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THE KINDERGARTEN IN BENEVOLENT INSTITUTIONS



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THE KINDERGARTEN IN BENEVOLENT INSTITUTIONS.

INTRODUCTION

The essential importance of the kindergarten in every institution which has the care of children and its value in simplifying administration and in making the work of healing, training, or correction easier, quicker, and more permanent, appear clearly in the following excerpts from letters sent to the Bureau of Education, in response to an inquiry, by officials of every kind of institution for child betterment.

There is a wide variety in the kinds of organizations represented: Social settlements, industrial schools, orphanages, day nurseries, homes for dependent and neglected children, hospitals, and institutions for defectives; and there is an equally wide variety in the kinds of children these organizations serve—deaf, blind, crippled, and feeble-minded, of every race, nativity, and creed. Their ages vary from that of earliest infancy to 21 years.

Some of these institutions are maintained by sectarian organizations for the purpose of bringing children up under certain religious influences; others receive children from juvenile courts and probation officers. Still others care for children who have been abandoned by their natural protectors, or who are deficient physically or mentally, or have been taken from neglectful or abusive guardians. Besides these there are the social-improvement agencies, settlements, mothers' clubs, and so on.

The experience of all these has been the same—that the properly adapted kindergarten, in properly trained hands, supplies the humanizing factor absolutely necessary for solving their problems with any approach to completeness. No other sort of evidence could be equally convincing.

The children whom the community must, for its own good as well as theirs, look after in one way or another, are brought to their unfortunate condition, in most cases, by a lack of normal influences for proper development. Until the community began to recognize the overwhelming importance of the "personal equation" in every human being, it simply sequestered those who offended or burdened it; it put them out of sight and generally out of mind. The folly of

thus fattening its own burden at terrible expense, present and future, the community now understands; and perhaps the most satisfactory sign of a real awakening is the position of first importance given to child work, of whatever nature. It is recognized to-day by practical workers in this wide field that the kindergarten may be their greatest single help, by supplying the substitute for desirable family influence and training which, until comparatively recently, institutional managements sought vainly.

The letters, received by the Bureau of Education in answer to its questions indicate, for instance, a tendency to under-age development among orphanage children, because of the impossibility of giving individual instruction to the large numbers of little ones through the small force of untrained and unskilled attendants with which most such institutions are provided.

The difficulty which all children's institutions have to meet is thus expressed in one of the letters to this bureau:

Children brought up in any institution get into a kind of groove; they show a tendency to selfishness—even the brightest of them develop an awkward shyness as a result of not coming in contact with the outside world and because of the dull, monotonous, daily routine that exists in the life of the institution child.

Such children frequently do not even know how to play. The kindergarten and trained kindergartner are of especial value to institutions because they substitute the maternal spirit for that of mere constituted authority in all who are dealing with child life. The function of the kindergarten is to nurture, unfold, form, and train the child's inherent powers; to teach him to become a self-educator. In the kindergarten the foundation of all subsequent education is laid.

The benefits of kindergarten training to foreign children are incalculable from the standpoint of language and the interpretation of the material world through form on the one hand, and from the standpoint of law, order, industry, and ethical ideals on the other.

Philanthropic enterprises for the afflicted, both public and private, such as schools for deaf, dumb, blind, or defective children, should have kindergartens because of their educational benefits through the training of the hand. Properly taught, the hand may become the outer ear and eye—even the outer brain, for these unfortunates; for through the hand the brain is awakened and stimulated.

A kindergarten is the first demand of the social settlement, because through it the settlement worker gains the first interest of the neighborhood. The kindergartner must visit the homes, and the parents of the children soon find that her visits are disinterested. She has no ax to grind, either in trade, politics, or religion; she comes as a friend of the family. Suspicion of any ulterior motive soon disappears, and she is welcome; she meets with the greatest courtesy and kindness in the neighborhood. Hundreds of churches and missions

with records of true beneficence have found the kindergarten absolutely essential in their work.

The biggest bill the community has to pay is that run up by pauperism, vice, and crime. Little can be expected from remedies applied to chronic cases; such treatment is palliative, at the best; only prevention can be genuinely, lastingly beneficial.

REPORTS FROM INSTITUTIONS HAVING KINDERGARTENS.

I. ORPHANAGES.

THE WASHBURN MEMORIAL ORPHAN ASYLUM, MINNEAPOLIS, MINN.

We have had a kindergarten in this institution for many years. It is the foundation or preparatory work of the school. The kindergarten bears resemblance in value to the preparatory work accomplished through elementary sloyd. When considered in their relation to the needs of children who are dependent upon self-development for an early preparation for self-support, these elementary educational processes take on an exceptional value that needs only to be suggested to be understood. It may also be considered a duty to such children to lead them by the most certain and direct paths to the educational opportunities upon which they must depend for their ability to master problems that lie before them. The kindergarten has come to stay, and its place will grow larger as its values are understood and appreciated.

