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ON
EDUCATIONAL SUBJECTS.
VOLUME 18.

THE EDUCATION AND TRAINING OF THE FRENCH
PRIMARY SCHOOL TEACHER.

Presented to both Houses of Parliament by Command of His Majesty.



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PREFATORY NOTE TO VOLUME 18
OF
SPECIAL REPORTS ON EDUCATIONAL SUBJECTS.

The increased attention which the training of teachers and especially the education and training of elementary school teachers has for some time past been receiving in this country will lend an interest, it is hoped, to the following account of the Education and Training of the French Primary Teacher. His educational history is taken up at the point at which, in common with his fellow pupils who are going into other occupations, he leaves the primary school. The future French primary teacher, whether boy or girl, goes first to the *Ecole Primaire Supérieure* for three years and thence to an *Ecole Normale* for three years usually, if indeed he or she does not begin teaching with the minimum examinational qualification of the *Brevet Élémentaire*. There are two papers in this volume dealing with each of these stages respectively; the first based upon a careful survey of the official regulations governing the particular type of institution, and the second giving an account of the life led in one of them by an English teacher who has spent a year within its walls.

It will be noticed at once that the profession of the teacher in the primary schools of France is completely distinct from that of the teacher in secondary schools. The French democracy has up till now refused to believe it to be in the interests of education that the secondary and primary teachers should form a single profession, though on the other hand the fully qualified Secondary School teacher and the University teacher are both included within a single *corps d'élite* and promotion from the Lycée to the Faculté is the natural ambition of every *professeur* in a secondary school. But though promotion for the French primary teacher is restricted to the system of primary schools of two grades, to the *Ecole Normale* and to the primary inspectorate, the service is a State one with the social status that in France is accorded to the civil servant of whatever rank, with an adequate pension to look forward to and with more than one way in which faithful or distinguished service may receive state recognition.

Another important differentiation of the French method of training from that hitherto adopted in this country is the complete absence of the Pupil-Teacher system. As a consequence of this, the teacher has but very little practical experience of his profession before he enters upon his life's work as a *stagiaire*. A small practising school is always attached to every training college, but the school is generally a single-class one; they are

not always good examples of their kind, and many training colleges make very little use of them. The Ministry of Public Instruction realise the shortcomings of the present system and are endeavouring to improve these schools, to enlarge them, and to encourage students in training to visit the ordinary schools of the neighbourhood frequently. Careful observers have been led to believe that the difficulties of class management in the way of young teachers, which result from their lack of practice and experience, often discourage them unduly and even lead to a dislike for their profession; while not infrequently men and women discover only after they have entered upon their career that they have no real taste for teaching and would be happier in some other occupation. It is at this point that the material advantages offered by the State to the teacher may prove of disadvantage to the community, for the social standing, the rewards offered, and the coming pension, all tend to keep in the ranks people who would, perhaps, be more useful in another walk of life, and who come to look upon the hours in the school-room as deadly drudgery, which indeed they cannot then fail to be for the children no less than for themselves.

A recent movement in France, which has some similarity to happenings in this country and may in part be due to them, deserves passing mention. There are some who urge that the education and training of the primary teacher would be greatly benefited if in its final stages they were entrusted to the University *Faculté* instead of to the *Ecole Normale*. There is at present no suggestion that the future primary teacher should take a degree during his period of training—indeed, such a suggestion would involve either a complete change in the earlier education of the teacher or a revolution in the system by which University degrees are obtained in France. But it is urged that contact with University teaching would widen the primary teacher's outlook and enlarge his interests. On the other hand it is replied that the Universities have no knowledge of the needs of teachers in primary schools and that the aim and purpose of their work would suffer if these students were thrust upon them.

However this may be it is certain that the University professor in France knows even less of the elementary school and its teachers than his brother professor in this country. The discussion is interesting because it shows signs of reaction from the logical simplicity of the present organisation.

In conclusion the Board desire to make it clear that they do not accept responsibility for the opinions expressed by the authors of the following papers.

Office of Special Inquiries and Reports,
September, 1907.

CONTENTS.

