with him, letting him lift himself to a sitting position. To be lifted clear of the bed was only a new game and he delighted in it. Notice one thing, she did not hold his hands, but allowed him to hold her thumbs, lifting only so far as he himself held
on, carefully guarding lest he fall. This strengthening play during his air bath which always followed his water bath, unless the temperature in the bedroom was prohibitive, was kept up until the child was too heavy for his mother's thumbs.

The muscles that come into play include all the large muscles of the body; the arms, the neck and the back in hanging by his hands, and in his treading, or pushing against her hands, the game that endeavored to teach his little feet what their work in the world was to be, used all the remaining large muscles.

As he grew older she varied the play. She let him lift himself to a sitting position and sometimes his fall back to the bed was to the right, sometimes to the left, sometimes gently to his back; gently, always gently, and always holding his eyes to her own eyes, with laughter in both, she watched for the first sign of fatigue.

Control taught in such games as these is apparently along purely physical lines, but body and mind and spirit are so closely allied that they touch at every point.

Teach your child control of body, and be assured that mind and spirit are receiving benefit.

This is true adversely. Neglect teaching this control of body, and the brain and the ultimate character will lack control. With the body which "just grows" like poor "Topsy," it will be found that the brain is slow of development, and the spirit slower yet.

* * *

The First Baby's Soliloquy

Here I am. It is a strange and interesting experience to be the first and only one of a species which is to populate the world.

My mother Eve says I am the only baby in the whole world, and my father Adam once said that he thought one baby enough for the whole world.

My mother Eve and my father Adam never got to be babies. God just made them while they waited; but with me it is different. I am a human product, and my mother Eve says I am "part of a process. I am the first visible step in the process of human growth and that it will take many generations to get a finished result." She says I am here "to show the race how to grow and after the race gets started then all other babies must grow as the race has done." I like to grow when I can kick my legs and throw my arms about and be jumped and tossed by my mother Eve, and eat all the porridge in the dish and play "patty-cake" or "peek-a-boo," but my mother Eve says my Ego must grow, that that is what I'm here for, and my mother Eve is a wise woman and knows everything. She tells me all kinds of fairy tales about when she and father Adam were in a beautiful garden where they kept the beasts of the field and fed the fowls of the air and tended all kinds of growing things. My mother Eve says Fairy Tales stimulate my imagination and Historic Tales help me to find my relationships.

One time when my mother Eve was telling me about the beautiful garden I asked her, Why can't I go back there and see all of those nice beasts and eat some of the paradise fruit? She said that "often
vicarious experience was better than the real thing" and that she thought it was true in this case. I don't know what vicarious experience is, but I wish my mother Eve would take me there. Another time she told me that I would have to wait till my father Adam and she had "transcended their limits, and then perhaps we might all go." I wish they would hurry and transcend them.

My mother Eve is a wise woman and knows a lot of things; she says if there were two or three other mothers in the world she would organize a mothers' meeting and tell the other mothers how to bring up their children.

My father Adam says he believes in bringing up a child in the way he should go; my mother Eve says a child should be free and unmolested in his environments.

One day I was making some mud pies and my father Adam got cross and said, "Cain, you little rascal! get up from there, you are getting mud all over your legs and arms!" Then my mother Eve said, "Let the child alone; he is expressing himself; self-expression is an instinct which will lead Cain's descendants to master the outside world."

So between my mother Eve and my father Adam I always get both kinds of growth! I guess it is a good plan to get both kinds for my mother Eve and my father Adam are both very wise and would only give me what is best for my growth. But I get awful lonesome sometimes and tired of being brought up in the way I should go and at the same time being left to play out my instincts. I wish there was just one other person in the world to experiment with, that would at least be a change.

I got my wish about that other person, only he is not old enough to experiment with; now I wish I was back at the first again because it's no fun to always be giving up to little brother; but my mother Eve says he has come to help me to know the brotherhood of man so that the race can learn this too and that when the race learns this lesson that all children ever after shall learn it from the race, and my mother Eve is wise and knows everything.

When little brother got here I said "I would like to kill him." My mother said "that sounded like a dim foreshadowing of some permanent truth."

The other day I broke some branches from a fig tree and when I broke the branches up in a lot of sticks and was sticking some of them up in the sand for trees and laying some down under the trees to rest under the shade like my mother and my father do, my father came by and said, "Cain, you'll never be anything but a potterer, get up from there and pick the figs for supper." But mother Eve says, "Don't you see, my dear, that child is playing with the very elements of form. I saw him yesterday cut long strips from his clay, and now can't you see he has transferred his material that he can use these lines?"

Another day I found my father Adam's biggest fig leaf apron, and just as I got it torn wide in two my father Adam called out, "Cain, you destructive rascal you have torn my biggest, best apron."

"My dear," mother Eve said, "The child's instinct for construc-
tion did that. I now see plainly we must give Cain playthings that he can take apart and put together again so that his descendants will be builders,’” and mother Eve that day went to the river and got me some mussel shells; they are lots of fun.

One time my father Adam, ’cause I had been good, said, “Cain, my boy, you are a comely lad,’” and my mother Eve said, “Don’t brag on him to his face, he is self-conscious enough now.” And I felt just as pleased as if she had given me six fresh figs, for my mother Eve would never be cruel enough to hurt my feelings unless I run away from home or pinched little brother or take his sycamore balls or have some such fun that she doesn’t like. Then she says the deed must return on the doer, and when I ask her why she hurts me so she says I have to feel the force of the argument so that the “race will grow to be self-determined beings,” and that all little children ever after may learn from the race self-determination. And my mother Eve is wise and knows lots of things.

[Contributed]

* * *

The Child I Know the Best
K. G. L.

The child mind is always a mystery and grown folks are repeatedly surprised at the answers they receive. Our little fellow when two years and eight months old, received a gift of a large rag doll, named Punch. It had a peeked cap, a pointed nose and a prominent chin. Gay in bright colors, and nearly as large as the small owner, it was a joy indeed.

“You have a fine doll,” said an elderly caller. “What is his name?”

“Punch.”

“And where is Judy?” asked the visitor.

“At your house,” promptly responded our small boy with ready wit.

* * *

There is a certain age, and an early one, at which time our infants express new sights by names of things already known. This little boy when three and a half spent two days in an hospital, and was made much of by convalescing patients and by one in particular, a poor fellow who had lost both legs in the railroad yards. With a beautiful philosophy, he evaded the childish questionings lest he shock a dear little chance acquaintance.