HOWARD ORPHANAGE AND INDUSTRIAL SCHOOL, KINGS PARK, LONG ISLAND, N. Y.

We find the kindergarten teacher especially helpful in an institution. She amuses, entertains, and develops the young minds that would otherwise run riot because of the lack of that individual mother's touch that can not be given to them in such a place. We have come to the point where we feel we could not do without our kindergarten school, and we do our best to provide the teacher with everything necessary to carry on her work. If you were to enter our kindergarten class and see the number of intelligent little faces and note the keen pleasure they reflect, you would know that it is one of the happiest places for such work.

ST. MARY'S ASYLUM, MOBILE, ALA.

Though the kindness of a friend who gave her services gratuitously, our children enjoyed the privilege of a kindergarten last year, but were not so favored this year. The children derived great benefit from it, and the sisters are very much in favor of it. The children used the games and songs, also the articles made in their recreation, and it gave an enjoyable variety to a life which is necessarily more or less monotonous. The sisters noticed that it had more effect in bringing out backward children than anything else. If we were not so hampered by lack of means—we have hardly enough for support—we would consider it money well spent to give our children the advantage of kindergarten training.

THE PACIFIC HEBREW ORPHAN ASYLUM, SAN FRANCISCO, CAL.

The kindergarten helps to preserve the spontaneity of the little ones. It gives them knowledge of things and relations and motives and stories and responses to which they would otherwise remain strangers. It provides a splendid opportunity for impulse and desire to pass into action, the lack of which has in time past been characteristic of institution children. As to results, experience enables me to state

that the children from the kindergarten learn to read more quickly and more easily, their number work is better, and it is easier to provide really helpful "busy work" and to organize "group work" with them.

EVANGELICAL ORPHANAGE, HOYLETON, ILL.

We have a kindergarten and do not see how we could get along without it. The children are prepared for actual school work and are physically and intellectually developed to become more useful in all stages of their life. It helps to awaken and develop the sense of duty to themselves and to their comrades.

SOLDIER'S ORPHAN HOME, DAVENPORT, IOWA.

We find the kindergarten to be most valuable, indeed. The proper social education of children in orphanages is a problem which the kindergarten helps to solve. The institution kindergarten not only is of great benefit to the children taught therein, but has a reflex benefit upon the whole institutional body.

JEWISH ORPHANS' HOME, NEW ORLEANS, LA.

We have a kindergarten in our home, and find it a most valuable asset. The value of the kindergarten work depends primarily upon the teacher. The child comes to the kindergarten teacher at the age when it is like so much plastic clay in the hand of the molder. We are great believers in kindergarten work under proper supervision and with the right environment, and we consider our kindergarten plays a most prominent part in the development, both physical and mental, of our children.

ST. VINCENT'S ASYLUM, SYRACUSE, N. Y.

We find the kindergarten training very useful to the children. It teaches them to employ their time out of school, and also tends to make them happy and contented. The teachers in the lower grades find it of great value in their work, the children, having become accustomed to discipline and to employ their hands in manual work, adapt themselves to the schoolroom work more readily, and thus possess a great advantage over the untrained pupils.

SIMILAR LETTERS.

Similar letters have been received from the following:

- Sacred Heart Orphanage, Pueblo, Colo.
- Methodist Orphan Home, Macon, Ga.
- Angel Guardian Orphan Asylum, Chicago, Ill.
- The Chicago Orphan Asylum, Chicago, Ill.
- The Chicago Nursery and Half-Orphan Asylum, Chicago, Ill.
- Methodist Deaconess Orphanage and Epworth Children's Home, Lake Bluff, Ill.
- The Soldiers' Orphans' Home, Normal, Ill.
- Guardians Home, Indianapolis, Ind.
- The Rose Orphan Home, Terra Haute, Ind.
- The United Norwegian Lutheran Church Orphans' Home, Beloit, Iowa.
- State Orphans' Home, Atchison, Kans.
- Orphanage of Our Lady of Mercy, Worcester, Mass.
- St. John's Orphan Asylum, Grand Rapids, Mich.
- Orphans' Home, St. Louis, Mo.
- The Christian Orphans' Home, St. Louis, Mo.
- Methodist Orphans' Home, St. Louis, Mo.
- Missouri Baptist Orphans Home, St. Louis, Mo.
- Central Wesleyan Orphan Asylum, Warrenton, Mo.
- The Morris County Children's Home, Parsippany, N. J.

The Albany Orphan Home, Albany, N. Y.
 Asylum of the Sisters of St. Dominic, Blauvelt, N. Y.
 Brooklyn Hebrew Orphan Asylum, Brooklyn, N. Y.
 Orphan Asylum Society, Brooklyn, N. Y.
 Buffalo Orphan Asylum, Buffalo, N. Y.
 Orphan Asylum Society, Hastings-on-Hudson, N. Y.
 Thomas Indian School for Orphan and Destitute Children, Iroquois, N. Y.
 The Hebrew Orphan Asylum of the City of New York, New York, N. Y.
 The Hebrew Infant Asylum of the City of New York, New York, N. Y.
 St. Joseph's Asylum, New York, N. Y.
 St. Joseph's Asylum, Rochester, N. Y.
 Rochester Orphan Asylum, Rochester, N. Y.
 Onondaga Orphans Home, Syracuse, N. Y.
 Troy Orphan Home, Troy, N. Y.
 Utica Orphan Asylum, Utica, N. Y.

