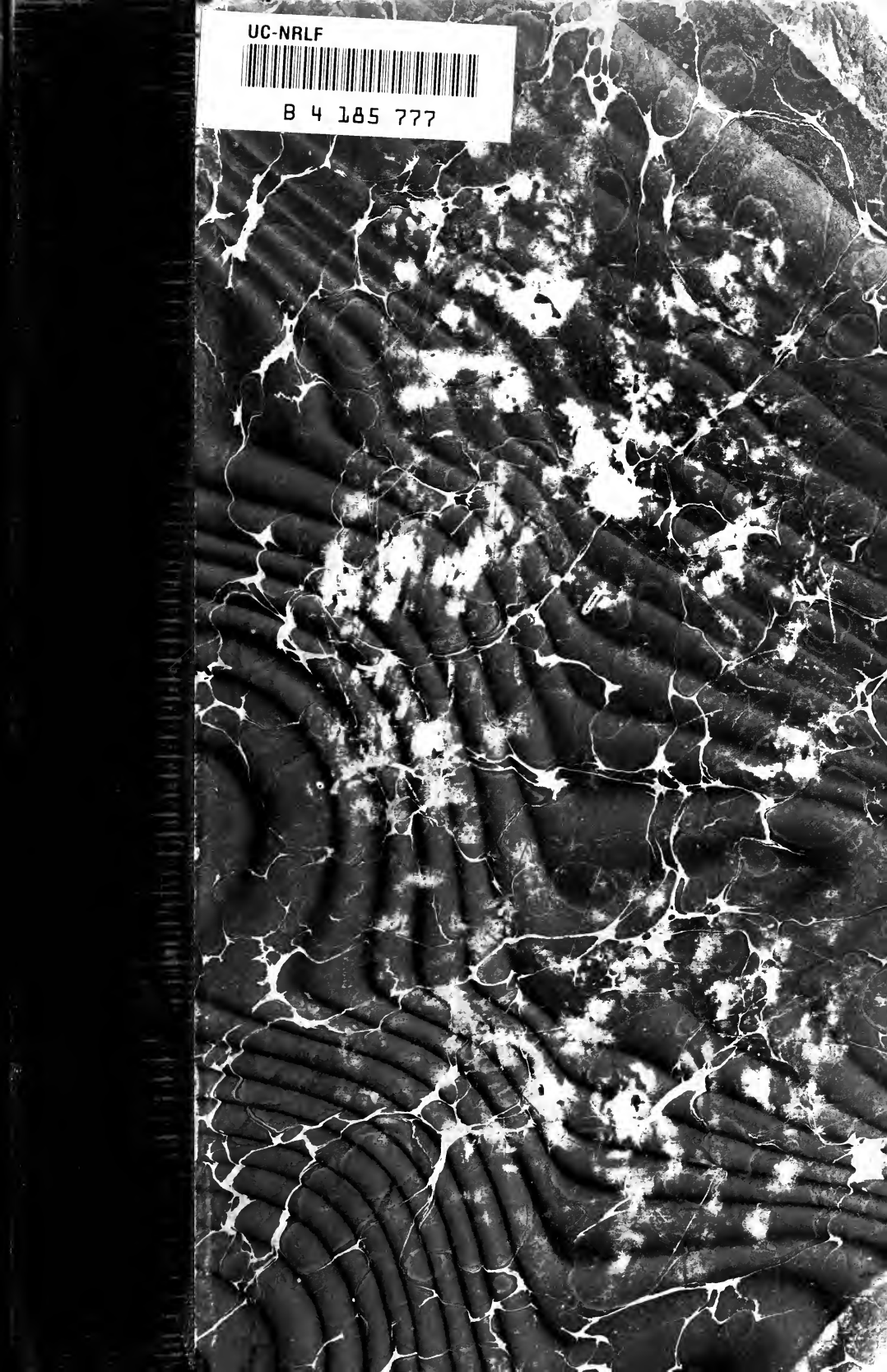


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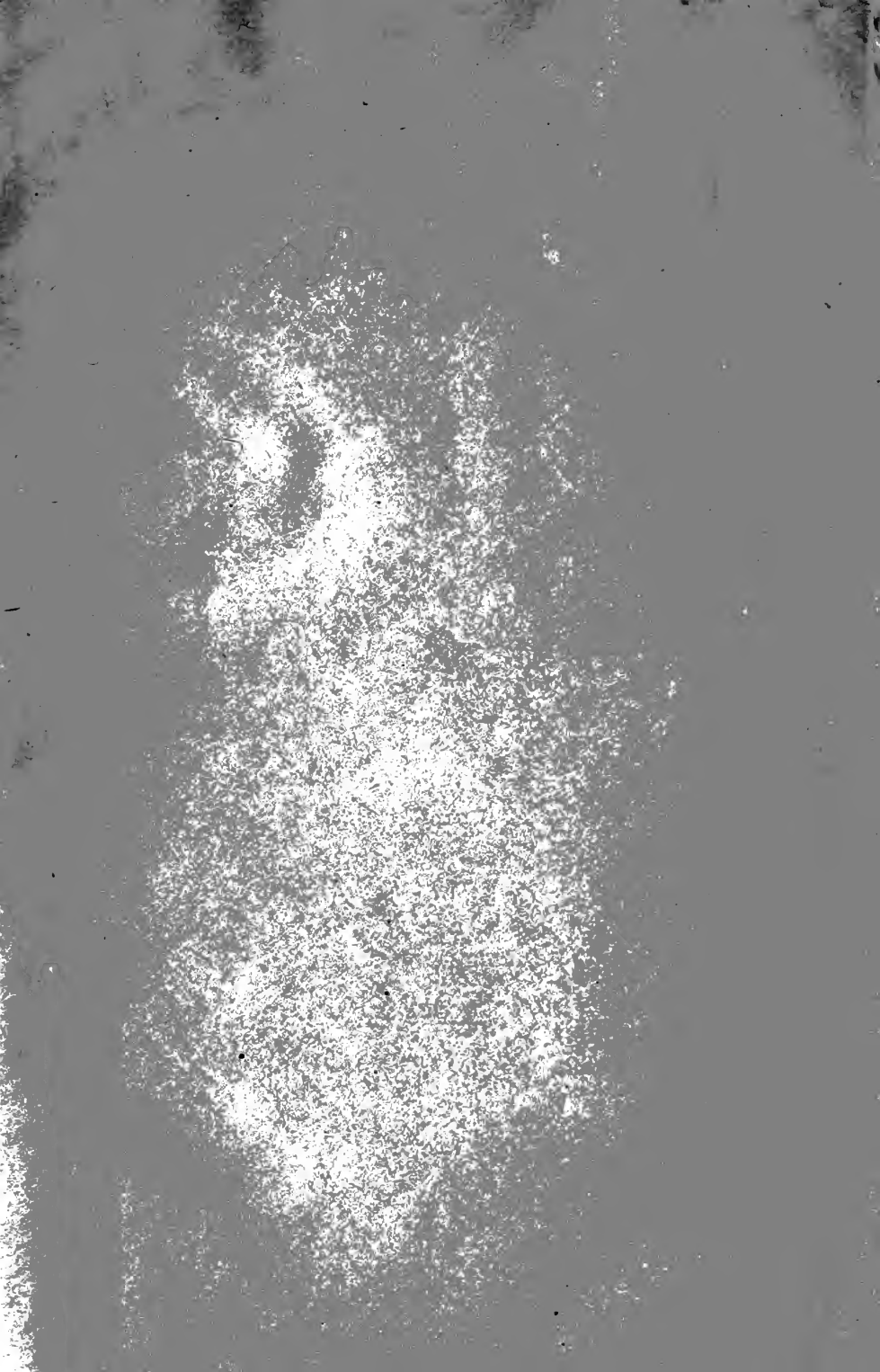
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# THE SEVENTH YEARBOOK

OF THE

NATIONAL SOCIETY FOR THE SCIENTIFIC  
STUDY OF EDUCATION

PART II  
THE CO-ORDINATION OF THE KINDERGARTEN  
AND THE ELEMENTARY SCHOOL

SUPPLEMENT TO SIXTH YEARBOOK, PART II

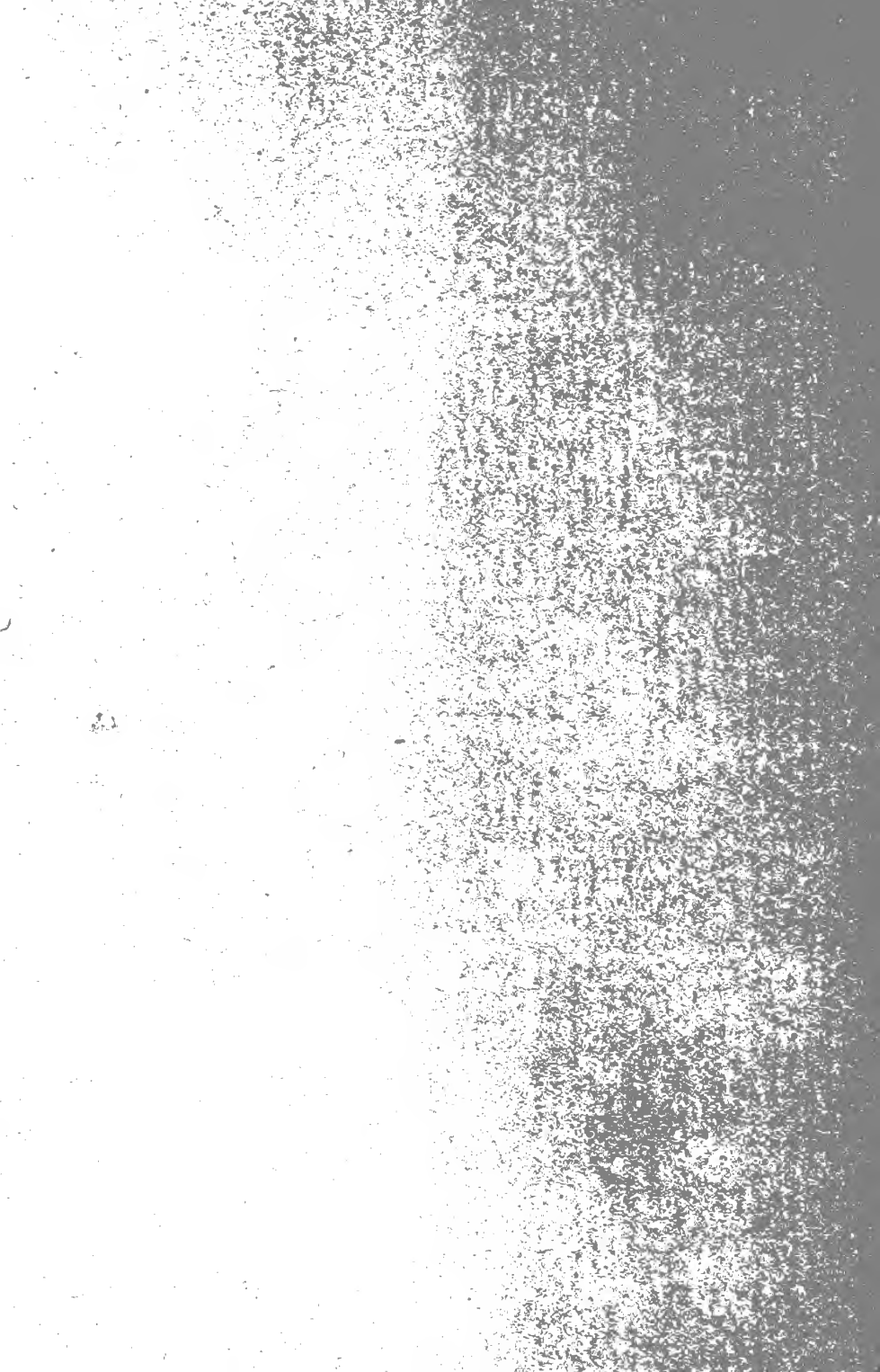
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BE A JOINT MEETING WITH THE DEPARTMENT OF  
KINDERGARTEN EDUCATION OF THE NATIONAL  
EDUCATION ASSOCIATION

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# THE SEVENTH YEARBOOK

OF THE

## NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION

### PART II

#### THE CO-ORDINATION OF THE KINDERGARTEN AND THE ELEMENTARY SCHOOL

SUPPLEMENT TO SIXTH YEARBOOK, PART II

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THE SUBJECT OF THE YEARBOOK WILL BE DISCUSSED AT THE CLEVELAND  
MEETING OF THE NATIONAL SOCIETY, JULY 1 AND 2

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1908

GENERAL

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GENERAL

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## PREFACE

Part II of the *Sixth Yearbook* was devoted to an investigation of the relation between the kindergarten and the elementary school. The subject was taken up with a desire to further the effort to establish the kindergarten more firmly as a part of the public-school system by bridging the chasm which lies between it and the primary grades.

The following papers comprise the *Yearbook*: "Introduction," Ada Van Stone Harris; "The Psychologic Basis of the Kindergarten," Edwin A. Kirkpatrick; "An Interpretation of Some of the Froebelian Kindergarten Principles," Maria Kraus-Boelte; "Some Conservative and Progressive Phases of Kindergarten Education," Patty Smith Hill; "The Evolution of the Kindergarten Program," Harriette Melissa Mills; "The History of Kindergarten Influence in Elementary Education," Nina C. Vandewalker.

With the exception of the articles by Miss Harris and Miss Vandewalker the papers deal almost exclusively with the kindergarten side of the question. They do not touch the practical problem of how to co-ordinate the work of the kindergarten and the school though they prepare the way for an intelligent discussion of that question.

The present *Yearbook* attacks the problem directly and along four distinct lines. Superintendent Gregory approaches it from the side of Froebelian educational principles and maintains that the solution lies in the application of these principles in both kindergarten and school.

Miss Bender shows that the educational material used in kindergarten and primary grades and the aims to be sought have so much in common that there is no practical difficulty in the way of co-ordinating the work of kindergarten and school.

Miss Payne undertakes to show how the right training of teachers may further the work of co-ordination; and finally Miss Glidden sets forth the relation of supervision to the question at issue.

It is ardently hoped that these two *Yearbooks* which are in spirit and treatment one may contribute to the unification of child's education by helping to bring about a better understanding and closer co-ordination between the kindergarten and the elementary school.



## I

# WAYS AND MEANS FOR SECURING ORGANIC CONTINUITY BETWEEN THE KINDERGARTEN AND THE PRIMARY SCHOOL IN THE DEVELOPMENT OF THE CHILD

---

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---

Some years ago in preparing the New York City exhibit for the Paris Exposition, it was decided to prepare charts summarizing the course of study in the eight elementary grades.

As the kindergarten preceded these grades in the city system, the question arose whether it was possible to summarize its procedure in such a way as to show the organic continuity between the kindergarten and the grades, or whether it was better to omit the presentation of the kindergarten from the charts.