	PAGE.
1. Curricula of French Higher Primary Schools :	
Introductory Note	5
I. Scheme of Work and Syllabus of Instruction in Higher Primary Schools for Boys	9
Translated by Mr. P. J. Hartog, Academic Registrar, University of London.	
II. Scheme of Work and Syllabus of Instruction in Higher Primary Schools for Girls	66
Translation prepared in the Office of Special Inquiries and Reports.	
2. Life in a French Higher Primary School	83
By Mr. A. M. Saville, Assistant Master at St. Olave's School, S.E.	
3. Summary of the Official Regulations affecting the Training and Position of Teachers in State Primary Schools in France	125
By Miss Helen E. Matheson.	
4. The French Training College System	159
By Mr. B. Dumville, Lecturer at Islington Day Training College, N.	

APPENDIX A.

NEW SOUTH WALES : INFANT SCHOOLS AND KINDERGARTENS UNDER THE DEPARTMENT OF PUBLIC INSTRUCTION.

The Public Schools of the Department of Public Instruction in New South Wales provide for the education of more than 80 per cent. of the children of school age within the State.

Of the pupils enrolled at the end of 1906 there were 26,332 under the age of seven years. This number represented about 12·7 per cent. of the total enrolment.

There are but half a dozen purely Kindergarten Schools, but in all Infant Schools (111 in number) Kindergarten occupations form a part of the course, and the teaching throughout is permeated by the spirit and the methods of the true Kindergarten. To a considerable extent also this remark will apply to the junior classes of schools of one department.

As a rule children below the age of five years are not admitted to the ordinary Public School, but the Kindergartens enrol pupils of three years and upwards. The total number of children below five years of age in all schools under the Education Department at the end of last year was 552.

(a) Infant Schools.

Schools which have an average attendance of 300 or more pupils usually have a separate Infants' Department. There are, as a rule, about forty pupils in each class. They range in age from five to eight years. In rare cases pupils of nine or ten years will be found there, but these are either children whose early educational opportunities have been few, or who are below the normal in intelligence. As yet there are not, in this State, any schools for defectives (except an institution for the deaf and dumb, and the blind), consequently many abnormal children will be found in the various Infant Schools.

The teacher in charge of an Infant School is usually a trained woman of sympathetic temperament and of long experience in teaching beginners.

The daily routine is similar to that of the ordinary Public School, except that there are shorter lessons and more frequent changes of occupation. The morning session lasts from 9.30 a.m. till 12.30 p.m., with a break of ten or fifteen minutes at 11 a.m. for recreation. The afternoon session is from 2 to 4 p.m. Here also a break of five or ten minutes is made, at about 3 p.m.

Lessons are from ten to thirty minutes in length. At least one lesson per day is devoted to deep-breathing and physical exercises. A definite scheme of calisthenic movements, as set out in a manual compiled by Colonel Paul and Dr. Reuter Roth, is carefully carried out in all Infant Schools. Frequently a few minutes between lessons are spent in practising free exercises of the limbs, and in body-flections, or in singing some bright and tuneful melody.

About 10½ hours per week are devoted to English, 5½ hours to number work, two hours each to nature study and to art work, 1½ hours each to singing and to Scripture and moral lessons.

For the first six months of school life the child receives no formal instruction. An attempt is made to utilise his natural curiosity and love of movement, and his responsiveness to sense impressions, for his self-education. The little pupil is encouraged to express himself freely and without constraint, and the teacher endeavours, so far as the exigencies of the large class will permit, to establish proper relations with the child. The teacher's chief aims at this stage are to develop confidence between herself and her pupil, to implant a spirit of obedience, and to give a stimulus to the child's mental and physical growth.

Having accomplished these objects with more or less success, the formal instruction is begun.

The pupil is taught to read from script characters, short sentences

chosen by the teacher from the children's conversation during "Talks" in the school. The sentences are written upon the blackboard by the teacher and are subsequently written by the pupils upon their tablets. The teacher tells, or reads aloud, to the pupils suitable nursery rhymes and fairy stories, and, at a later stage, the children themselves read these and other lessons from the graded primers.