II. HOMES AND INSTITUTIONS FOR CHILDREN.

CHILDREN'S HOME SOCIETY, LOUISVILLE, KY.

The kindergarten is of untold value to the class of children we take, as it does more to develop them, to brighten their lives, and to make them sweet, lovable children than all other agencies combined. The special attention given the children in the kindergarten, who have never received any care, affection, or attention before, makes a wonderful change; and after a few months, instead of having a lot of slow, droopy, dull-eyed, dull-faced children, we have a room full of the happiest, brightest little children to be found anywhere. In my opinion, the kindergarten should be established in every institution that handles children permanently.

CHILDREN'S HOME, URBANA, ILL.

We consider our kindergarten one of the most important factors in the plan of our home training. The constructive play, the development of keen observation and concentration, the lessons in nature study, and particularly the methodical habits formed in the kindergarten are, in my estimation, necessary to the right upbuilding of child character.

MISSION FREE SCHOOL, ST. LOUIS, MO.

We find the kindergarten of the greatest value, helping, as it does, to train the whole child, physically, morally, and spiritually, and the children are always happy and harmoniously occupied there. Children so young can not profit by regular day school or the usual manual training, and yet it is of the highest importance that their activities should be directed and unified as they are in the kindergarten. The power of the personality of the kindergarten teacher is also of transforming potency.

HOME FOR THE FRIENDLESS, BALTIMORE, MD.

On no account would we give up the kindergarten work. Our teachers in the intermediate school say there is the greatest difference between the children from the kindergarten and those from outside who lack the training. Everything depends upon the teacher. The teacher should not only be a good teacher, but sympathetic and patient as well. These little, homeless and friendless ones need mother love as well as training.

MOUNT FLORENCE SCHOOL, PEEKSKILL, N. Y.

It would not be possible in the space of a mere letter to express our appreciation of the benefit children gain from kindergarten training, conducted according to true Froebelian principles. The kindergarten is the "child's world," in which the child

is guided in its work and in its play and led to choose aright. The child is truly blessed who has the advantage of true kindergarten training. It develops the entire being of the child—body, mind, and heart—each receiving thoughtful care and culture. The lessons learned in this, the seed time of the child's life, will undoubtedly bear good fruit in time. Love of order, necessarily implying observance of rule, power of imagination, concentration of mind, retentive memory, love of the beautiful and true, creative activity, control and use of bodily members, is a natural outgrowth of true kindergarten training.

STATE PUBLIC SCHOOL, COLDWATER, MICH.

We have a kindergarten department in the day school of this institution with two trained kindergartners in charge. Children are sent here because of parental neglect, and such children seldom test up to normal mentality. At first many of the younger ones are unable to express themselves except in the crudest kind of language, "alang" and "vulgarity." They have no vocabulary, and until they have seen things to interest them and have acquired words to express themselves they appear unusually stupid. A few weeks in the kindergarten works wonders in brightening up these neglected little ones mentally and physically. Therefore, I heartily recommend the kindergarten.

HOUSE OF THE GOOD SHEPHERD, GARDNER, ME.

The kindergarten has been of inestimable value in training our little ones. It quickens their memories, brings out their powers of observation, and they apply all they learn in kindergarten to their everyday life.

SIMILAR LETTERS.

Similar letters have been received from the following:

- Sonoma State Home, Eldridge, Cal.
- Home of the Guardian Angel, Los Angeles, Cal.
- Washington Home for Foundlings, Washington, D. C.
- Wichita Children's Home, Wichita, Kans.
- New England Home for Little Wanderers, Boston, Mass.
- The D. A. Blodgett Home for Children, Grand Rapids, Mich.
- Haskell Home, Battle Creek, Mich.
- State Public School for Dependent Children, Owatonna, Minn.
- The Institutional Church, Kansas City, Mo.
- Mothers' Jewels Home, York, Nebr.
- Davenport Home, Bath, N. Y.
- The Brooklyn Industrial School Association and Home for Destitute Children, Brooklyn, N. Y.
- St. John's Home, Brooklyn, N. Y.
- City and Town Home, Newburgh, N. Y.
- American Female Guardian Society and Home for the Friendless, New York, N. Y.
- House of the Good Shepherd, Utica, N. Y.
- St. Joseph's Infant Home, Utica, N. Y.

III. DAY NURSERIES.

GARDNER SUNSHINE DAY NURSERY, BROOKLYN, N. Y.