As supervisor of our public kindergartens, I was consulted in regard to the matter. I accepted the opportunity in order to show what I had long believed to be true, namely, that an outline kindergarten course can be presented under the same general headings that are used for the first-year primary, technical kindergarten terms being suppressed.

I fully appreciated the validity of certain objections that the kindergarten world might raise to such an expression of the kindergarten, for it is certainly dangerous to use "the counters of knowledge" in reference to young children. One cannot write the play spirit which is the soul of the kindergarten into an outline course. The final result as it appeared upon the charts sent to Paris, with a few recent modifications, is as follows:

### NATURE INTERESTS

I. Observation of the sun, the moon, the stars, the sky, the clouds, rain and snow, the sunset, the rainbow, shadows indoors and out-of-doors, long and short days, the seasons, etc.

2. Care of living animals, as a cat, a kitten, a rabbit. Picture books of animals used daily. Sounds of animals imitated. Observing life in the aquarium.

3. Care of the caterpillar, its cocoon, the butterfly or moth, ants, flies, spiders, bees.

4. Planting flower and vegetable seeds in springtime; fall planting; watering plants.

5. Naming plants, flowers, fruits, grains, autumn leaves, dried grasses and grains used in decoration, pictures.

6. Sorting and arranging seeds, shells and pebbles.

7. Observing nests and other homes of animals. Learning names of natural objects in the cabinet, as acorns, cones, chestnut burrs, milkweed pods, mosses, etc. (See "Language.")

NOTE.—The children handle and play with these natural objects, learning their names, colors and uses; there is no formal study of them.

8. Walks and excursions if possible.

#### LANGUAGE

1. Stories and conversations relating to life in the home, the doings of children, cleanliness and health, the life of animals and plants, the weather, the seasons, the holidays, etc.

2. Memorizing choice songs; also rhymes and jingles.

3. Attempts at reproducing simple stories.

4. Practice in distinct enunciation; a few phonic elements compared with sounds made by animals.

5. Special effort to enlarge the vocabulary by learning the names of things seen and handled in the kindergarten.

#### NUMBER AND FORM

1. Counting children, blocks, splints, shells, acorns, edges, corners.

2. Measuring sticks from one to five inches; measuring edges of squares and cubes.

3. Naming combinations of numbers in eight by building with the third and fourth gifts, extended in the use of the fifth and sixth gift.

4. Naming and combining halves and quarters in building and in paper-folding.

5. Suggestion of twos, threes, fours in weaving.

NOTE.—All work in number and form merely incidental.

#### MUSIC

1. Listening to instrumental music.

2. Singing to children.

3. Memorizing simple songs.

4. Marching to music; also recognizing and responding in movements to various rhythms.
5. Practice in sense games in recognizing notes that are alike and unlike, high and low.

## HANDWORK

1. Building with blocks.
2. Modeling in sand and clay.
3. Designing and outlining with tablets, sticks, rings, and seeds. (Limited.)
4. Drawing. Illustrative and object. Daily practice on the blackboard.
5. Painting. Flat washes of a single color, painting mainly natural objects having bright colors.
6. Weaving with colored splints in heavy manila mats; paper mats and fringes (not less than one-half inch in width); free weaving with grasses or raffia.
7. Sewing with or without a needle. (Limited.)
8. Paper-folding. Simple forms and objects developed from squares, oblongs and circles.
9. Paper-cutting and Mounting. (a) Free and illustrative; (b) Cutting to crease and line.
10. Construction of simple objects of interest to children as toys.

## PHYSICAL TRAINING

1. Marching, skipping, running and other rhythmic movements, accompanied by instrumental music.
2. Gymnastic exercises, imitating (a) familiar movements seen in the home and in the street; (b) movements of workmen; (c) movements of animals.
3. Finger plays.
4. Ball games, rolling, bouncing, throwing and catching.
5. Games for training the senses.
6. Games in a ring: (a) Trade games; (b) nature games; (c) social games; (d) impromptu plays suggested by stories and songs. (May be classified also under "Moral Training.")
7. Free play at recess, introducing a few common toys, as balls, tops, jumping ropes, bean bags, reins, dolls.

## MORAL TRAINING

1. Appropriate conversations, pictures, stories and songs.
2. Punctuality and cleanliness enforced; care of room.
3. Acts of politeness and kindness encouraged and frequently suggested.
4. Instrumental music used to arouse and to quiet.

5. Care of animals and plants.
6. Observation of holidays and birthdays (especially children's and parents' birthdays).
7. Interest in the school, the flag on the school and in the kindergarten room, the streets, parks and monuments of the city, leading to simple thoughts and songs of our country.
8. Sympathy—pleasant tones of voice.
9. Consultation with parents.<sup>1</sup>

In 1905 the Board of Superintendents adopted the following kindergarten syllabus, which presents in varied form the foregoing course with a few suggestions in method.

#### THE KINDERGARTEN

The following are the lines of work that should be included in kindergarten instruction:

*Nature-Study.*—In nature-study, the children should observe and care for animals and plant life, and should make daily observations of natural phenomena. The teacher should take the children on excursions to the parks and fields, and should encourage them to work in out-of-door gardens.

*Language.*—Stories and conversations in the kindergarten should relate to life in the home, the doings of children, cleanliness and health, life of animals and plants, the weather, the seasons, the holidays, etc. In story telling, the stories should be illustrated with blackboard sketches, pictures, and objects. The stories should be reproduced concretely through the medium of games and adaptable material; later, as an introduction to language, the stories should be reproduced orally with great freedom of expression. A special effort should be made to enlarge the vocabulary by teaching the names of all objects seen and handled in the kindergarten. A few rhymes and jingles should be memorized.

*Songs.*—In music, the children should be taught to listen appreciatively to instrumental music and to singing. In singing by the children, only such songs should be selected as unite expressive melody to appropriate words, and those in which the rhythm of poetry and music coincide. The voice compass should extend from E first line to E fourth space of the staff. Only soft singing should be allowed at any time, and great care should be given to enunciation and expression. Singing during marches and physical exercise is not advisable.

*Games.*—In physical training, the play and games should be interpretive and expressive of everyday life. They should lead to a control of the muscles, and to mental and social development. They should include marching,

<sup>1</sup> See *Kindergarten Review*, June, 1905, p. 630.

skipping, running, and other rhythmic movements, accompanied by instrumental music; gymnastic exercises, in which the children imitate familiar movements seen in the home and in the street, movements of workmen, and movements of animals; finger plays; ball games, as rolling, bouncing, throwing and catching; games for training the senses; games in a ring, as trade games, nature games, social games, impromptu plays suggested by stories and songs; free play at recess, introducing a few common toys, as balls, tops, jumping ropes, bean bags, reins, and dolls.

*Handwork.*—The handwork is suggested by the kindergarten "Gifts and Occupations." It includes building with blocks (Gifts II to VI); designing and outlining common objects with tablets, sticks, rings, and seeds; modeling in sand and clay; drawing, both illustrative and objective, with heavy crayons; daily practice on blackboard; painting both illustrative and object; (see paragraph on "Nature-Study" and on "Stories" for suggestions of pictorial subjects in drawing, painting, and modeling); weaving with colored splints in heavy manila mats and in paper mats with fringes of inch and half-inch widths; occasional free weaving with grasses or raffia; sewing with or without a needle; paper folding of simple forms and objects developed from squares, oblongs and circles; paper cutting and mounting, the cutting to be free and illustrative, or restricted to the crease and line; construction of simple objects by combining paper-folding with cutting and pasting.

No occupation work should be introduced which is injurious to the eye, such as fine perforating, fine sewing, and fine weaving. The work with the gifts and occupations should be partly directed and imitative and partly inventive.

*Relation to the Primary Grades.*—In order to co-ordinate the kindergarten and the primary grades the kindergarten exercises should be modified toward the close of the term in preparation for promotion. There should be periods of silent work and a greater proportion of independent work in the advanced group. The close connection between the kindergarten and the first year of school work is indicated by the topics under which the kindergarten occupations are classified in this syllabus.

It will be observed that the subjects in which the continuity of work is most apparent are: "Language," "Nature-Study," "Music," "Drawing," and the "Manual Arts."

1. *Oral language.*—In oral language there is a natural progress from the kindergarten through the grades. The story and the conversation are the great features which should be common to both.

The kindergarten recognizes the child as a talking being. He is not told from the moment of his first arrival that he "must not

speak," as has been and still is, the custom in some primary schools. Oral expression is the child's right and is generally regarded in the kindergarten. The young child cannot learn to think without much talking. He must learn to inhibit speech gradually.

The child's vocabulary is constantly enriched in the kindergarten by naming every new object he uses, and by memorizing songs connected with many plays. Recently the nursery rhymes have become very popular in the kindergarten as they are also in the first year of the elementary school. The oral productions of stories and close attention to phonics belong to the primary rather than the kindergarten age. The kindergarten child, however, plays with phonics in imitating the sounds of animals.

The language of the kindergarten child is also improved by giving him an opportunity to talk about what he has made, whether it be a building with blocks, a drawing, or any other piece of hand-work. While the object is present, and immediately after the close attention required in making it has been relieved, there is a natural outburst of expression from many children, while others, it is true, say nothing. To the latter the kindergartner should turn, asking a few simple questions about the completed piece of work.

The gradually acquired ability to inhibit speech has not been sufficiently considered by the kindergartner and primary teacher. Perhaps there is no other point of discipline in which the kindergarten child more frequently annoys the primary teacher. Doubtless there should be periods in the kindergarten in which the children understand that it is better not to talk. The children learn to listen quietly to the telling of a story. They should not talk while marching, exercising, changing rooms, waiting for material, resting, or while clothing is being distributed. They may be made to feel a real interest in these quiet times. Interruptions and explosions of speech are not to be punished in the kindergarten, but with judicious management and correction on the part of the kindergartner they always grow less and less. Toward the close of the term, our little ones enjoy "playing school" as the syllabus suggests, for a few days before promotion, or trying to be more quiet like the big children.

If over-talkativeness is met by both the kindergartner and primary teacher in this spirit of mutual helpfulness, it will soon disappear.

At the same time freedom to speak out should not wholly vanish, even in the upper grades. With very young children the vigor of the thought is often lost in the effort to hold back speech, if it is not entirely forgotten before permission is given for expression. Think what our own expression would amount to if we were compelled to wait on every and all occasions for permission to speak.

The kindergarten has done more for the primary child than is sometimes realized, by enlarging the vocabulary, especially in nouns and verbs, and by securing a natural tone which can only come through freedom of speech. Pestalozzi says in *Leonard and Gertrude*, "The child must speak well before he can read well." Thus we find that reading, in a sense, is begun in the kindergarten, although no written symbols are taught.

The interest in stories, in songs, and in pictures also paves the way for interest in the book, and the kindergartner sends the child forward anxious to learn to read if she has done her work well.

2. *Nature-study*.—The nature interests of the child, as expressed in our kindergarten syllabus, are identical with those of the first-year primary. Guided observations of the returning seasons, during the first primary year, will naturally be more effective than in the kindergarten, for the primary teacher has the previous work of the kindergarten as an apperceptive background. There may be a little more system, a little more naming of parts in the primary, although in the main general observation of the life and habits of animals and plants, rather than any detailed analysis, should continue later than the kindergarten age.

As in reading a book a second time, we get from it ideas which we did not get in the first reading, so the study of the yearly cycle of seasons and holidays made in the primary year is a distinct advance beyond the work done in the kindergarten although the same nature topics are continued.

In the city kindergartens, where opportunities for observation are very limited, kindergarten children learn to recognize in pictures, if not by real contact, twenty-five or thirty animals and possibly ten or more flowers and leaf forms. Every child plants at least one seed and is encouraged to watch the results. He plays with seeds and leaves and by sorting them, becomes familiar with differences in size, shape, and color. He names many common

vegetables and fruits, and probably draws and colors them in painting lessons.

The kindergarten child further becomes acquainted with sand and shells, with clay and soil, through playful activities in modeling, and reaches the primary grades better prepared by all these experiences to listen to nature stories, having gained the power to image as he could not before the kindergarten had enriched his life.

3. *Music*.—The rote song is the common feature of interest in both kindergarten and primary. The kindergarten usually has an advantage over the primary grades in possessing a piano, and if it is well used the ability to listen to music with a little more intelligence is acquired. The ear being trained the primary teacher can secure better results. She may also criticize a little more in detail than the kindergartner and insist upon "good tone quality, distinct enunciation with well-opened mouths and mobile lips." All this will prepare the way for "simple, melodic exercises in tone relationship by imitation and dictation" in the latter half of the first year.

The rhythmic work in the kindergarten also relates itself most naturally to the musical exercises and also to the simple dance steps, now so popular in the advanced grades in connection with physical training.

4. *Drawing and the manual arts*.—For many years there was a distinct gap between the kindergarten and the primary along these lines. The geometric basis of the kindergarten was so marked in all its occupations that there could be no unity effected in schools in which an able art teacher was doing good work in the primary grades. Now that many kindergartners have rejected this geometric basis, relegating it as the art department does to a later period of development, there is a steady progress from the kindergarten to the primary in all handwork. Indeed in no other department is progressive continuity more fully experienced than between the kindergarten and the art department.

In the recently issued *Kindergarten Manual* of the City of Cincinnati, occurs the following paragraph on drawing:

Drawing is to be given five to seven minutes daily in connection with any period that may seem wise. It is under the supervision of Mr. William H. Vogel, who will from time to time outline the work with the kindergartners. In general it should be of such a nature as to afford the child the means of



giving graphic expression to the thoughts and impressions received in his daily experiences. Much work at the blackboard is desirable, and all table work should be done on a large scale.

In like manner, I have been aided for the past ten years by our supervisor of drawing, Dr. James P. Haney, in relating the kindergarten drawing to the primary. The development in drawing has in this way become continuous from kindergarten through the grades.

In the kindergarten, as in the first year, drawing and cutting are mainly illustrative and are used as a means of expression. Professor O'Shea says: "Before the child enters school he has used drawing as a means of conveying his thoughts to others, and his interest in it is determined wholly by the use to which he is thus able to put it." We are then carrying this interest in graphic expression forward from the home through the kindergarten and into the school. I often wonder why kindergartners have not been guided more fully by Froebel's commentary on "The Little Artist," which sets forth this phase of drawing in such an ideal fashion:

The things a child can make,  
 May crude and worthless be,  
 It is his impulse to create  
 Should gladden thee.

"Drawing," says Froebel, "attests the mind's creative power and offers a seemingly simple form for its exertion."

In the kindergarten it has been our rule, as in Cincinnati, to have drawing every day, and no occupation is more heartily enjoyed nor does any furnish a surer test of progress on the part of the kindergarten child.

