



Summer 1910

Price Ten Cents

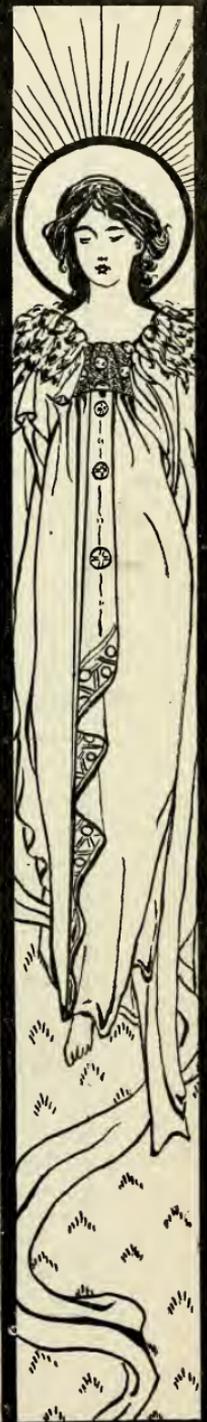
# Kindergarten Journal

*BEING a continuation of news-letters sent to members in Nineteen-four and Nineteen-five, inspired by the success of the Alumnae Annual of Nineteen Hundred, and successor to the Alumnae News.*

Published Quarterly

Forty Cents a Year

Office, 1200 Michigan Boulevard  
CHICAGO







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# CHRISTMAS BAZAAR

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All members of the C. K. C. Alumnae Association are requested to keep the Christmas Bazaar in mind, and make or solicit as many articles as possible during the summer.

Date and further particulars will be given in the September number.

Begin now, and help make the Bazaar a great success.

# Prize Story Contest

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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 upon one side only of the paper.
4. No manuscripts will be returned and no payment will be made for any that do not win a prize.
5. THE KINDERGARTEN JOURNAL reserves the right to print, as space permits, over the writer's signature, articles receiving "honorable mention."

\* \* \*

All contributions for our Fall number must be in the office of THE KINDERGARTEN JOURNAL by August 20, 1910.

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 Caroline Harris, President of the Alumnae Association of the C. K. C. for 1909-1910; 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.

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\* \* \*

Little Yetta said the earth was tumbling over. Isadore replied that "a star had a big fight with the sun, yesterday night, and got beat." "How could the star beat?" said Monis. "Oh," said Isadore, "You know for why. It had a muscle."

\* \* \*

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# The Kindergarten Journal

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MRS. FLORENCE CAPRON } - - - - - Editors

Published Quarterly      Forty Cents a Year

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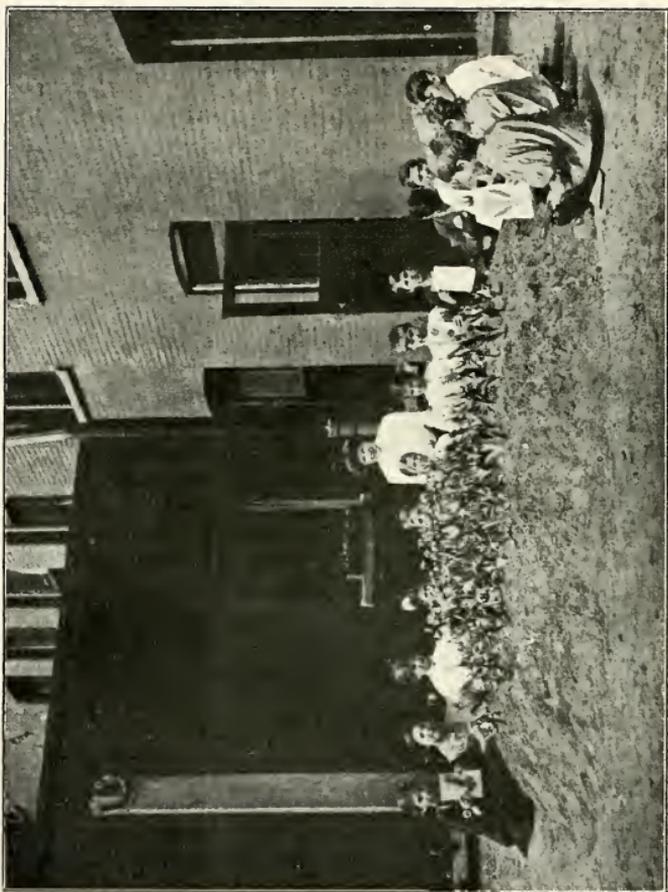
Miss Elizabeth Harrison,      Literary Critic  
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A GHETTO GARDEN

# Folk-Lore

Mabel M. Osgood

One of the interesting and absorbing subjects of discussion for scholars of modern times has been, and still is, the place which the primitive savage occupies in the history of mankind.

This science which studies the human family from its infancy, thousands of years ago, to the present time, in its progress of culture, contributed to by myth, legend, language and custom, is called the science of Folk-Lore.

The savage in his very lowest state was occupied with nothing more than supplying his physical needs, but as he very slowly and gradually ascended in the scale of humanity he began to do some thinking, and to deserve the name of "man," which means "to think."

He began to perceive the world which surrounded him with its great mountain heights and valleys; its lakes and rivers; its birds and animals; trees and plants. His ear began to be trained to the various sounds of nature; the rumble of thunder; the roar of the sea; the rustle of the leaves on the trees; and the trickling of the tiny rivulet down the hillside. He began to wonder about it and then to ask himself the cause. Then came the attempt to explain it.

What was more natural than to endow all external forces with life? He saw likenesses between himself and this phenomena of nature. His great imagination supplied qualities and faculties like his own, such as feeling, willing, hearing and speaking. It was life answering to life without the power to explain; consequently all things were personified.

I think we will all agree that the childhood of humanity presents us with a magnified picture of the small boy and girl of today. The little girl bestows fond mother love on a piece of muslin rolled up to look like a doll; while the boy rides a piece of a broomstick and imagines he is making a journey into an unknown world on a fine black charger.

This same imagination permitted the savage to interpret all things around him thru analogy. He lived, surrounded by great jungles inhabited by huge, fierce beasts, and water in which lived other wild animals. They seemed to possess powers far beyond those of himself. They could run and fly and swim with incredible swiftness. They were wonderful in their strength. No wonder then that man considered them his superiors and regarded them with awe and fear. He was often inadequately armed and unable to cope with them in battle, consequently he was a slave to these beliefs in nature's powers. One author tells us that "In a cave in France supposed by geologists to be 100,000 years old may be seen the oldest extant picture of man. It represents a very small man, naked and defenseless, fleeing in terror from an enormous serpent. It is the true image of primitive man in his relationship to Nature, and touches the heart with its vivid expression of feebleness and fear."

These outside natural objects were very powerful forces in developing early history. Religious beliefs arose, which had their founda-

tion in nature, and animal worship. Woods, rivers and streams were inhabited by spirits, and animals were considered super-human. When we realize how easy it is for us at the present time, thru the force of our imagination, to supply inanimate objects with life, and how quickly children respond when we speak of "Jack Frost" and "Old Father Christmas," we are not surprised that the savage mind credited everything with life about him. A flame, which licked up the wood in its progress, was alive; a serpent was gnawing in the stomach when the pangs of hunger were felt; the echoes of the hills were the cries of the dwarfs who inhabited them; and the thunder was the rumble of the Heaven God's chariot wheels.

Thru the possession of this wonderful power of imagination primitive man was able to explain to himself the great world in which he lived. They were not scientific explanations, but the accumulation of wonderful ideas out of which was constructed a myth. These myths, or mythology, furnish us with often the only means by which we can penetrate into the prehistoric past of tribes or nations. Thru the universal acceptance of any mass of superstitions which arose from this belief in animism by a particular tribe, history is given the mythology and religious beliefs of that tribe or nation. Myths changed their form in different ages. Later on we read legends of heroes who perform mighty deeds. These legends contribute to our knowledge of early Roman history, and customs and beliefs of the pioneers of Greek history have been given to us thru the wonderful epic poems of Homer.

Grimm was the first to find resemblances in our many well-known folk tales. The stories told in the nursery of Beauty and the Beast, Jack the Giant Killer, and Cinderella, we find in almost all countries. These fireside tales have been handed down for many generations, and we may even believe that the Aryan savage could tell in his own way the stories of Puss in Boots, The Master Thief, and many others. The story of the Master Thief occurs again and again in different countries. The incidents are in a legend given to us by Herodotos of an Egyptian king. They occur in a Hindu legend, and are found in a Scottish Highland story of the "Shifty Lad," and in that of "Ali Baba and the Forty Thieves." But long before this, the incidents of the old tale are repeated in an ancient hymn to Hermes.

It is hard to believe that many of our nursery tales told at the present time were also told in Athens and Rome 2000 years ago, but the poems of the Illiad and the Odyssey, the Odes of Pindar and plays of Eschylus or Sophocles contain much which is like Bluebeard, Beauty and the Beast, and Cinderella, only the forms of the stories are so much more beautiful than they are now.

The belief in spirits which still is prevalent at the present day in certain parts of the world is very likely an inheritance from our savage ancestors. These spirits are known as fairies or goblins. They are either very small or gigantic, as the case may be, nimble and quick, or stupid and plodding. The ancient Britons, Welsh and Irish have contributed much of our fairy lore. These fairies or trixy imps, as they are often named, delight in getting mortals into all sorts of difficulties. Shakespeare's wonderful picture of these fairies, in his

Midsummer's Night's Dream is a "monument to Folk-Lore."

In the tenth century fairy lore was popularly accepted. Celtic sources contributed much of it in the stories of King Arthur and the Round Table. Anyone acquainted with our fairy tales is impressed by the swiftness of the passing of the years, as the princess in the "Sleeping Beauty;" also the heroes undergo the most terrific ordeals only to come out victorious in the end. Other incidents common to them are those of gloomy castles with fair maidens imprisoned in them, heroic lovers, false brides, huge giants inhabiting mountains, and cross stepmothers who are outwitted and punished at the end of the tale, and then best of all are the fairy god-mothers who are kind to well-behaved children and present magical gifts. We find these similarities in fairy tales the world over. Man's mind has worked ever the same when he deals with the unknown.

Our familiar nursery rhymes and jingles are "waifs and strays" of folk-lore which have been collected, but to the interested folk-lore, it is surprising how much meaning there is in them, and how much significance is attached to them.