Previous to the time we were able to secure a kindergartner the little ones were like so many stray sheep. Their material welfare was well looked after, but we were unable to pay for someone to amuse them. Now we get the services of the under-graduates of an institute, and it is hard to express the inestimable benefit the training

has been for the little ones. The work the children do is not enough to tax their young minds, but is a start in concentration very necessary for children, especially for children in their condition of life.

DAY NURSERY OF ORANGE, SOUTH ORANGE, N. J.

The kindergarten is of great value to the children, who, through its agency, learn to be self-reliant and helpful, carrying this attitude into their homes. Thereby they help to raise the standard of family life.

DAY NURSERY ASSOCIATION, INDIANAPOLIS, IND.

Our institution has one kindergarten teacher, who spends two hours daily in instructing the children. We feel that the discipline and instruction thus imparted to these little folks, who would otherwise be left to themselves, is of such a nature that it forms an essential part of our institutional work.

ST. MARY'S NURSERY, WATERBURY, CONN.

The children from St. Mary's Nursery attend the kindergarten in our parochial school. As a result they show greater resourcefulness in play and are happier. They have a fund of facts and ideas and spontaneity of expression and are observant and docile.

HALSETT DAY NURSERY, NEW YORK CITY.

We find for these children that the kindergarten methods are invaluable in training their minds and preparing them for the public schools. You would be surprised to find how well they can count. They learn patriotism and similar necessary things which they do not learn at home.

SIMILAR LETTERS.

Similar letters have been received from the following:

- Day Nursery, Colorado Springs, Colo.
- Bell Lenox Nursery, Denver, Colo.
- The Margaret Etter Creché, Chicago, Ill.
- South End Day Nursery, Brookline, Mass.
- The Morgan Memorial Day Nursery, Boston, Mass.
- Fitch Creche, Buffalo, N. Y.
- Grace Church Nursery, New York, N. Y.
- Riverside Day Nursery, New York, N. Y.
- Washington Heights Day Nursery, New York, N. Y.
- West Side Day Nursery and Industrial School, New York, N. Y.

IV. HOSPITALS.

DAISY FIELDS HOME AND HOSPITAL FOR CRIPPLED CHILDREN, ENGLEWOOD, N. J.

We feel that the kindergarten training is of value. The children gain deftness with their fingers, and color sense. They are made happy, and are benefited in all ways.

HOME, HOSPITAL AND SCHOOL FOR CRIPPLED CHILDREN, HOUSE OF S. GILES, GARDEN CITY, L. I.

The kindergarten has proven most valuable in a threefold sense. Not only do our children learn to forget their deformities through pleasant occupation, but they are brought to a realization of their usefulness. They come to know that they are in many ways like other children, playing the same games, singing the very same songs, and making exactly the same kind of things in their school work. The result of this is a household of bright, happy children, keenly alive with interest in all their surroundings, gaining physically, and growing in mind and spirit.

SIMILAR LETTERS.

Similar letters have been received from the following:

Nursery and Child's Hospital, Baltimore, Md.
 New England Peabody Home for Crippled Children, Boston, Mass.
 New York City Children's Hospital and Schools, Randalls Island, N. Y.

V. INSTITUTIONS FOR FEEBLE-MINDED.

ALUMNÆ OF THE TRAINING SCHOOL, VINELAND, N. J.

We use kindergartens as our greatest help in training the weakened minds. We have groups of children attending the kindergarten classes as preparation for other lines of our work. Also we find teachers who have had the kindergarten training much better fitted to teach all of the subjects taught here than those without the training. It gives teachers an insight into child life, which is so necessary in our work. At present I am requesting, as far as possible, that all of our new teachers shall have had kindergarten training.

DR. S. J. FORT, GELSTON HEIGHTS, BALTIMORE, MD.

Concerning the kindergarten, as applied to the mental defective, I would like to go on record as a firm believer in its great value as an educational factor. For 25 years I maintained a school in which Froebel's methods were the foundational elements of all training used therein. Wherever the kindergarten has failed, it has been due to poorly trained teachers rather than to the principles.

THE INSTITUTION FOR FEEBLE-MINDED, GRAFTON, N. DAK.

We find the kindergarten increases activity, stimulates the minds, and trains our children in the very things they need. In fact, this method is really the basis of all our educational system, and the more retarded the children are in their development the more useful we find it.

WISCONSIN HOME FOR FEEBLE-MINDED, CHIPPEWA FALLS, WIS.

The kindergarten is of great value. The children form right habits of play. They gain control of their muscles. Their morals are improved. They appear active and are more normal. They lose their timidity, which is a characteristic of them.

OAK LEIGH EDUCATIONAL SANITARIUM, LAKE GENEVA, WIS.

The kindergarten is helpful for our children along the same lines as the kindergarten for normal children. It is especially helpful for self-control and the ability to conform to living happily with others. It also broadens the children's interests and aids in speech.