Let me quote from the *Third Yearbook* of the supervisors of manual arts an article by Miss Julia Cremmins:

As a means of instruction, illustrative drawing has an educational and social value. It helps the child to think creatively instead of receptively. By it the habit of mental imagery is formed. It stimulates thought by opening an additional channel for thought. It promotes the power of connected thinking. It serves as an evidence that an image has been clearly defined before the mental eye: Such drawing creates interest in social surroundings. In illustrating personal experiences the child soon realizes how imperfect are his pictures of the things that happen daily. In an endeavor to gain clearer impressions he forms a habit of close observation.

Free cutting is an occupation closely allied to illustrative drawing. In fact we have learned by experience to introduce it by allowing the children to cut out their own drawings. This seems to give them courage to cut into the paper, and they secure satisfactory results sooner.

The occupation of folding is common to both the kindergarten and primary. It is one of the occupations which the primary has accepted from the kindergarten. The course in paper folding in kindergarten training schools has always been an extensive one and it is well that much of the work has passed on into the primary.

Constructive work in paper is also common to both the kindergarten and primary grades, and may be introduced after the children have acquired a little power in cutting, folding, and pasting. The kindergarten occupations have heretofore been limited too much to flat work. The child prefers the use of three dimensions. Constructive work in stiff paper is not difficult for children of kindergarten age. It precedes similar work in cardboard and less pliable material.

The use of building blocks and modeling in sand and in clay also meets the need of working in three dimensions. The ability to interpret pictures can be increased by artistic representations in the sand table. One of our kindergartners, Miss Rose Archer, has systematically worked out the cycle of the year in artistic scenes, following them with blackboard sketches which illustrate the same subjects. Such work in the kindergarten lays the best possible foundation for the work in elementary geography and thus tends to "organic continuity."

To represent properly such scenes, toy houses, animals, and figures (in proportion) are essential. The introduction of toys in the kindergarten is considered by some kindergartners as an innovation, but the children are often aroused to play more intelligently with kindergarten material by the addition of a few toys.

Some kindergartners are using toys to incite the children to build with a definite purpose, as, for example, a child may be given a toy animal, and the suggestion made to build a stable or barn, or other appropriate shelter. Toys have their place also in the primary class as they furnish some of its best models for object drawing and construction.

Having discarded the sequence of the gifts, many kindergartners are even blending the kindergarten materials to advantage. Thus splints and tablets may be used occasionally with blocks. For example, a stove having been built with the blocks of the fifth gift, circular tablets may be placed upon it to represent stove lids. They may also be used as toy dishes. Splints may be used for tracks, or for the span and approaches of a bridge. Seeds and colored beads may be used for vegetables and fruits, on a stand built of blocks. All the various boxes for building gifts may be combined as the child needs them.

The occupations of sewing and weaving which have been developed very fully in the primary grades are being used less and less in the kindergarten. It is true that children generally delight in these occupations, even in the kindergarten, but as the physicians are continually warning us against them on account of injury to the eyesight, we are crowding them out, and yielding them to the domestic art department.

Instead of the geometric sequence of gifts and occupations, as commonly recited in kindergarten terms, we consider all the plastic materials of the kindergarten simply as a means of expression, and believe that the children will gain knowledge of form, color, number, position, and quality incidentally through use. In this way the kindergarten is gradually allying itself to the approved methods of the primary schools, in which less and less work is required in form and number in the first school year.

5. *Games*.—The introduction of games into the primary school as a means of physical training, is one of the recent and most valuable means of securing organic continuity between the kindergarten and school. At present there is more or less interchange of games between the kindergarten and first year, but it must finally be recognized that simple plays and those avoiding competition are best suited to kindergarten children.

The kindergarten child needs to express himself through his body in dramatic play, more than do the older children, who gradually acquire a love for more formal, organized games. It is, however, also true that the dramatic instinct is also being utilized throughout the grades, although not in games, but rather in the connection with reading, history, and literature.

Group work which has become more and more popular in the school has always found its place in the kindergarten. The ages of children usually differ more widely in the kindergarten than in the well-graded class and hence the kindergarten has lent itself naturally to the grouping of children. Group work has, however, often been neglected in the kindergarten. There has been of recent years a revival of working in groups in the kindergarten as well as in the primary school. In both kindergarten and school this method should be encouraged as it helps in developing individual initiative and assists the teacher in knowing the child.

The kindergarten has always stood for a close connection with home interests. It has accomplished much by means of visitation and mothers' meetings. While it is possibly true that this work is most essential at the beginning of school life, still it is pleasing to note that the "parent-teacher associations" are extending upward through the school.

The desire to secure organic continuity between kindergarten and the school in matters of discipline must not lead to an undue forcing of the kindergarten child into school habits.

Dr. Hall warns us that "a school system which intensifies rather than shelters the young is a forcing machine and a perversion of the purpose and etymology of the word school."

When all teachers recognize that "the field of play is as wide as life and its varieties far outnumber those of industries and occupations," when, I say, all teachers subscribe to this doctrine, then kindergartners will not be obliged to guard so jealously as they have in the past, the right to play.

It is this determination of the kindergarten to play freely and fully that has most often made it clash with school discipline. But the widening of the belief in the educational value of play will tend to prevent misunderstandings in the future.

As a summary of ways and means to secure continuity between the kindergarten and school I suggest the following kindergarten creed:

#### A KINDERGARTEN CREED

I believe that children need each other's society for their highest development.

I believe that from four to six or seven years of age it is usually best for boys and girls to play together in groups for two or three hours daily, under adult guidance, away from their homes, in kindergartens.

I believe that play is the natural means of developing the child's body and mind.

I believe that play may be so conducted as to lead gradually into the more restricted life of the school. I also believe that the social and communal interests of the kindergarten period should extend upward into the school.

I believe that the physical care of the child demands especial attention up to the seventh year, and hence, I believe that it is a question whether young children should be called together unless they are provided with light, airy, and sunny rooms.

I believe that every possible effort should be made to keep children in touch with nature and natural objects.

I believe that simple garden work and the care of animals should be especially encouraged.

I believe that the best materials for play in the kindergarten are indicated by Froebel.

I believe that the most important of these are balls, building blocks, sand, clay, paper, crayon or brush, and scissors.

I believe that constructive play with these or other plastic materials should follow naturally a few simple industries and that such play should develop gradually into work.

I believe that informal acting or playful dramatizing should precede the formal games of the kindergarten.

I believe that pictures, stories and songs should be used freely at this age. They have long been recognized as potent in child training. If well selected they will carry the child beyond his environment and help him in forming ideals.

I believe periods for free or undirected play essential in the kindergarten, not only for the child but also for the kindergarten, to aid her in studying the children. I believe that home playthings, as the doll, the doll-house, a few simple toys, and picture books, are desirable in the kindergarten as incentives to play and to social life.

I believe that the child needs the child, and that the social life of the kindergarten is one of its most valuable features; that the communal life at this age enlarges human relationships at a time when the child needs to find his "social level," and provides a better atmosphere for moral training than the home alone can provide.

I believe that during this early period by all the means that have been mentioned, the child is gathering "experience-knowledge" of his environment and of his fellows, which will prove the best possible basis for school life and for all future development.

## II

# THE NECESSITY OF CONTINUITY BETWEEN THE KINDERGARTEN AND THE ELEMENTARY SCHOOL. THE PRESENT STATUS ILLOGICAL AND UNFROEBELIAN

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In passing from the kindergarten to the primary school there is a break. Do what you will to soften the change, to modify the break, it still remains a break. Three general methods of dealing with the difficulty have been employed: (1) To provide a connecting class to take the child out of his kindergarten habits and introduce him to those of the primary school; in the words of some teachers, "To make him over." (2) To modify the kindergarten to make it more nearly resemble the primary school. (3) To modify the primary school to make it more nearly resemble the kindergarten. To these might be added a fourth: To do a little of each.

Now if anything is clear in the Froebelian doctrine it is this, that there are no breaks in human development and should be none in education. The human being shows wide variations when we compare him with himself at different periods of his life, but these changes always take place gradually. This is Froebel's language: "Sharp limits and definite subdivisions within the continuous series of the years of development, withdrawing from attention the permanent continuity, the living connection, the inner living essence, are therefore highly pernicious, and even destructive in their influence." And the truth is not only Froebelian, it is self-evident, it is common-sense.

It seems to the writer, therefore, that the fact of the break just noted is not only un-Froebelian, it is unpsychological, it is not common-sense. It indicates that we have abandoned the simple principles of Froebel, of psychology even, and have intruded ourselves into the problem. We have introduced an artificial consideration

somewhere or we should not have this glaring absurdity staring us in the face in our school system.

For, let us note. We are not to "make the child over;" that is precisely what we must not do. In succeeding in making the child over we do him an injury even if he were all wrong before, for Nature doesn't make things right in that way. The suspicion might arise in such cases whether it is not the teacher who needs to be made over.

And let us note further, in view of this thought of continuous development that the primary school is not to approximate the kindergarten. Who had a right to make the kindergarten a standard? It would be a standard, by the way, exceedingly hard to define in the divergent practical aspects it now presents to the educational world. And still further, it is equally illogical to speak of approximating the kindergarten to the primary school.

There is no kindergarten, there is no primary school in any such sense as the terms are understood in such a discussion. There is but one fact that is real and that is development. The artificial terms which we apply to distinguish various stages of progress in this development should not denote different things but different phases of the same thing. But the terms kindergarten and primary school imply a sharp distinction, a sharper distinction indeed, than that between the first and second grades of the primary school. This is not the only place in the school course where a sharp dividing line is drawn as a result of the use of terms, where no such line should be. A striking example is to be found in the attitude of high-school teachers toward grammar-school boys on their entrance into the high school. The friction that suddenly develops at this point and the failure of the entering students both as regards discipline and scholarship, are well-known to teachers. The explanation is simple. The student hasn't changed his identity in entering the high-school, but the high-school teacher thinks he has just because he has given him a new name.

Let us start then with this proposition, that to standardize an artificial thing as a basis of comparison with another artificial thing is unpedagogical and illogical. This postulate having been grasped, the logical course becomes very clear and simple. The standard for all education, by whatever artificial designation we describe any of

its phases, is the immutable law of child development. The kindergarten is logically but an expression of this law for one period of school life and the primary school, grammar school, high school, and college, expressions for other periods. We have claimed far too little for the Froebelian doctrine when we have timidly advocated its application to the primary school. It is not only applicable to the whole of education, it is its inexorable law. In the following discussion, no attempt, therefore, will be made to confine Froebelian thought to primary education.

Let us assume that the law of child development is conveyed with reasonable adequacy in the Froebel philosophy. This assumption is near enough to the truth—indeed it is wonderfully near the truth. What are the lessons to be derived concerning the conduct of the kindergarten and the subsequent education of the child?

Let us consider first the post-kindergarten period, the period of the so-called grades. In articles on this subject in previous *Yearbooks*, a most optimistic state of mind is evident. The influence of the kindergarten on the primary school has been taken for granted, and the spirit of the primary school has been shown to have changed for the better and along the lines of Froebelian thought. Besides this, the kindergarten material has entered the primary schools. The writer is far from entering into full participation with this optimism. One may gratefully and gladly concede that such a change in spirit is evident but must repress his transports when he begins to realize to how limited an extent the change has taken place. The superintendent who longs for the Froebel millennium must sadly admit that many a primary teacher has received but little of the divine fire, and that in the cases of many more, the new spirit is at best a modifying influence and by no means a dominating influence. In the grammar schools, the picture is darker, and in the high school, almost illegible. Again, and this is the important consideration, the influence which has brought about the happier condition is, so far as the teacher is concerned, not consciously that of the kindergarten. It may be, and to some extent, doubtless is, indirectly that of the kindergarten, but the teacher who is affected by it, doesn't know it. This is the same as to say that the vitalizing Froebelian thought which has done so much for the kindergartner has done little for the primary teacher



and that little in a roundabout way. The real thing is clearly seen when the kindergarten trained girl enters the primary or grammar school. No greater blessing has come to the schools in these later years than the entrance of the kindergarten-trained teacher into the grades. But often, even she sees but dimly the beauty of the gospel she has learned, except as it is revealed in orthodox kindergarten lines of expression. Nevertheless, the possibilities of such young women under a sympathetic training are most hopeful. They make our best primary teachers. It is a question, however, whether the introduction of the kindergarten material into the primary schools has not been productive of as much harm as good. These materials have no value in themselves. They receive a value in the kindergarten because they furnish a medium for the expression of a Froebelian thought. But to the primary teacher, they have no such value, and to the kindergartner acting as a primary teacher, they are likely to lose their meaning when divorced from their standard use. Such materials have become the occasion of a frightful waste of time, as all the materials must that are used without a comprehension of their meaning. In many cases they are relegated to the time allotted to the out-and-out idling known as "busy work."

It can never be said that the principles of Froebel are acting on the school until they act directly on the teacher. And it must further be kept in mind that the kindergarten materials and the kindergarten methods have nothing whatever to do with the matter. The methods and materials will be determined by the facts of the case. It by no means follows that because the blocks and tablets and zephyr furnish an adequate means of expressing a Froebelian principle at the sub-primary or so called kindergarten age, the same material is its adequate expression in the fourth or seventh grade. The method and the material vary, the material may even disappear, but the Froebelian principle is evermore regnant. The logical mode of procedure would seem to be: given a principle, what is the proper method or medium for its expression at this or that point in the child's progress? Let us look at some of the violations of such an obvious principle. Their grossness, importance, and frequency are startling.

One of Froebel's precepts to which we all ought to give heed is in substance, that all education should be "following," not "prescrip-

tive." It is a fair inference from this law that all methods should be based upon data afforded by the children themselves. It would seem that when children in large numbers, here, there, everywhere, resist a subject or method, that that subject or method is wrong at that stage of progress. And, conversely, when the children receive a subject or phase of a subject gladly, that that subject or phase of the subject is clearly indicated as right. Indeed, one might deduce a law regarding the appropriateness of subjects, or the time or method of their introduction, to be known as the law of the least resistance. Now what are the facts?

How long did it take us to learn that arithmetic has no place in the earlier grades? For years and years the children had said so. They resisted the subject, learned it with the greatest difficulty, and forgot it with the greatest facility; their acquirements were insignificant, and if the subject was omitted in the first grade the children were as far along at the beginning of the third grade as if the subject had been taken for two years. From a Froebelian point of view this amounts to proof, and the educational world is gradually accepting the only possible conclusion. Why were we so slow? Merely because we evolved the appropriateness of arithmetic from our heads and not from the facts of childhood. The latter is the Froebelian method, and in the Froebelian structure the principle on which it rests is basal.

Conversely, why have we been so slow in learning that little children are the best language students in the world, that early childhood is the golden time for language? And specifically, how slow we are in learning that the child's speech is oral speech and that written speech is an exotic! In oral speech the child is fluent and idiomatic, and reveals himself. In written speech he is artificial and clumsy and does not reveal himself. He comes to school with plenty of language; we put a pencil in his hand and freeze him up. The written speech will develop, but not yet, and very slowly. But we don't derive our courses of study from children but from our own self-consciousness. It would seem that to many superintendents, in preparing courses of study, it has never occurred that there are children in the world who could be seen if it were thought that that were really necessary.