"Mother Goose's Melodies" is a very significant book to the student. Many of these old melodies have a deep underlying truth and a much longer pedigree than you and I can boast of. Mother Goose herself is not a myth, but was the mother of one Thomas Fleet, a printer, of Boston, who took these old rhymes and jingles which she used to sing to her grand-children and put them into book-form.

The history of some of these ditties is very interesting. Two of the legendary kings of Britain are referred to, namely, "Old King Cole, was a merry old soul," and "When good King Arthur ruled this land, He was a goodly king." Jack Horner was a real character and lived at the time of Henry VIII. He was the steward of the Abbot of Glastonbury, and when sent with transfer deeds of twelve manors to the king, extracted one for himself and told the Abbot that good "King Hal" had presented it to him. Plums for office seekers are often accepted now-a-days. Mother Hubbard is a heroine of one of Edmund Spenser's poems. Humpty Dumpty was a wicked baron who lived in the time of King John. The Babes in the Woods were some children killed in the XV Century. Their whole history, carved on a mantle shelf in Norfolk, may be read at the present day. To these melodies America has made one solitary contribution. The true story of Mary and her little lamb is attributed to John Rollston who attended the same school in Massachusetts where Mary and her pet went over eighty years ago. So we might go on thru the long list of nursery tales and rhymes and discover that their foundation lay in the commemoration of some past historical event.

The customs of different nations are another great fund of information in the study of Folk-Lore. If one country boasts of a certain ancient custom, it is very likely that we can find something similar to it in another. Andrew Lang says that the basis, or necessity, for a particular practice is much the same everywhere. The Grecians during ancient times danced in a ring with harmless serpents in their hands. The Indians did much the same thing only the serpents were poisonous, and this remarkable feat was test of their courage. This explains the custom of the Greeks.

Marriage, birth and death are periods in one's life which everyone must pass thru. All these important events are celebrated with much ceremony by the people of tribes and nations so they are most significant in showing the religious beliefs of any particular people. The symbolism which marks these ceremonies is the great thing to be taken into consideration as it shows the grade of social progress reached by the people who practice it. Symbolism often takes the place of language so these observances of barbaric people are full of meaning. Bride-capture was a very significant custom among savages and throws much light on the early family and social life of mankind.

Just at the present time the interest is considerable in regard to the comparative study of games of different countries, especially is much importance attached to those which teach us some special custom of a people. Very few of the games which children play are modern inventions, but are survivals of primitive ceremonials. The hill tribes of India play many games of ball, top, and a kind of a cat's cradle, and other games which children of Europe play. Early Greeks played football, so did the North American Indians.

When Scotch children play "Tappie, Tappie Tousie, Will ye be my mon?" they are acting the custom which existed in the days of villenage, when a free man gave up his liberty, and put himself under the protection of a master, and became his man. Children have always imitated the life of their elders and they will act out with great earnestness the future life which they must lead.

There is probably no more popular game with children than that of London Bridge. Mr. Newell says it is a mythological game and has been played in a great many different countries altho' under different names. In France the game is known as "Heaven and Hell." In Italy it is called "Open the Gates." The gates are those of the Inferno and Paradise; St. Peter is the keeper of one, and St. Paul of the other. The game is mentioned by Rabelais in 1533 under the name of "Fallen Bridge." The game was brought over by the Germans to Pennsylvania, but they called it the "Bridge of Holland."

This is only one remarkable instance how an ancient game has survived in different countries. The form and content are the same; the only change being in the name.

Of all the toys which is most common to children and adults is the bull-roarer. This toy has a most extraordinary history. It is found in use all over the world among savage and civilized people. It is a sacred instrument and has been used in religious ceremonies in New Mexico, Australia, New Zealand, in Greece and Africa, and is used by boys of the peasantry of England. It is a very simple toy being only a small piece of wood sharpened at both ends and tied to a string, or to sinews of an animal which the savage used. When whirled around over the head it makes a roaring noise like thunder. It had its practical use as well as sacred use. It served for calling the people together as our church bell does. This was the one thing which the savage woman could not look upon, so the religious observances of the opposite sex were withheld from the gaze of the curious. All sacred and mysterious rites had their element of dancing. This often varies in character, but our square dance resembles it

most nearly. The "Sir Roger de Coverly" as well as many other country dances are some of the ancient dances in a different dress. "Grosse believes that tribal dancing has been one of the chief factors in the elevation of man in that it had a civilizing effect by making numbers of people meet in amity and move rhythmically."

In the country, and even on city streets, we see children dancing together, sometimes in a ring and then again moving back and forth in a line and singing all the while.

"Round and around the mulberry bush" is the same as the savage custom of dancing around a sacred bush. "Oats, peas, beans and barley grows" is a very ancient dance, which was danced in the XIV Century in France. A very general resemblance to this dance is found in Sweden, Germany, England, Spain and Italy. Newell suggests that this is an agricultural dance and may have had a religious meaning as the French refrain runs like this, "Oats, Oats, Oats, May the good God prosper you." It was probably danced in the spring when God's blessing was asked to assure the fertility of the fields. Another dance of the same character is "Threading the Needle." When the peasants of the district in which it was danced were asked why they did it, they replied, "To make the hemp grow." These people were the direct descendants of the non-Aryan race, so probably this custom descended with the race.

The folk-music which accompanies these dances is also the outgrowth of a people's development. Someone has said that the "folk tunes are the wild flowers in the realm of music." All these many occurrences in the lives of primitive people have their own peculiar music. There is marriage and funeral music, melodies for incantations, and prayer. A great deal of work is done to the rhythm of a song. Men in the fields sang at their work, the galley rowers had their chants; all heavy labor produced its own songs. Often the words would be made up as they went on with their work. In our own country these trade songs were once very numerous. An interesting modern example is the street cries in our large cities.

So we might develop this subject almost endlessly, since it is a wonderfully interesting and fruitful one. It is not many years that savage man had been permitted to occupy such an important place in our world history, but after systematic research into the history of the literature and customs, the amusements and music of our primitive ancestors, we realize how very wide-spread has been the influence of their contributions on the culture of modern times.



The terrible possibilities of the sane Fourth reform movement as they appeal to the childish mind are illustrated by a young boy who, when he found he could not have his beloved fire crackers, asked his mother if he was not to have any turkey on Thanksgiving either.



# The I. K. U. at St. Louis

Mabel M. Osgood

There was a goodly number from Chicago attending the I. K. U. at St. Louis in April. Over forty of us registered at the Jefferson Hotel. We found the meetings delightfully inspiring and every one of us returned home with a feeling of satisfaction that we had gone. This short article is to try and give all those who were unable to go some idea of what we received.

The first meeting was held on Tuesday afternoon at the Soldan High School, a large, beautiful school with an unusually fine auditorium. This meeting was for Training Teachers and Supervisors only, with Miss Patty Hill presiding. Miss Julia Wade Abbott, Teachers' College, Columbia University, gave an interesting and helpful paper on "The Materials of the Kindergarten." There was exhibited at this meeting a great deal of work which had been done in the Kindergartens connected with Teachers' College, showing fine growth and development. After the meeting those attending were given an automobile ride through the beautiful residence district of the city, ending at the Woman's Club, where all were entertained at tea and shown the building.

Tuesday evening was the first general open meeting. After some music by the Schubert Club of Teachers' College the subject, "The Making of Our Little Citizens" occupied the evening. Mrs. Anna Garlin Spencer of New York spoke of "The Changing Population of Our Large Cities;" Miss Hortense Orcutt of Savannah, Georgia, on "The Kindergarten and the Family of the Little Foreigner," and Mr. Frank Manny of Kalamazoo, Michigan, on "The Process of Americanization in the Kindergarten and the School."

Wednesday morning we met again in the Soldan high school and were welcomed by the Mayor of the city, the President of the Board of Education, the Superintendent of Instruction, and by the President of the General Federation of Women's Clubs. All extended to us the freedom of the city and welcomed us most heartily. Reports of committees filled the remainder of the morning. Luncheon was served at the high school building to those holding admission tickets, and the afternoon meeting was held there also.

Three fine addresses were given during the early afternoon, the general subject being "Discipline and the Kindergarten." Prof. E. A. Starbuck of Iowa City speaking on "The Psychology of Discipline." Mr. Starbuck's address was most scholarly and so helpful that I wish to give you as much of it as possible. He said in part:

"Discipline depends upon the personality of the teacher which passes over to the mind of the student. A room has a new teacher this year. It was disorderly last year but this year it is peaceable. The personality of the teacher is the source of true discipline, and it is an unconscious radiation of her character. This teacher did not try to discipline. It all depended on her individuality and character. How does this personality come into the life of her pupils? One can not tell why a home is homey; a certain picture is just for me but it

does not appeal to another person; a friend on the street is known by some characteristic or a Presbyterian is known as soon as he is seen. Judgments are influenced by such a slight difference. We cannot analyze them. Our consciousness is influenced by imperceptible factors. We often say we know when we do not. The organism of our mind is extremely sensitive to outside impulses. Whatever goes on in us is sure to get out and influence others in little imperceptible waves. Whatever a man thinketh in his heart, so is he. We used to think that our lives were a series of logical ideas, now we think our mental life is like some growing thing taking in factors found in air and sunshine which go to nourish other plants of our mental life. The Kindergarten is rightly named. The children are hungry all the time for nourishment. The friends we make, the books we read, the pictures we see all tend to make clear states of consciousness. What often goes on subconsciously will all of a sudden come into a consciousness. This helps us to understand many things. Imitation is so strong. Everyone responds to custom all over the world. Important point in kindergarten: How shall one become a good disciplinarian and a good kindergartner? If one wants to be, the personality will dance in tune to the wish. We must select those things which are fine and make them a part of ourselves. A mere uttering of a prayer has an influence on consciousness. The teacher who wants to be and wants to know and has a longing in her heart will touch the hearts of little children and they will respond."

This was followed by an address by Miss Laura Fisher of Boston on "Froebel and Discipline." She quoted largely from Froebel's "Pedagogics." Among other things she said that "the kind of discipline we have will depend on the kind of order required. Our insistence must be on the essential goodness in the child. Our discipline must reveal to the child his inner being. He must not act with caprice and impulse but must learn to curb himself in accord with social whole. The kindergartner must obey laws of right herself, and the children will be cheerfully in accord with her. Mere external behavior is not the aim of discipline. Some people act in accordance with recognized forms and expect children to do the same and do not think of the motives behind. Some children and people play to the gallery and when the gallery is removed they are shown in their true light. Nothing is so beneficial as to believe the child will do the best. Try to see in child and excite in him self-realization."