Several times a week the pupils take part in observation talks and picture talks, each of about ten minutes' duration. The former are upon topics from the children's experiences, the latter on pictures then before the class. They afford exercises in oral description of things seen, and they give opportunities for the encouragement of free talk between teacher and pupils.

All class-rooms in which infants are taught have their walls decorated with suitable pictures. Efforts are made from the first to profitably use these to develop the æsthetic side of the child's nature—to guide him to a love for the beautiful, thence leading onward to an admiration for the beautiful in deed as well, and a reverence for the good and the true.

The child's early writing lessons are correlated with his free arm drawing. He learns to make the letter-forms, first upon the wall-blackboard, and subsequently, at an appropriate stage, on his writing-tablet. From the first his writing is used to express his own thoughts, and at an early stage his power to exchange spoken thoughts into written ones is effectively exercised.

His number work, in the earliest stages, is done with counters, thus making full use of the senses of sight and touch. There is therefore a reality in the work, which makes it interesting. The opportunity which the counters afford for imaginative work is not overlooked; and, as his knowledge of number increases, each new acquirement is immediately applied to the doing of something, thus helping to give permanence to the concept.

The pupil studies, with the aid of the divided cube, the division of quantities into parts, and the use of the fractions $\frac{1}{2}$ and $\frac{1}{4}$. He correlates this work with drawing. He measures, with a foot rule, in feet and inches the lengths of the objects around the room. He handles, and learns to recognise and to name, the coins in common use, and he learns their relative values. When he has experimentally determined any number fact, he is able to deepen the impression and commit the fact to memory by frequent but intelligent repetition.

His nature studies are not the least among the influences which create attention by arousing his curiosity. This work being intelligently handled is so used as to guide him into right ideas about life. He studies the living things—both plant and animal—by which he is surrounded. He is encouraged to observe and to record the various stages in the growth and development of the plants grown in the school garden or (in the case of City Schools) in pots upon the window-sill or flower-stand. With equal, if not greater, interest he studies the life history of the tadpole in the school aquarium or the caterpillar in the live-specimen box. He expresses his thoughts about these things orally (with gradually increasing mastery of language), or in writing, drawing or plasticene modelling. In all this work the ethical end is kept steadily in view by the teacher—viz., the arousing of a sympathy with nature and (especially in the case of insect-study) with those living creatures which are comparatively weak.

In the Scripture and moral lessons the child learns something of those moral attributes which lie at the foundation of home and school life. Scripture stories are told, and instruction is given in truthfulness, obedience to parents, family affection, politeness, control of temper, personal cleanliness, kindness to animals, and other virtues.

Drawing, in mass, with coloured crayons, upon the wall blackboards is employed to enable the child to give expression to the impressions gained from observation during the nature study or from stories read or heard. Attempts are made to secure intelligent individual effort, and the importance of the development of the child's powers of imagination receives full recognition.

Singing forms an important part of each day's work. Bright simple songs about Natural objects, or about school and home life, are frequently sung in unison. Simple melodies by ear, action songs and marching songs,

each have a place on the time table. Care is taken to secure sweetness and softness of tone, and to develop that mental perception of pitch which produces the best musical results.

This may be regarded as a brief outline of the work consciously aimed at in all, and actually accomplished in the best of, our Infant Schools.

(b) *New South Wales Kindergartens.*

The first Kindergarten under the Department of Public Instruction in New South Wales was established in Riley Street, Sydney, in the year 1886. Miss E. L. Banks (who had been trained as a Kindergarten in Germany) was placed in charge, and for three years she did some excellent pioneer work in the locality. Some of the earliest pupils were children much beyond the usual Kindergarten age, who had managed to evade the compulsory clause of the Education Act and had not previously attended any school. Some were so dirty in personal habits and untidy in personal appearance that practical instruction in cleanliness was their most urgent need. But the kindly manner and gentle, yet forceful, influence of Miss Banks soon wrought a wonderful change in the outward aspect of these unkempt pupils of the early days. The worthy traditions established by the first head-mistress have been fully and consistently maintained for the past 21 years.