What but a perverse or ignorant disregard of Froebel's law, a

disregard of the richest field of data, the children themselves, will explain the vagaries of nature-study? Anyone who will read the curricula on this subject for the last twenty years will come to the conclusion that for the most part the facts of childhood, children's loves and tendencies, were the last thing thought of. Slowly, we are tending in the right direction, but not from any consciousness that the children must determine the course of study, which is the Froebelian law. To give an example and, at the same time, be specific, the love of children for living things has been ignored or catered to accidentally in the primary and lower grammar grades, and is now very slowly receiving consideration.

And finally, for these illustrations might stretch on indefinitely, we offer an illustration of a detail which may stand for a great many details. Why do teachers try to teach the rationale of carrying in subtraction to very young children? A very little knowledge of childhood would show that the average child has not the faculties for its comprehension. He at last, indeed, arrives at a parrot-like understanding of the process and that understanding remains perfunctory. The explanation and drill thereon take many days, and the child doesn't subtract a bit better for knowing the reason. He takes the process readily but resists the explanation. This is not wonderful. Children must do many things for which an explanation is impossible. What about learning to walk, for example?

We have considered but one Froebelian law. But let anyone apply just this one law to our schools and trace the long line of violations in courses of study, in the time at which subjects are presented and the special method of presentation. One need not stop at the primary school. He may pursue his investigation through the grammar school and the high school. Indeed he will find the high school a very Golconda of false methods from the point of view under consideration. Suppose we were to open our eyes to the facts of boyhood and girlhood and humbly be guided by them, and base our teaching and courses of study upon them. A genuine revival in teaching would come to pass. Without trying to approximate the kindergarten we would be obeying Froebel. And what more can the kindergarten do?

In further illustration of this broad treatment of the elementary

school from a Froebelian point of view, let us think of another Froebelian law—that of self-activity. In the usual discussions of this law we seem to be unable to see in it anything else than manual training. But its application throughout the course of study is universal and its violations are so numerous and disastrous as to suggest the suspicion that the principle enters to the most trifling extent into school administration. An example or two must suffice.

Let the following test be applied by any teacher: Hand a set of compositions back to a class without indicating the errors and demand that the errors be not only corrected but discovered, and that the compositions be rewritten. Continue to hand back the same compositions indefinitely until all errors are discovered by the writers, and a composition, perfect in view of the state of the child's progress, is evolved. Persevere in this treatment one year. The following phenomenon will then be revealed: whereas the pupils at the beginning could not produce a perfect composition without many efforts, at the end of the year they offer the desired product as a rule with one or two efforts. The same course of treatment applied to arithmetic, algebra, German, Latin, or anything else, will reveal the same phenomenon. The pupil reaches the upper grades of the grammar school and the high school, it is claimed, weak in the technique of writing, and feeble as regards thought. In passing, why should his thought not be feeble? So much mental effort must be expended on form that he has none left for thought. If technique could ever become automatic, his whole effort could go out to the thought. But technique becomes automatic under present conditions very slowly, and never reaches any high standard, unless, indeed, it becomes automatically wrong. That is a result that can be attained with surprising rapidity.

The explanation is very simple. The self-activity of the child in the process summarized above is, at the beginning, of the most modest kind. The fact that he goes on day after day doing things that he knows are wrong, indicates how little real effort he is putting forth. But why not demand the full quota of his self-activity, as indicated above! Why shouldn't the child be feeble? Why shouldn't the results be inconsequential? The teacher assists when there should be no assistance, he explains when there should

be no explanation. He interferes with the child's right to do things himself, he meddles, and this he does all the time and in a systematic manner as if with a settled theory as to its propriety. When the malign theory is persisted in year after year, the tendency is to necrosis of the will. Some high schools make one think that this disease has actually set in.

The law holds equally good in oral language. The pupil has a right that no one shall tell him his mistakes unless he doesn't know that they are mistakes. Every time a teacher shows a child his error in anything, she violates the law of self-activity and retards his education. And the law holds good in the learning of things as well as in their practice or drill. No teacher has a right to help a boy to understand an application of percentage which he can understand without help. It is a wrong done to the boy. He is defrauded of the right to exert his own powers, through which exertion alone, in Froebel's opinion, he can be educated. It is surprising even among the very little children, the first-grade children, how much they may do for themselves. We teach them reading, of course, but if in addition to the formal teaching we give the child unlimited facilities for interesting and appropriate silent reading, put him in a bath, so to speak, of silent reading, he will soon demonstrate how unnecessary is much of our teaching and if unnecessary, then of course, how injurious. The formal teaching will go on, but it will rapidly change its character, for the children have become partners in the business. But this lesson is learned by but few teachers. The formal reading lesson appears in the upper grades as a method of teaching reading. Indeed we are for ever teaching reading. We seem never to be able to say we have taught it. The teaching of the trick of reading from the printed page should have been taught long ago. The oral reading lesson has its function in the upper grades, but that function is not to teach children how to read.

There is but one remedy for the widespread evil which we are now considering and that is the Froebelian remedy. The child must be forced back upon himself. He must have just as much help as is necessary to place him in a position to help himself and no more. This amount varies with the child, but its limit is in any case a sacred limit over which we pass at our peril. The teacher must more and more withdraw himself. He must stop meddling.

There is no educational discipline but self-discipline and in its final resolution there is no education but self-education.

The application of this idea to moral education opens up a fascinating field of thought but we can only hint at it here. Briefly, if by discipline we make it impossible to do wrong, we at the same time make choice impossible. Activity implies resistance. If there is no possibility of resistance (that is, if it is impossible to do wrong) there is no exercise, and if there is no exercise there is no growth.

Here again, the widest field for the thought is opened up. Eliminate the violations of the law of self-activity and the public schools would not know themselves. But then we would be doing only what every true kindergartner proposes to herself. The child leaves the kindergarten where self-activity is always predicated of him. He enters the grades where self-activity is, to a very large extent, an unknown quantity, and is likely to be accidental when it enters.

The limits of this article will permit but one more development of the main thought, the broader treatment of the public school from the Froebelian standpoint. We call attention to the beautiful thought of Froebel to which the keyword is the adjective "conscious." In its broader treatment it means that the child is to be made conscious of his divine possibilities. Not only must we know his power but he must know it. Unless he is conscious of his power there is no adequate education. A child can't develop what he doesn't know he possesses. But too frequently it is not power that is emphasized but failure. In the marking of a language paper, for example, is the emphasis not placed on the errors? But why not also on the successes? Which will stimulate a boy the most, to know that he can do a thing or to know that he can't? Do we like to do things we succeed in doing or those we fail in doing? Is the perpetual emphasis on error likely to make a boy so believe in himself that he will resolve to conquer all obstacles? In morals the truth shines clearly. If a child resists a dozen temptations to do wrong and fails at the thirteenth, we punish him for that failure. There's where the emphasis is placed. His successful efforts to resist temptation go for nothing. But there is where the emphasis belongs, according to Froebel. With us his failure is all that counts. Surely my duty is to make him conscious of his power

when he succeeds. He will try the harder next time. This does not eliminate punishment, but it eliminates most of the conditions which make punishment necessary. So in the curriculum. The earnest, honest effort is the important fact, for herein lies the consciousness of power; the error is the subordinate matter. The subject is a fascinating one. It is a subject which teachers have studied only in its elements. That the principle involved dominates our educational practice is far from the truth. When it does, not only will our methods of teaching be revised but our marking systems will not compare child with child, for the premium will be based on the only possible comparison, that of the child with himself. In that happy day our merit lists will not exalt one child and humiliate another, and the "*cum laude*" on the high-school commencement program will disappear with all other ingenious contrivances for emphasizing partial defeat. We will then learn that all methods which make a child believe that he can't are vicious.

One specific illustration of this great law of self-revelation, but in another field from the foregoing, must suffice for this part of the discussion. There is an interesting statement in Froebel's discussion of the teaching of language, to the effect that through reading man attains personality. The substance of the discussion is that through reading the soul is raised into self-consciousness. But who can watch a reading lesson in many a primary grade and believe that through it the child's soul is attaining self-consciousness? The monotonous expression, the apathetic looks of the children, the fitful attention and feeble interest, all indicate what is being attained: a slowly developing power to translate characters in the book into speech. But the vital fact of reading as an art whereby the child discovers himself, is practically, if not absolutely, absent. The teacher looks for it in a hopeless way or not at all. The child must discover his personality, not through words or even through the meanings of words, but through the thought of the story. Therefore the story is the principal aim of the teaching, the trick of reading the subordinate aim, for the former is the reason for desiring the latter. And there is many a teacher who would stare if she were advised to tell or read the story frequently before developing the words.

And this perfunctory treatment of reading in the earlier

grades is continued in the later grades in a most absurd manner and is paralleled in the other subjects of the course. The Froebelian idea is that the study is of value, not in itself, but in view of its reaction on the divine essence. But much of the teaching that we see places the emphasis on the subject in innocent oblivion of the existence of any such thing as a reaction. How else is the dominance of the fetish known as arithmetic to be explained? Here matters are frequently taught, not because of their reaction or even in view of their subsequent usefulness, but just because they have always been taught. For example, the teacher spends considerable time in teaching, drilling, and reviewing a subject known as "Least Common Multiple," with the full knowledge that she has never used the process in her life, except to teach it, and that the pupil never will either. It is merely a matter of tradition.

Here we are face to face with the great parting of ways. Froebel says the fundamental consideration is the child, his personality. All else is to be considered in view of its reaction on this divine entity. The opposing view holds: There are subjects to be taught. The child is a convenient thing to teach them to. You can't teach geography without children. Therefore we must have children in the schools, but the geography is the important fact and the child must accommodate himself to it. Included between these two extreme views range the teachers of the country, the mass practically adhering to the un-Froebelian view. Once more, let us search our practice. Let us bow to the Froebelian law of self-revelation. Let us make the child the starting-point for our courses of study and our methods. When we do that our schools will be revolutionized and the Froebelian thought will be incarnated in our children.

It was necessary to deal thus frankly with the post-kindergarten section of our school system. It was necessary to show that the Froebelian doctrine, not the kindergarten, was the standard. It was necessary to show, also, that the change in courses of study, in methods of teaching, and in every detail of school administration that must come (and it will come) from an honest effort to realize the Froebelian thought, is startling. But what of the kindergarten itself? Are all kindergartners really true to Froebel? Do not



some of them exalt the letter above the spirit? Froebel made two bequests. First, he bequeathed us a body of doctrine which is so true, so inspiring, so vitalizing, that it is a priceless possession. Modern psychology has modified some of this doctrine. That was to be expected and the contributions of psychology should be gratefully acknowledged. Surely, a man like Froebel, who looked at truth with such open eyes must have himself expected that this would happen. But modern psychology has also given its indorsement to most of Froebel, to all indeed that we hold dear.

Second, Froebel bequeathed us a series of directions to enable us to concrete his principles. Most of these relate to the sub-primary period of instruction, the so-called kindergarten period. A few relate to the conduct of subjects in later grades. It was to be expected that eventually two schools of kindergarten practice would develop, the one emphasizing the Froebelian principles, the other the Froebelian practice. These two schools were most felicitously portrayed by Miss Patty Hill in a previous issue of the *Yearbook*.

Is it not fair to press upon the attention of kindergartners the same mode of thinking which we have demanded in the foregoing treatment of the so-called grades from the Froebelian standpoint? When a kindergartner insists on the use of a series of gifts and occupations just because they were prescribed by Froebel, or anyone else, how does she differ from a primary teacher who persists in using methods which also have the sanction of many honored names in the past? If the kindergartner claims that she is using the material because they express the Froebelian principles, then she must in all fairness demand that we follow throughout the post-kindergarten course the methods of teaching drawing prescribed by Froebel. In the present development of art-study in the schools, this would be the *reductio ad absurdum*. Indeed from this point of view it must be admitted that the primary school has shown more openness of mind than some of the champions of the kindergarten. Are we not indeed violating the fundamental demand of Froebel himself in exalting the practice above the principle? Listen: "For the living thought, the eternal divine principle as such demands and requires free self-activity and self-determination on the part of man." Why should the self-determination be granted to the

child and be withheld from the teacher? Is not its application universal?

The fealty of the kindergartner to Froebel is beautiful, and she has fought so many fights in his behalf that every fact of the kindergarten has become dear to her. Yet the great fact remains that if all education is to fuse into one, the kindergartner must do what she expects the primary teacher to do, sit at the feet of the children and ask them what is right. They know and they only. They do not know that they know, but they know, and they will tell us if we know how to ask and are not too proud to ask. No method of embodying Froebel's thought, no matter how valuable, can stand a moment after we have discovered a better. The principle of self-activity is eternal; the third gift is a possible expression. It was Froebel's expression, but after all the important consideration is the self-activity and not the third gift. It must be expressed in a thousand ways in the primary and grammar and high-school grades. Why are not many ways possible in the kindergarten?

It seems to the writer that the truth of the postulate laid down early in this article is unavoidable: that all education is one and that breaks are illogical. If this be true, unity so far as the Froebelian doctrine is concerned must come from an absolutely honest and unflinching application of the Froebelian laws to all school life, and this means the kindergarten as well as the primary or grammar school. When that consummation is reached the kindergarten as a distinct institution will have passed away, or rather it will have absorbed within itself the whole of education. That will be the day of its transfiguration. The day is hastening. And when one thinks of the idea of the divine purpose that runs all through the Froebelian writings, surely it is not irreverent to say of that day, that "then the whole earth shall be filled with the knowledge of the Lord as the waters cover the sea."

### III

## HOW CAN THE TRAINING OF KINDERGARTNERS AND PRIMARY TEACHERS CONTRIBUTE TO ECONOMY IN EDUCATION OF CHILDREN?

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#### WHAT IS ECONOMY?

Economy is here understood to mean not mere economy of time, but of energy; a conservation of all the forces of the individual, for his own development. It means, moreover, the conservation of his energies as a social factor. This educational economy means that the children are put by virtue of their school life into an efficient working relation with society. It means the pooling of native impulses and interests for social achievement. Economy concerns the teacher's energy as well. The conservation of her energies is also a necessity. The utilization of her varied capacities and especial talents, both temperamental and acquired, this too is an important educational economy.

There has been waste to the teacher and waste to the child through the disharmony of the kindergarten and the elementary school, and a tremendous waste to society in the loss, not of the school child's time, but of impulses starved that might have been fruitful, energies fritted away in petty, purposeless work, and motives lost that might have been turned into engines of power.

