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AN EVALUATION OF KINDERGARTENPRIMARY COURSES OF STUDY IN TEACHER-TRAINING INSTITUTIONS

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AN EVALUATION OF KINDERGARTEN-PRIMARY COURSES OF STUDY IN TEACHER-TRAINING INSTITUTIONS.

INTRODUCTION.

NEW TASKS FOR TEACHER-TRAINING INSTITUTIONS.

The varied courses of study that teacher-training institutions now offer show that these institutions are actively cooperating in the movement to place school work on a more scientific basis. The modern school has accepted the principle that education is effective only as it is organized to meet children's needs and interests. The increasing specialization in the work of the school which the acceptance of this principle calls for has made the training of teachers for specific lines of service necessary. The lack of adequate adjustment on the part of the training schools to meet the demand for such teachers has been one of their weaknesses. The present effort to raise the standards of work are largely directed to making more adequate adjustments possible.

DIFFERENTIATION IN COURSES OF STUDY AN EVIDENCE OF PROGRESS.

The lines of work for which specially trained teachers are needed depend upon the extent to which the work of the schools has been differentiated. In the early years little special training was needed for work in the elementary school, since the children were divided into only two main groups-those comprising the primary grades on the one hand and the grammar grades on the other. As time passed three groups were formed-the primary, intermediate, and grammar. The addition of the kindergarten at the lower end of the scale, and the substitution of the junior high school for the grammar grades at the other, have led to a new grouping-one that gives a real basis for specialization since each of the groups represents a distinct type of work. The first group includes the kindergarten and the first two, or perhaps three, grades; the next, the grades from the third to the sixth; and the last, those that constitute the junior high school. That the work of these three groups is sufficiently differentiated to need special training is self-evident, and courses for the training of teachers for them are now given in over 80 of the Statesupported teacher-training institutions.



SPECIAL TRAINING FOR TEACHERS OF HANDICAPPED CHILDREN.

There are other lines of specialization, however, than those that depend upon differences in age. Some of these result from the present emphasis on health. There is a great demand at present for teachers who can supervise physical education, and health instruction, and those who can carry on fresh-air schools for children who need this form of treatment. Teachers with special training are needed also for children who are handicapped by defective sight or hearing. Such children have been segregated in institutions in the past, and the institutions trained their own teachers. The present tendency to organize special classes for such children in the public schools places the responsibility for providing teachers for them upon the regular teacher-training institutions. Thus far only a few institutions have undertaken this task. Special training is also needed for children who are mentally handicapped. Practically all up-to-date schools now have classes for backward and retarded children, with teachers especially trained to make the work as effective as possible.

These facts show that the progress of the schools throughout the country depends in large measure upon the adequate functioning of the teacher-training institutions. That they realize this, and are already giving many special courses of study, is shown by their catalogues. The possibilities of a larger service are seen in the fact that over 90 State-supported institutions have already been authorized to lengthen their courses. These institutions are at present in a state of transition, and many are working upon these problems with a view to more comprehensive work later.

CURRENT EDUCATIONAL THEORY IMPLIES EMPHASIS ON THE BEGINNINGS OF SCHOOL WORK.

The conception of education as a response to children's needs and interests implies attention to the beginning work and special training for the teacher who has charge of it. The school authorities of the past were very slow to recognize the importance of the beginning work and to provide the conditions that make good work possible. The teacher-training institutions also were slow to recognize the need of special training for primary teachers, and those who wished training in primary methods had to seek it in summer schools and institutions until the regular teacher-training schools met the need. These conditions have prevented early school work from being as good as it might be and should be. It is the recognized need of strengthening this phase of work that has been one factor in the adoption of the kindergarten as a part of the school system.



Too often, however, the work of the kindergarten has not been organically related to that of the work that followed, and the principles which the kindergarten illustrated were not applied as they should have been to the work beyond the kindergarten. This was due in part to the fact that kindergarten teachers and grade teachers were trained separately, instead of together, and that both lacked a common viewpoint. A marked advance has been made in recent years by combining the separate kindergarten and primary courses into kindergarten-primary courses. In 1913 there were 39 State teacher-training institutions that gave kindergarten courses. Of these, but one was listed as a kindergarten-primary course. In 1922 there were 83 State institutions that gave some measure of kindergarten instruction, and more than 60 were specifically designated as kindergarten-primary courses.