“Mamma, I like the ‘go-cart man,’” he is so happy even if he is sick. I hope the doctor will make him ‘all better’ right away.”

* * *

Words and their uses are marvels to the child and he juggles with them at an early age. His third birthday found our boy happy with a small wagon shaped like a miniature automobile, propelled by foot power. Out of doors he rode it until one wondered at his powers of endurance. Indoors he “cranked” it until one wondered at mother’s power of endurance.
“Son,” said Mother one day, “ask Ruthie what Mrs. Otto’s other name is.”

“Ruthie,” Mother heard him call, “what is Mrs. Otto Mobile’s other name?”

How sensitive the little souls are may be demonstrated by this story. A recent cartoon in one of the Chicago papers represented a base-ball “Cub” as Dick Whittington, sitting by the way side a-far off from the rejoicing bells. To explain the picture, as demanded, the story of Dick Whittington was told. Perhaps Mother dwelt over much upon the sorrows of poor Dick with the cross cook, for suddenly a storm of weeping interrupted the narrative.

“What is the matter,” and “Are you hurt,” only resulted in more tears, but he finally recovered enough to explain.

“I am so sorry for that poor Dick.” he wept, “Mother, let him come and live with us and we won’t ever be cross to him, will we?”

Only the happy ending of the tale, much emphasis being given to the marvels of the fine cat who disposed of so many rats and mice, restored his peace of mind.

Next day the story of Dick was still with him. At the bed-time talk he asked, “If that poor Dick was my brother we’d be two boys, wouldn’t we?”

“Yes, dear.”

“Well, if we were two boys, would you be two Mammas, and Daddy, two Daddys?”

According to the Finger Songs the family always consists of five members. In our family there is but one child. To the Kindergarten trained mother many interesting things arise because she finds, as one mother expressed it, “One child in the home is a vastly more complicated problem than fifty in the school-room.”

For instance, our family has been for some weeks the Three Bears’ family. This story has resulted, for our boy, in a knowledge of proportion. Since Papa Bear and Mamma Bear and Baby Bear vary in size as do Daddy and Mamma and the boy; so three dolls of varying sizes become Papa, Mamma and Baby Bears. Three sticks, three stones, three snowballs, in fact any three of a kind but varying size are immediately classified by the three bear standard.

A little Christmas story to end with will show that there is a good bit of thinking going on in the small head.

One of the December bed-time songs is from Eleanor Smith’s song book. “What, what shall Santa Claus bring Helen.” Numerous verses are required to go all through the family and the neighborhood, for as long as verses hold out our little foxey has learned that bedtime and lights out are delayed.

Last Christmas when the boy was two and a half, we had a maid named Olga, and Santa Claus was asked to bring Mother a picture, Daddy a book, and Olga a cook-stove. This Christmas we are living in a small town where maids are entirely unknown and Mother needs must spend much time preparing the meals. Santa Claus is now re-
quested to bring Mother a cook stove.
"You know, Santa Claus, Mother is 'our Olga' now," the small man always explains.

**Book Lists**

In response to many requests for books that may help mothers of backward, or too forward children, the following lists have been suggested. The last two lists are more technically on Kindergarten and for kindergartners but all are so clear and practical that mothers will find much help in them.

**Handicapped Children**
Mentally Defective Children—Shuttleworth
Education—Seguin
The Hand—Helen Keller
Making Over the Backward Child—Rheta Child Dorr

**For Greater Sympathy with Children**
Beckoning of Little Hands—DuBois
Misunderstood Children—Harrison
Emmy Lou—Geo. Madden Martin
The Golden Age—Kenneth Graham
The Olympians—Kenneth Graham
Dawn—H. R. Haggard
Little Citizens—Myra Kelley
Child Life in Dickens—Hughes
Child Garden of Verses—Stevensen
Timothy's Quest—Kate Douglas Wiggins
Rebecca—Kate Douglas Wiggins

**Books on Kindergartening**
Education of Man—Froebel
Mother Play Songs—Froebel
Commentary on Mother Play Songs—Snider
Reminiscences of Froebel—von Bulow
The Child—von Bulow
Symbolic Education—chapters 3, 4, 5 & 6—Blow
Study of Child Nature—Harrison
Two Children of the Foothills—Harrison
Letters to a Mother—Blow
Jean Mitchell's First School—Angelina Wray

**Books for Teachers' Broader Outlook**
Education and the Higher Life—Spalding
Education and the Broader Life—Henderson
Education—Spencer
Educational Laws—Hughes
Social Institutions—Snider
Republic—Plato
Some Silent Teachers—Harrison
Ancient European Philosophy—Snider
Four Epochs of Life—Munsey

* * *
A Visit to Santa Claus

[Written for use with 5th Gift geometric forms.]

The fire-light flickered on the wall, and Susie sat up straight. She gently wakened Tommy boy, altho’ the hour was late.

"I heard a sound," she softly said, "'Tis Santa Claus I think; just hold my hand, don’t be afraid, we’ll see him quick’s a wink."

And sitting there, these two wee tots, Sue holding Tommy’s hand, soon went without a single step into a strange, far land.

Forgot their house so tall and square, and passing thru’ a wall, they found them in a garden fair, with flower beds, large and small.

Upon their right, quite truly square, they gazed with much delight for there, instead of summer squash grew trumpets gay and bright.

And at their left, an oblong bed. On bean stalk sort of vines were hobby horses made of wood, and reins of various kinds.

But who comes toward them down the path? A jolly faced old man with whiskers white and coat of fur. Now guess who if you can.

Sue quickly ran and caught his hand and Tommy, he ran too. They cried, "Now if you’re really Santa Claus we’ve come to visit you."

He told them that he really was and bade them look around, but said they must not pick a thing from tree nor bush nor ground,

That everything was green as yet, and would be ’till the day when Dasher, Pranceer and the rest were harnessed to the sleigh.

So hand in hand with Santa Claus they wandered to and fro. Some trees they saw had balls, some kites, some engines that could go.

In one odd bed, it’s shape rhomboid, grew sleds of every hue. Said Tom, "If one of these were mine, what fun we’d have, dear Sue."

In one whose shape was trapezoid so many dollies grew, Sue said, "It makes one think of that old Dame who once lived in a shoe."