#### THE ROOT DIFFERENCES BETWEEN KINDERGARTEN AND SCHOOL

The disharmony between the spirit and aim of the elementary school and the spirit and aim of the kindergarten lies in the very roots of each. The school is built on the group plan, so also is the kindergarten; but the school group has always existed for convenience sake, the kindergarten group has existed from its beginning as a social necessity. The school has always kept the units in its group socially as far apart as possible. The kindergarten has con-

sciously striven to get them into the social reactions of criticisms and co-operation.

The school has chosen isolation of the individual in his work because it has feared the movement, the action, which free contact brings. It meant disturbance. The kindergarten has encouraged free contact because it has held that social habits must be formed very early.

The kindergarten has respected the native impulses and interests, the school has ignored them. The kindergarten has utilized tendencies to imitation, investigation, play, making, and art.

The school has taught not the arts of civilization, but two or three of them only, namely those which would make the learner an efficient clerk or salesman.

The kindergarten has striven to help children to discover and control their own powers; the school has striven to teach certain facts, to cover a certain amount of ground, and to give discipline in habits of industry and accuracy.

In short, the chief aim of the school has been instruction to the end of "getting on" in the world. The chief aim of the kindergarten has been development to the end of individual completeness in the social relations.

While these are the avowed theoretic differences in organization and end there can be no economic adjustment of kindergarten to school.

The kindergarten, however, has often fallen short of its principles while the school has been undergoing changes that have widened its aim.

The kindergarten has spread rapidly in this country because of its fidelity to the fundamental impulses toward play in the forms of making, building, shaping, dramatizing, and because it obeys the desire for companionship and recognition.

That it has suffered from over-emphasis on the formal side of Froebel's idea may be charged against it. It has suffered from the very condition which has given it so strong a foundation in the minds of the thinkers of the previous quarter-century, namely, the idealistic absolutism of Froebel's philosophy which has given to his teaching the authority of a gospel, and to its orthodox leaders the qualities of discipleship.

The kindergarten has suffered equally from the fact that it has been considered a dumping-ground for young women who have had too little education for other departments of teaching. It is only recently that any save a few training schools have been able to maintain a high standard.

To be fair it must be stated that, as we all know, the school is greater than its traditions both in method and aim. Great teachers there have been in all times, who have transcended the aims of instruction and discipline inherited from the early Renaissance. It remains for this generation to reconstruct educational philosophy, to bring it into harmony with our outlook upon social betterment, and to make it run with the current of mental growth, not against it.

#### FORCES MAKING FOR HARMONY

There are mighty forces playing upon both school and kindergarten bringing them nearer together. These forces are the spirit of scientific method, the genetic study of mental life, the moral awakening expressed in the sensitiveness to good and evil in social conditions, the effort toward social progress, the breaking of the bonds of authoritative ecclesiasticism, and the growing realization of a broader, freer religious belief. Away beneath and beyond both school and kindergarten in the tendencies of society and in the research of men of science, the enlightening processes are at work that will make for the future, not two radically different things—a kindergarten and a school—but a continuous educational organization. Then the question of the economic training of kindergartners and elementary teachers will solve itself.

Even now we have sporadic cases of the kind of school in which this unification is possible.

Psychology has shown us some of the defects of kindergarten method, while it has, in the main, reinforced its theoretic basis. Psychology enjoins upon the school just that procedure which makes it truly continuous with the kindergarten. It has shown us that, as Froebel said of the education of boys: "Lessons through and in work are by far the most profitable." It has shown us that the school cannot prepare for life by dealing with the formalities of reading and writing the abstractions of number and the dead facts of history and geography.

Psychology has shown us the force of suggestion and imitation. It has made plain the fact that imitation and suggestion are fruitful in the social play of little children, that the kindergarten was altogether right in its fostering of these plays that a child might gain in this early stage whatever of social training he could absorb from representing the various phases of social activity. It has shown us that the relation which the child of kindergarten age seeks blindly in his play is still sought continuously and ever more consciously by the child of school age. Psychology has shown us that it is through concrete experiences that stimulus to thinking comes and enforces thereby a continuance of that contact with things and events with the phenomena of nature and the processes found in industry and trade which the kindergarten child is given.

Sociology gives us the same picture of primitive man evolving a civilization and a higher type of mind by the continuous meeting and solving of the concrete problems enforced by the necessities of food, clothing, and shelter. It shows us the child at play at hunting, fishing, tent-making, and fire-building, and later sharing in the industries of home and tribe. We civilized folk have in our greater wisdom divorced the child from any active interests in his home and industries and have driven him from fear of untoward consequences to school where his normal tastes for tent-building, cave-digging, camping, meet a check. We have snubbed his interest in real work and forced him to hours, weeks, and years of imprisonment at tasks which have to him no remote bearing upon the important pursuits of life. Just at the age when he might be learning the strength of co-operation in work we set him solitary at a desk to furrow his brow over abstractions, formulations, and dreary drill of the schools.

From the modern axiom "All consciousness is motor," we are learning to build the curriculum of the elementary schools on overt activities. The kindergartner and primary teacher have gained therein another point of contact.

#### SCHOOLS THAT ARE EXTENSIONS OF THE KINDERGARTEN IDEA

I can think, at this moment, of nine noted schools, not including the famous one at Tuskegee, in which the work is absolutely continuous with that of the kindergarten, and is carrying into effect its

vital principles; if not avowedly, still implicitly. Not that all of them have kindergartens, some of them being boarding-schools located in the country.

To go into one of these schools gives one the same impression of joyousness and lively interest that one finds in a kindergarten. Here a group of children have returned with sketches from nature from which they are to select one to be used as the *motif* for the decoration of a bare wall in their eighth-grade room. It is to be enlarged to a scale for which measurements have been taken and calculations have been made. Another group has planned a garden, measured and platted it, and the children are just going out to lay it off. A third has been carrying on a series of experiments in fire-making. A fourth is in the cooking-room preparing a luncheon to which the children of a neighboring room have been invited. That luncheon seems merely a tea party to the casual observer, but it is the climax of some weeks of cooking in which they have learned the reaction of heat on starches, the rising properties of beaten egg, of soda and acids, and the main facts of absorption and evaporation in fruits. They have experimented, written recipes, measured quantities, learned the values of halves, quarters, eighths, and sixteenths, reduced and expanded recipes in mathematical proportions to serve fewer or more people. In short it has furnished motive for much systematic work in science, reading, writing, and number. Here a group of seventh-grade children are in the library reading—another are working over a sand table illustrating the transporting and deposition of silt. Another are calculating the amount of wheat grown in Minnesota and the number of people it will supply with bread, this following on a visit to the grain elevators.

All will soon assemble to hear a French play given by the fifth grade. This is life. The school is treated as if it were a little village or a big family. Real activities are engaged in. The initiative of the individual is encouraged. Situations are brought about which arouse the desire to work, to make, to invent. Natural avenues of interest are exploited, each group works together upon problems commensurate with the power and interests of its members. The groups come together in general assembly daily, and there contribute whatever of interest each may have to offer as the result of the common work or investigation. They are kept in close touch with the processes

of nature through the changing year. The supreme emphasis is placed by the teachers upon the development of controlling interests, the enlistment of sincere purpose. Some of the typical activities are gardening, wood-working, pottery, and modeling, cooking, weaving, dyeing, sewing, book binding, and printing. Formal studies are pursued under the necessities forced upon the children by the demands felt in their more concrete work for writing, reading, and number. Drill grows out of the plainly felt need for smoothness, ease, and quickness. The social good is the corrective of behavior and furnishes the stimulus for concrete achievement. Critical review of their own work gives them the impetus to further endeavor and study. Failure is the starting-point for persistent effort. The discipline of life comes to these children as it comes to adults, enforced by the great measure of desire which goes into the work they undertake.

There are play-times, festivals, the field-day with games and sports, excursions to the lake shore and the woods, at which young and old play together. The keynote of its discipline is the solution of problems. The habit developed ought to be the power to seize upon a situation, find a point of interest, analyze its factors, and to deal with them intelligently. This school needs no *connecting* "class" with its kindergarten. It connects. Such a school makes the laboratory for the normal student. She may study the technique of the kindergarten, or of the primary grades, or of the so-called grammar grades. She may devote herself to science teaching or the teaching of handicrafts, or of music, or of physical culture, but first, and before all, she must become imbued with the fundamental doctrines of education as they are being demonstrated before her eyes.

I have magnified the elementary school out of all proportion to the rest of this paper because it seems to me to be the basis and foundation of all experience. It furnishes the point of contact.

#### FUNCTION OF PRACTICE

In all school training we have three main factors, each with its especial function: the departments of instruction in arts and sciences, the department of philosophy and education, and the laboratory of education furnished by the practice school. These



organs of the school are equally and vitally important. It would be crippled if any one of them were weak, and yet in the practice school the center of the whole is found. It is in the practice school that theories are put to the test, it is here that knowledge and experience with children are gained. Here should be aroused that zeal for the work of teaching which carries the teacher over difficulties, and doubts.

Every instructor in the departments relies on the elementary school of course as a means of demonstrating what he means when he deals with values of his subjects with its presentation, and its significance to the children. But does every instructor make clear to his students the delicacy of the problem of dealing with children? Does he make his students appreciate that each one of them may be responsible for the opening of the children's minds to ideas, or for the closing of their minds forever to certain aspects when badly presented? Does he inspire them with the desire to teach? Does he put practice-teaching in the light of a great privilege, as an artistic and delicate piece of work?

It rests largely with the teachers of science, history, literature, art, number, and every other subject that touches great ramifying human interests, to see to it that, however deeply he may immerse his students in his own subject, the enthusiasm for it is carried over into teaching. To this end no departmental instructor can afford to hold aloof from psychology. He must know children as well as he knows his subject, and he must know life, and feel the relation of his particular subject to social problems. The focus of his knowledge must sooner or later rest upon the school. Nor can application of subject-matter to school be secured by lecture or educational method and device. The application is for the student to work out. She must find the points of meaning, her first problem, and her plan of presenting them, which is her second.

#### FUNCTION OF STUDENT TEACHER IN PRACTICE SCHOOL

The practice school can mean nothing in shaping the professional character of the future teacher if she is merely an observer of its activities. It will count for little in an ethical and emotional sense if the prospective teacher goes into it merely to test and try experiments as she would go into a laboratory. Laboratory the

elementary school and kindergarten must be, but never chiefly nor solely laboratory. The student must be enlisted sympathetically and intellectually in the active pursuits of the children. The problem for the normal school is here; the raw, untrained, crude student with vague theories must somehow enter the schoolroom door filled with a wholesome consciousness of her function in that room, with something to do for and with the children that she herself is really interested in.

Much knowledge the normal school cannot give its students within the limits of a two-years' course. Their educational theory must of necessity be comparatively untried and therefore somewhat unassimilated, but some things the normal school can do. Its students can go out with a view down an alluring perspective of study and a zeal for work with children. They cannot be full of knowledge on every subject that they may need to teach in the elementary school. They may, however, have been taught how to study, the meaning of study, and be filled with a strong motive for work and a view of teaching that enforces respect and sincerity. To this end the practice school exists.

How to achieve this in detail is the problem. I believe that much practice teaching is scrappy. The students prepare an isolated lesson, enter, relieve themselves of their mental load, and depart. The short visit may serve for purposes of the instructor who wishes to have his class see an illustrative lesson, given either by a trained teacher or by a class member for analysis and instruction, but there must be something more than this. The children cannot be known, in this fragmentary view. A longer stay for a period of weeks gives the student an opportunity to get into a normal social relation with the children, to see them reacting to varied subjects, in various conditions, to see them when they are fresh in mind and when they are fatigued. There are numerous ways in which the student teacher can get into a normal relation with the children of any grade, class, or group, before her teaching begins. She can assist in handicrafts, seat-work, accompany them on excursions, and take part in plays and games. Then when her own time for teaching comes, she is one of them and not that anomaly, a "practice-teacher."

The kindergarten student has had an advantage in this respect

in the usual separate kindergarten training-school, where it has been customary to send her to a large kindergarten in which she has been responsible for a group. This has developed early in her period of training a sense of responsibility and the keen interest which accompanies actual work. Its tendency is to resourcefulness and ease. On the other hand, there has been a great loss of power, a great waste due to the weakness of her supervision and the uncritical attitude that she bears to her own work, for as the head kindergartner is usually busy herself, and is often untrained in analysis and criticism, she cannot help the student to get the principles lying beneath her successes and failures. Too much emphasis cannot be placed upon two points, for both the students who are working in the primary grades, and those in the kindergartens:

First, time for real acquaintance, not mere "knowledge about" the children as they react to the varied influences that play upon them; time to know differences in individual character and temperament; opportunity to enter sincerely and sympathetically into their activities; freedom to initiate, carry out, and revise her own plans.

Second, definite help in reviewing her own teaching with the head teacher, to discover her weak points, that she may be helped to realize some of the fundamentals that go into artistic teaching.

Good teaching in kindergarten and primary school involves something vastly more than giving lessons with logical method. It means that undefinable influence exerted by the tactful, intuitive, and sympathetic person. Froebel called it "nurture." Perhaps this quality can never be taught or trained into any student, but it can be very successfully choked. It involves sensitiveness to the mental and emotional differences in different children, readiness to supply the unspoken needs read in expression and gesture, or guessed from eloquent but subtle indications.

#### CHARACTERISTICS OF CANDIDATES

We are often distressed at the youth of candidates for the kindergarten normal class, but we do not always make the best of their youthfulness. The training teachers, full of the deeper insights of philosophy of education despair of imparting to them their point of view and richness of expression. Of course the ideal

condition would be that in which plenty of cultivated, tactful persons of good taste would appear at the doors of our normal schools to demand entrance to the kindergarten training class; but, taking conditions as we often find them, we must not forget that the girls have something quite as essential, namely, a warmth of emotional life, the lively interest of the youthful mind in the very things that the kindergarten children are interested in.

For several years I have asked my incoming classes to write for me their reasons for choosing the kindergarten as a field for work. The answers are not tabulated, but there is a typical one: "I have always liked little children and love to be with them and have looked forward all through high school to teaching in the kindergarten." If we were only wise enough instead of being discouraged at the lack of knowledge and insight displayed in this reply, we should utilize this womanly impulse which is blindly trying to get scope and an object on which to expend itself. There must be a way of securing to her a growth in wisdom, in discrimination, and purpose to do something more than amuse and enjoy her charges. This then is one of the great problems that confronts the kindergarten normal teacher. We may raise the standard, require junior college work or full college work for entrance to the kindergarten normal; the chances are that we will then in many cases lose either the student or the fresh vigor of her impulses. It is the familiar question of "nascent periods" which we are facing. Here is a great desire, it is on the *crescendo*. Shall we catch it and train it while it is growing or let it alone until the college girl segregated from family life and contact with young children has lost something of the vitality and starved this impulse which may never blossom as freshly? If she teaches later it will be from an aroused interest in subject-matter and she is most likely to choose grammar-grade or high-school work as offering most scope. Still, later, she may return to the desire to teach little children, from an intellectual interest in psychology or child-study, aroused in her college work.