Miss Stella L. Wood of Minneapolis spoke next. Everyone applauds and heartily enjoys her talks because she is far from being a dry speaker. She always has some good stories to tell. She spoke on "Common Sense and Discipline." She said "Common sense is called common sense because it is not so commonly used as so commonly needed. It pertains to sound practical judgment and it carries us safely from one experience to another. There is also the element of humor in it, and it will bridge the gap between knowing and doing. We must concentrate our common sense on the kindergarten child. An imposing mother brings a small 4 year old child to kindergarten and says with a sigh, 'He's only four years old but we can't do a thing with him,' and we can well remember how the child rolled his eyes as he saw new worlds to conquer. We know, too, what takes

place in the homes from which such children come. 'Geraldine, stop playing in the bath tub,' Mother calls, 'Mamma does not want you to get your nice white dress wet. Come away, Geraldine,' and Geraldine continues her delectable occupation and presently responds, 'Mamma, your voice goes tinkle, tinkle, like a mandolin all the time.' She went on to say that this country has as much family discipline as ever but it is in the hands of the children. "It is our business as kindergartners, now that we have caused adults to understand the rights of childhood, to make children understand the rights of adults."

At all the meetings there was much good music for our enjoyment.

After the meeting we were entertained at an informal reception given by the Teachers' Fellowship Society, at the St. Louis Artists' Guild, a unique and beautiful club house, the walls of which are decorated with the work of St. Louis artists.

Wednesday evening Mr. G. E. Johnson, Supervisor of Playgrounds, of Pittsburg, addressed us on "The Renaissance of Play." This was followed by Miss Blow's paper on "The Service of Dr. Harris to the Kindergarten." Everyone in the house gave Miss Blow the Chautauqua salute as she went upon the platform and there was enthusiastic applause. We were much affected and felt how dear Miss Blow was to all our hearts.

Thursday morning brought many reports, the most important being the report of the Committee of Nineteen.

Thursday afternoon, the Play Festival! It was held in the ball room of the Liederkrantz Club, before a large audience. There were 709 kindergartners all gowned in white, in the grand march. Miss Blow walked with us a short distance until the platform was reached where she took her seat. We were then led by Miss Alice O'Grady, of the Chicago Normal School, President of the I. K. U., and Miss Mary McCulloch of St. Louis, who was elected President for next year. The games were played in four groups, Boston, New York, Chicago and St. Louis directing. After these cities played what they considered the best representative games, all joined in playing the Visiting Game and Soldier Boy, and at the end of the afternoon we all sang "My Country, 'Tis of Thee" with much patriotism. The afternoon gave us a new and never to be forgotten realization of the value and the inspiration of participation.

Friday morning, once more in the Soldon high school, we heard ten minute addresses on the general subject of "Past and Present Conditions in the Kindergarten." Miss Emilie Poulsson, Hopkinton, Mass., "The History of the Kindergarten Story;" Miss Patty S. Hill, New York, "The History of the Kindergarten Song;" Miss Mabel A. Wilson, St. Louis, "The Work of Clara Beeson Hubbard;" Miss Jane Hoxie, Chicago, "The Development of Kindergarten Occupations;" and Miss Lucy Wheelock, Boston, "The Permanent and the Changing Element in the Kindergarten." These addresses were followed by a luncheon given by the Mothers of the city, at the Christian church.

Friday afternoon was the last of the meetings. Mrs. Frances E. Clark, Supervisor of Music, of Milwaukee, spoke on "The Beginnings of Musical Art in the Kindergarten;" and Mr. Walter Sargent, University of Chicago, "The Beginnings of Manual Art in the Kindergar-

ten." Mr. Sargent assured us that every one could learn to draw, and all of us who knew our limitations along that line were greatly encouraged.

After the meetings were over a few of the C. K. Cers had a reunion in the Carnegie Library with Dr. Snider. To quote one of the "old girls," "it was just like the old days and Denton J. was just like the Denton J. of 10 Van Buren St., and he gave us, as of old, copies of his latest book. It certainly was a reunion to remember."

Some of us left for home that evening and some the next morning, all with happy memories of this I. K. U. and the resolution to surely attend all future I. K. U. meetings, particularly the one in Cincinnati next year.



## Mothers' Page

(Conducted by Florence Capron.)

There are so many questions and problems arising each day to perplex the mother of a small child, even though she be a very wise mother. It is often comforting to find out that other home-makers have had similar difficulties, for even having difficulties in common is a help, and it is very helpful always to know these have been met. We hope that all our Journal mothers will cooperate with us and send in contributions to this department and also to our page of children's original sayings.

The subjects we wish to discuss are so numerous that small space and only quarterly issues seem very limiting. Besides discussing troublesome questions, we will publish a number of finger-plays, songs and stories for home use and, very soon, a list of books helpful for mothers. We are also having prepared an outline for mothers' study classes. Both mothers and kindergartners who lead these classes, we feel sure will be glad of such help.

We wish this page to be a common meeting ground for mothers and kindergartners who perhaps are mothers too, and we cherish the hope that it may be characterized by a spirit of comaraderie which may result in increased sympathy and understanding of the great Froebel principles.

Again we appeal to all our subscribers and friends to send in suggestions and contributions so that this page may prove far-reaching in its helpfulness.



# The Little Brook

Prize Story

By Mary French.



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THERE was once a tall hemlock tree that grew upon the side of a high mountain. It stood alone at the extreme end of a level terrace, where a sharp bend on the mountain-side brought it clearly into view for many miles around, and the people in the valley liked to look up and see it standing there, untiringly watching over them. Near the tree, but hidden from

sight, flowed a tiny brook.

The trees on the mountain-side used often to talk with one another, and the tall hemlock, proud of its lofty position, once made these rather boastful remarks to its neighbors.

"I am glad that I am tall and strong. I can look across the broad lake and see the sun rise above the water in the morning. I can look to the south and see the village, yes, and the tall buildings of the great city far away; and I can look west and see the sun sink behind the hill-tops. I, myself, can be seen for many miles. How grand, how glorious, to be up so high in the world! How glad I am that I am not a stunted pine; or, worse still, one of the weeds that grow along the banks of the little stream! Oh, how dreadful to be the stream itself! How dreadful to go on and on forever, almost hidden down there in a ditch, where one can see nothing but the stones beneath and the weeds along the banks, forever flowing on, but never knowing what is happening in the world around!"

The stream heard this distinctly, and grew very sad. The ferns and shrubs on its banks were grieved also, and as the brook flowed along with a somewhat mournful sound, they bent down and caressed it very tenderly. "Dear little stream," they said, "let us not be troubled because the old tree can see farther than we.

"We will try to be useful, and that is of far greater importance than to see long distances.

"You are useful, little stream. Without the refreshing water you give us we should die."

Comforted by these words, the stream resolved to spend its life in loving helpfulness to others. It was cheered by the thought that

it could at least look up at the blue sky. "I can not see the lake, but perhaps the sky is just as beautiful," it mused.

Not long afterward two tired and thirsty men who had been at work that morning upon the mountain-side came to refresh themselves with the pure, sparkling water of the brook. One of them was the farmer whose broad acres lay in the valley below. After a long, deep quaff, he exclaimed:

"I tell you I would not take a thousand dollars for this brook, which runs through my farm and supplies both my cattle and my family with good, pure water." How the brook rejoiced to hear this.

Absorbed in its pleasant thoughts it hardly noticed a bird which now flew down and alighted upon a moss-covered stone by its side. "Tweet, tweet, what a tiny little brook you are!" it saucily remarked. "I've a good mind to drink you all up." "I've a good mind to give you a splashing, little bird," laughed the brook. "I'm small, but I'm useful. Where are you going? How I would like to fly far away, as you do, to see the great world—and be of greater helpfulness in it."

"Foolish thing," chirped the bird; "you go farther than I do, and as to being helpful, why, of course, one little stream can not do much alone, but when all you streams join you become a good-sized river, and then how you turn the mill-wheels round! As you grow larger and larger sailing crafts glide swiftly over you, and when you mingle with the mighty sea huge vessels plough their way through the deep waters you have helped to form. Oh, you carry great burdens there." Another moment and the bird had flown away.

How strange it seemed! The brook now dimly remembered that long ago it had flowed down into the great ocean, as the bird had said. Was it really going there once more? It glided along, thoughtfully murmuring over and over again, "Not alone, but with the others. That is the way to be useful."

Some days later a stranger came to the mountain-side. He seated himself on the stony bank of the brook, and with a face full of pleasure looked down into its swiftly running water. So kind was that look that the little brook began to sing to him. It sang the sweetest songs that it knew, and songs which it had not known before, which seemed to come to it as it sang. They were songs about its narrow, fern-bordered bed on the mountain-side, about the rocks over which it rushed and tumbled, about the calm, quiet pool where it rested for a while under the willows, about the fun and excitement it had when pushing the mill-wheel around, then the steady, onward flowing in the sunshine.

The man with the kind face came a second day, and then on a third day he brought a violin with him. Never before had the mountain heard such sweet music as that which he drew from his violin with his slender bow! "You taught me this, little stream," he said when the music ended. Then the evening shadows grew long and the man went away. The stream never knew that its song was played to hundreds of people, who listened with wonder and delight.

That evening when the very last sunbeams came to kiss the mountain-side good night the brook seemed to hear them whisper: "Something else that is beautiful is coming to you by and by." It fell asleep, and that night it dreamed that the sunbeams came again after it had

found its way to the great ocean, and that they lifted its water-drops into the snowy clouds in the great blue sky, and that they went sailing over tree-tops and mountains, up there so high, where they could see the whole wide world, where they could see much farther than the old hemlock, still standing at its post on the quiet mountain-side.

When it awoke it remembered its dream, and ever afterward it was sure that the beautiful promise of something better by and by would some time come true.



## A Ghetto Garden

Mary Burrell.



Back of a big school between two wings of the building, there was a large ash heap, where all the ashes from the furnaces had been dumped.

In this school there was a kindergarten. When the kindergarten teachers and children went out walking, they had to go blocks before they could find any grass, trees or flowers.