Right near by in another bed triangular and trim, a crop of tops were almost ripe and spinning with a vim.

"An octogon" cried six year Sue. The sight made Tommy dumb! He heard, entranced, the rub-a-dub of many a ripening drum.

The front facade of Santa’s house was pentagon, you’ve guessed. With-in ’twas like a work-man’s shop. Of tools he used the best.

The helpers whistled merry tunes while each one made a boat, with oars and mast and rudder, too, that would sail fast or float.

On every side the room was light with windows to the floor. Said Tommy, "Dear old Santa Claus, this window’s like a door.

"And just outside I see a shape that looks the most of all just like a big toboggan slide and ends down near that wall."

"Oh! that’s the way to Candy Land," said Santa, smiling queer. "Oh, may we go and visit there? Please let us, Santa dear."

And so they started down the slide, Sue holding Tommy’s hand. And they arrived as quick’s a wink at home in Wake-up Land.

[Contributed.]
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.

The Visit of the Wise Men
Prize Story

Elizabeth Colson

(To children who have had the story of the birth of Christ.)

When Jesus was a very little child, he lived in a little square house with Mary and Joseph. The little square house was made of clay and there were no windows in it. The house was not very far from the stable where Jesus was born.

Joseph was a carpenter and he worked all day with his wood and his tools in the doorway of the little clay house. There the air was sweet and the sun was good.

Perhaps it was before Jesus was old enough to stand or walk, that three wise men came to visit him. The shepherds had visited him in the stable on that first Christmas day but these three men came from another country, far away. The journey was long and they traveled many days and weeks.

These men were called wise men because they knew many things. They had read in an old book that some day a King would be born. The book said that this King would bring great joy into the world and that everybody would be happier because the King had come. The wise men read also that when the King came, there would be a bright New Star shining in the sky.

Far, far away, in another country, these wise men were watching for the new star. Every night they watched, until one night they saw it shining, bigger and brighter than all the rest. When the wise men saw it, they said "It is the Star. We will go to meet the King."

It was a long journey. The wise men rode on camels, over the sandy desert. In the hot day time they rested, but at night, when the air was cool, they rode on. The bright star moved across the sky and they followed it.

The wise men sat high on their camels' backs and as the camels took long steps, the wise men rocked back and forth. There were strings of little brass bells tied into the camels' harness, and the little bells rang as the camels moved their heads.

After many nights of riding and many days of resting, the wise men came to a city. They rode through the streets of the city, and they said to the people, "Where is he that is born a King? We have
seen his star, and have come to worship him.’” But the people shook their heads. They knew one king, the king of their country, and that was all. By and by the king, whose name was Herod, heard that three men from another country were in the city asking, “Where is he, that is born a King?” and he sent for them to come to his house. Herod did not want anyone to be a king but himself. He wanted to hear what the wise men knew about a new King. The wise men told Herod about the star and about what they had read in the great book. Then Herod said, “Go and find the young child and when you have found him, bring me word, that I may go and worship him also.’"

Then the three wise men went away from Herod’s house and as they went, night came, and it was dark. The wonderful star was shining over their heads.

The star moved across the sky and they followed where it led them. The star moved until it came to the little square house made of clay, where Jesus lived with Mary and Joseph.

Jesus looked in wonder at the three men, and at the camels, standing at the door. He heard the tinkle of the little brass bells, as the camels moved their heads.

The wise men knew that Jesus was the King that they had read about in their ancient book. They knelt down and worshipped Him. They had brought presents to Jesus. They opened their dusty brown bag and out of it they took shining gold and boxes of pure incense. The pure incense was sweet smelling powder. When the boxes were opened, a sweet smell filled the house. These were presents that people brought to kings, and when Joseph saw the gold and sweet incense, he knew that, to the wise men, Jesus was a King.

When the wise men gave these gifts to Jesus, they said in their hearts, “Thou art the King of Glory.’"

Now the wise men saw that Jesus was as they had said in their hearts, the King of Glory. They knew that He was more wonderful than any earthly king, and they knew that He had come to bring joy to the world. They were thankful and glad.

The wise men rose from their knees and went out to their camels. They turned toward the East and rode far, far away, back to the homes they had come from. They did not go back to Herod to tell him that they had found the King, for they knew that Herod had not meant a King of Glory, or a King of Love, but an earthly king, like himself. King Herod, waiting in his palace, wondered why they did not come.

As the wise men rode away they thought of Jesus, and they thanked the Heavenly Father, for they knew they had seen the King of Love.

* * *

Religious Training in the Home

As we realize more and more that the real function of our Bible schools is to supplement and not to supplant the home influence and that the greatest responsibility of all religious training lies with the homemakers, the importance of preparing ourselves as parents to
meet this need in the daily lives of our children, comes to us again most forcibly.

How may we best prepare ourselves? What helps are there for us? How helpless many of us are! We know that we often dodge the issue on many questions put to us by our children. Mostly we feel our way along, trusting to our mother love and the inspiration of the moment. We know that many are the lost opportunities which can never be recalled, for helping these little souls which have been given into our keeping, into a closer, deeper harmony with life and with the Giver of all life.

* * *

Mother and father love and a quick sympathy with child nature is certainly the starting point. This, plus an understanding which comes from observation and conscientious study, surely is the best preparation to help us in the religious training of our children. The key-note of the whole situation seems to be embodied in the question: What are the child’s needs?

There are many available books which help us to become more closely in sympathy with child life. We quote from an article by Dr. Edward Porter St. John, Professor of Pedagogy in the Hartford School of Religious Pedagogy, in giving the following list:


To awaken a sympathy with childhood and to show parents how they have misunderstood the little ones who have looked to them for guidance, there is nothing better than ‘Beckoning of Little Hands,’ by Patterson Du Bois.”

There are many other books which could be added to this list but we wish to call attention to one in particular and that is “Misunderstood Children,” by Elizabeth Harrison. This is one of the most helpful books we can recommend to parents. The incidents are all such as we might meet with almost any day in our observation of children. They illustrate in various ways, how often we fail in our sympathy and understanding.