SYRACUSE STATE INSTITUTION FOR FEEBLE-MINDED CHILDREN, SYRACUSE, N. Y.

Last year we had one class in kindergarten work, and the results were so gratifying that at the beginning of our present school year a kindergarten department was organized and the work greatly extended. We have already found the kindergarten work of inestimable value in the development of our children.

THE NEW JERSEY STATE VILLAGE FOR EPILEPTICS, SKILLMAN, N. J.

The kindergarten work in an institution such as ours is of great importance for the reason that many patients have no education or training before entering the institution, and owing to their mental condition are children of larger growth. I should very much regret it if I did not have a department of this kind in connection with the institution.

SIMILAR LETTERS.

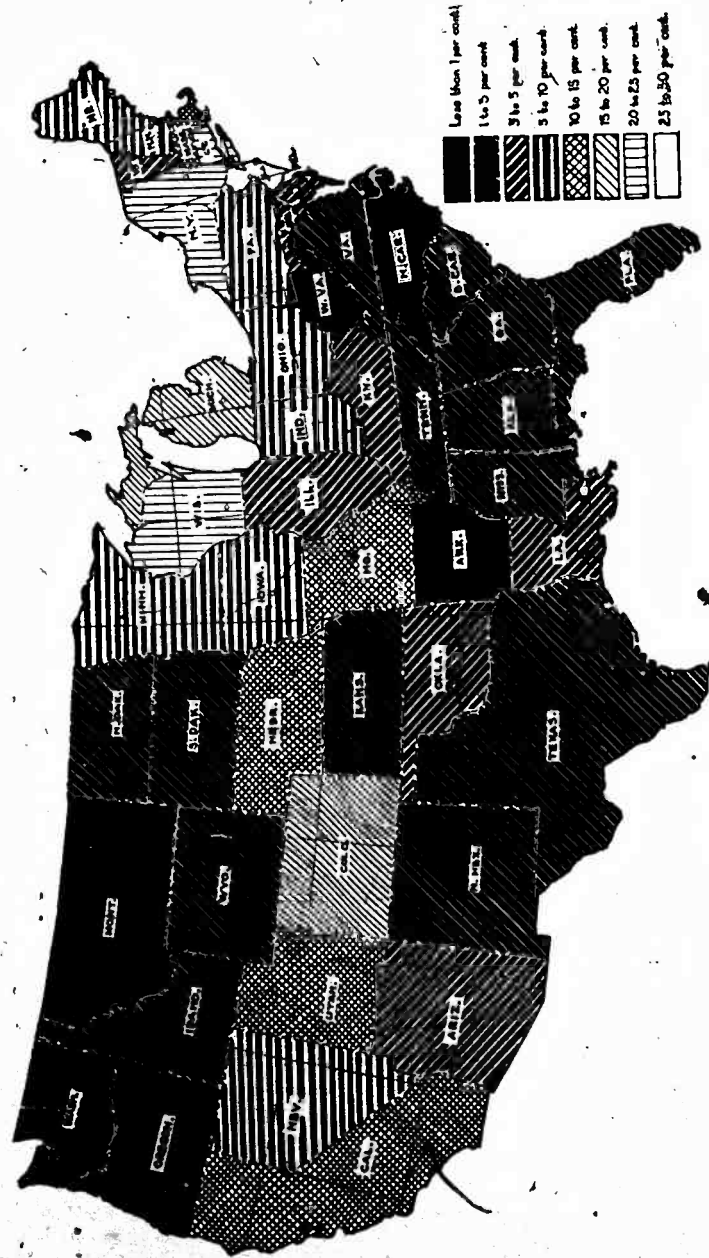
Similar letters have been received from the following:

- Connecticut School for Imbeciles, Lakeville, Conn.
- "Beverly Farm" Home and School for Nervous and Backward Children, Godfrey, Ill.
- Lincoln State School and Colony, Lincoln, Ill.
- Indiana School for Feeble-Minded Youth, Fort Wayne, Ind.
- Iowa Institute for Feeble-Minded Children, Glenwood, Iowa.
- Maine School for Feeble-Minded, West Pownal, Me.
- Massachusetts School for the Feeble-Minded, Waverly, Mass.
- Minnesota School for Feeble-Minded and Colony for Epileptics, Faribault, Minn.
- Montana Training School for Backward, Boulder, Mont.
- New Hampshire School for Feeble-Minded, Laconia, N. H.
- Miss Copeland's School, Saratoga Springs, N. Y.
- Institution for Feeble-Minded, Columbus, Ohio.
- Pennsylvania Training School for Feeble-Minded Children, Elwyn, Pa.
- Eastern Pennsylvania State Institution for Feeble-Minded and Epileptics, Spring City, Pa.
- State Institution for Feeble-Minded of Western Pennsylvania, Polk, Pa.
- Miss McGraw's School for Boys of Defective Mentalities, Sharon Hill, Pa.
- The St. Coletta Institute, Jefferson, Wis.
- Lutheran Home for Feeble-Minded and Epileptics, Watertown, Wis.