Knowing how children love flowers, grass and gardens and how happy and strong it makes them to work and play out in the sunshine the kindergartner said why not dig away some of those ashes, put in some good soil and have a garden.

So the children dug with their small shovels, the older boys and kindergartners with larger ones until they had cleared away space for three beds. Then all planted seeds, watering and caring for them until a mass of bloom appeared in the corner.

Even the birds discovered it and feasted on the tender new bits of green.

Each spring since brown thrushes have lingered in passing, for several days.

People in the neighboring tenements were attracted and soon had boxes of seeds started on their roofs.

Some school people became interested, said there should be a larger garden and asked the Board of Education if they would not take away all the ashes, fill in with good soil, build a fence, cut a door for the children to go into the garden and give a hose for sprinkling. All this they did! But it took about two years.

Some ladies from the Outdoor Art League heard about this garden and wanted to help it along. So they gave some fine black earth and a lot of tulip bulbs.

The children saved their pennies for more bulbs; each planted a crocus of his own in a pot to be carried home in the spring after sleeping covered in the garden through the winter. In the spring the garden was gorgeous with its bloom. The children throughout the school and neighbors enjoyed it more than I can tell. No one thought of molesting it even though in a district as congested as any, where the people perhaps through lack of just such beautiful things would be more tempted to take them.

Every spring since then there has been a garden filled with tulips hyacinths and crocuses. The bulbs are dried, put away until fall in baskets, new ones being added each year for the spring garden.

Morning glory seeds, golden glow, salvia, asters and geraniums are planted for the summer and fall garden. There is a vacation school and the children use the garden all summer. Two faithful janitors care for it during the hot days, cutting the grass, watering and weeding. Bees, butterflies and insects of various sorts make it their home and afford material for nature study.

In the autumn the children call it the park and love to go down there. When the days grow cold some of the plants are put in window boxes and brought in. Winter covering is put over the bulbs and the garden, which has afforded so much pleasure, sleeps under its blanket of snow.



Cornwall was wearing his first suit with pockets in the trousers and, in the march, his hands were continually in the beloved pockets. "Cornwall," said the kindergartner, "if I were you I wouldn't put my hands in my pockets." Quick as a flash came the reply: "You couldn't cause you haven't got any pockets."

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Time: A spring morning. Place: An Italian kindergarten. Teacher: (pointing to three tulips in a vase on the mantel, and enunciating very distinctly) "See, children, tulips." Tony: (who has been paying very close attention to the various lessons in number and counting during that week) "No, three-lips."



# Personal Mention

## CALIFORNIA.

The little tots of the kindergarten department of the Carroll Park school were the entertainers, and the first and second grade teachers of the Long Beach schools were those entertained most charmingly yesterday afternoon in the school building. Miss Lillian Beatty, director, and her assistant, Miss Nellie Fox, were in charge, and fully demonstrated their excellency of the kindergarten system that is being carried on under their direction.

Members of the school board present were Mr. and Mrs. J. A. Rominger and Mrs. Glenn C. Burbank, and the work illustrated by the little ones from four to six years old was the Rhythm work—folk dances and games.

The first on the program was descriptive music—running, hopping, skipping, high-stepping horses, galloping horses, rocking horses, trained circus dances.

Folk dances—heel and toe; minuet for poise. Peter Pan dances. Lads and Lassies, a Scottish dance and Shoemaker dance.

Games—Bouncing ball to music; patriotic games—soldier boy; symbolic games—caterpillar and butterfly and birds nest.

The entertainment occupied two hours from four to six and was one of great pleasure, profit and delight for those attending.

Mr. Arnold's Rhythm Book was used. It certainly is fine.

## DISTRICT OF COLUMBIA.

Virginia Handy, '03, has been teaching English in the intermediate grades of the National Cathedral School at Mount St. Albans, Washington, D. C. She writes: "I am as ever interested in kindergarten work. Indeed, I am convinced that every woman should study at the kindergarten college at least one year, and as many more as she can give. Then she can more easily understand grown people as well as children."

## ILLINOIS

Margaret Farrar, '99, Supervisor of the La Grange Kindergarten, talked to the Parents' Club of Galesburg, Illinois, at its last meeting in April. The result of her talk was a generous subscription to a fund which is being raised to establish a kindergarten in that city.

Elizabeth Pingree, '99, and her mother are again cosily settled in an apartment on the South Side after their sojourn in California. Miss Pingree is doing valuable kindergarten work in the well-known Jones school, one block from Siegel & Cooper's.

Nina Kenagy, ex-'01, completed her senior year at the college this June. She is teaching primary methods and the theory of kindergarten in the Winona Summer school, the kindergarten department of which is under the supervision of the College faculty.

Jane Green, '08, is teaching the primary grade in her home town at Ramsey, Illinois. She likes primary work very much and "being home is specially nice," so she says. Grace Timms, '07, and Mary

Ray, '08, visited her at the time of the I. K. U. Miss Green says that her children were so delighted with the new games and stories introduced by the visitors that they were quite discouraged with her for dismissing them so soon.

Rena Harton, ex-'08, is teaching in the public schools of West Pullman and living at Berwyn with her mother and brother.

The three Normals of 1910 read their theses on the last Thursday afternoon in May. Miss Heinrich's subject was "The Relation of the Kindergarten to the Child's Future," Miss Osgood's was "Folklore," and Miss Meseroll's, "Mother's Classes." The Journal hopes to have the privilege of printing these excellent papers.

Emily Ogle Gaither, ex-'11, plans to continue her work in the Art Institute during this summer. She writes of her interest in the College and her desire to send us all the students possible.

Elizabeth Allan, '02, writes enthusiastically of the days spent at the I. K. U. in St. Louis. She says in part: "Our chief joy, outside the I. K. U. meetings, was seeing so many of the old college girls. Our class was well represented with Netta Faris, Miss Barrett, Maybelle Fleming and myself; and Grace Fulmer and Mabel MacKinney and Miss Harrison of the old C. K. C. student days. On Friday after the meetings were over we had a reunion in the Carnegie Library with Dr. Denton J. when he presented us with his latest book, his autobiography. There were about twelve of us there, and it certainly seemed like old times."

### IOWA

Helen Ross, '01, visited the College March 28th. She is teaching kindergarten in the Irving school, Dubuque, Iowa. This is her fifth year in a beautiful school, the grounds of which cover several acres. For six weeks in the fall and spring the kindergarten almost lives out-of-door, every opportunity being afforded for nature study. Louise Whitney, '02, and Mrs. Hollingsworth are also in the Dubuque schools.

### INDIA

Mrs. S. Higginbottom (Ethelind Cody) class of 1902, has returned from India bringing with her two beautiful children, a boy and a girl. During their two years' sojourn in America they will be located in Columbus, Ohio, where Mr. Higginbottom is having further study. She has been lecturing throughout Ohio, on her mission work in India.

### JAPAN

Mary Cody, 1898, returned to America in June and reports splendid progress of her work in Japan. Under her inspiration and direction a kindergarten has been opened in the poorest district of Nagasaki.

### MISSOURI

Mattie McMinn Schlundt is living in Columbia, Missouri, where her husband is head of the department of chemistry in the University. She has two small daughters, ages four and seven, and they are said to reflect great credit on their mother's kindergarten training.

Anna Koppel, '08, has had some interesting experiences during the past two years. Last year she started the kindergarten work in

Gary, the new Indiana town built by the Steel company. The work was very interesting as the kindergarten was a cosmopolitan one and the children were able to watch the growth and development of a community.

During the past year Miss Koppel has been in St. Louis, where she has conducted a kindergarten course for mothers by correspondence. The kindergarten is one department of the People's University, a large correspondence school founded by the American Woman's League, whose headquarters are in a suburb of St. Louis. Miss Koppel has been in correspondence with two hundred and fifty mothers, living particularly in small towns, where there are no kindergartens. These mothers have been studying kindergarten work, and sending in lessons for correction, together with questions pertaining to their individual problems. In the fall, these mothers will purchase materials and will begin regular kindergarten with their children as pupils while at the same time they will study the kindergarten theory by correspondence.

Harriet Howard, '08, will have a very short vacation, as she is to teach until August 11th in the summer school of the Normal at Kirksville, where she is a member of the faculty.

### **MASSACHUSETTS**

Laura E. Cragin's ('96) third book of Bible stories will soon be published. During the past year Miss Cragin has been writing the Beginner's Graded Lessons for the Sunday School Times, and has been telling stories and giving Interpretive Bible Readings. "The Watchman," a Baptist journal, recently contained this notice: "The work in the Beginner's Grade (in the ninth annual summer school of the Rhode Island Sunday School association) will be conducted by Miss Laura Ella Cragin, of Newton, Mass. Miss Cragin is an educator and kindergarten of wide reputation. She is also noted for her interpretive Bible readings for adults and for her story-telling." After the close of the Rhode Island summer school Miss Cragin will have a restful vacation in Maine.

### **NEW YORK**

Grace Fulmer, '93, was present at the alumnae luncheon to the seniors on June fourth and also at the commencement. If you had seen the jubilant faces that greeted her you would know how warm a place she holds in the hearts of the alumnae.

Lucy Bogue, '93, for several years secretary and co-worker with Mrs. Cheney, New York City, and teacher of new methods in music at Pratt Institute, is spending the summer with her mother on the north side of Chicago.

Margaret Shepherd, '05, who is living at Columbia Heights, Brooklyn, N. Y., wrote to express her joy that we were to have a scholarship for Mrs. Crouse, and wished that she might run in at the Commencement time and see all the college people.

### **NORTH DAKOTA**

Frances Portman, '05, writes that she has spent a pleasant and profitable year teaching in the State Normal school at Valley City, North Dakota.

## OHIO

Netta Faris, '02, head of the Kindergarten Training school at Cleveland, spent a week at the College on her way home from the I. K. U. at St. Louis. The Cleveland Training School is to have a new building soon. C. K. C. has reason to be proud of the work Miss Faris has done in Cleveland.

Lucia Sanderson, who was formerly kindergarten director at the Goodrich Settlement in Cleveland, has been assistant to Miss Faris this year in the absence of Miss Trace. Enthusiastic reports have reached us regarding her work. She will be retained on the faculty next year.

Edith Garrett, '08, since her graduation has been teaching in the Cleveland public schools. She is planning to attend the N. E. A. in Boston this summer.