In addition to the above list there are several books which we wish to recommend to those who are teaching in the Kindergarten Department of the Bible school. They are as follows: “Beginning With the Garden of Eden Stories,” by Dean Hodges; “The Unfolding Life,” by Antoinette Abernethy Lamereaux; “Stories and Story Telling,” by Edward Porter St. John; “How to Tell Stories to Children,” by Sara Cone Bryant; “Picture Work,” by Walter L. Henry.
Editorials

Is there a member of the Alumnae Association who is not proud of the Fall issue of the Kindergarten Journal? It shows enterprise, hard work, and determination to bring the Journal up to the high standard of the other work of the College. The Journal will fill a real need in the kindergarten world, and add another triumph to the College reputation.

Are you doing your part in this new step forward?

A subscription costs only fifty cents a year. Surely you can spare that small sum to encourage and help forward so significant a movement. No journal can succeed without subscribers. Added subscribers mean that more advertisers will use the Journal, and advertisers are the main financial resource of all magazines. Perhaps you can get some friend to subscribe also. Every subscriber counts.

ELIZABETH HARRISON.

The holiday issue of the Journal has been necessarily delayed until January altho' due in December. Many causes have led to the delay, but it gives us opportunity to wish you all a Happy New Year. It also gives us opportunity to turn over the annual new leaf and make resolution to be ahead of time all through the coming year.

Instead of regrets for the delay, let us count the benefits that will accrue:—we will come to you when you have leisure to read every word; we will come when your own resolutions are fresh and strong, and you will say, "Yes, it's a good thing, I'll help;" and those same resolutions will cause you to "do it now."

Considering all these things, we are rather glad we come to you in January.

Kindergarten Festivals

Elizabeth Harrison

One of the distinctive characteristics of the Kindergarten is that it deals with universals in particular forms. How could it be other-
wise, when the Kindergarten believes that the child has a universal nature which must be developed through particular objects and deeds? Therefore, as in the gifts, games, and stories, we see the general in particular form, so too in the festivals we have the universal occasions for rejoicing celebrated in distinct and highly individualized fashion. The cube differs from the sphere in form, yet both have the universal elements of structure in common; so, too, Thanksgiving and Christmas differ, yet are alike.

At Thanksgiving time, we reproduce the universal dependence of man upon Nature, or upon God's love, as shown in the never-failing mystery of the harvest. So in Christmas, we again celebrate God's love, as shown through a life lived with humanity, the life of the God-man.

It may be asked if the Christian Christmas is universal. Our reply can be, that all religions have dimly striven after some such revelation. They have all foreshadowed the coming of a deliverer, although they may differ in other respects from the Christian religion. The Christian religion has in it the elements of the universal nature, and its teaching is bound in time to become universal, for its motto is: "Go ye into all the world, and preach the Gospel."

Personally, I do not care for the New Year celebration in Kindergarten, because the New Year is comparatively a local, provincial division of time. It does no harm to celebrate it, but it is of no special value. To the little child, the new year begins either with his new experience on entering the community life of the Kindergarten, so different from his home-life, or with the awakening of nature's new life in the spring time.

Again, we have a semi-celebration of St. Valentine's Day, not because it is universal, but in order to correct the misuse of the day. I need not speak of the coarsening that comes from so-called comic valentines. Their grotesqueness leads to a coarse disregard of the feelings of others. This coarseness leads to obscenity, and obscene language and pictures lead to sensuality. The whole process is a blunting of the higher, finer sensibilities, which the Kindergarten is trying to build up. In localities where comic valentines are little known, I would drop out the celebration of Valentine Day.

The next real festival is Hero Day. In this country it is Washington's birthday; in Canada, the king's birthday; in France, the day of the nation's independence; in Germany, the emperor's birthday. All hearts love heroes, all nations honor them. There is no influence more potent in the development of individual character than the admiration of a hero, for we grow like that which we admire.

Next comes the glad Easter celebration, not merely the Easter of the Christian church, but the Easter-tide of Nature, the return to life in the outside world, the true symbol of that great celebration of immortality, of which the church Easter is the climax. The Egyptians, each year, beholding the miracle of the returning Nile, argued for immortality. Astronomy arose from the returning constellations of stars. The whole universe groaned and travailed until the coming of the assurance to the senses of personal immortality in the Risen Christ.
The children’s own birthdays are but another illustration of the universal shown in a very special and particular form. We should all rejoice that another life has been added to humanity, another expression of the “God-thought” in the flesh. Therefore, we will celebrate Tommy’s or Mary’s birthday with song and story, with cake and lighted candles, with service and reciprocal service. We will make of it a day of rejoicing, a day when little Tom’s soul knits the bond firmer with the hearts of his rejoicing comrades, and makes good that drawing near, by serving them thereby transforming his affectionate emotions into loving deeds. As we light each candle we play somewhat like this: ‘Here’s for Tom when he was one year old, a wee bit of a fellow in white dresses, when his mother had to carry him around in her arms, and all he could say was, ‘Agoo, Agoo,’ or ‘Ba ba, Ba ba,’ and all he could do was to pat his mother’s cheek or to crow when his father came into the room. Come, light the candle for his first birthday. Now, this candle is to tell us of Tom when he was two years old, and could trot around the room, and had learned to say: ‘Papa,’ ‘By-by,’ ‘Moo—,’ and a lot of other things. Now, he could pick up Mamma’s spool and push the chairs around. Come, light the second candle.’ Thus we review the slowly growing powers of the child, taking care, of course, that the activities described are familiar to the particular set of children assembled for the celebration.

In such ways as these, festivals regain somewhat of the religious nature, which they originally had, and lose none of the much-needed joy.

* * *

Books for Children’s Gifts

For children under eight years of age.

Linen Picture Books

Cinderella. Lane.
Fairy Ship. Lane.
This Little Pig Went to Market. Lane
Adventures of Henny Penny and Her Friends. McLoughlin.
Santa Claus and His Works. McLoughlin.
Our Farmyard. Dutton.
Book of Horses. Dutton.
Book of Ships. Dutton.
Goody Two-Shoes. McLoughlin.

Bound Picture Books

Johnny Crowe’s Garden. Warne
House in the Wood, and other old fairy tales. Warne.
Caldecott, Randolph. Collection of Pictures and Songs. 2v. Warne.
Picture Book. 2v. Warne.
Hey-Diddle-Diddle Picture Book. Warne.
Crane, Walter. Picture Books. 7v.
(Also published in 21 parts in paper covers.)

Greenaway, Kate. A, Apple Pie.
  Marigold Garden.
  Under the Window.
  Pied Piper of Hamlin.