The original building was a rough wooden structure, badly constructed and poorly furnished. It was attended by about 100 pupils.

Miss Banks had as her assistant from the beginning Miss Mary Simpson, a trained teacher and ex-student of Hurlstone College. When, after three years' work at Riley Street, Miss Banks was removed to Fort Street, there to establish a second Kindergarten, Miss Simpson was placed in charge of the pioneer Kindergarten School (1889), where she still remains.

A brief description of the work now being done there and of the present buildings may give an idea of the few purely Kindergarten Schools now under the Education Department of New South Wales.

The school is situated in a thickly-populated, poor district. It therefore has varied work to do. Much effort is required to secure regularity, punctuality, cleanliness, politeness of manner and thoroughness in work. But the teachers strive earnestly and successfully to attain these ends. The pupils are taught, from the first, to know that each object in and around the school has its definite place, and they are trained to put each thing in its proper position. They are taught the proper use of nail, boot and clothes brush. In the new lavatory is kept a tub for bathing purposes, and, when necessary, lessons in personal cleanliness are practically enforced. Again, some of the little ones come from very poor homes and at times they are unable to secure proper nourishment. The teachers having been provided with a suitable stove are able to supply warm food in such cases. Miss Simpson keeps a sewing machine on the premises, and she uses it to make clothing for some of the destitute children among her pupils.

Children are received at three or four years of age. They spend from nine to eighteen months in the Kindergarten section, where there is no formal instruction, but where the senses are fully trained, all suitable gifts and occupations being used. The following summary of the day's work in the Kindergarten will convey some impression of the methods adopted:

From 9.30 to 9.45 a.m. a quarter of an hour is devoted to free play. The children are allowed to select their own occupation and they play with blocks, toys, picture-books, sand trays, etc. During the next 15 minutes they march and form a circle. Greetings are exchanged with fellow pupils, teachers, visitors; then a morning hymn is sung, sweetly and softly, sometimes, but not always, to a pianoforte accompaniment. From 10 to 10.15 a.m. they have a morning talk, naming the day and the season, marking the calendar and the weather-chart, and so on, possibly, too, talking on some subject correlated with the central idea of the day's work. The following 10 minutes are devoted to Kindergarten games. An inspection of cleanliness takes place, and all pupils with clean fingernails, clothes and boots are selected for a special final game.

At 10.35 a.m. the pupils march to their Kindergarten tables, and, under the guidance of their teacher, they work together for 25 minutes, with the "gift" or "occupation" needed for correlation with the central idea.

The following quarter of an hour is set apart for lunch. First, grace is said; then parcels are unwrapped and food is eaten. Whilst at the table manners receive full attention. Having finished their lunch the clearing-up is done by the children. Thoroughness is insisted upon, the necessary training being facilitated by the use of convenient apparatus supplied by the Department.

From 11.15 to 11.30 a.m. the pupils have songs and games, and the next 15 minutes are devoted to a story or fairy tale correlated with the central idea. Then a quarter of an hour's work at sand trays (illustrations of nursery rhymes, stories, etc.) brings the time up to noon. A picture or observation talk, correlated with the central idea, occupies the next 10 minutes. Then the period from 12.10 to 12.25 p.m. is devoted to Kindergarten gift or occupation.

The mid-day recess is from 12.30 to 2 p.m. The first 20 minutes of the afternoon session are devoted to free crayon drawing on the large wall blackboard. Then for 10 minutes songs are sung.

From 2.30 to 2.45 such Kindergarten occupations (paper cutting, bead threading, etc.) are taken as can best be correlated with the central idea.

The final quarter of an hour, prior to dismissal at 3 p.m. is devoted to leave-taking. The good-bye song is sung, the Kindergarten taking each child's hand and looking steadily into the eyes of the pupil, who is required to return the steady look.

When the pupils have developed sufficiently they pass on to a higher class, where formal work—at first of a very elementary kind—is begun. The work is purposely made so simple that it really seems like play to the little ones. But they are gradually adding to their stock of ideas; and, in a bright and natural way, are acquiring the power to read, write, and use numbers.