## TEXAS

Myra Winchester, '97, has a leave of absence for the year 1910-11 from the training school at Fort Worth, Texas, while she does post-graduate work in the Teachers' College, Columbia University, New York.

Mary Bruce, '03, visited the College on the afternoon of June 11th. She is to spend the coming year at her home in Moundsville, West Virginia, where she is to assist in the preparations for the wedding of her niece. She is very much in love with the work at Fort Worth, and plans to return in the fall of 1911. The kindergarten has been tried in six public schools there this year, and has proved so successful that it is to be put in all the public schools next year.

In the last number of "The Kindergarten Journal," we noted that Irene Lasier had left Chicago to take up church mission kindergarten work in Boerne, Texas. A recent number of her church paper expressed most beautifully the regret of the Grace Episcopal church in Chicago over her loss. "Five years ago," says the article, "Miss Lasier came to us and took charge of the Sunday kindergarten department. In October, 1907, she organized the Free Day Kindergarten, which has been a noteworthy success and an inestimable blessing to Grace church and the surrounding neighborhood. No charity workers knew conditions in this vicinity as she did, and no one was so beloved by the poor, the suffering, the afflicted and discouraged. Her ready sympathy and efficient service brought sunshine and hope to wretched basement and crowded tenement and won this whole district to Grace church. She has brought scores of children and many adults to baptism and confirmation and has given new ideals and new starts in life to many more beside.

"Miss Lasier is a graduate of the Chicago Kindergarten College and that excellent institution may well be proud to claim her as an alumna, for she is most loyal to her training and to a complete mastery of her profession adds the genius for original development in the field of kindergartening."

## WASHINGTON

Mrs. Ellen Bennett MacMooran, '03, visited the College on Thursday afternoon, April 13th. She is living in Hoquiam, Washing-

ton, with her husband and two little girls. She gives glowing accounts of Washington climate and scenery.

### TRAVELS

Mr. and Mrs. Arnold are planning to spend the vacation in France.

Mr. and Mrs. Herbert Walker (Lola Hawkins, '04) sailed the 8th of June on the Lusitania for England where they will spend the summer. They hope to stop for a few days in Chicago on their return and see the college people.

Myra Watson, '99, and her mother; Florence Price, '00, and her mother, together with Emilie Webel, '94, will form a party of five to view Europe this summer. They have promised to furnish some of the trinkets for a foreign booth in the alumnae bazaar next December.

Eleanor Fulcher, '08, and her brother sailed the last of June for England where they will visit relatives during July and August.

Mabel Osgood, '05, Miriam and Isabel Bicknell, '07, Grace Timms, '07, and Mary Ray, '08, were among the Chicago girls who enjoyed the I. K. U. at St. Louis.

### MARRIAGES

Florence Helen Parkhurst, '08, was married on Saturday, June 4th, to Mr. Louis Lambert McCarthy. They will be at home, after October first, at 240 East Loucks Street, Sheridan, Wyoming.

Emma Caspary, ex-'08, was married to Mr. Walter Levi of Anniston, Alabama, on April 30th, 1910.

### BIRTHS

William Ross McConnell, Jr., arrived on March 20th, 1910, at the home of Mr. and Mrs. William Ross McConnell in Gainesville, Georgia. His mother was Jeanne Ware, '08.

### CHANGE OF ADDRESS

Mrs. Ruth Morris Kersey, Richmond, Indiana.

Julia Billings, '93, 325 So. Grand Avenue, Los Angeles, California.

Lucey D. Bogue, '93, 2016 Sheridan Rd., Evanston, Ill.

Mattie McMinn Schlundt, '95, Columbia, Mo.

Florence Waddington, '98, 1517 M'Culloh St., Baltimore, Md.

Pearl Johnson, '99, 18 Church St., Ashtabula, Ohio.

Elizabeth Pingree, '99, 5805 Michigan Ave., Chicago.

Belle D. Donnohue, '02, 433 Jackson St., Chilliothe, Mo.

Sarah J. Pepper, '02, 806 Second St., Joliet, Ill.

Mary Bruce, '03, Moundsville, West Virginia.

Mrs. W. G. MacMooran (Ellen Bennett, '03) Hoquiam, Wash.

Anna L. Boardman, '04, 209 E. Third St., Duluth, Minn.

Naomi Cushman, '04, 1117 Calhoun St., Houston, Texas.

Lillian Griffin, '07, 6132 Ellis Ave., Chicago, Ill.

Louise M. Alder, '07, Mountain School, Sheridan, Wyo.

Annie Keppel, '08, 1200 Michigan Boulevard, Chicago, Ill.

Rachel Plummer, '10, Blessing, Texas.



## Editorials

The Kindergarten Journal, daughter of the Alumnae News and granddaughter of the News Letter, needs no further introduction to the very interested and sympathetic graduates of C. K. C. and we trust that before another year has passed, the Journal may have won its way into the hearts of all true friends of the Kindergarten cause.

The Journal thought was not of the mushroom variety but the plan for broadening out was well pondered and now that the plunge has been taken, we find ourselves confronting all the serious problems which come in the life of any periodical. We are modest enough in our plans for the Journal of the present day but for the Journal in years to come we entertain great expectations. Our hopes run high and why should they not, for there is surely a need which many have long felt for just such an avenue of expression for Kindergartners and, situated as the Journal headquarters are, at the very fountain-head of inspiration, there is every reason for hoping for success.

To Mrs. J. N. Crouse the Journal is indebted for office space which she so generously contributed. In our cozy corner as well as everywhere at the College, not only C. K. C. graduates are welcome but every kindergartner or friend of kindergarten work will always be welcome.

The Journal's choicest possession is a desk which is the gift of Miss Elizabeth Harrison. On this desk inside the cover is found the following inscription: "To the Alumnae Association of C. K. C. This desk was presented as a token of love to Miss Elizabeth Harrison on June 18, 1885, by seven children who had been two years in her kindergarten and two years in primary and second grades of school work. On this desk were written 'A Study of Child Nature,' 'Christmastide,' 'A Vision of Dante,' 'In Story Land,' scores of magazine and newspaper articles and hundreds of letters together with 28 years of class-room lectures and public lectures. It is now presented to the Alumnae Association with her love."

We do not forget that it was our dear Miss Harrison who, by her inspiration, made possible, first, the Alumnae Annual, later the Alumnae News and now the Kindergarten Journal. It is our hope that every word written by any one on the staff of the Journal may be inspired through the use of this desk.

Many are the plans simmering in the minds of your editors and their staff for making the Journal a helpful force in the Kindergarten world and it is to you, our Alumnae sisters, that we confidently look for a large share of Journal material. Each one of you must have something to send in to your Journal; a news item, a funny story from your Kindergarten, a good invention in gift or occupation work or perhaps an original song, fingerplay or game. We have our eagle eyes searching for such treasures of which we feel sure there are many waiting to be discovered. Do please help us find them. Our literary critics are very gentle so you need not be afraid to submit your manuscripts. They are not at all heartless as was a certain crusty old critic of whom we once heard, who squealed an aspiring

young journalist in this fashion: Said the young man, "Sir, I have made up my mind to become a journalist. What kind of paper would you advise me to work with?" "With a piece of sand-paper," growled the old man.

Please also be kind in your criticisms of your staff. Forgive the proof reader if you discover errors, for they are bound to occur sometimes; we will try not to destroy the sense of your articles entirely: at least it will not be done maliciously as in one case we heard of recently. An account of a Faculty entertainment was handed in to a local paper in a University town. In it this sentence appeared: "Prof. Brown rendered the Sicilian Hymn." The typo had set it up "Prof. Brown murdered the Sicilian Hymn." The proof reader caught this in the revise but, as Prof. Brown was a very poor singer and was also unpopular, he let the error slide. Needless to say the professor was wild the next morning.

There are times, though, when unintentionally, very funny things happen. Once a very profound political article was headed "Let us Explore." The proof reader failed to catch an error and the title appeared "Let us Explode." This is what probably did happen to the writer and the result very likely was that the proof reader's head was blown off.

One effort the Journal is making is to secure the co-operation of all C. K. C. affiliated schools. Several have already responded as you will notice in this present issue and we are expecting more to follow before our Fall Number.

During the summer days some will be journeying in far distant lands and others of us will remain nearer our Alma Mater. We ask you one and all to keep the Journal interests near your hearts and, in the Fall, bring us some contributions gleaned from your summer experiences.

FLORENCE CAPRON



## Extension

Mrs. Crouse in addressing the senior class spoke as follows:

"The great importance of Extension in Kindergarten work is the one thought which I wish to leave with you as you go forth from your Alma Mater. The word **Extension** will mean little or nothing to you until you have actually begun to help extend the work by speaking of it to some other one who might be glad to know about it. Extension means to move out from a center, does it not, in any or all directions?"

"You came to us from all parts of the country as so many individuals seeking a center in which you could grow and expand. You soon found yourself a part of this center which we love to call C. K. C. and now you must leave it temporarily and go from us to form other centers.

"Does it ever occur to you how few people know anything about the Kindergarten that you have learned to love so much

and which the world needs so much? Does it ever occur to you that every bit of insight which you have gained should be passed on to some one else who can use it? Pause and think a moment, for I am sure that every one of you wants and expects the kindergarten to grow and thrive.

“You believe with us that it is the greatest and most important department of education because it is the foundation corner-stone of our Christianity and our civilization. You believe with me that it is needed just as much in other lands as in our own and that much of the world’s progress depends upon this newest department of educational work.

“But answer me this, who will give this to the world if the kindergartners do not? Shall we wait for the clergy, for the college professors, for the mothers, or shall we recognize that a great work lies at our very door waiting for **each one of us** to do something towards it?

“Dr. Gunsaulus once told me that if he could reasonably lay down his work, the Central Church and the Armour Mission, he would devote his life to spreading the kindergarten gospel—for he believed that a knowledge of this when known would usher in such a renaissance of religion as the world has never seen. When such a man who knows our work so thoroughly would be willing to give himself to it, if possible, shall we hesitate to do our part?

“There is not a young woman before me who can not do something to help on this glorious cause. The C. K. C. is a delightful place and we all love to be here and we shall greatly miss each one of you wherever you may be, but the hour of separation has come and we send you forth not with tears but with love and pride that we have such a class to send on this great mission.

