planned how they can help Sally, two for Jane, and his willing helper that is needed to complete their tasks. Served, halves and rounded. And Susan are washing dishes," says Mary, "but my dryman takes our clothes away from them back on Friday." carefully dumps her pile of clothes back into the soapy water. We have a washing machine where people live, different children are part of important lives. A child lives over many of the things to him and gets out events from his dolls; a boy drives his train to the neighbors. These stories spring from the child’s own ideas, more than the stories and dolls. Faries, elves, and dragons are in play. Most five-year-olds, with the problems of understanding immediately around them, identify with characters. Teachers accept new children into the school, but they do not form new relationships for it.

Antique Role

Associated with the kindergarten is the question of the program. Children have their own learning experiences. An alert teacher sees the children make as they make. Tact-tact of Jerry's hammer as he sets his table, and the chair. The group joins in making a song to all the favorites they have learned. The day is the sun. It is something they sang. They love to run, to skip, to take. The teacher’s drum is theirs, but it is fun to have a piano—music brings added richness.

Rise of Kindergartens and Nursery Schools

The story of the kindergarten begins with the work of Friedrich Froebel, who founded a school for young children at Blankenburg, Germany, in 1837 (see Froebel). At this kindergarten, as he named the school, children learned through play activities. Kindergarten is German for "child garden ." Children were introduced into the United States between 1850 and 1860 by German immigrants. The first distinctly American kindergarten was opened in Boston, Mass., by Elizabeth Peabody in 1860. In 1873, through the efforts of Susan Blau, St. Louis, Mo., became the first city to make kindergartens a part of the public-school system.

In 1913 California enacted a law which provided that the board of education of a city, town, county, or district must establish a kindergarten when petitioned to do so by the parents of 25 or more children of kindergarten age. Similar legislation was later adopted by other states.

Many communities have kindergartens or nursery schools which enroll children at the age of three or four. Group training of children below kindergarten age gained impetus in England shortly before World War I. Under the guidance of Margaret and Rachel McMillan, nursery schools were established in the slum districts of London to help improve the physical condition of children living in those poorer areas.

In the United States, the nursery school began in research centers established at various universities and colleges in the early 1920's. An increasing awareness of the needs of young children spread from these centers to professional workers and to parents. Nursery school programs were subsidized by the federal government during the depression years of the 1930's to provide employment for teachers and other workers and during World War II to free mothers for work in industry. In 1965 the government instituted the Head Start program to help children with limited backgrounds prepare for school or kindergarten.

Current materials on kindergartens and nursery schools may be obtained from the Association for Childhood Education International. Its headquarters are located at 3615 Wisconsin Avenue N.W., Washington, D. C. 20016.

Learning to share is not easy. The expression of the child in the top picture shows how much she would like to keep all the blocks for herself. The children in the bottom picture have learned to share.

Kinesics
King, Clarence
King, Basil (William)
King, Coretta (Scott)
King, Ernest Joseph

Benjamin

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to visitors. They delight in knowing the correct term for everything they see, and in an environment in which they can question freely, their vocabularies increase rapidly.

While they are having all these experiences, some children become interested in reading. They ask questions about words they see in books and magazines or on signs and packages. They may indicate that they know some of the letters. Their teacher recognizes these signals of developing reading ability, but she does not sit the children down with a primer. Nor is she concerned about children who show less interest. Those black symbols on the white page are extremely complicated for the young child. It takes a long, long period of seeing other people read and write, of noting how those strange black figures stand for things one knows, before any child is ready to concentrate on learning to read.

Measures to Promote Health

Kindergartens emphasize the health of children. Good programs provide for thorough physical examinations and continuous health supervision. An effort is made to balance vigorous physical activity, quiet activity, and rest, according to the needs of each child.

Outdoor exercise is a vital part of a good health program for young children. Boards to balance on, bars to swing from, places to climb, heavy things to push and pull—all help strengthen their growing muscles.

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Many communities have kindergartens or nursery schools which enroll children at the age of three or four. Group training of children below kindergarten age gained impetus in England shortly before World War I. Under the guidance of Margaret and Rachel McMillan, nursery schools were established in the slum districts of London to help improve the physical condition of children living in those poorer areas.

In the United States, the nursery school began in research centers established at various universities and colleges in the early 1920’s. An increasing awareness of the needs of young children spread from these centers to professional workers and to parents. Nursery school programs were subsidized by the federal government during the depression years in the 1930’s to provide employment for teachers and other workers and during World War II to free mothers for work in industry. In 1955 the government instituted the Head Start program to help children with limited backgrounds prepare for school or kindergartens. Current materials on kindergartens and nursery schools may be obtained from the Association for Childhood Education International. Its headquarters are located at 3615 Wisconsin Avenue N. W., Washington, D. C. 20016.