Throughout the whole school the work is carefully graded and Kindergarten principles permeate and pervade all the teaching.

Pupils, who have passed through the whole of this course, are much appreciated in the Primary Schools, whither they go at about eight years of age. Some years ago a headmaster in charge of a public school, which was largely supplied with pupils from the Kindergarten, found such pupils more bright and alert than the average child not so trained. Their powers of observation were noticeably better, and they excelled both in original thought and in vocal expression. The Riley Street Kindergarten has a staff of eight teachers, including the Principal. Most of the teachers have been trained, and all have had several years' experience in teaching infants. The following statement of enrolment will be found interesting:—

Class.	Enrolment.	Av. Attendance.	Ages of	
			Youngest.	Eldest.
			Years.	Years.
Kindergarten ...	65	47	3	4
Lower 1st ...	52	39	4½	5½
Upper 1st ...	69	54	5	6
2nd ...	58	52	5	6½
3rd ...	44	41	5	7½
Lower 4th ...	53	49	6	7½
Upper 4th ...	49	44	7	8½

A brief description of the premises of Riley Street Kindergarten will afford an idea of the aim of the Department in the matter of material equipment of all new Infant Schools.

All recently-erected buildings approximate this standard, but many of the older buildings are very defective in certain respects. As opportunity offers, however, improvements are being gradually effected in these old, badly-constructed buildings.

The Riley Street School buildings are built of brick. They are situated on the heights of Surry Hills. On two sides they face public streets, and on one side a lane. There are, therefore, full opportunities for securing an adequate supply of sunlight and fresh air. The rooms are well-lighted and ventilated. The main building is of two stories. It has four large classrooms, two corridors, used as hat and cloak rooms, and a teachers' retiring room.

The Kindergarten Cottage is on the opposite side of the playground. It also is placed so that it may receive abundant fresh air and sunlight. Its main room is large and well-ventilated. A wall blackboard, conveniently placed so as to suit the height of the pupils, surrounds the room. This affords opportunity for exercise in free-arm drawing with coloured chalks.

The wall colouring is of a light tint, so as to add to the brightness of the room. Suitable pictures and diagrams are hung on the walls. The room also contains glass cases and cupboards for the specimens brought by the children; an aquarium peopled by gold fish and other denizens of the water; numerous nature-study specimens, picture books, toys, sand-trays, and other apparatus of use and interest to the young folk.

The playground has fine garden plots, wherein are grown many flowering plants—chiefly annuals, for the teachers realise that plants "which re-enact the miracle of life anew each year" are best suited for teaching the little ones the elements of nature knowledge. All plants are properly labelled, and records of growth are carefully kept. Live birds also are kept on the premises—canaries, chickens, ducklings—for nature study purposes. Cats, dogs, &c., are borrowed as occasion requires. The large playground sand-box proves useful for illustrating stories, &c. It is a favourite corner at all times. Various games are organised by the teachers, and skipping-ropes, nine-pins, quoits, &c., are provided for this purpose. All the apparatus is effectively used so that the purpose of the true Kindergarten may be successfully achieved.

APPENDIX B.

KINDERGARTENS IN CANADA.

In Canada the genuine Froebelian Kindergarten is the basis of all education. The early years of a child's life are not devoted to the acquiring of formal knowledge. In the Kindergarten the children have the opportunity of developing the apperceptive elements of all their future growth, emotionally, intellectually, and morally. The symbolic period before the age of eight is devoted to a careful and comprehensive process of starting the growth of all the known elements of power in the child's life, instead of attempting to store his memory with facts, or to urge his reasoning powers into premature and unnatural action. One of the most certain ways for deadening the child's interest and for dwarfing his power is to induce him to perform too early mental operations which properly belong to a later period. The operations of his mind which are stimulating at ten will inevitably arrest his development if performed at eight or nine. For instance, a child who has spent the years from five to eight in a good Kindergarten, and who is not asked to begin the process of learning to read till he is nine, will learn to read in less than a month, instead of devoting years to this work. The drudgery of the time usually devoted to reading and other formal school work robs the child of the joy of interest, and therefore strikes at the root of the power