“I have emphasized the word **Extension** so strongly purposely that each time you see it you will ask yourself ‘What am I doing for it?’ As graduates of this institution you will be expected to know what we as a College are doing to extend the work. June 20th we shall begin a summer school to continue six weeks. We shall have a fine corps of instructors and Miss Harrison will teach the Mother Play for the first time in several years in our summer school.

“We shall also conduct a summer school in connection with the Winona University at Winona Lake, Indiana. In this way we expect to reach hundreds of mothers and teachers.

“In addition to the above we are organizing and developing a Correspondence Course for mothers through which we expect to give to the mothers of the country the help which they most need and are asking for.

“But the one thing that troubles me more than all else is the fact that our graduates love Chicago and the work here so much that they are unwilling to go into new fields, which are waiting for them, and to leave the openings which their going would make for those with less experience. In short, we need more of a missionary spirit. We ought to have to-day a well established kindergarten in Cuba, in Porto Rico, in Hawaii and in the Philippines, to say nothing of London, Paris, and Berlin. Who will be willing to go and establish such a work if the money can be secured for the purpose? Whom shall we hear from first?”

# The Value of Character

To Our Daughters of the C. K. C.:

Again I find my heart going out toward you in a way that cannot well be expressed in words, as I once more realize your love has manifested itself in the highest way in which love can manifest itself.

You have given to me the great pleasure of helping forward our work by placing an emphasis upon the value of character among our students as is shown in the Honorary Scholarship which you have given to the college in my name.

Yours with love,

June 10th, 1910.

ELIZABETH HARRISON.



## Presentation of the Crouse Scholarship

“Mrs. Crouse, we, the alumnae, want to present to you a slight token of our appreciation of the twenty-five years of loyal and devoted service that you have given to this college. We have been realizing more and more that without your support and enthusiasm, there never would have been a C. K. C. and would not be one to-day. So this year we have two scholarships, and one of them bears your name. If you had read the letters of C. K. C. girls all over this land, if you had heard the words of those who are here, you would know a little the love that prompts this gift. Not only is it an expression of gratitude from the alumnae as a whole but it is a personal tribute of gratitude from the many, many girls whom you have helped and encouraged and inspired by your devotion to the cause which we all hold so dear. Drummond says, ‘If events change men, much more persons. No man can meet another on the street without making some mark upon him. We say we exchange words when we meet; what we exchange is souls.’ And you, as you have gone in and out among us, have impressed the strength and nobility of your character upon us. So

Not of our gift to you, within itself,  
Would we be proud or boast;  
But the love which prompts us give it you—  
This we hold uppermost.

It gives us great joy to present to you the Mrs. John N. Crouse scholarship for the year 1910 and 11.”

Mrs. Crouse responded as follows:

“Through the love and thoughtfulness of the members of our alumnae I am to have the honor of choosing one from the student body to have the Scholarship just given me for the coming year. Not one but many things usually determine to whom a scholarship shall be given.

“After taking everything into consideration I have decided that the qualification of “Dependability” in character is more than any other qualification and hence it will be my pleasure to give the J. N. Crouse Scholarship to Miss Florence Hadfield of the Junior Class.

“I wish to emphasize the word **dependability** for I believe there is no quality of character so much needed at present as this one. Why are our law courts crowded to the point of congestion? Is it not because men in high places have proved recreant to the trusts committed to them; that confidence has been more precious to them than honor and dependability?

“Why is society in such a demoralized condition, except for lack of dependability? What is the remedy do you ask? Is it not this blessed gospel of childhood which Froebel has brought to our aid?”

\* \* \*

### **MRS. CROUSE'S REPLY TO MISS HARRISON WHEN SHE SPOKE OF HER TWENTY-FIVE YEARS OF WORK.**

“You tell me that twenty-five years—a quarter of a century—has gone by since I took up the Kindergarten work. Twenty-five years! It can not be! If so, they must have sped on the wings of the wind; or Father Time must have hastened the sands in his hour glass. Twenty-five years! why that would make me old, would it not? And I have never felt old a day in my life. Living has been such a pleasure in this work, it has been all joy and happiness. I have lived a charmed life. Each day has found me ready with the dawn for another day in the work with our girls.

“My friends and acquaintances cannot understand why I love this College better than all else except home. But you, my girls, can understand it, I am sure, for you love it as we all do.

“Do you know what my wish would be if it could be granted me? Twenty-five more years of time to help on this glorious work! You will not blame me, I know, when I say that I covet the years which lie before you, your grand opportunities for growth and work for others and the great possibilities which lie within each one of you.”



## **Alumnae Report--1909 to 1910**

“The best of a book is not the thought which it contains but the thought which it suggests,” someone has said, and so may the best of this review of the alumnae progress for 1909-10 be the inspiration and enthusiasm which it shall arouse in us for the work of the coming year.

Perhaps to be true to the teachings of our Alma Mater we should begin with the most material of our blessings and consider the work of the social committee first. They have served us with four luncheons, which, for originality in favors and table decorations as well as for excellence of menu, will long be remembered. Best of all, thanks to the able chairman, they have been purchased at a minimum

cost, so that not one penny of the alumnae funds has been wasted in the culinary department. In addition the social committee has arranged two parties for the college students; a Hallowe'en frolic in honor of the freshman class last fall, and a delightful story hour this spring by Miss Davis and Miss Wetmore, a welcome to the mid-years.

And we are not less proud of the achievements of our finance committee. Organized late in the fall, they yet managed to arrange for a Christmas bazaar on the tenth of December, which netted the association a large sum of money and, better still, faith in our own ability to do a bigger thing next year. The returns from the "Hansel and Gretel" operetta this spring were also very satisfactory; and the size of our audience proved that it is not impossible to entice the residents of our suburbs to the corner of 12th street and Michigan avenue if the bait be tempting enough. We owe a debt of thanks to Miss Faulkner, Miss Plummer and Miss Paddock for that enjoyable occasion.

The business meetings have been well attended and some important measures passed by the association. Mrs. Lunsford's amendment to the constitution providing that the officers for the ensuing year be elected before the close of the current year so that the two sets of officers might work together for that period, was unanimously adopted, and the new officers elected in conformity with it on March 19th. This is an invaluable help to the new administration, and ought to tell on the efficiency of next year's work.

The Association also took a big step forward when it voted to change the name of the "Alumnae News" to the "Kindergarten Journal," and to broaden its scope to take in affiliated training schools,—and also to appropriate funds for four issues a year instead of two. With this freedom, the editors are making rapid progress in improving and enlarging the content of the magazine, and we prophesy that in a few years we shall have an organ of which we are all proud, **the kindergarten magazine of the West.**

But we are proudest of all this year of our scholarships, not one but two. Some weeks ago we had enough in the treasury for the Elizabeth Harrison Scholarship, and since that time, money has been raised for a second scholarship, to be presented to Mrs. Crouse, in appreciation of twenty-five years of service to the College.

"Gratitude," Willis says, "is the memory of the heart." We have a good deal of memory of the head, let us have a little "memory of the heart" and offer our gratitude to those who have done most to make this a successful year,—to our president, Miss Caroline Harris, and to Miss Wetmore and Miss Miriam Biekneil, chairmen of the finance and social committees.

EDNA BAKER,  
Recording Secretary.



Note—We wish to make a slight correction in Miss Dowdell's article on "Self-Activity as a Factor in Education," in our last issue.

About the middle of the seventh paragraph it reads "No longer may we consider the physical life—" that should be *psychical*. In fifteen it should be "means of self actively creating" etc, in place of "self-activity.." [Editor.]

# Chicago Kindergarten College

This year the Summer School offers unusual attractions. It is to be held from June 20 to July 28 at the College, and has for instructors Mrs. John N. Crouse, Miss Elizabeth Harrison, Miss Frances Wetmore, Miss Jessie Davis and Miss Georgia McClellan.

The course of study includes Mother Play, Comparative Psychology, Program-making, Primary Methods, Games (their educational value as well as practice in playing), Story-work, Nature Study, Drawing, and Hand-work (including plastic, industrial, and artistic work in simple forms, especially those that have to do with the beginnings of racial activity.)

The Winona (Indiana) Summer School, which opened May 30, added this year, to its already strong faculty, several from the C. K. C., Miss Harrison, Miss Wetmore and Miss Davis having charge of classes for two weeks, and Miss Inez Kenagy maintaining classes in Primary methods for the entire twelve weeks.



## Faculty Notes

Miss Harrison and Miss Wetmore were the faculty representatives at the I. K. U. in St. Louis. Miss Harrison gave an interesting account of the session to the College and all felt as if they had been present. Miss Wetmore was delegate-at-large for the Alumnae association, and with the assistance of Miss Osgood and the Misses Bicknell gave a splendid report at the Alumnae business meeting on June 4.

Miss Harrison was the speaker of the afternoon on June the 12th at the Biennial Congress of Mothers at Denver, Colorado. She spoke to an immense audience. From Denver she went to Cleveland to be present at the annual commencement of the Cleveland Kindergarten Training School.

Mrs. Crouse spent a delightful week in June at Frontenac on the St. Lawrence with Dr. Crouse and Mr. Dean Crouse, who went to attend a dental convention. She will be at the College during July and August.

Aside from her work in C. K. C., Mrs. Arnold has been teaching psychology, pedagogy and ethics and English in the Chicago School of Physical Education and Expression, which is located at 311-13 Wabash Ave. She has also been teaching psychology in the Columbia College of Expression, and has had a class in psychology as applied to music in the Columbia School of Music.

Miss Woodson has made a new cut in the curvilinear gift which greatly adds to the variety and beauty of the designs possible from its use. She has also done some very interesting work with her architecture class this spring, the result of her special study of architecture abroad last summer.

Miss Harrison, Miss Wetmore and Miss Davis are planning to teach successively at the Winona Summer School, each giving two weeks of lecture work. The College has this year combined with the Winona College for their summer school. Miss Harrison and Miss Davis will also teach in our own summer school, which opened June 20th and will continue until July 28th.

The editors of the "Journal" are in receipt of Dr. Snyder's latest work, his autobiography, which appears under the name, "The Writer of Books." It will be our pleasure to give a review of this work by Mrs. Arnold in the fall number of the "Journal."

Frau Frechtling has recently added to the fine historical exhibit of kindergarten work which she has intrusted to our College. The exhibit was enjoyed by many teachers from all over the country, who visited the College on their way to and from the I. K. U.