Potter, Beatrix. Peter Rabbit.
  Tale of Benjamin Bunny.
  Tale of Mrs. Tiggy-Winkle.
  Tailor of Gloucester.
  Squirrel Nutkin.

Hitch, Bessie. Wee Folks’ Alphabet.

Perkins, Lucy Fitch. The Goose Girl. (A Mother’s lap book.)

Poetry, Stories and Fairy Tales

Lang, Andrew. Nursery Rhyme Book.


Poulsson, Emilie. Finger Plays.
  Through the Farmyard Gate.
  The Runaway Donkey.

Dodge, Mary Mapes. Baby Days.
  New Baby World.

Longman’s Infant Fairy Readers.

Sharpe, Mrs. Dame Wiggins of Lee and her Seven Wonderful Cats, ed.
  by John Ruskin.

Grimm, J. L. & W. K. Fairy Tales; Selected and Edited for Little Folk.
  Illustrated by Helen Stratton.

  (A good edition is the one illustrated by Squire and Mars.)

Peary, Mrs. Josephine. Snow Baby.

Edgar. Treasury of Verse for Little People.

Carroll, Lewis. Alice’s Adventures in Wonderland.
  Through the Looking Glass.

Wiggin, K. D. & Smith, N. A. Posy Ring.

Anderson, H. C. Fairy Tales.

Seudder, H. E. Children’s Book.

Hopkins. The Sand Man; His Farm Stories.

Hodges, George. When the King Came.

Harris, J. C. Nights with Uncle Remus.


Baldwin, James, ed. Fairy Stories and Fables.

  The Heroes.

MacDonald, George. At the Back of the North Wind.

Field, Eugene. Poems of Childhood, with Illustrations by Maxfield Parrish.
  With Trumpet and Drum.

Forsythe, C., comp. Old Songs for Young America.

—Compiled by Caroline Akin, Librarian of the Winnetka Public Library.
Personal Mention

Edna Baker

California

Evelyn Pluss, ’07, has recently accepted a position in the Kindergarten Training Department of the State Normal School, at Los Angeles, California. She writes enthusiastically of her work. She speaks of the pleasure of the meetings which the C. K. C. girls of Los Angeles enjoy together, and of their loyalty to their Alma Mater.

The series of lessons which Miss Harrison is editing for the Mothers’ Correspondence Course, conducted by our College in affiliation with the People’s University of St. Louis, is progressing rapidly. Mrs. Prudence Stokes Brown, ’10, is extension lecturer for this department of the work. Beginning at her home in Pasadena, she has already visited several of the cities and towns in California. She has created great interest and enthusiasm for kindergarten principles in home training wherever she has lectured. In addition to her lectures, she has given several exhibitions of the new organized hand work, which has been most flatteringly received. At Long Beach a request was made to have an exhibit in the Public Library.

There are seven Kindergartens in Pomona. Florence Linnell directs in one and Georgia Perry in another. The latter writes: Pomona has excellent schools, ninety-two teachers in all, and thirteen of these are kindergartners. Miss Barbara Greenwood is supervisor of kindergartens. We meet every Thursday afternoon to talk over program, etc. These teachers’ meetings are very helpful and pleasant. Last week the first, second and third grade teachers met with us for games and stories. They will do so once a month. It’s jolly.

* * *

Illinois

Miss Faulkner, in addition to her kindergarten teaching and her extensive work in story-telling, has entered the field of journalism, and is to be Children’s Editor of the new Chicago Weekly, edited by Clyde A. Morrison. The prospectus of this paper gives the following interesting account of Miss Faulkner’s career as a story-teller:

‘Miss Faulkner is president of the Chicago branch of the National Story Tellers’ League. She has been telling stories most of her life. Beginning in 1903, she told stories for three summers in the playgrounds of Brooklyn. Then the Chicago Woman’s Club paved the way for work in the vacation schools of Chicago under the board of education and the vacation school committee. Through the efforts of the library committee of the Chicago Woman’s Club, Miss Faulkner has been successful in formulating book lists for the purpose of interesting child patrons of the public library in the selection of better books to read and better ways of reading them. This work has been conducted under the auspices of the Chicago Library Board. Miss Faulkner has been a leading factor in the promotion of the Children’s Library League, an organization of children which has for its motto: ‘Clean Hands, Clean Hearts, and Clean Books.’”

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Mabel Forbes, '03, is taking the regular course in voice culture and public reading at the Cummock School of Oratory, Northwestern University, Evanston, Ill.

Gertrude Longenecker, '98, has resigned her position in the Normal School at Kirksville, Missouri, and is studying at the University of Chicago toward the completion of her college course.

* * *

Indiana

Mabel Osgood, Normal, '10, gave a series of lectures on Primary Methods before the Teachers' Institute at Crawfordsville, Indiana, this October. Her photograph and a sketch of her work appeared on the front page of the Crawfordsville Daily, in company with a photograph and an article on Theodore Roosevelt. Miss Osgood says she never expects to appear in such distinguished company again.

* * *

Kansas

Florence Evans, ex-'09, is teaching the mission kindergarten at Leavenworth, Kansas, this winter, and is also telling stories at the public library. She is most happy in her work.

* * *

Massachusetts

Laura Cragin, '96, has just published a third book of Bible Stories adapted for children, a review of which is included in this issue. This new book will receive an enthusiastic welcome from the many mothers and teachers who have found her other books an inspiration in bringing Bible truths to little children.

"Kindergarten Stories for the School and Home," by Laura E. Cragin, are stories from the life of Christ and are symbolic stories based upon his words: they are intended for children of kindergarten age. "Kindergarten Bible Stories," which are stories from the Old Testament, from the Creation through Ruth, and "Old Testament Stories," are two other works by the same author.

* * *

Michigan

Besse K. Dace, '06, who for four years taught the Jacksonville Free Kindergarten, and conducted a small training class in connection with it, has accepted for this year the position of supervisor of kindergartens in Lansing, Michigan. She is delighted with her new work; and word from Lucretia Hutchinson, ex-'10, who directs one of the kindergartens in Lansing, tells us that the kindergartners are more than pleased with their new supervisor.

Miss Dace contributes the following: One of our directors had been talking of pussy-willows and had told the children that they grew in damp places. The other day she asked if they had seen any recently. One little boy spoke up saying: "No, they won't grow around here any more for Lansing has gone dry."
New Jersey

Elizabeth Skinner, now Mrs. Roy McVaugh, is living in Atlantic City where her husband has charge of the manual training work in the public schools. She finds the care of an active, sturdy son requires quite as much time, care and knowledge as the average kindergarten of the public schools.