of learning rapidly, and of assimilating knowledge in a natural and vital manner. The child who spends his symbolic years in a good Kindergarten instead of in a school, where he is taught formal knowledge even by the most advanced methods, has many advantages at fourteen over the child whose symbolic years have been spent in the acquisition of knowledge. In the first place, he will have more knowledge of arithmetic, grammar, and the other departments of scholarship. But this is the least of his advantages. He will be able to use his knowledge better. His attitude to the great world of knowledge will be more alert and vital. His knowledge will not merely be stored in his memory, it will be a definite part of his life power. He will be a self-active and intelligent agent in the acquisition of new knowledge, and in the achievement of progressively greater plans.

The great fundamental aim in our primary education is the awakening and developing of the elements of power in the child and not the storing of knowledge. Knowledge is gained as power is developed, and when acquired in this way the knowledge is vital as an element of executive power. The only knowledge that really counts in forming character or aiding in the progressive evolution of humanity is knowledge that is associated with executive power both in its acquirement and in its use.

Every child who is not defective reveals the three great central elements of human power and development as soon as he is able to creep. He loves to do things, to do things he plans himself, and to do things in co-operation with others. These tendencies are the most essential elements in vital Christian character. They are the essential elements in the progress of civilization. They gradually and very rapidly become stronger and more active in the guidance of the child's life till he goes to school. Then they quickly lose their power, and the loss can never be fully regained. The earlier the child goes to school, the greater is the dwarfing of these powers if his school is conducted along the ordinary lines of formal knowledge-gaining. These three essential elements of character and power should be the dominant elements of adulthood even more fully than in childhood. The greatest defect in humanity is not a lack of knowledge, but the lack of these three great tendencies of childhood, when men and women have grown up. The higher the element of human power is, the more rapid and the more limitless is the possibility of its development. The tendency to do, to do what we ourselves plan, and to do in co-operation with others, should grow uninterruptedly throughout our lives, and it would increase in power more than any other element of our power if it was not interrupted and interfered with by giving formal instruction prematurely, at the time when the supreme aims of the educator should be the development of power, the formation of the widest possible range of apperceptive centres, and the kindling of new departments of self-activity. All these conditions develop very rapidly before the child goes to school if he is free from adult interference, and in conditions that provide proper materials for his use. The Kindergarten aims to continue through the symbolic period of a child's development the essential elements of his life before he goes to school, and thus to define, and strengthen, and increase the powers and tendencies that should become the dominant elements in the direction of his course through life. It continues till he is eight years of age the kind of development he had before he came to school, but under systematized conditions and by the use of materials and processes specifically intended to define in his experience the powers and tendencies he will most need for the achievement of the highest success in school and throughout his life. It gives opportunity for the three great central elements of his power to ripen, and guides them into new fields of operation as they are ripening.

If the processes of growth are interfered with at the age of five, or earlier, as is yet done in some schools, and instruction substituted for development prematurely, a great crime is committed against the child. He is robbed of his power, and he can never either love or acquire knowledge as fully as he should have done. If the elements of human power and character are allowed to ripen till the child is eight years of age, they remain the dominant and directing elements of his character while he lives, and he will love to study because he will long for knowledge that he may use it, not merely store it.

So long as the genuine Kindergarten work is made the only directed work of the child till he is eight years of age, natural development is not arrested. Eight years is taken as the proper age of the average normal child. Very bright children, and defective children, should remain longer in the Kindergarten than normal children. Children who are merely dull at four or five years of age are made really defective by attempts to give them formal knowledge prematurely. There is a corresponding dwarfing in the case of the normal child. The fact that he is strong enough to overcome the blighting effects sufficiently to prevent the manifestation of positive mental weakness, has prevented the revelation of the great evil done to him by the schools.