On May 7, Miss Emilie Poulson gave a talk on "Deficient Children" before the Kindergarten club in the college hall. Her words were most helpful. She highly recommended to every teacher Dr. Shuttleworth's new book on "Mentally Deficient Children."

On the afternoon of June 6th the annual concert was given at the College. In addition to the music rendered by the chorus under the training of Miss Nash, we were favored with several solos by Mr. Elwood Allen Emery of the Chicago Conservatory of Music. Miss Rachel Plummer of the senior class once more delighted us with her music. She sang "Life's Lullabye."



## The Senior Class

The Alumnae Association of the College hold first and last place when it comes to the matter of social events for the C. K. C. year, commencing with their "welcome" to the Freshmen—which this year took the form of a Hallowe'en party held the afternoon of October 30th—and closing with the Alumnae Luncheon to the Senior Class on the fourth of June. The initial event was certainly an impetus for the year, and the latter inspired the Seniors with awe and wonder at the august Alumnae assembled together.

The Senior class thought that a very informal fudge party in College hall would better serve to acquaint the members of the Freshman and Senior Classes with each other than a treat up town—as had been the custom on former "first Senior Gift days!"

When it came to the Senior-Junior party an evening "Hop" was quite the unanimous vote of both classes. This was held February Fourth.

Again the Seniors digressed from the worn path when they gave up having a bazaar and instead served chocolate for two Thursdays in succession. On February 14th a Valentine lunch sale was held. Box lunches put up by members of the class were sold for fifteen cents each—and how anxiously and expectantly each one who purchased looked to see what might be hidden under the folds of that tissue paper napkin.

The Freshman Dance followed on April first. With the hall a bower of paper wistaria blossoms and Japanese lanterns, one could

easily have imagined oneself in sunny Japan.

The events of the Commencement season started early. May seventh Miss Brand was hostess at a delightful luncheon at Field's. Miss DuBois and Miss Brown were our hostesses at a luncheon the third Saturday in May at the home of Miss DuBois. On May 25th the four dormitory Seniors, Miss Thompson, Miss Daniels, Miss Frederick and Miss Plummer, entertained at Marienthal. Miss Lash read "The Sky Pilot." On the 28th of May the Juniors and Freshmen entertained the Seniors at a theatre party at the Illinois. This, too, was quite a change from the old time "Senior Picnic" custom.

The Senior Class Day, of June 2nd, became a College Class Day, with history and prophecy, class responses and songs. The class bequest was given to the 1911 class and the class poem, penned by the class poet, Anne MacDougall, was read by the author. Solo, Rachel Plummer; Address of Welcome, Belle Woodson; Class Address, Freshmen, Alice Rowell; Freshman Song, Class of 1912; Class Address, Juniors, Eleanor Millsbaugh; Junior Song, Class of 1911; Class Address, Normals, Miss Osgood; Senior Song, Class of 1910; Faculty Address, Mrs. Arnold; Class History, Emma Daniels; Solo, Rachel Plummer; Class Prophecy, Louise Grey, Florence Brandt, Eva Ayers; Solo, Rachel Plummer; Class Poem, Anna MacDougall; Class Bequest, Bess Le Baron; Acknowledgment, Dell Marshal; Solo, Rachel Plummer; Presentation of College Gift, Sue Armstrong; College Hymn. Everyone pronounced it a day to be patterned after by succeeding classes.

\* \* \*

The class play was given at Reisig's Grove, Riverside, Ill., June seventh. A camping play—by nature—was most suitably adapted to the out of door staging which was arranged in the grove. This was followed by a picnic supper and dance in the evening.

A beach party on June eighth concluded this series of Commencement events, and a most beautiful ending it was. With Miss Grey, Miss Richardson, Miss MacDougall and our most beloved president, Miss Le Baron, as hostesses, the afternoon and early evening came to a close all too soon, knowing as each one did that only one more day (the day we were to receive our Ed B. degrees) could come before we separated on our different ways.

SUE ARMSTRONG.

\* \* \*

Program of Commencement—1, Classes march in singing the Carol of the Ninth Symphony; 2, Standing; Song, "America;" 3, College History by Miss Harrison; 4, Presentation of roses from Faculty; 5, Presentation of carnations from classes; 6, Presentation of flowers from other classes; 7, Address by Mrs. Crouse (see editorial on Extension); 8, Two songs by Junior and Freshman classes; 9, Class songs; 10, Address by Miss Harrison; 11, Presentation of Freshman certificates; 12, Presentation of Junior diplomas; 13, Presentation of Scholarships; 14, Presentation of Senior diplomas and degrees; 15, Presentation of Normal diplomas.



## CLASS POEM

The birds and buds and blossoms are here,  
The breezes sing lullabys in our ear,  
The butterflies among the flowers play,  
The Seniors' hearts are both sad and gay.

The mauve pink dreams of our college years,  
Our many joys, our fewer fears,  
Grow shadowy in the purplish haze,  
As we near the last of our college days.

And round about us everywhere  
Are the castles we have built in air,  
Our college castle of C. K. C.  
And a magic paper, marked "degree."

The world spirit whispers be free, be free.  
But joy hath its sorrows as all can see.  
The day that brings us to our degree  
Takes from us the faces we loved in C. K. C.

Dear class mates and faculty here in C. K. C.  
Your faces are dearer to us than any degree,  
But we cannot longer wait in the college halls,  
Our destiny with persistent whispering calls.

So with hearts that are brave and strong and free  
Like knights we go away from thee,  
O, college castle of C. K. C. !  
O, halls of loving memory !

The breezes are softly blowing about  
Farewell, Au Revoir, our companions shout,  
The drawbridge is down yet we stand and wait  
We are sorrowful to pass through the castle's gate.

Our shields and our spears and our helmets we've won  
Polished by light from the shining sun  
Our gauntlets of kindness and brotherly love  
Give us strength for the victory as from above.

O! heavenly Power from above  
Guide our feet that they may walk in the ways of love,  
Our eyes that they may see aright  
Our hands to do a loving service in thy sight.

ANNA GRANT MACDOUGALL.



## The Cleveland Kindergarten Training School

The Cleveland Day Nursery and Free Kindergarten Association was organized March 15, 1882. The inspiration that led to its foundation was a comprehensive view of what child life is in a city of tenement life, the sidewalk for a playground, the saloon serving often as a shelter; enough surely to convince one that something must be done to counteract the influence of such surroundings. To bring children out of such degradation into the light and warmth of developed capabilities and consequent self respect and usefulness was the work forcing its necessity upon a group of interested young women. There followed the establishment of Day Nurseries in the most needy sections of the city, but experience taught that while good care and wholesome food sufficed for babies, occupation and directed play were necessary for the busy brains and fingers of children from three to six years of age. This led to the opening of the first Free Kindergarten in Cleveland, April 1886, at the Perkins Nursery; so apparent were the beneficial results that the Kindergarten has been placed in every succeeding nursery.

With the introduction of Kindergartens came the necessity for especially trained Kindergartners. The work conducted by the society became so great and of such character that in 1894 the association was incorporated under the laws of Ohio. In planning wider usefulness a Kindergarten Training School seemed most needful; to obtain the most abundant and efficient service the association must train its own Kindergartners. We called Miss Elizabeth Harrison and Mrs. J. N. Crouse of the Chicago Kindergarten College into consultation with us. They personally inspected the work of the association and planned with its Board of Directors, the Training School as a branch of the College. The success of the enterprise to which they thus became responsible for sound instruction, led after the first year to a broadening of the course of study to fit a yet closer affiliation.

Since its beginning Mrs. W. R. Warner has been the manager, its wise counselor and friend, to whose untiring devotion and wise management the success of the school is largely due.

The large Alumnae Association shows its loyalty and interest by furnishing loan scholarships,—one of which has recently been named the Cornelia Blakemore Warner Scholarship, and its continued service to its Alma Mater.

The school organized September 1894, with an enrollment of 31 students. There have been graduated since then 239 students. Thirty-two have taken an additional year of training at the Chicago Kindergarten College, 67 have married and 127 are employed in the public schools of Cleveland. The principals have been Miss Helen Sturgess, Miss Lillian Wadsworth, Miss Mabel A. MacKinney, and Miss Netta Faris, whose invaluable service we still retain. With her are associated as the faculty of the school women eminent in their profession and abreast of the best in Kindergarten education.

Our large asset of the school is ready employment of its graduates. The effect of the eleven practice kindergartens of the association with their thoroughly trained kindergartners was to create a public sentiment that demanded the kindergarten in the public schools of the city as a part of the educational system. Churches and philanthropic bodies, also the foreign mission fields, have been supplied with our graduates.

By the generous co-operation of the trustees of Lend-a-Hand House the school has always been quartered there and because of this favor it has been self supporting and enabled to give material as well as educational aid to kindergartens of the association. By reason of its plan of affiliation with the Chicago Kindergarten College exceptional facilities are secured for that sound philosophical training which has made the name and methods of the College everywhere famous and respected.

Through the zealous and untiring efforts of Mrs. Warner new property has recently been acquired by the association for more convenient quarters for the Training School. The property was recently owned and occupied by the Froebel School and is situated in one of the most beautiful and exclusive neighborhoods in Cleveland removed from and yet easy of access to two car lines. The home atmosphere will be given by the fact that the schoolrooms have been added to a house, thus combining home and school. There will be a reception room, general office, private office, library and rest-room for the students, four well-lighted and well-ventilated class-rooms, a large audience hall with a seating capacity of more than two hundred and every other convenience to be found in an up-to-date school-building. With honest achievement behind and widening usefulness ahead we enter into our new building with high hopes for the future.

MRS. M. E. RAWSON.

\* \* \*

The resignation of Mrs. M. E. Rawson, for twenty-five years the president of the Cleveland Day Nursery and Free Kindergarten Association, was reluctantly and regretfully accepted by the Board in January. During the entire length of time in office Mrs. Rawson signed and presented all diplomas issued by the Training School and has stood ready at all times to "lend a helping hand." During the early years she personally attended to entering the students, a pleasure she often refers to, and at all times when Mrs. Warner was incapacitated or absent from the city, she has most capably taken charge of all the details of management. Mrs. Rawson after several months' sojourn at Clifton Springs for a much needed rest, has gone to join her husband and son in York, Pa., where she will remain until the late Fall.