New York

Miss Grace Fulmer spoke at the regular meeting of the Brooklyn Kindergarten Union Tuesday evening, November 22. The meeting was in charge of the chairman, Miss Alice E. Fitts, and the subject of the evening, "The Educational Outlook for the Kindergarten." Other speakers were: Miss Patty S. Hill, Miss C. Geraldine O’Grady and Miss Fannybelle Curtis.

Pennsylvania

Ruth E. Beyer, ’96, of Pittsburg, assisted in a study of "Reasons for Dependency of Children," which was made in that city in 1907 and 1908, under the Russel Sage Foundation. Following this, she became Social Secretary to the Pittsburg and Alleghany Home for the Friendless. This work insures a wide field for effort along lines pertaining to the care of children who are wholly or partially dependent. "In contrast to a tendency too readily to institutionalize the child," says Miss Beyer, "the preservation of the home needs to become the aim, and the standard needs to be raised of the necessary institutional care previous to the re-establishment of the broken-up home, or until another family home can be provided."

Texas

Myra Winchester, ’97, has a year’s leave of absence from the training school at Fort Worth, Texas, and is spending six months at Teachers’ College, Columbia University. Louise Alder, ’07, is also taking post-graduate work at Columbia this year. She expects to receive her Master’s Degree and Supervisor’s Diploma.

Louise Grey, ’10, is teaching the kindergarten in connection with the settlement at Houston, Texas. She has four assistants under her and a large number of children. A training school has been started at the Settlement, in which Miss Grey is also teaching. Dorothy and Naomi Cushman, ’04, have classes at the training school, in addition to their own private school for children.

MARRIAGES

Emma Doland, ’08, on Saturday, October 29, 1910, at Rogers Park, Chicago, to Mr. Franklin Wanner.

Marie Talbot, ex-’11, on Saturday, October 29, 1910, to Mr. Charles Stuart of Lincoln, Nebraska.
DEATHS

Lena Clift, '04, died Wednesday, September 21, 1910, at Chattanooga, Tennessee. The "Chattanooga Times" says of her: "In social circles, and in church work, she will be sadly missed. Especially was she devoted to the Kindergarten work, and for ten years she has given her best energy and thought to this method of teaching and training the minds and characters of little children." We have lost another loyal daughter, and we extend our deepest sympathy to her mother, Mrs. Inez Clift, in this our common bereavement.

Mrs. Francis Janette Beyer, the mother of Ruth E. Beyer, '96, died November, 1909.

George Laban Paddock, the father of Caroline Paddock, '04, died September, 1910.

* * *

CHANGES OF ADDRESS

Louise Alder, '07, 478 Washington Avenue, Brooklyn, N. Y.
Eva Ayers, '10, Fort Collins, Colorado.
Lucy D. Bogue, '93, Hotel Loraine, 2 E. 45th, New York City.
Ella Black, '09, 621 5th Street, Brookins, South Dakota.
Cora A. Chamberlin, '09, 512 Jennings Ave., Fort Worth, Texas.
Emma Daniels, '10, Calumet, Mich.
Ethel Fairbanks, '09, 619 N. 26th Street, Lincoln, Nebraska.
Louise Grey, '10, Settlement House, Houston, Texas.
Mrs. F. G. Jewett, '05, 2510 E. Superior Street, Duluth, Minn.
Mrs. Virginia Kendall, '02, 3927 Clarendon Ave., Chicago.
Gertrude Longenecker, '98, 5726 Washington Ave., Chicago.
Eva Long, '07, Judith Gap, Montana.
Sarah Meseroll, '10, Hackensack, New Jersey.
Muriel Pettit, '02, 841 Belden Ave., Chicago.
Lou Sindlinger, '03, 606 Jackson Street, Gary, Indiana.
Mrs. John F. Strauss, (Elizabeth Davol) '97, Marie Antoinette Hotel, New York City.
Helen Sturges, '93, 726 Addison Ave., Chicago.
Ruth Tappan, '98, 1067 Prospect Street, Brooklyn, N. Y.
Daisy Taylor, '00, 1138 Oak Ave., Evanston, Ill.
Myra Winchester, '97, Teachers' College, Columbia University, New York.
Delia Wampole, '01, 4027 Ellis Ave., Chicago.
Mrs. Franklin Wanner, (Emma Doland) '08, 1254 Thorndale Ave., Chicago.
Mary Williams, ex-'04, Plamveier, Texas.
Chicago Kindergarten College

The College has held an unusually interesting class for mothers this fall. On October 19, Dr. Effa Davis addressed the class on "Things that Prevent Normal Growth in Young Children." On October 26, Dr. Caroline Hedger spoke on "The Open-Air School." On November 2, Dr. H. Stephens Walker gave "Practical Hints Concerning the Care of Children's Eyes." Miss Harrison is now giving a series of lectures on the Mother Play. Mrs. Crouse closed the course on December 14, with a talk on "How to Tell Children of the Origin of Life."

Miss Harrison spoke before the Woman's Catholic League of Chicago, in the parlors of the Woman's Club, on Saturday, October 15th. Her subject was "Woman's Work." She had a large and enthusiastic audience.

C. K. C. now gives a diploma as Director of a Kindergarten at the end of the two years' kindergarten training; at the end of the third year a diploma which entitles to the Degree of Bachelor of Education. The Normal students receive a diploma which entitles to the Degree of Master of Education.

Mrs. Crouse and Miss Wetmore attended the exercises dedicating the Association Building and Hall of the Kindergarten Training School at Cleveland on Saturday evening, November 12. The program consisted of the recital of Schumann compositions by Miss Anna Goedhart, Director of Music, Kindergarten Training School, and Miss Betsy Wyers, Concert pianist from Berlin. After the concert, an informal reception was held in the parlors. Mrs. Wanner, Mrs. Rawson, Miss Faris, Mrs. Crouse, and Miss Wetmore received.

On the following Monday, Mrs. Crouse and Miss Wetmore visited several kindergartens where our graduates are teaching, and in the afternoon, Mrs. Crouse spoke to the students in the training school in Assembly.

The November meeting of the Chicago Story-Tellers' League was in charge of Miss Wetmore. She classified Thanksgiving stories under the three headings of the universal celebration of Thanksgiving, symbolic Thanksgiving, and Biblical stories of the harvest.