VI. INSTITUTION FOR THE BLIND.

ARTHUR HOME FOR THE BLIND, SUMMIT, N. J.

Our home is for blind babies, and our 30 children are aged from 3 months to 8 years. While I consider the kindergarten training of inestimable value to children under any circumstances, to our children with their handicap it seems a necessity. Its first value would be the especial training to the senses, which are very keen if our children are taught to properly use them. The manual work is needed to teach them the use of fingers and hands, while the games and marches lead them toward the independence we constantly work for, and in connection with the songs and stories introduce them to a world that would otherwise be darkness to them. I can not see how our children could be prepared for their schooling and thus for a vocation in life without some years of kindergarten training.



THE KINDERGARTEN IN THE UNITED STATES.
 Percentage of children enrolled in kindergartens as compared with total number of children between the ages of 4 and 6.

APPENDIX.

WHY SHOULD THE KINDERGARTEN BE A PART OF THE SCHOOL SYSTEM?

The kindergarten considers the whole nature of the child—physical, mental, moral—and gives every aspect of that nature a chance for exercise, training, and growth.

Col. Parker, one of the greatest reformers of modern American education, used to urge his teachers to remember that "the *whole* boy goes to school." It is not merely a segment of the boy's brain that goes. And the whole boy needs opportunities for exercise, training, and growth.

Is not a child who has had the special opportunities that the kindergarten gives for the all-sided development of his nature a better product for the school?

This is simply practical good sense. We ask you, Is there any department or aspect of life where expert attention and special training do not count in the terms of success? The result of expert attention to the growth and education of a little child is no exception to the rule.

Kindergarten education is motor, and its aim is to develop human power.

Some of its maxims and watchwords are:

"Self-activity."

"Learning to do through doing."

"Education by development."

"All real growth is from within, out."

These terms used unintelligently often stand for nothing but cant and formalism; but rightly understood and followed by the well-trained kindergartner, they mean that the child gets special training for his lower nerve centers. He gains control of his physical organism. He gains:

1. The ability to obey promptly and to carry out instructions.
2. The ability to concentrate attention.
3. The ability to carry his own ideas into effective action.

The kindergarten furnishes a mental background for the formal study of reading, writing, arithmetic, and geography.

1. READING:

The kindergarten child enters the school familiar with a selected group of the best stories and poems, and is therefore at home with the subject-matter of reading, and his mind the more readily masters the symbols of reading.

2. WRITING:

In teaching a child to write, the following processes are involved:

1. Holding and directing the pencil.
2. Observing the copy.
3. Reproducing the copy.
4. Connecting the symbol with the idea.

The kindergarten child has had much practice in the use of chalk, crayon, and paint brush. This means training of the muscles of the hand. He also has had training in drawing from natural objects, which means the ability to put down with his hand what his eyes see. For a child so trained to learn to write, but one more feature is involved—the reproducing of an *unfamiliar* symbol. The experience of many teachers shows that the process of learning to write, which is commonly a nervous strain, not alone to the child but to his teacher, may be made, by previous kindergarten training, an easy and interesting step in the child's development.

3. ARITHMETIC:

The educational material used in the kindergarten, known technically as the "kindergarten gifts," was developed according to a mathematical plan. Through the use of this material the child learns to count, to deal with simple combinations of numbers, and becomes familiar with such mathematical forms as sphere, cube, triangle, etc.

In the best kindergartens such training is incidental to the use of the gifts as play material in building and in design.

4. GEOGRAPHY:

Through its outdoor excursions, its garden work, and its plays in imitation of natural phenomena and of occupations of men, the kindergarten lays a good foundation for geography.

Through the use of the sand table in laying out streets and parks and illustrating the scenes of stories, the child makes a good beginning in geographic construction and map making.

The kindergarten promotes the happiness of children. They delight in its activities,

all of which are based upon their natural instincts, such as:

1. The instinct to construct—building gifts, handwork, etc.
2. The instinct to seek playmates and to organize games.
3. The instinct to investigate (materials given for this purpose).
4. The instinct to play in the sand.
5. The instinct of self-expression, which is the art instinct—painting, drawing, modeling.
6. The instinct to sing.
7. The instinct to listen to stories and to narrate them.

This association of happiness with organized activities in a class under the direction of a teacher sends the child to school eager, expectant, anxious to cooperate, and eminently teachable.

The kindergarten promotes the physical well-being of the child.

We have already said that the kindergarten trains the physical, mental, and moral nature of the child, but a special word seems needed concerning the importance placed by the kindergarten on physical health.

The human child is born to fulfill a high destiny, and that destiny, the fine purposes of the mind, will, and spirit, demands an admirable tool. The child's body is the tool with which he must work through life. Any education that does not promote the efficiency of that tool is baneful.

How does the kindergarten promote physical efficiency?