I do not think this an easy question to settle. There are many poor kindergartners made from this material, but I question whether if they had been initiated more artistically into the psychology and philosophy of the kindergarten many of them might not have developed a broader and deeper view of the work they

are trying to do. I believe an excursion into the socially organized elementary school would be most helpful to these students. I believe also that to confront them with the formalities of the subtle intuitions of Froebel at the beginning of their student life is a mistake; that a simple philosophy of education developed from their own experience first and a sympathetic kind of child-psychology or child-study makes a better introduction and point of departure. With such studies as Dr. Hall's *Story of a Sand-Pile*, and *Contents of Children's Minds*, Barnes's *Studies in Education*, and Sully's *Studies of Childhood*, one can seize the sympathetic and imaginative side of their interest and prepare it for the more thoughtful and philosophic student attitude. This is not an argument for preference of the immature over the mature candidate, but an attempt to point out the compensations and possibilities of training such students. When the candidate does retain her sympathy and elasticity, the more mature mind is infinitely to be preferred.

#### UNIFYING THE TRAINING OF KINDERGARTNER AND ELEMENTARY SCHOOL TEACHER

That the kindergartner and the elementary teacher should be trained under such conditions that each may become an integral factor in a *whole* school from the baby group in the kindergarten to the high school seems to be a foregone conclusion. We need the skill that comes from a certain specialization but we must face the danger of isolation in seeking specialized training. The training of the kindergartner has been over-specialized. It has, to be sure, been broad in the sense that she has taught the fundamental formulations of a large educational philosophy. It has been fatally narrow in that she has had much contact with the little child's mental type to the exclusion of the older type, with its developed interests. It has been restricted to such subject-matter as may be presented to the very young child.

The intensive, narrow training gives long "schools of work," tremendous amount of detail in occupations, and a very great deal of uncritical practice-teaching in the kindergarten. This might well be in part displaced by a longer perspective in the literature, the nature-study, or appropriate science, and the art of both kinder-

garten and elementary school. In this study stress may well be laid on the adaptation of any given subject-matter or experience to successive stages of growth. This adaptation will be greatly facilitated by observation of definite work in kindergarten and grades, to watch the children's interest, or reaction. It will be further given a basis by the student's work in psychology and child-study which can be in the main the same for both kindergarten and elementary training students.

All students who are preparing for work in the kindergarten and primary grades need a thorough training in the elements of handicraft, and acquaintance with the simpler principles of constructions, and with the possibilities of wood, textiles, leather, cardboard, and clay. They need training in the principles underlying graphic art, such training as will give them some feeling for proportion, color combinations, and harmony. The ability to draw, model, paint, build, sing, and dance may not be developed in every student, but all must at least realize the function of these modes of expression, and be trained well in one or some of them.

By finding the native fitness of each student for some line of artistic expression and cultivating it, teachers may be sent out who can give to the schools in which they teach a power which will touch more than the single room or group.

Young children attend, image, and think best with the end of some definite achievement in view; this self-realization is the law of their mental growth. Therefore teachers of young children must not only appreciate this psychologic fact, but must themselves be made skilful and resourceful in carrying out the aims and interests appropriate to these stages in art forms. The training for the kindergarten and primary teacher would naturally then include a very similar emphasis on the fundamental art principles as found in painting, modeling, and designing. The variation would come in the problem of adaptation to the powers and interests of children at various stages.

Not only in art-forms does this law hold good, the science and nature-study of the school is subject to this law of expression. A child's acquaintance, contact, or experience with the forms and processes of nature naturally leads to the desire to control, or hold the controlling forces more completely. Therefore again experi-

ment, investigation, and discovery both lead to and wait on making and doing.

Child-study and genetic psychology are again needed to illumine the true course of the rise and growth of the scientific attitude. When the teachers of nature-study, natural history, and experimental science can look through the subject to the apprehending mind, and out of the specialized subject to its bearing on life, we shall have the ideal science teacher for both kindergartner and elementary teacher. Children have the power of observing and drawing conclusions, and further of applying these conclusions to the interpretation of new cases. The continuity of this scientific attitude is unbroken. Why then should his life from kindergarten through school be broken into horizontal sections, fitting one set of people to deal with one section and one solely with a later?

The beginning courses in natural science in the normal school may well include kindergarten students. Later courses can furnish a wider and deeper knowledge for those who are to give special attention to the science in the upper grades, but *all* should first have work together which will give an outlook on the field and functions of natural history and experimental science. This would do away with the sentimentality of kindergarten "nature-work." A supplementary kindergartner's course should deal with the adaptation of material to little children, in which the students would psychologize the material, and further learn the practical and necessary modes of dealing with gardening, window gardening, care of pets, simple cooking, and the selection and management of excursions for little children.

Both kindergarten and elementary teachers need the same outlook on literature and to a certain extent history. They need to know the meaning of the story in education, the qualities of good stories for children, the sources from which they may be drawn, the adaptation and telling of stories. It is on this last point that differentiation may begin, and yet the line cannot be closely drawn, in the selection and telling of stories for kindergarten and later ages.

Both kindergartners and primary teachers need a view of what is sometimes called the history of social occupations. It furnishes the clue and background to our common social needs and relations, and while interpreting the civilization of today reveals its continuity

with the past. This great factor in general culture also shows the meaning of social occupations as educative means for children. It links the building, making, and social imitation plays of the children with the constructive occupations of the school and with its dramatic interpretations of social life. It offers to the children of the elementary school opportunities for discovery and invention, in solving some of the problems that have confronted the race in satisfying the needs for food, clothing, and shelter.

The point of view gained in such a course as this seems to be after a thorough test one of the most unifying and cultural in the whole range for *all* teachers of children.

It would certainly seem as if the teacher of mathematics should have something to offer the kindergarten student if it is only the warning that she must not yield to the temptation of being over-mathematical in her use of Froebel's mathematically constructed gifts. This warning comes forcibly from the person who sees the whole of the child's growth in control of number. He can well assist the kindergarten student to find what is psychologically appropriate to the kindergarten stage.

With the present emphasis on games, sports, and dancing as complementary to formal gymnastics it is certain that both classes of students can unite economically in most of the gymnastic work. While the elementary students go into the older forms of athletics, the kindergarten and primary students should spend more time in the acquisition of a repertoire of children's games: ball games, folk games, ring games, and representation plays.

In child-study and psychology there is—let us be thankful for it—one great unifying and solving force. Here all students are at one in the effort to interpret mental function, and the order of mental growth. Probably the latest courses taken by the kindergarten under this head should deal with specialization in the study of the play-period of growth.

Throughout this discursive and very insufficient discussion of my subject, I have tried to show the modes of study that would lead to unity in fundamentals and variety in particular adjustments. The problem of teaching the younger children enforces an adaptation of subject-matter and method to the more infantile grasp and scope. Out of the wider field then the student must select, adjust,



and organize. This offers her a great opportunity for discrimination and study of children. The weakest thing in our customary training of kindergartners is the giving of too much predigested food, and the browsing on fenced in fields where they may find arranged *only* what is suitable to the child under six years of age. Unity! unity! we cry; then let us put the kindergartner and primary teacher together wherever possible, and it is possible, whenever fundamentals are being dealt with, either in subject-matter, methods, or psychology. Specialization then will be the later flower, the finer adaptation of means to end. Selection and organization and teaching art furnish the kindergartner's special training.

## IV

# THE RELATIVE ADVANTAGES AND DISADVANTAGES OF HAVING ONE SUPERVISOR OF KINDERGARTENS AND PRIMARY WORK IN THE CITY SCHOOL SYSTEM

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There are many reasons for the kindergarten's isolation from the public-school system. Most of these are the outcome of ignorance on the part of both kindergartners and school people as to the meaning or value of their respective departments of education. This ignorance is largely due to the misunderstandings which arise from the establishment of any new system.

As time will remove these misunderstandings, they may be passed over while consideration is given to the fundamental cause of the existing gap between the kindergarten and the primary school.

This cause embraces more than the difference in methods or in phraseology between the two, since it deals directly with the ideals which have shaped the course of each. Kindergartens were introduced into this country while the schools were steeped in the formalism of academic education, and for years they stood for an ideal which was opposed in spirit and practice to every tradition of the educational scheme. Naturally they were not looked upon with favor by the educators of that day. Kindergartens were either condemned as harmful or impractical, or else they were looked upon as being good in themselves, but as something entirely foreign to the school as a whole. As long as this attitude existed, there could be no real effort made to combine the two, although there have always been spasmodic local attempts to bring about their union. Usually these attempts have aimed to so change the kindergarten practice that it might be more consistent with the primary-school methods. However, school ideals have been changing, and

while kindergartens have been spreading and growing in numbers and strength, the school system itself has been undergoing a revolution, until now in theory, at least, the two may be said to accept as their basis the same fundamental principles of education. Since this is so, why is there a gap between the kindergarten and the elementary school? In theory there is none; in practice, however, it does exist in the majority of city-school systems, a real menace to the kindergarten, and a cause for much discussion among school men.

We have had much advice. Kindergartners, teachers, superintendents, and even college men, have bent their efforts to secure the desired unity. This advice has been of immense value. It has caused a much-needed awakening in the ranks of the kindergartners, and is probably largely responsible for the revolt against the traditional kindergarten methods, which has led many to the modification of kindergarten practice along the lines of modern child-study and educational philosophy. It has also established a better understanding between the kindergarten and elementary school, and best of all, has brought about a real desire for a closer co-operation.

A careful survey of the subject, therefore, would indicate that since a common view point has been reached that the next step is to make a practical adjustment which shall wisely reconstruct methods on both sides to the end of establishing a connected scheme for education as a whole.

Many of us believe that this will come more quickly, and more intelligently through a closer supervision of both kindergartens and primary grades—a supervision which shall include under one head the direct oversight and management of the kindergartens and at least the first three grades of the elementary school. It is the object of this paper, therefore, to set forth for discussion some of the advantages and disadvantages of such an arrangement.

#### ADVANTAGES TO KINDERGARTEN

The recognition accorded to the kindergarten by this combination would in itself do much to place it upon a firmer basis than it has heretofore occupied. To place it in the position of one of the grades of a school, instead of a separate department, would imme-

diately insure for it a public recognition which would go far toward bridging the gap between it and the first grade. As part of the primary school, there would at once arise the desire on both sides for a closer union. A desire which should stimulate a closer study of the aims and function of each, and which would furnish that real incentive for necessary adjustment and mutual modifications.

This broadening of the educational horizon of the kindergartners should break down any tendency toward that exclusiveness with which they have been charged, since it would force upon them the conception of the whole scheme of education, and would therefore help them to see the kindergarten in a truer relation to the school in general.

Such a supervision could also, without harm to the kindergarten, practically modify many of its methods to fit the requirements of the succeeding grades. Some of these modifications may be considered under the following heads:

1. *A better selection of subject-matter for the kindergarten program.*—This should provide that those interests, both in nature and human nature which are fundamental to man, should form the basis for the program, and further that these interests should be considered in the light of the child's environment and his stage of development. This would give a more logical foundation for the primary course of study than would a program built on Froebel's *Mother-Play* or one which considered only the temporary and fleeting interests of the five-year-old child.

2. *A more systematic attempt to simplify kindergarten handwork, games, and stories.*—Much of the handwork or so-called occupation work of the kindergarten is too complicated in execution and finish for the four- and five-year-old children. All kindergarten work should be so simple and crude that the children would be able to construct it without so much personal supervision as is now given. Primary teachers complain, and justly so, that kindergartners can procure from their children results which they cannot secure from those who are two or three years older. It would be, therefore, of immense help in establishing handwork in the primary school if a supervisor could suggest occupations which would allow for much independent work in the kindergarten, and thereby prepare the children to execute without much help most of the

constructive work planned for the first grade. Most primary teachers have too many pupils to allow them to give the time for personally supervised handwork; therefore, they leave it out entirely, or substitute so-called busy-work, which often provides only a means of activity without taking into account educational values.

There should also be provided a better selection of games for the kindergarten; a selection which should recognize the racial instincts of the child, and which should be better suited to his physical needs.

Stories, too, need modifying along these same lines. Many of the kindergarten stories now used are too long and complicated as to plot and interests.

3. *Consideration as to the use of tools.*—Many of the same tools used in the kindergarten are also employed in the grades, such as pencils, scissors, and paint brushes. Provisions should be made whereby kindergarten children shall be given the correct method of holding, and using these tools, thus forestalling the possibility of primary teachers having to break up bad habits before they can install good ones.

These points may be said to deal with the kindergarten curriculum, if such a term may be applied to the work of such tiny children. There are, however, many adjustments on the administrative side which may be made by a supervisor to the great benefit of the kindergartens and the school.

She may arrange certain reports for the kindergarten children that shall give to the first-grade teacher a basis for grading the incoming class. These reports should give the length of attendance, the ability and physical and mental development of each child who is promoted. This would be of distinct advantage to the child, since it would make it possible to adapt the first-grade work to his ability from the beginning of his primary career; and besides, it would protect the reputation of the kindergarten by furnishing information to the primary teacher which would enable her to realize that there is a big difference between the child who has had two years in the kindergarten, and one who has spent only a portion of that time there. At present, there is a general tendency to average the attainments of all kindergarten children without any consideration as to the time spent by each one in the kindergarten,

with the very natural consequence that there is a decided lowering of the standard of kindergarten results.

The supervisor can also provide some means whereby age alone shall not determine promotion to the first grade. There are often children of six years who are not fitted, either mentally or physically, to do the prescribed first-grade work in a year, and for their own good they should at least be allowed to stay in the kindergarten until they are more developed. This would be an immense help to the first grade teacher, and would prevent the many cases of discouragement and confusion on the part of slow or backward little ones, who are often injured for years by forcing.

She could make, too, some provision for the promotion of such teachers as are not fitted for kindergarten work to the grades where they can be reasonably successful; and also see to it that when a kindergartner shows herself capable of larger responsibilities she shall have a chance of advancement to such school offices as are open to the rank and file of the grade teachers.

#### ADVANTAGES TO THE PRIMARY SCHOOL

The advantages to the primary school would be similar in character to those just stated; they would follow the same general heads with such modifications as were desirable to bring about the adjustment from the school side.

The installation of the kindergarten as part of the school system would place it in such direct relation with the grades that the opportunity for the spreading of the kindergarten spirit would be much increased. This would benefit the primary school immeasurably for, not only has this spirit, which has been called by someone the "mother spirit," accomplished much in bringing about the newer ideals of education, but it must become even more dominant before we can bring about a greater spontaneity in the grades.