We use Froebel's "occupations" to develop the child's industrial power, his originality, his executive ability and his relationship to the world's work; the "gifts" define his mathematical and constructive powers; the drawing reveals his selfhood in art and gives him artistic taste; the music and songs and stories stir his emotional nature and lay the basis for literature and history in future years; the nature work uses the child's love of Nature to lead to the interested study of science when he is older; the plays and games develop him physically and lead him to understand his value as an individual and the need of perfect co-operation with his fellows in order to achieve success. Every department of Kindergarten work trains him to be free and self-active under directive law, and to be executive and not merely responsive to the direction of others; and this independent executive work under directive law enables him to understand when he is older the "perfect law of liberty" which is the only sure foundation for intelligent and progressive citizenship.

Having kindled the apperceptive centres of intellectual and moral power in the Kindergarten, we find that the child makes much more rapid progress and is more happy and self-directive during the later years of his school life.

JAMES L. HUGHES.

APPENDIX C.

NOTES ON VISITS TO INSTITUTIONS IN GERMANY FOR CHILDREN UNDER SCHOOL AGE (DRESDEN AND EISENACH).

The following notes of personal observations made in August, 1908, confirm the impressions received from studying the returns from Germany:—

Kindergartens.

The Froebel Seminar in Dresden was founded in 1872. It trains Kindergarten instructresses and *Pfegerinnen* (Nurses) for children in private families. The period of training is one year in each case, but the course of instruction for the nurses is much less extended than in the case of the Kindergarten teachers. The curriculum for the latter includes pedagogy, physiology, hygiene, nature study, voice production, singing, gymnastics and the Froebelian principles and practice. The course for the nurses comprises matters pertaining to the bodily care of young children, together with laundry work, needlework, &c., as well as instruction in nature study and the Froebelian activities. Diplomas are given at the end of the year's training according to the results of the examination held.

The students practise in the Kindergartens and *Kinderbewahranstalten* in the city. Each student is attached for three months to a given Kindergarten and is then transferred to another. In this way the teaching power in the various Kindergartens is increased.

There are seven *Volkkindergärten* (People's Kindergartens) in the city, four of which consist of two sections, i.e., there are two classes, each under a responsible trained instructress. There are 800 children in these Kindergartens. One Kindergarten visited was that attached to the Seminar in one of the better class districts. About sixty children are in attendance—and forty-five were present on this particular day. The students were still in vacation, so that the staff on the morning of the visit consisted of the mistress and one of the *Kinderpfegerinnen* in training. The one room is large, airy, well lighted and altogether pleasant. In the afternoon it is used as a lecture room for the seminar students, as the children attend only in the mornings from nine till twelve. There is little else in the way of furniture except the low tables and benches on which the children sit, a teacher's blackboard, a piano and cupboards. There is a pleasant garden, part of which is lightly roofed in, and here there are seats where the children take their lunch, which is brought in neat baskets and consists chiefly of rye-bread, with, in some cases, butter or fruit. The mistress said there was no fixed routine for the day. On this particular morning the opening hymn was sung at 9.30. Then followed a talk on holiday experiences interspersed by action songs suggested by the incidents discussed. At ten o'clock lunch was taken in the garden by mistress and pupils, and then followed the washing of hands. For this a movable washstand was taken into the garden. All this formed the opportunity for careful training in behaviour—much importance was evidently attached to this part of the daily routine. Directed play in the garden followed, the little ones forming their own ring under the supervision of the *Kinderpfegerin*. On returning to the schoolroom a story was told which was illustrated by the children with beads. The children here pay 1 mark 25 pfennigs a month (1s. 3d.). Another Kindergarten visited in a populous working-class district in the city is located in two rooms on the second floor of a small factory. The rooms are well lighted and scrupulously clean, but the accommodation is not sufficient for the numbers—thirty to forty in each room. One of the teachers said they hoped soon to have better quarters. The garden is small, but large enough for one class to play circle games, and the two classes take it in turns to use the garden. There is a covered-in part with seats. In the winter the light and easily moved tables are put round the room and the children play in the middle. There cannot, however, be adequate space for this. The

morning session lasts from 9 to 12, and the afternoon from 2 to 4. There is no fixed daily routine, though the courses of handwork are planned for the year and are graduated. Pricking and embroidery, paper-folding, weaving in different materials, Kindergarten drawing and clay-modelling are the chief activities. Slates are used.