By offering the best of opportunities for the natural, normal activity and growth of the child under hygienic and health-giving conditions. Idleness, aimlessness, dissipation of energy are nerve wasting and devitalizing. Little children are exceedingly active by nature. They should have a fitting environment and right channels for the expression of that activity.

BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents issued below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.]

1906.

- No. 1. Education bill of 1904 for England and Wales as it passed the House of Commons. Anna T. Smith.
- †No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann.
- *No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

1907.

- †No. 1. The continuation school in the United States. Arthur J. Jones.
- †No. 2. Agricultural education, including nature study and school gardens. James R. Jewell.
- †No. 3. The auxiliary schools of Germany. Six lectures by B. Maennel.
- †No. 4. The elimination of pupils from school. Edward L. Thorndike.

1908.

- †No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
- *No. 2. List of publications of the United States Bureau of Education, 1867-1907. 10 cts.
- *No. 3. Bibliography of education for 1907. James Ingersoll Wyer, Jr., and Martha L. Phelps. 10 cts.
- †No. 4. Music education in the United States; schools and departments of music. Arthur L. Manobester.
- *No. 5. Education in Formosa. Julean H. Arnold. 10 cts.
- *No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- *No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 30 cts.
- *No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8. 5 cts.

1909.

- *No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
- *No. 2. Admission of Chinese students to American colleges. John Fryer. 25 cts.
- *No. 3. Daily meals of school children. Carolee L. Hunt. 10 cts.
- †No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike.
- No. 5. Statistics of public, society, and school libraries in 1908.
- *No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- *No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- *No. 9. Bibliography of education for 1908-9. 10 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- *No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

1910.

- *No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Show. 5 cts.
- No. 2. State school systems: III. Legislative and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- *No. 4. The biological stations of Europe. Charles A. Kofoid. 50 cts.
- †No. 5. American schoolhouses. Fletcher B. Dresslar.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.

1911.

- *No. 1. Bibliography of science teaching. 5 cts.
- *No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
- *No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- *No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- *No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- *No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.
- †No. 7. Undergraduate work in mathematics in colleges and universities.
- †No. 8. Examinations in mathematics, other than those set by the teacher for his own classes.
- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
- †No. 10. Bibliography of education for 1909-10.
- †No. 11. Bibliography of child study for the years 1908-9.
- †No. 12. Training of teachers of elementary and secondary mathematics.
- *No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- *No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- *No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.
- †No. 16. Mathematics in the public and private secondary schools of the United States.
- †No. 17. List of publications of the United States Bureau of Education, October, 1911.
- *No. 18. Teachers' certificate issued under general State laws and regulations. Harlan Updegraff. 20 cts.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

1912.

- *No. 1. A course of study for the preparation of rural-school teachers. Fred Mutchler and W. J. Craig. 5 cts.
- †No. 2. Mathematics at West Point and Annapolis.
- *No. 3. Report of committee on uniform records and reports. 5 cts.
- *No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- *No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- *No. 6. Agricultural education in secondary schools. 10 cts.
- *No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- *No. 8. Peace day. Fannie Fern Andrews. 5 cts. [Later publication, 1913, No. 12.]
- *No. 9. Country schools for city boys. William S. Myers. 10 cts.
- †No. 10. Bibliography of education in agriculture and home economics.
- †No. 11. Current educational topics, No. I.
- †No. 12. Dutch schools of New Netherland and colonial New York. William H. Kilpatrick.
- *No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- *No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- †No. 15. Current educational topics, No. II.
- †No. 16. The reorganized school playground. Henry S. Curtis.
- *No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- †No. 18. Teaching language through agriculture and domestic science. M. A. Leiper.
- *No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- †No. 20. Readjustment of a rural high school to the needs of the community. H. A. Brown.
- †No. 21. Urban and rural common-school statistics. Harlan Updegraff and William R. Hood.
- No. 22. Public and private high schools.
- No. 23. Special collections in libraries in the United States. W. Dawson Johnston and Isidore O. Mudge.
- †No. 24. Current educational topics, No. III.
- †No. 25. List of publications of the United States Bureau of Education, 1912.
- †No. 26. Bibliography of child study for the years 1910-1911.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- *No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
- No. 29. Bibliography of the teaching of mathematics, 1900-1912. David Eugene Smith and Charles Goldsifer.
- No. 30. Latin-American universities and special schools. Edgar E. Brandon.
- No. 31. Educational directory, 1912.
- No. 32. Bibliography of exceptional children and their education. Arthur MacDonal.
- †No. 33. Statistics of State universities and other institutions of higher education partially supported by the State, 1912.

1913.

- No. 1. Monthly record of current educational publications, January, 1913.
- *No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- *No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
- *No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- †No. 5. Monthly record of current educational publications, February, 1913.