The association of primary and kindergarten teachers, especially if this be accomplished by joint meetings presided over by the supervisor, will in time eliminate the prejudice which has held many school people from a better understanding of kindergarten aims and practice. There are also many definite adjustments on the part of the primary grades, which the supervisor may deem as necessary as the adjustments from the kindergarten side. Some of these are as follows:

1. A scheme should be outlined for a course of study which shall take cognizance of the development which the kindergarten child receives before he enters the first grade. It is generally admitted that he has a better use of his hands, but it is seldom that any provision is made for the use of the interests and experiences which he has acquired by his months of kindergarten training.

These might be utilized directly in the teaching of all the first grade technical studies especially reading; and it should be the supervisor's business to suggest means and methods by which this fund of material shall be utilized and turned to account.

It is the author's opinion, indeed, that at this point might be made the truest connection between the kindergarten and the elementary schools since it is essential that primary teachers shall feel that the kindergarten prepares directly in some manner for the prescribed work of their grade.

2. Such a course of study should be a direct outgrowth of the kindergarten program.

The same interests which dominate the child in the kindergarten are keenest in the life of the primary child, and a conscious provision for meeting these interests could be devised by the supervisor.

3. Selection of appropriate games and stories. In the same manner she could outline primary games and suggest stories suitable for the developing and enlarging interests of the maturing child.

4. *Selection of kindergarten materials and methods for primary school.*—There are many kindergarten materials, and some methods which are applicable to the grades above the kindergarten. These could be selected and incorporated into the practice of the primary school by a competent supervisor, who could outline a course in handwork, for example, which should take into consideration the ability which the children have acquired in the kindergarten, besides providing for a consistent development of manual dexterity and artistic appreciation, through the succeeding grades.

#### ADVANTAGES TO THE SCHOOL

Since the advantages suggested as accruing to kindergarten and primary school would affect the entire school, it is not necessary to consider this side of the question at any great length. There are a

few financial considerations, however, which might carry weight with a school board.

In the first place there would be a saving in salary by the merging of the positions of kindergarten and primary supervisor.

The average salary for primary supervisor seems to be about two thousand dollars per annum, while kindergarten supervisors will probably average one thousand; in the event, therefore, of a school system employing both, the combined salary for supervision would be approximately three thousand dollars. By combining the two offices, this should be reduced considerably. An opinion only can be ventured on this point, since it has been impossible to find any statistics in regard to such a salary, the only city reporting a system of kindergarten and primary supervision being Rochester, which in 1905 paid a salary of two thousand dollars to its supervisor of kindergarten and primary grades. If an adjustment, however, were made on the basis of a 25 per cent. increase, which would seem a fair estimate of the worth of the added work, there would still be a saving of five hundred dollars.

A supervisor who had in her hands the equipment and furnishing of both kindergarten and primary grades, should be able also to make a better adjustment of the cost of each, bringing the expense of the kindergarten into a better relation to that of the school. This could be done by selecting cheaper materials which would serve the same purpose as those which are commonly used in kindergartens and by reducing the expense of all materials for hand work by buying substantially the same things for both kindergarten and primary grades.

She should also be able to arrange a better salary schedule and better hours of teaching for the kindergarten teachers, thus putting them on a fairer salary basis than they occupy now in many cities.

#### DISADVANTAGES TO KINDERGARTEN AND SCHOOL

On this side of the question there is one problem so serious that it should be given perhaps the most careful consideration of any item in the whole subject. As this grows out of present conditions it may be looked upon as temporary, but for the time being it embodies real danger, which should be fully realized before the scheme under discussion is accepted.



The problem is to find a person whose training has been such that she could supervise both kindergarten and primary schools with equal success.

While there are many courses in education offered by universities and normal schools which should fit one without any special preparation in methods, to plan a course of study for children between the ages of four and ten, still as all the tendency in the past has been toward specialization, it would be almost impossible to secure anyone who would not be biased in favor of either the kindergarten or the primary school. In either case, a chance for grave mistakes and actual danger is imminent.

If the supervisor chosen be a kindergartner, she might actually damage the kindergarten cause by forcing upon primary teachers kindergarten methods before they have accepted kindergarten principles. There are many methods suitable for kindergarten children which may be really detrimental to older children by retarding them on the play-stage of their development; and to introduce these into the primary school would be premature and unwise, and would be apt to arouse an antagonism on the part of the primary teachers which would defeat the very object for which the supervisor is working.

Then, too, she might not possess either the knowledge or ability which would enable her to shape the primary course of study from the technical side, and her ignorance in this respect and inability to provide practical help and suggestions would give her only a half-hold on the situation.

She might have the wisdom of Solomon in selecting profitable busy work, suitable stories, or educational games which are applicable to the primary grades, but unless she could meet her problem on all sides by having a knowledge of education in its broadest sense, she would be building a structure which would not stand beyond the reign of her personal influence. The hand work might be accepted, her stories told, and her games played, her suggestions being accepted even with enthusiasm, but it would be like building a house upon the sands for it would be the establishment of methods without the groundwork of principles. As a permanent adjustment such work could have no lasting hold on either teacher or school.

On the other hand, a supervisor who has been trained in, and all of whose experience has been along, primary lines, might work untold harm to the kindergarten.

If she has no knowledge of what the kindergarten is trying to accomplish; if to her eyes kindergarten procedure is play which leads only to a disorder of thinking, and a lawlessness of conduct, she would be almost sure to attempt a connection between the kindergarten and the school by shaping the former to the general conduct of the latter. Formal school discipline might be demanded, and training along technical lines so unduly emphasized that the kindergarten would degenerate into a sub-primary school, the maintenance of which would probably not be worth either the time or the money expended.

Under either of these circumstances, it would undoubtedly be better to employ a separate supervisor for each department, since it would be infinitely better to keep the two apart than to retard their ultimate consolidation, by forcing premature or unwise adjustments upon either.

Aside from such possible danger, however, there would seem to be no real advantage to be gained from such a separation.

It is true that such a division might so lighten the duties of each supervisor that she would have more time for specialization, or fuller preparation in her chosen line. It would also allow her to give more individual help to her teachers, a certain amount of which is necessary to any successful supervision.

It is equally true, however; that unless the two supervisors were both unusually interested in bringing about the union of their departments, and could bring to the solution of their problem a certain amount of knowledge which would enable each to know the educational value of the work of the other, we should still be to some extent in the condition which we now deplore. It is not only necessary that practical connections should be devised, but someone must have the authority to enforce them, before any permanent unity between the kindergarten and the primary school can be fully established.

#### A PRACTICAL DEMONSTRATION

It is unfortunate that this experiment of having one supervisor for both kindergarten and primary schools has not been attempted

in enough cities to enable us to form an average of results. It is encouraging, however, that it has proved successful in most of the places where it has been tried long enough to have passed the experimental stage. As Rochester is the best example of what has been done along this line, it will be permissible perhaps to use it as a practical illustration of what may be accomplished.

There is no question in Rochester as to whether the kindergarten is a part of the schools. It is considered as necessary as the first grade, and every building has its large, especially planned kindergarten room, where morning and afternoon sessions are held. Nor is the kindergarten spirit confined to the kindergarten room. It dominates the entire system, even the high schools, and has been largely responsible for the creation of the splendid ideal of the Rochester schools.

This has been brought about by the close association of teachers and kindergartners, by the successful joint meeting of the two departments, and, most of all, by the plan which has provided for the promotion of kindergarten teachers to the grades, even to principalships, Rochester having the unique distinction of having placed two such teachers in charge of grammar-school buildings.

In short, Rochester seems to have evolved by this joint supervision a practical and successful co-operation of the kindergarten and the primary school, and it is to be hoped that her example will encourage other city school systems to try the plan as rapidly as they can secure supervisors whose training has fitted them to handle successfully both sides of the problem.

## REPORT OF THE SECRETARY

### I. THE WASHINGTON MEETINGS, FEBRUARY 24 AND 26, 1908

*General topic:* "The Relation of Superintendents and Principals to the Training and Improvement of Their Teachers."

#### ANALYSIS OF THE GENERAL PROBLEM

- A. The problem—its nature, conditions, and causes.
- B. The solution—chief modes.
  - I. By efficient supervision:
    - 1. Fundamental principles and guiding ideals.
    - 2. The need of superintendents and principals who are masters in the art and science of education.
    - 3. The most effective methods of supervision now in practice.
  - II. By voluntary work—best forms now in practice.
  - III. By required work:
    - 1. In rural-school systems.
    - 2. In city-school systems.
  - IV. By work stimulated by advance in salary or position:
    - 1. Advance based upon promotional examinations.
    - 2. Advance based upon completion of accredited courses of study.
  - V. Miscellaneous:
    - 1. Special courses of study for teachers in service; credit to be given in normal schools and colleges for completion of these non-resident courses.
    - 2. The use of educational publications.
      - (a) By the general educational press.
      - (b) By normal schools and colleges.
    - 3. An eligible waiting-list determined by accepted evidence of preparation and cadet teaching.
    - 4. Leave of absence with or without pay.
- C. The problem and its solution from the teacher's point of view.
  - I. The need, spirit, and attitude.
  - II. The problem of time, energy and expense.
  - III. Freedom of individuality under supervision.
- D. Academic professional preparation before entering service in its relation to progress under superintendent or principal.

Discussion was based upon the Society's *Seventh Yearbook*, Part I. The following programs of ten-minute discussions were carried out:

## PROGRAM FOR MONDAY, FEBRUARY 24, 7:45 P. M.

STRATTON D. BROOKS, *Presiding*.

Introduction of the Subject.

CHARLES D. LOWRY, District Superintendent of Schools, *Chicago*.

"A Survey of the Subject as Derived from a Study of Reports from Superintendents and Principals."

JOSEPH S. TAYLOR, District Superintendent, *New York City*.

"Methods of Supervision by the Principal Compared with the Methods of Supervision by the Superintendent."

W. L. STEPHENS, Superintendent of Schools, *Lincoln, Neb.*

"Salary as Affected by Professional Improvement. The Lincoln Plan."

J. STANLEY BROWN, Superintendent Township High School, *Joliet, Ill.*

"The Qualifications of Superintendents and Principals as Affecting the Solution of the Problem."

ALBERT S. COOK, Superintendent of Schools, *Baltimore County, Md.*

"The Improvement of Teachers through Supervision in the County Schools of Maryland."

CLARENCE F. CARROLL, Superintendent of Schools, *Rochester, N. Y.*

"Advantages of the All-Day Grade Institute."

ADA VAN STONE HARRIS, Supervisor of Kindergartens and Primary Education, *Rochester, N. Y.*

"The Problem and Its Solution as Seen by the Primary Supervisor."

FRANK W. COOLEY, Superintendent of Schools, *Evansville, Ind.*

"How Secure Continuous Professional Growth of Teachers, thus Preventing Arrested Development."

F. LOUIS SOLDAN, Superintendent of Schools, *St. Louis, Mo.*

"Individual Freedom and Initiative as Factors in Improvement of Teachers."

## PROGRAM FOR WEDNESDAY, FEBRUARY 26, 4:30 P. M.

REUBEN POST HALLECK, Principal Boys' High-School, *Louisville, Ky.*

"The Superintending of High-school Teachers."

GEORGE E. GAY, Superintendent of Schools, *Haverhill, Mass.*

"The Superintendent's Opportunity and Obligation to Assist His Teachers in Both Instruction and Management."

GERTRUDE EDMUND, Principal Training School for Teachers, *Lowell, Mass.*

"The Training and Improvement of Young Teachers during Their Period of Probation."

CHARLES MCKENNY, President State Normal School, *Milwaukee, Wis.*

DAVID FELMLEY, President Illinois State Normal University.

JOHN R. KIRK, President State Normal School, *Kirksville, Mo.*

"The Relation of Academic Professional Preparation before Entering Service to Satisfactory Progress under the Superintendent or Principal."

EDWARD C. ELLIOTT, University of Wisconsin.

"The Educational Seminar for Teachers in Service."

GEORGE A. BROWN, Editor *School and Home Education, Bloomington, Ill.*

"The Use of the Educational Press by Superintendents and Principals."

H. A. HOLLISTER, High-School Visitor, University of Illinois.

"The Advancement of Teachers through Supervision."

JOHN W. COOK, President State Normal School, *DeKalb, Ill.*

"The Importance of Abundant Life, Energy, and Spirit."

F. B. DYER, Superintendent of Schools, *Cincinnati, Ohio.*

"The Cincinnati Plan."

*General discussion:* Superintendent H. M. Slauson, Ann Arbor, Mich., Professor George D. Strayer, Columbia University, and Superintendent Charles E. Chadsey contributed some valuable additions to the general discussion.

The discussion carried far beyond the time for closing, but still there were several who were unable to present the special consideration of the problem they had come prepared to give.

## II. BUSINESS

The President called attention to the importance of members having their public or school libraries buy the bound sets of the *Yearbooks*. Each of the two sets now bound covers a period of five years, and can be had at cost of associate membership for period covered.

The following committees were announced:

### (1) COMMITTEE ON VOCATIONAL STUDIES FOR COLLEGE ENTRANCE CREDIT

C. A. HERRICK, director of School of Commerce, Central High School, Philadelphia, *chairman*.

PAUL H. HANUS, professor of education, Harvard University.

VIRGIL PRETTYMAN, principal Horace Mann High School, Teachers College, Columbia University.

A. S. WHITNEY, professor of education, University of Michigan.

W. J. S. BRYAN, principal Central High School, St. Louis.

W. A. SCOTT, director course in commerce, University of Wisconsin.  
FRANK V. THOMPSON, principal High School of Commerce, Boston.

## (2) COMMITTEE ON CERTIFICATION OF TEACHERS

J. STANLEY BROWN, superintendent of Township High School, Joliet, Ill.,  
*chairman.*

ELLWOOD P. CUBBERLEY, professor of education, Leland Stanford Jr. University.

WALTER E. RANGER, state commissioner of public schools, Providence, R. I.

A. CASWELL ELLIS, associate professor of the science and art of education,  
University of Texas, Austin, Tex.

(Vacancy for fifth member not filled.)

Persons elected to active membership were:

BIRD T. BALDWIN, professor of psychology and education, State Normal  
School, West Chester, Pa.

JULIAN A. BURRUS, director of manual arts, Richmond Public Schools,  
Richmond, Va.

JACOB H. CARFREY, superintendent of schools, Wakefield, Mass.

MARGARET GIDDINGS, supervisor of kindergartens and first grades, Denver, Col.

H. E. GILES, superintendent of schools, Hinsdale, Ill.

JOSEPH M. GWINN, professor of education, Tulane University, New Orleans,  
La.

SAMUEL E. HARWOOD, professor of pedagogy and training, Southern Illinois  
State Normal University, Carbondale, Ill.

WALTER R. HATFIELD, public school principal, Chicago, Ill.

EDWIN A. KIRKPATRICK, head of department of psychology and child-study,  
State Normal School, Fitchburg, Mass.

HARRIET M. MILLS, New York Froebel Normal, New York City.