On Friday afternoon, November 11, the League gave a reception for Richard T. Wyche, president of the National Story-Tellers' League, in the College Hall. Mr. Wyche addressed the Chicago League on his work in organizing leagues throughout the country, and on the rapid growth and development of these leagues.

The alumnae of C. K. C. invited the students to see the sights of "Riverview Park" at the College, on the afternoon of October 29. The curious spectators were greeted at the entrance by a gorgeous clown, who addressed them with facetious remarks and bawled forth the attractions of the hour. There were minstrel singers in their
log-cabin, strumming upon the old guitar the songs of the Sunny South; there was the lightning artist, who took silhouettes in the twinkling of an eye; a queen of gypsy fortune-tellers, skilled in palmistry and the gentle art of reading the future in a tea-cup; and a very popular booth where those who knocked over nigger-babies were rewarded with delicious chocolate cigars; and last of all, the ferocious animal cracker show, heavily placarded, 'Don't eat the animals,—it is dangerous.'

After a visit to the dancing pavilion, where they witnessed some brilliant performances, the guests flocked to the ever-present refreshment stand, and liberally patronized the venders of Mt. Vesuvius ice-cream and other confections.

A talk was given by Miss Harrison on the right observance of the Christmas festival, followed by Christmas games, on December 15. The usual Christmas program of music and stories occurred on Wednesday afternoon, December 21.

Four of our alumnae have gained enviable reputations as storytellers on Chautauqua platforms:—Georgene Faulkner, Grace Hemingway, '05, Mrs. Pluma D. Carrothers, '03, and Helen Perkins, '07. They made extended tours this summer and met with great success. Miss Perkins has given up her kindergarten for this winter, and is taking special work in the Columbia School of Oral Expression.

J. M. Greenwood, Superintendent of Schools in Missouri, most earnestly urges upon the principals, high school teachers, elementary kindergarten and domestic science teachers to read Dr. Snider's "A Writer of Books," a review of which Mrs. Arnold has written for the Journal. Mr. Greenwood says, '‘A Writer of Books,' by Denton J. Snider should be read by every teacher in Missouri. It is a great book from one of the greatest of teachers.'

TAKE JOY HOME

Take joy home,
And make a place in thy great heart for her,
And give her time to grow, and cherish her,
Then will she come and oft will sing to thee,
When thou art working in the furrows; ay,
Or weeding in the sacred hour of dawn.
It is a comely fashion to be glad:
Joy is the grace we say to God.

—Jean Ingelow.
Pratt Institute
Brooklyn, N. Y.

Miss M. S. Newman, a kindergarten training teacher from Auckland, New Zealand, visited the Kindergarten House, October 27.

Miss Seabury and Miss Nicholson spoke before the kindergarten section of the Nassau County Teachers' Institute at Mineola November 9, 10 and 11. Miss Seabury's topics were, "Circle Games." "The Connection between Gift Plays at Table and Circle Games," also "Music in the Kindergarten." Miss Nicholson gave a practical demonstration of the "Use of the Gifts," and lectures upon the Occupations and Mothers' Meetings.

Miss Susan E. Blow gave a course of lectures at the Brooklyn Training School for Teachers, at 4:15 p. m., on the following dates: December 1, "How to Build up the Kindergarten Spirit;" December 6, "The Development of Kindergarten Games;" December 8, "The Educational Value of Science for the Kindergarten;" December 13, "Underlying Principles of the Kindergarten Program." Price, $1.00 for the course; students of the Training School for Teachers, Adelphi College and Pratt Institute, 75c.

L. Belle Richens, a graduate of the class of 1898, received her diploma as a doctor of medicine from the medical college of Cornell University in June. She has the congratulations of all her kindergarten friends, who wish her much success. Her address is, "Dr. L. Belle Richens, Syracuse Hospital for Women and Children, Syracuse, N. Y."

The regular meeting of the Brooklyn Kindergarten Union met at Pratt Institute Kindergarten House, Tuesday evening, November 22, at 8 o'clock. The meeting was in charge of the Educational Committee, Miss Alice E. Fitts, Chairman. Subject: "The Educational Outlook for the Kindergarten." Speakers: Miss Patty S. Hill; Miss Grace Fulmer; Miss Fanniebelle Curtis; Miss C. Geraldine O'Grady.

Changes in the corps of teachers this year are: Miss Jane H. Nicholson, who has come to us after finishing her studies at Teachers' College and receiving the degree of M. A.; Miss Mary F. Aldrich, who has been teaching for the past three years at the Pittsburgh and Alleghany Kindergarten College, and Miss Grace Cornell, who will also be with us again as our instructor in Art.

The Junior class, with the director and some of the teachers, visited Ellis Island Wednesday morning, November 16. They spent an educative hour in watching three boat loads of immigrants land, and pass through the various modes of inspection to which each person is subjected upon entrance to the country. As kindergartners, this experience was valuable, as they deal with the immigrant class of people after they have become citizens.
The Junior students also visited the Library Building, where the instructors met them and escorted them about the building, explaining to them the uses of the library; later they made a similar visit to the School of Household Science and Arts, where the instructors explained the work of the various classes in a similar way. The experience gained was both pleasant and helpful.

Miss Blake spoke at Public School No. 51, Richmond Hill, on "The Fundamental Principles of the Kindergarten." The Kindergarten Mothers’ Clubs of Public Schools No. 51 and No. 54, under the direction of Miss Bunn and Miss Barber, met together on this occasion; some primary teachers were present also, and the talk was followed by a general discussion.

Information has been received that Miss Anna E. Sample (1910) is the director of a public school kindergarten in Springfield, Ohio, and is enjoying her work very much.

Miss Gladys Hutchins (1910) writes that during the past summer she was the director of the Waterside Park Playground, New Haven, Conn., and that she has found much pleasure in the work, which was chiefly among the Italians.

Miss Gunning, of Amsterdam, Holland, visited the Pratt Kindergarten last week, to study the method. She was shown the work of the training school as well as the kindergarten. Miss Gunning expects to visit all the prominent kindergartens of the country before her return. She is an experienced Kindergartner, having had her first instruction in her own country. She is now studying at Teachers’ College, Columbia University.

Little Harry with his sisters and brothers was being taught natural history by the governess through the instrumentality of a game. The game was called "Barnyard." One child was a duck, another a turkey and a third a calf, and so on—a noisy, delightful game.