- *No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenks. 10 cts.
- †No. 7. College entrance requirements. Clarence D. Kingsley.
- *No. 8. The status of rural education in the United States. A. C. Monahan. 16 cts.
- †No. 9. Consular reports on continuation schools in Prussia.
- †No. 10. Monthly record of current educational publications, March, 1913.
- †No. 11. Monthly record of current educational publications, April, 1913.
- *No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
- *No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. Report of the committee of the National Council of Education. George D. Strayer, chairman. 5 cts.
- No. 14. Agricultural instruction in secondary schools.
- †No. 15. Monthly record of current educational publications, May, 1913.
- *No. 16. Bibliography of medical inspection and health supervision. 15 cts.
- *No. 17. A trade school for girls. A preliminary investigation in a typical manufacturing city, Worcester, Mass. 10 cts.
- *No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
- *No. 19. German industrial education and its lessons for the United States. Holmes Beckwith. 15 cts.
- *No. 20. Illiteracy in the United States. 10 cts.
- †No. 21. Monthly record of current educational publications, June, 1913.
- *No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
- *No. 23. The Georgia Club at the State Normal School, Athens, Ga., for the study of rural sociology. E. O. Branson. 10 cts.
- *No. 24. A comparison of public education in Germany and in the United States. Georg Kerschenschteiner. 5 cts.
- *No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
- †No. 26. Good roads arbor day. Susan B. Sipe.
- †No. 27. Prison schools. A. C. Hill.
- *No. 28. Expressions on education by American statesmen and publicists. 5 cts.
- *No. 29. Accredited secondary schools in the United States. Kendrick C. Babcock. 10 cts.
- *No. 30. Education in the South. 10 cts.
- *No. 31. Special features in city school systems. 10 cts.
- No. 32. Educational survey of Montgomery County, Md.
- †No. 33. Monthly record of current educational publications, September, 1913.
- *No. 34. Pension systems in Great Britain. Raymond W. Sies. 10 cts.
- *No. 35. A list of books suited to a high-school library. 15 cts.
- *No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
- No. 37. Monthly record of current educational publications, October, 1913.
- *No. 38. Economy of time in education. 10 cts.
- No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Hailmann.
- *No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
- No. 41. The reorganization of secondary education.
- No. 42. An experimental rural school at Winthrop College. H. S. Browns.
- *No. 43. Agriculture and rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
- *No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
- No. 45. Monthly record of current educational publications, November, 1913.
- *No. 46. Educational directory, 1913. 15 cts.
- *No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
- *No. 48. School hygiene. W. Carson Ryan, Jr. 15 cts.
- No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips.
- No. 50. The Fitchburg plan of cooperative industrial education. M. R. McCann.
- *No. 51. Education of the immigrant. 10 cts.
- *No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio. 5 cts.
- No. 53. Monthly record of current educational publications, December, 1913.
- No. 54. Consular reports on industrial education in Germany.
- No. 55. Legislation and judicial decisions relating to education, October 1, 1909, to October 1, 1912. James C. Boykin and William R. Hood.
- †No. 56. Some suggestive features of the Swiss school system. William Knox Tate.
- No. 57. Elementary education in England, with special reference to London, Liverpool, and Manchester. I. L. Kandel.
- No. 58. Educational system of rural Denmark. Harold W. Focht.
- No. 59. Bibliography of education for 1910-11.
- *No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.

1914.

- *No. 1. Monthly record of current educational publications, January, 1914. 5 cts.
- No. 2. Compulsory school attendance.
- *No. 3. Monthly record of current educational publications, February, 1914.
- No. 4. The school and the start in life. Mayer Bloomfield.

- No. 5. The folk high schools of Denmark. L. L. Friend.
No. 6. Kindergartens in the United States.
No. 7. Monthly record of current educational publications, March, 1914.
No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimson.
No. 9. Monthly record of current educational publications, April, 1914.
•No. 10. Physical growth and school progress. B. T. Baldwin. 25 cts.
No. 11. Monthly record of current educational publications, May, 1914.
No. 12. Rural schoolhouses and grounds. F. B. Dresslar.
No. 13. Present status of drawing and art in the elementary and secondary schools of the United States.
Royal B. Farnum.
No. 14. Vocational guidance.
No. 15. Monthly record of current educational publications. Index.
No. 16. The tangible rewards of teaching. James C. Boykin and Roberta King.
No. 17. Sanitary survey of the schools of Orange County, Va. Roy K. Flanagan.
No. 18. The public school system of Gary, Ind. William P. Burris.
No. 19. University extension in the United States. Louis E. Reber.
No. 20. The rural school and hookworm disease. J. A. Ferrell.
No. 21. Monthly record of current educational publications, September, 1914.
No. 22. The Danish folk high schools. H. W. Foght.
No. 23. Some trade schools in Europe. Frank L. Glynn.
No. 24. Danish elementary rural schools. H. W. Foght.
No. 25. Important features in rural school improvement. W. T. Hodges.
No. 26. Monthly report of current educational publications, October, 1914.
No. 27. Agricultural teaching.
No. 28. The Montessori method and the kindergarten. Elizabeth Harrison.