Another Kindergarten visited was in Eisenach. This is located in a two storey house with a small garden, in which the trees are so numerous and large that they darken the rooms where instruction is carried on. There are four rooms for three classes, each containing from twenty-five to thirty children. The children are classed according to age, and the handwork and games are graduated accordingly. On the occasion of the visit the oldest children were building with the fifth gift and embroidering simple designs. The children play in turn in the garden. There are hoops, balls, and other playthings. One of the rooms is kept bare of furniture and is used as a playroom. The furniture in all the rooms is very simple and light in character. There are two sessions in the day, 9 to 12 and 2 to 4. The monthly fee is 1s. 3d., and all other support is defrayed by means of private subscriptions. The town gave the ground on which the house is built, but affords no further aid.

In Dresden gardens are attached to several of the Kindergartens, and these are used for nature study and gardening classes on the Wednesday and Saturday half-holidays for the children in the lower classes in the Primary Schools. These classes are conducted by one of the teachers in the Kindergartens.

Kinderbewahranstalten.

In Dresden there are six *Bewahranstalten*, and four *Krippen* (Crèches). Like the Kindergartens they are not financed by the city, and are supported and controlled by a private charitable organisation.

The one visited is housed in a large two-storied building in a shady pleasant garden, and is situated in the midst of a populous working-class district. The children, aged from three to six years, were in the rooms on the lower floor. These rooms include a kitchen, a small room with pegs for the children's hats, and cupboards containing toys, a large living room bare of decoration and of furniture except low tables and seats, and a resting room with large mattresses on the floor on which the younger children sleep after the midday meal. This room is too small for its purpose. Everything was scrupulously clean. There were about fifty-five children present. They come at six or seven in the morning, and remain till seven in the evening. The mothers are employed in the factories, in laundries, and as charwomen. The staff consists of a "nurse," who has not been trained for her work, a young girl in her teens to help her, and a servant who keeps the rooms clean and washes the pinafores which are worn by the children during the day. The "nurse" does a large part of the cooking. The midday meal consists of meat and vegetables twice a week, and rice or other milk food with vegetables on the other days. Ten pence per day are paid for each child.

In the afternoon on which the visit was paid, the children had had their rest, and were singing as they sat round the tables in the living room. At four o'clock coffee was brought in a large pail, and ladled out in tin cups. A slice of bread was given to those children who had not brought their own. After the meal the children played in the garden. The nurse plays some of the Kindergarten games with the children, but with the exception of a little embroidery done by the older children there is no Froebelian handwork or other organised activity.

Upstairs the rooms consist of a large living room with low tables and baby chairs, a sleeping room with cots, and a room where the children are bathed every morning and dressed in garments belonging to the Crèche. There is also a broad, shady verandah which forms a playroom. There were between thirty and forty children from three months to three years under the charge of the nurse and a girl in her teens.

In Eisenach there are three *Bewahranstalten*. One of them is new and the methods employed are quite in accordance with modern ideas. It is situated in a new and rapidly developing industrial quarter of the town,

and is supported by a Protestant Sisterhood. The Sister-in-charge was trained for the work in the Deaconess' Institute in Dresden. The staff is quite adequate to the needs of the children. The children under two have their own rooms and attendants. The others are divided into sections and have rooms for work and play. There is plenty of space; the rooms are light and airy, the furniture is easily moved, and round the walls are brightly coloured friezes of animals in procession. There seemed to be a sufficiency of toys, rocking horses, &c. About two and a-half hours in the day are devoted to organised activities—the Froebelian gifts and occupations, directed games, singing, story-telling, easy gymnastics. The children come at six or seven in the morning and stay till the same time in the evening. The midday meal consists chiefly of milk food and vegetables; at four o'clock in the afternoon coffee and bread are served, and at ten in the morning the children eat the bread they have brought.

In the Crèche, besides the separate cots, large baths, and hygienic feeding bottles, there were scales for weighing the babies. This is done every three days.

Besides the staff of Sisters there are several young girls who are to be trained for the care and education of young children. It is hoped that in future this part of the work will be further developed.

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