The fact that both kindergarten and primary teachers now understand both phases of work is already producing results in the strengthening of the work of the early years. In the most progressive schools the first-grade rooms are provided with movable furniture, so that the children may have opportunities for the several forms of activity; the curriculum has been reorganized to meet their needs more fully; and the methods now in use make provision for children's initiative and self-expression. In many cities the children in both kindergarten and first grade are divided into slow, medium, and fast-moving groups, so that the needs of each group may be more fully met. The work is being further strengthened by placing that of the kindergarten and primary grades under the same supervisor. Of 120 cities that reported kindergarten supervision in 1922, over half reported that the supervision of both kindergarten and primary grades was in the hands of the same person. These movements for the improvement of the beginnings of education constitute one of the results of the increasing acceptance of the principle that education is successful only as it is adjusted to the needs of the individuals for whom it is intended.

IMPORTANCE OF THE KINDERGARTEN-PRIMARY COURSES OF STUDY.

Whether the work at the beginning is strengthened to the extent that it should be will depend very largely upon the organization and content of the kindergarten-primary courses of study given in the teacher-training institutions. These courses are all more or less new and present many problems. Nearly all are still in the experimental stage, and there is little precedent for determining such questions as the number of grades to include with the kindergarten, what proportion of the course to devote to the needs of children of kinder-



garten age, and to those of the children in the primary grades, respectively. That the organization of such courses furnishes a real problem is shown by the number of requests for suggestions on this point that come to the Bureau of Education. Many such requests have come from institutions that are now increasing the length of their courses to three or four years.

In order to give the suggestions needed it was necessary to gain a knowledge of the courses now in existence. Requests for catalogues were therefore sent to all the institutions that give kindergarten or kindergarten-primary courses of study-whether, private or supported by city or State funds. The returns were far from complete, but sufficient to serve as a basis for some valid conclusions. Of the 22 city institutions that offer kindergarten instruction, only 7 sent catalogues, and it was therefore impossible to draw general conclusions concerning the nature of the kindergarten instruction in this group. Of the 49 private institutions responding, only 37 sent catalogues, and of this number 8 were so indefinite in their statements that they were valueless for the purposes of this study. The courses in the 29 remaining private schools varied so that no conclusions could be drawn from the group as such, but they gave valuable suggestions for the inquiry as a whole. Of the State institutions supplying catalogues, 75 have courses derignated as kindergartenprimary courses. These, with two city training-school courses and those in the private institutions, over 100 in all, constitute the basis for the conclusions here presented.

The courses of study in question show a wide variety. Some of them, about a fourth, are very good both on the kindergarten and primary side; a larger proportion, perhaps one-half, are only fair as to the kindergarten phase, but good as to the primary phase. The remainder make very little provision for the kindergarten children, and devote almost the whole time to the work of the grades.1 This judgment is based on the extent to which the courses serve the purpose for which they were organized, i. e., that of giving teachers the special training required for successful work with children in the kindergarten and early primary grades. It was the idea of providing such training for the whole period that brought the kindergarten-primary courses into existence. The kindergartens of the country enroll more than a half million children. If their interests are to be safeguarded, many of these courses need to be materially improved on the kindergarten side. To have kindergarten-primary courses instead of separate courses is a step in advance, provided that the work for each group is as well done as it is when the courses are



¹ Material assistance in the classification of these courses was given by Miss Harriet E. Howard, former specialist in kindergarten education

separate. The fact that a number of the kindergarten-primary courses are very good, both on the kindergarten and primary side, shows that the organization of such courses presents no special difficulties.

TIME SAVED BY COMBINING THE INSTRUCTION FOR BOTH GROUPS.