But little Harry remained, in all the tumult, as still as death. Far off in the corner he crouched, silent and alone. The governess, spying him, approached, saying indignantly:

"Come, Harry, and play with us."
"Hush," answered Harry, "I’m laying an egg."

Small Elmer had just come in from the back yard where the cook was removing the feathers from a chicken.

"Where is Jane, Elmer?" asked his grandmother.

"She’s out behind the shed husking a hen," answered the little fellow.
National Story Tellers' League

The League will commence the new year with a consideration of the Parables, Mrs. V. B. Jackson being the leader. The special topic taken up will be "Christ's Teachings in Story." Stories will be told and story lists given.

"Lives of great men all remind us
We can make our lives sublime."—Longfellow.

Miss Georgene Faulkner, President of the League, will be the leader for the February meeting and will consider patriotic stories; the celebration of birthdays of heroes, especially Washington and Lincoln.

The giving out of story lists is a part of each meeting.

"Bible Heroines" will be studied in March. Mrs. E. C. Knapp, leader. The stories will relate to the girl heroes of the Bible.

"The year's at the Spring
And day's at the morn;
Morning's at seven;
The hill-side's dew-pearled;
The lark's on the wing;
The snail's on the thorn;
God's in His Heaven
All's right with the world."

Pippa Passes—Browning.

With this as theme Miss Alice Jacobs will lead the Easter meeting. Symbolic stories of Easter will be told as well as the Biblical story.

"Go forth into the open air
And list to nature's teaching."—Bryant.

The May meeting will deal with nature stories under the leadership of Mrs. Gudrun Thorne-Thomsen.

"A little nonsense now and then
Is relished by the best of men."

The June meeting being the last of the season, the leader, Miss Rae Hamburger, will give a talk on humorous stories and it is expected each attending member will bring some nonsense to add fun to the occasion.

The little daughter of a clergyman stubbed her toe and said "Darn."

"I'll give you ten cents," said her father, "if you never say that word again."

A few days afterward she came to him and said: "Papa, I've got a word worth half a dollar."
An Appreciation
Carrie B. Frouty

Fortunate indeed, are the mothers and teachers into whose hands this volume of Miss Cragin's shall come. Continuing, as it does, the story of Israel, begun in the earlier volume, "Kindergarten Bible Stories," we have a complete picture of the history of the Hebrews, from Samuel's time through the rebuilding of the city under Nehemiah. The study and time which such a collection of stories represents no one can appreciate save one who has ever attempted to prepare a connected story of the growth of the Hebrew nation.

Not the least helpful use of the book would be its reading by all who are teaching children in Sunday school, regardless of their being older than primary pupils; for, we fancy, few teachers could give anything like a connected account of the Old Testament History. One wonders a little just what children the book is designed for; those older than kindergarten age, evidently, as Miss Cragin herself says. If so, could not some of the explanatory phrases have been omitted, without detriment, and greatly to the advantage of the vividness of the narrative? Again, might not one tell the stories less from the point of view of the old Hebrew writers themselves, recognizing that all their enemies were not necessarily wicked people? The Israelites were also wicked and cruel, and God did not command such slaughter. He never has! They justified themselves by so writing it, and were undoubtedly sincere in so thinking, but even young children can understand that at that time people knew no better, and that it took God ages to teach man that he is not a God of battles and of war, but of Love. But this view, after all, can so easily be fitted into these stories, that they will without doubt be widely used, and greatly helpful to hosts of teachers who are ever seeking for helps to make their own limited knowledge and abilities of greater usefulness and value.

Old Testament Stories; For Little Children, by Laura Ella Cragin.

The little convent pupil who enthusiastically related at home that upon the occasion of a procession the "hypocrite went ahead of the rest, just a-scatterin' insects all about," at last has found a fitting fellow in the little boy who for the first time was shown a bat. The child studied the creature's wings with deep but silent interest.

"What do you think it is, bub?" inquired bub's interested father.
"'I guess it must be an angel mouse!'"

It was a more skeptical youngster who, being asked what it was that troubled the pool of Bethesda, answered gravely:
"'Well, teacher, they say it was angels, but I think it most probably was frogs.'"
Chicago Kindergarten College
1200 Michigan Boulevard

MRS. J. N. CROUSE
ELIZABETH HARRISON Principals

Special Primary Course
under Mrs. Ruth Morris Kelsey begins Feb. 6, 1911.

Mid-Year Class
opens Feb. 7, 1911. This class is designed primarily for mid-year high school graduates who do not wish to lose the half-year following their graduation, but all who are interested in kindergarten work can take advantage of it.

BOOKS FOR TEACHERS AND MOTHERS

A Study of Child Nature - - - - - Elizabeth Harrison
Christmas Tide - - - - - Elizabeth Harrison
Bead Stringing - - - - - Elizabeth Harrison
Organized Handwork - - - - - Jessie Davis

Please mention the Kindergarten Journal when using these ads
Dr. Price’s Cream Baking Powder

**A CREAM OF TARTAR POWDER**

(Made from Grapes.)

Contains No Alum, Ammonia or Other Adulterant.
It is the purest, strongest and best. Does better work and goes farthest.

*See what experienced and competent authority says:*

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**Victoria Hotel,**

Chicago

*Nov 15th, 1905*

*Gentlemen*

*Being a user of your Baking Powder for five years, I find that the good qualities have better than any other, I can recommend and recommend. I have no other.*

*Charles Ginkel*

Chef Victoria Hotel

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The Faulkner School

A DAY SCHOOL FOR GIRLS

Carefully graded work from the Kindergarten through preparatory courses for College. Catalogues on request.

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ELIZABETH FAULKNER, Principal

GEORGENE FAULKNER, Director of Kindergarten

4746 Madison Avenue - - Chicago, Illinois

Telephone: Oakland 1423

Please mention the Kindergarten Journal when using these ads
Nine-year-old Jimmie, returning from an ardent temperance meeting, astonished his parents by requesting detailed information as to a “worndebauchee.”

“I think it’s an animal, mother, an’ I think it’s home’s in New Zealand, ’cause that’s where the singer came from,” at last gave the necessary clue to Jimmie’s mental quagmire. The New Zealand singer, it subsequently was learned, had given an old-time temperance classic, marked by the recurrent refrain of:

Cold water for me, cold water for me,
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