\* \* \*

The present faculty of the Cleveland Kindergarten Training School consists of nine instructors:—Netta Faris, Principal and Supervisor, who also teaches Mother Play, Pedagogy, and Social Institutions; Margaret A. Trace, Assistant Principal, teaching Psychology, Gifts, Occupations and Education of Man; Lucia A. Sanderson, A. B., Literature, Stories, Gifts, and Theory of Program Work; W. A. Hailman, M. A., Primary Methods; Pearl Johnson, Games; Anna Goed-

hart, Songs; Thomas H. Cooper, Drawing, Painting and Modeling; Jean Dawson, Ph. D., Nature Study; Mrs. R. E. Farnham, Registrar. In addition there are lectures by members of the faculty of the C. K. C.

\* \* \*

The Alumnae Association of the Cleveland Kindergarten Training School entertained at the Lend-a-Hand Mission, on the evening of June 17, in honor of the Junior Class.

The Alumnae Association includes the majority of the graduates, holds regular meetings and is a strong factor in the school. It supports a Junior Scholarship, contributes twenty-five dollars annually to the school library fund, and entertains the graduating class on Commencement Day. Most of its members are also allied with the local branch of the I. K. U.

The officers for the past year have been: Pres., Edith Neele Gibbons, '00; Vice Pres., Inez J. Pierce, '99; Rec. Sec'y, Minnie Crawford, '08; Cor. Sec'y, Agnes Mary McCann, '07; Treasurer, Lida E. Foote, '08.

\* \* \*

The first edition of "Everyday Songs and Rhythms," music by Sarah E. Palmer, 1900, and words by Minnie L. Hall, 1896, has been exhausted and they are planning to bring out a larger edition early in the Fall.

\* \* \*

Margaret Trace, assistant principal of Cleveland Kindergarten Training School, has spent the last year at Teachers' College in New York enjoying the work and making a splendid record for herself. She will return to Cleveland in the Fall and the Cleveland Training School is to be congratulated as she has had several splendid offers in the East.

\* \* \*

Mrs. S. Higgenbottom (Ethelind Cody) Class of 1902, has returned from India bringing with her two beautiful children, a boy and a girl. During their two years' sojourn in America they will be located in Columbus, Ohio, where Mr. Higgenbottom is having further study. She has been lecturing throughout Ohio on her mission work in India.

\* \* \*

Mary Cody, 1898, returned to America in June and reports splendid progress of her work in Japan. Under her inspiration and direction a kindergarten has been opened in the poorest district of Nagasaki.

\* \* \*

Mary Scott Thayer, 1899, has been enjoying a much needed rest in and near Asheville, N. C. During her absence Lucia Sanderson, 1905, has most splendidly carried her work.

\* \* \*

Susan Bruce Ludlow, 1898, will spend the summer in Europe.

\* \* \*

Inez Pierce, '99, will spend the month of August in Estes Park, Colorado.

\* \* \*

Sarah Palmer, '99, will spend the summer in the East.

# Pratt Institute

The Department name has been changed from Department of Kindergartens, to School of Kindergarten Training, to conform to the other Departments of the Institute.

\* \* \*

On Saturday morning, May 7, the director, teachers and senior students went to Huntington Harbor, Long Island, for their usual week's outing and work in the country during the spring season. One day was devoted to a nature excursion with Dr. Watson, under whose supervision the party also visited the museum at Cold Spring Harbor; one day was given to a field lecture with Mr. Johnson, studying birds in their environment; another day was spent with Miss Lord, painting in water colors the wild flowers gathered, and drawing in charcoal the fine collection of animals belonging to the farm attached to "Edgewater Inn." Walks, drives and pleasant home evenings with the director and teachers closed a happy and profitable week, and all returned greatly refreshed, and ready to take up the work of the last term of the year with renewed zeal.

\* \* \*

The twenty-third annual exhibition of the work of the students was held on Thursday, Friday and Saturday, June 2, 3 and 4. All of the departments had their special exhibits. That of the School of Kindergarten Training was held in the Kindergarten Building, corner of Ryerson street and Willoughby avenue, and consisted of the work of the normal students and of the children in the model Kindergarten.

\* \* \*

The school year closed June 17, with a graduating class numbering twenty-four.

\* \* \*

The Pratt Institute Kindergarten Alumnae Association held its annual meeting for election of officers at the Kindergarten House, Tuesday afternoon, May 17. The following officers were elected for the coming year: President, M. Louise Porter; Vice-President, Frances Eugenia Price; Recording Secretary, S. Katherine Varney; Corresponding Secretary, Rachel Black; Treasurer, May Gelston; Auditor, Margaretta R. Voorhees. There was a large attendance and an enthusiastic meeting, followed by an informal reception. Miss Mabel A. MacKinney gave a report of the annual meeting of the recent I. K. U.

\* \* \*

The Brooklyn Free Kindergarten Society, of which Miss Mabel MacKinney is supervisor, consists of twenty-three kindergartens. The nationality of the parents will give a slight insight into the diversity of her work. There are Americans, Afro-Americans, American, German and Polish Jews, Armenians, Austrians, Canadians, Chinese, Danish, Dutch, English, Finnish, French, Germans, Greeks, Hungarians, Irish, Italians, Lithuanians, Norwegians, Polish, Portuguese, Russians, Scotch, Slav, Swedish, Syrian, West Indian and a few

others. Their occupations range from clam diggers and boot blacks to interpreters and silversmiths.

\* \* \*

Miss MacKinney's report of the Brooklyn Free Kindergarten Society will be published this summer, instead of, as here-to-fore, in the autumn. The students of the School of Kindergarten Training, and those of the Adelphi College Training School, practice in these Free Kindergartens. While there are some free Kindergartens not under the Brooklyn Free Kindergarten Society, all who attempt to keep up to an educational standard are connected with it.

\* \* \*

The twenty-fifth anniversary of the organization of the Brooklyn Training School for Teachers was commemorated on May 6. A Kindergarten exhibit and reception was held in the afternoon, which many Kindergartners attended. Ruth Tappan is in charge of the Kindergarten Training.

\* \* \*

Miss Glidden will spend her summer on the Maine Coast.

\* \* \*

Miss MacKinney sailed on Saturday, July 2nd, for Europe. She will return August 31st.

Miss Bogue will be in Chicago during the summer.

\* \* \*

Note:—We desire to make the following correction: In our last issue, we referred to Miss Mabel A. MacKinney as supervisor of the Kindergarten Department of Pratt Institute. This is an error. Miss MacKinney is supervisor of the Kindergartens belonging to the Brooklyn Free Kindergarten Society. She also supervises the practice work of the students in the School of Kindergarten Training of Pratt Institute when they are helping in the Kindergartens of the Free Kindergarten Society. [Editor.]



The science of the child is what the word paidology signifies. It is made from two Greek words meaning child and science.

The study of the child and his development is comparatively a new science, but that relating to the abnormal child whether over or under normal is of very recent date.

There is an excellent article regarding what is being done in this science of paidology in the June number of Hampton's magazine by Rheta Childe Dorr, entitled "Making Over the Backward Child." It will surely repay the reading, by all lovers of child humanity.

The July Hampton's contains the second article of the series, "A Fighting Chance for the City Child," dealing largely with the open air schools for tubercular children.



## Book Reviews

Miss Harrison's new book "Misunderstood Children," of which one chapter, "The Boy and the Scarlet Coat," had its initial appearance in our own *Alumnae News*, has been receiving such good criticisms in the newspaper and magazine world, that we are tempted to pass them on to our readers. The *Chicago Record-Herald* says: "These stories are little gems, instinct with feeling, full of sound suggestions and wise understanding of the child's mind. The book is one that can not be too strongly recommended to mothers and teachers."

*Home and School Journal*: "Miss Harrison is a wonderful observer of children. As a Kepler or a Newton grasps the meaning of the motions of the planets, so her insight gives us the interpretation of the acts of children."

*The Mother's Magazine*: "All these stories are laid with rare delicacy and insight. They are delightful just as reading matter, but in addition they give valuable hints as to the practical application of Kindergarten principles."

*Cleveland Plaindealer*: "With a rare understanding of the child-mind Miss Harrison has written a book that comes to the perplexed mother like a bright shaft of sunlight on a cloudy day."

*Boston Christian Register*: "As an indication of the wide influence of her written word, it may be noted that Queen Eleanor of Bulgaria is having one of Miss Harrison's books translated, that it may be placed by the government in the high schools for girls throughout the kingdom."

\* \* \*

"Government by Influence" is the title of a volume of essays by Elmer Ellsworth Brown, United States Commissioner of Education. The volume is made up of a series of addresses on educational and social topics, the title of the first essay being given to the volume. Commissioner Brown belongs, one might say, to the older school of educators but each one in the group of essays has a happy faculty of putting emphasis in the right place.

The essay which gives title to the book is an appeal to all our educational institutions from the elementary school to the university, for better training in both social and moral ideals. Other essays are "Self-Respect of Cities," "The Needs of the Children in the United States," "Training for Mother Work," "Work of Woman's Organizations in Education," and "Industrial Education as a National Interest." These are all attractively written discussions of practical problems and will be found alike readable to the educator and to those who wish to be informed along these lines without being burdened with a lot of detail. Published by Longmans, Green & Co., New York.



# Chicago Kindergarten College

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Mrs. John N. Crouse                      Elizabeth Harrison

PRINCIPALS

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### COMMENTS ON THE COMET

Little Agnes, aged three, longed to see the great comet so she was awakened and carried out on the porch. For a moment she gazed with wondering eyes then said, very sleepily: "It looks dust like de wind blowin'."

\* \* \*

The children were all in commotion over a rumor started by Rosie Finklesein that the sky was going to fall, when Ruby Abromoritz came to the rescue, saying: "I know what it is them kids is all talking about. It's about that Fourth of July sky and it ain't never comed at all."

### *Pratt Institute, Brooklyn, N. Y.*

A school for both men and women; day and evening classes. Entrance examinations in June and September. School of Kindergarten Training.

*Alice E. Fitts*

*Director*

### *The Cleveland Kindergarten Training School*

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- |                              |                                       |
|------------------------------|---------------------------------------|
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| 2. Blow, Wind Blow           | 7. King of Hearts                     |
| 3. Dance to Daddy            | 8. The King was in the Counting House |
| 4. One Misty, Moisty Morning | 9. The Queen was in the Parlor        |
| 5. There was a Girl          | 10. The Maid was in the Garden        |

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