Combining the training for children of both kindergarten and primary ages into one course of study may seem to require more time than separate courses for each, because the period covered is a longer one. This is offset, however, by organizing the courses into Both the kindergarten and primary grades use the same educational means-play and games, the several types of handwork, music, and language. In a combined course the work in each of these subjects should begin on the level of the kindergarten children and be carried forward to meet the needs of the children in the pri-This applies equally to courses in educational mary grades also. theory and methods. Such courses should be followed by special courses adapted to the needs of the youngest as well as the oldest children. A course in language, for example, beginning with the needs of the children of kindergarten age and carried forward to include those of the older children, should be followed by special work in the technique of reading, writing, etc. A course in handwork might need special work at the upper end, and would need considerable special work to adapt it to the needs of the youngest children. It is needless to say that such an organization of the work would be of far greater value to students than separate kindergarten or primary courses, since it would enable the teachers of the children in the kindergarten and of those in the primary grades to see their own work in relation to that of the other, and to the educational process as a whole.

GRADES TO BE INCLUDED IN A KINDERGARTEN-PRIMARY COURSE OF STUDY.

The question of the number of grades that can be combined with the kindergarten without weakening the work at one end or the other has not yet been fully decided. The idea that brought such a course of study into existence is that the years from 4 to 8 constitute one psychological period, and that the work of this period represents a distinct type. It is because it is different that the teacher needs special training for it. According to this idea the kindergarten and the first two grades, which are included in this period, belong together. Whether the third grade should be included is a question upon which there is as yet no general agreement. The work of this grade is a transition from the undifferentiated work

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of the second grade to the highly differentiated curriculum of the fourth and fifth grades. In many of the courses covered by this inquiry the third grade is included, and in some, the fourth also. It is the effort to include so long a period that is responsible for inadequate provision for the youngest children. Some of the courses are in reality primary courses only, with only enough work adapted to the youngest children to give the primary work a slight kindergarten flavor. Some of the catalogues frankly state that their courses are not intended to train kindergarten teachers but only to improve the quality of the primary work. Any attempt to improve the primary work deserves commendation, but it is fair to ask whether such a course as the one here indicated would not do this effectively. This raises an important question. Students who complete special courses in State institutions receive diplomas that lead to a legal qualification to teach grades of work covered by the course taken. If the course is designated a kindergarten-primary course, the students completing it receive diplomas that constitute a legal qualification to teach in kindergarten, although the course may have included but a few hours of work adapted to children of kindergarten age. Is this fair to the children these graduates are to teach? Is it fair to the graduates themselves?

GOOD COURSES SELECTED FOR STUDY.

In order to answer questions concerning the organization of kindergarten-primary courses of study or the improvement of existing courses, it has seemed best to present a number of the best courses found in this inquiry as a basis for the discussion of some of the problems that need consideration. Since the helpasked for comes from different types of institutions all these different: types are represented. The course of each institution is first presented in skeleton form so that the professional phases may be seen in their relation to the whole. A description of these professional subjects is given so that the general nature may be shown. These descriptions were taken directly from the catalogues, with two exceptions. these the notes were somewhat reduced, with the consent of the persons who prepared them. The descriptions are not given in the order in which they appeared in the catalogues. The purpose in giving these was to show the specific kindergarten phases of a kindergarten-primary course. Since it is on this point that the most questions are asked, these are grouped together so that their collective character may appear at a glance. The descriptions are given in the same order for all the institutions so as to make comparisons between them easy. The primary courses are not described because these are generally familiar.



I. REPRESENTATIVE TWO-YEAR COURSES OF STUDY.

COURSES OF DIFFERENT TYPES.

The courses of study selected for discussion differ in important respects. This is due in part to the differences in the institutions which they represent. A State institution must conform to definite requirements which the State makes, and must take definite responsibilities for the educational progress of the State. A city institution must conform to the requirements of the city and take a definite responsibility for its progress. A private institution is less limited in the scope and character of its work but may lack the resources needed for the best work. These conditions affect the organization and control of the courses, the general equipment, the opportunities for observation and practice, the number of students, and the expense of the training given. The different types of courses are given that those interested in each may know something of the conditions of the other, and may, perhaps, profit by a knowledge of the work in a different field.

BASIS FOR THE SELECTIONS MADE.