HARVEY C. MINNICH, dean State Normal College, Miami University, Oxford,  
Ohio.

WALTER E. RANGER, state commissioner of public schools, Providence, R. I.

JOSEPH ROSIER, superintendent of schools, Fairmount, W. Va.

LYNN M. SAXTON, instructor in City College, New York City.

C. E. WARRINER, superintendent of schools, Saginaw, Mich.

ARCHIBALD C. WILLISON, superintendent of schools, Allegany County, Cum-  
berland, Md.

HENRY S. YOUKER, superintendent of schools, Grand Rapids, Wis.

The committee on nominations, consisting of Walter E. Ranger, F. Louis Soldan, William E. Hicks, Frederick E. Bolton, and Edward F. Buchner, reported as follows:

*For president*—CHARLES MCKENNY, State Normal School, Milwaukee, Wis.

*For secretary-treasurer*—MANFRED J. HOLMES, State Normal University, Normal, Ill.

*For members of the Executive Committee*—C. F. CARROLL, superintendent of schools, Rochester, N. Y., and W. S. SUTTON, University of Texas, Austin, Texas.

The report of the nominating committee was adopted and the nominees declared elected.

Superintendent J. H. Van Sickle was appointed chairman of a committee to make such arrangements as might be necessary for a joint session with the Education Section of the American Association for the Advancement of Science, to be held at Baltimore next December.



## III. FINANCIAL STATEMENT FOR YEAR ENDING DECEMBER 31, 1907

*Ordinary Expenses*

Debtor to University of Chicago Press:

To printing <i>Sixth Yearbook</i> , Part I.....	\$204.46	
To mailing <i>Sixth Yearbook</i> , Part I, postage, etc.....	20.39	
To printing <i>Sixth Yearbook</i> , Part II.....	328.73	
To mailing <i>Sixth Yearbook</i> , Part II, postage, etc.....	23.50	
		<u>\$577.08</u>

Debtor to Secretary's Expenses:

To clerk, office help, and supplies.....	\$103.30	
To traveling expenses, including Los Angeles trip.....	185.30	
To printing and stationery.....	44.50	
To postage and express.....	56.30	
To telephone and telegraph messages.....	6.25	
To salary as appropriated by Society.....	100.00	
		<u>495.65</u>
		<u>\$1,072.73</u>

*Ordinary Income*

Credit thru the University of Chicago Press:

By balance in favor of the National Society, Dec. 31, 1906.....	\$ 70.39	
By balance due National Society from sales of books.....	258.99	
		<u>\$329.38</u>

Credit thru the Secretary-Treasurer:

By balance per statement December 31, 1906.....	\$222.51	
By 147 active memberships.....	\$441.00	
By 94 associate memberships.....	94.00	
	<u>535.00</u>	
By books and exchange.....	2.47	
		<u>759.98</u>
		<u>1,089.36</u>
Balance of credits over debits...		<u>\$16.63</u>

*Extraordinary Expenses*

Debtor to University of Chicago Press:

To reprint from plates 500 copies <i>Third Herbart Yearbook</i> and supplement.....	\$ 77.95	
To reprint <i>First Herbart Yearbook</i> , 600 copies .....	232.47	
		<u>\$310.42</u>

## SUPPLEMENTARY STATEMENT

Between January 1, 1908, and February 17, 1908, receipts from dues have amounted to \$343.00. This somewhat more than covers indebtedness to date. No statement from the University of Chicago Press is available to show sales between these dates. Such statement would no doubt show quite a sum to the credit of the Society.

The National Society is accumulating considerable property and business interests as a desirable foundation for carrying on studies and investigations that call for use of more money than has been available heretofore. The constitution should be amended creating trustees or directors to properly care for these interests.

The property is in *Yearbooks* and plates. The most of the books will ultimately be sold. A safe estimate of the royalty value of these books is over \$3,000.00. There are in addition to this many thousand pages of electrotpe and stereotype plates. The University of Chicago Press has cultivated the general market for the books and the income through the general trade channels is increasing yearly.



**PUBLICATIONS OF THE NATIONAL HERBERT SOCIETY** (now THE NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION):

<b>First Yearbook, 1895.</b> —Pressing Problems, C. De Garmo; Concentration, F. McMurry; The Culture Epochs, C. C. Van Liew; Course of Study in Primary Grades, Mrs. Lida B. McMurry. Second Edition (Revised 1907). <i>Net</i> , 75 cents; postpaid . . . . .	\$0.79
<b>First Supp. to First Yearbook.</b> —Discussion of the above topics. <i>Net</i> , 25 cents; postpaid . . . . .	.28
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<b>Second Yearbook, 1896.</b> —Isolation and Unification, E. E. White and C. A. McMurry; The Culture Epochs, H. T. Lukens, Seeley, Felmley, Hinsdale, and others; Literature in the High School, J. R. Colby. <i>Net</i> , 75 cents; postpaid . . . . .	.80
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<b>Fourth Yearbook, 1898.</b> —Knowledge and Will, J. Seth; The Social Function of United States History, J. B. McMaster, M. G. Brumbaugh, and F. Blair; The Social Function of Geography, S. Trotter and W. M. Davis; The Discussions at Chattanooga, February, 1898. <i>Net</i> , 75 cents; postpaid . . . . .	.79
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Price for set of five Yearbooks and six Supplements, 1,040 pp., 8vo, cloth, <i>net</i> , \$5; postpaid . . . . .	5.32

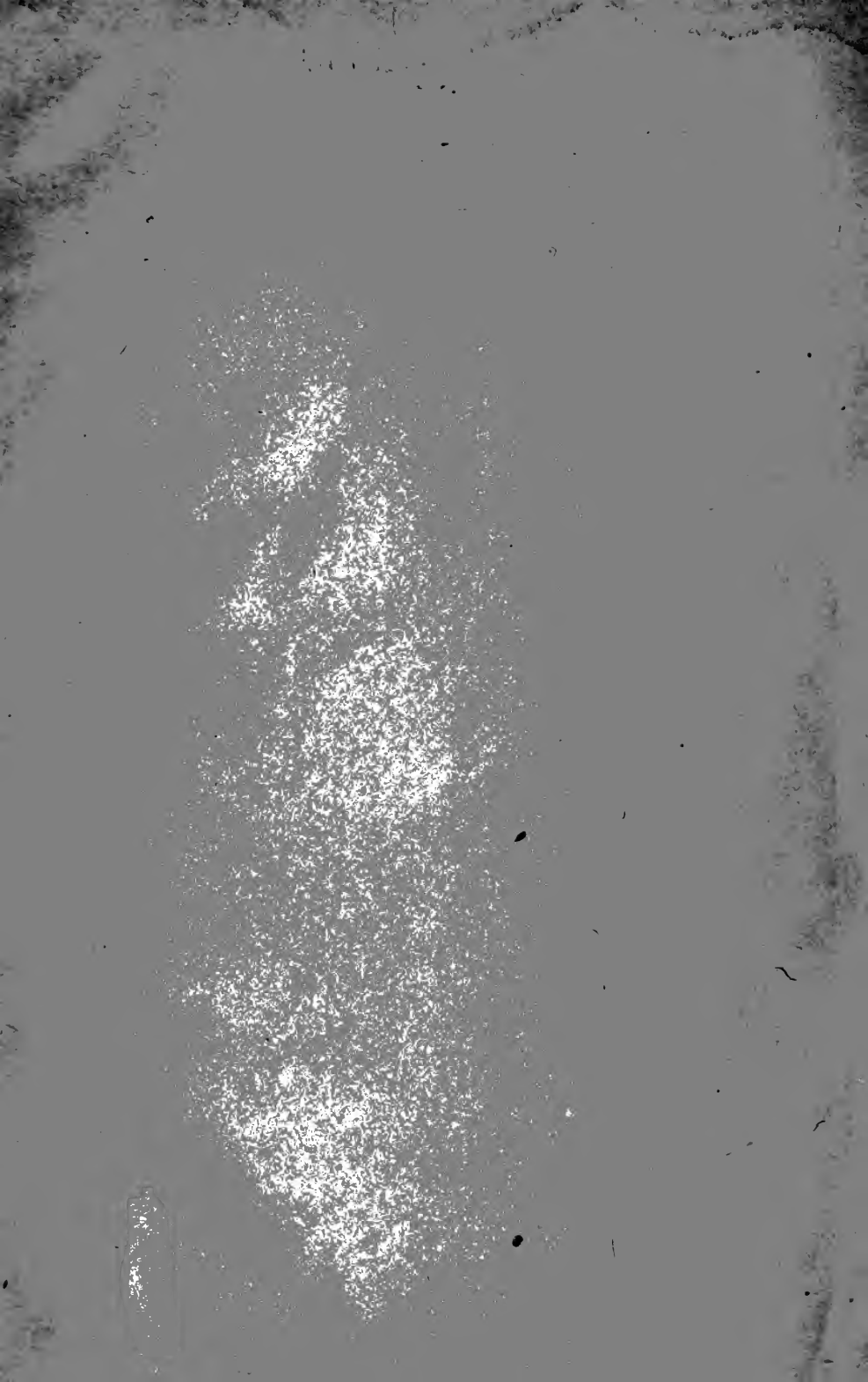
**PUBLICATIONS OF THE NATIONAL SOCIETY FOR THE SCIENTIFIC STUDY OF EDUCATION** (formerly THE NATIONAL HERBERT SOCIETY):

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<b>First Yearbook, 1902, Part II.</b> —The Progress of Geography in the Schools, W. M. Davis. <i>Net</i> , 50 cents; postpaid . . . . .	.53
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<b>Second Yearbook, 1903, Part II.</b> —Relation of Theory to Practice in Teaching. By Felmley and Seeley. <i>Net</i> , 50 cents; postpaid . . . . .	.53
<b>Third Yearbook, 1904, Part I.</b> —The Relation of Theory to Practice in the Education of Teachers. By John Dewey, Sarah C. Brooks, F. M. McMurry, <i>et al.</i> <i>Net</i> , 50c. pp. . . . .	.53
<b>Third Yearbook, 1904, Part II.</b> —Nature Study. By W. S. Jackman. <i>Net</i> , 75 cents; postpaid . . . . .	.80
<b>Fourth Yearbook, 1905, Part I.</b> —The Education and Training of Secondary Teachers. By E. C. Elliott, E. G. Dexter, M. J. Holmes, <i>et al.</i> <i>Net</i> , 75 cents; postpaid . . . . .	.80
<b>Fourth Yearbook, 1905, Part II.</b> —The Place of Vocational Subjects in the High-School Curriculum. By J. S. Brown, G. B. Morrison, and Ellen H. Richards. <i>Net</i> , 50 cents; postpaid . . . . .	.53
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<b>Sixth Yearbook, 1907, Part II.</b> —The Kindergarten and Its Relation to Elementary Education. By Ada Van Stone Harris, Edwin A. Kirkpatrick, Maria Kraus-Boelté, Patty S. Hill, Harriette Melissa Mills, and Nina C. Vandewalker. <i>Net</i> , 60 cents; postpaid . . . . .	.65
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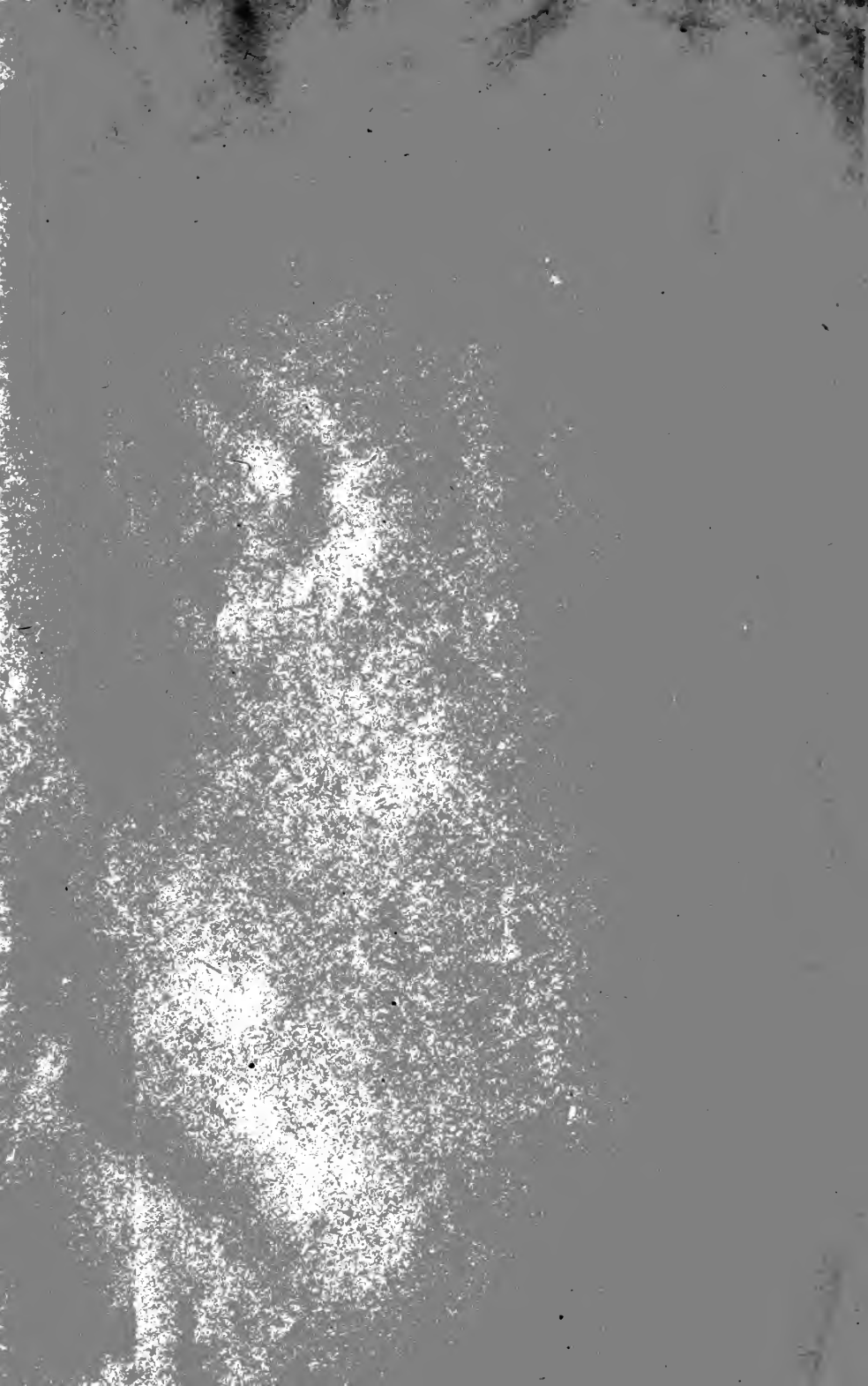
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