These courses were selected because each met reasonably the following tests:

- 1. Does it contain the subjects that kindergarten and primary teachers need in order to carry on successful work with young children—such as music, art, nature study, story telling, games, and such courses as psychology, methods in the different subjects, and principles of education?
 - 2. Are the courses in these subjects good in themselves?
- 3. Is equal provision made in each subject for the needs of the children of kindergarten and of primary age?
- 4. Are the professional courses, such as those in psychology and methods, based on the observation of children at the successive stages of their development?
- 5. Are the more elementary professional courses placed early enough in the course to motivate the students work? Is the sequence of these such as to afford opportunity for growth in educational insight and professional spirit?

THE COURSES OF STUDY IN DETAIL.

A STATE TEACHERS COLLEGE COURSD.

FIRST YEAR.

First Term.

Term unit.

1. Music (voice) 1 3 Kindergarten principles 1, child study and observation 4. Technics 1.



Second Term.

7.7	11.15	T-11000	
Term u	nit.	Term u	nit.
1. Psychology 1	1	4. Technics 2	1
2. Reading and speech			1
3 Literature	1	and the second s	
T	iird T	Term.	
Term u		, · Term u	
1. History	1	3. Drawing	1
2. Stories	1	4. Technics 3	1
		.3	
si	ECOND	YEAR.	
	First	term,	
f Term i		Term	unit
	11.		
1. Lower grade methods	1	3. Geography	1
2. Kindergarten teaching	2	4. School management	•
-8	ccond	term.	
		Term	unit
Term	1. 15. 16. 19.		
1. Hygiene (special)	1	3. Kindergarten principles 2	1
2. Primary teaching	1	4. School management	
. 7	hird	Term.	
Term		Term	unit
1. Kindergarten principles 3			
2. American government	1	5. School management	
3. Arithmetic	1		

Descriptive Notes.

These subjects are thus described:

Kindergarten technics 1-3.—Work with play material which aims through actual experimentation in the classroom to familiarize students with the possibilities of the gift material as a medium of expression, and to acquaint them with the respective values of the Froebelian and other selected play materials.

This subject includes a study of the various forms of handwork suitable to young children and the method of presentation in the kindergarten and the primary grades. It includes also a brief survey of the traditional occupations of the kindergarten, experimentation with manual arts materials, and original applications of the principles of fine and industrial arts. Materials used: Clay, paper, cardboard, textile materials, wood, paints, and crayons.

In the courses in games and rhythms a practical study is made of the play instincts of children in relation to the games and rhythms employed in the kindergarten and elementary school, and is given in direct connection with the course in child study. It includes the actual playing of games and practice in directing them.

The course in songs included in kindergarten technics is a study of material and method used in developing tone and rhythm in expression in young children. Through class practice and discussion the student acquires a tested fund of musical material together with principles for furthering the musical development of the child. (A music test is required upon entrance to this



course. Those whose playing is inadequate are provided with practice facilities.)

Kindergarten principles 1.—A study of the instincts, interests, and activities of children, with the aim of giving the student an understanding of child nature as well as a working knowledge of principles to be applied in dealing with young children. Directed observations and selected readings supplement the study of the texts. The texts are Norsworthy and Whitley's Psychology of Childhood and Kirkpatrick's Fundamentals of Child Study.

Kindergarten principles 2 and 3 aim to give further knowledge of educational principles to the end that curriculum making and using may be intelligently undertaken; and that the organization, hygiene, and equipment may be understood. A brief study is made of the history of the kindergarten and its place in the school. Texts: Froebel, Hughes, Dewey, Vandewalker, MacVannel, Montessori, and others.

Kindergarten teaching aims to develop insight and skill in directing the education of young children. As an assistant to the director of the kindergarten the student meets the problems involved in the care of children, the room, and materials, and has specific responsibility for planning and conducting the various activities of the kindergarten.

Primary teaching.—Experience in teaching children of the first grade, not only gives a knowledge of primary work, required from many kindergartners, but gives a broader view of the work of the kindergarten itself.

A CITY SCHOOL OF EDUCATION COURSE OF STUDY.

FIRST YEAR.

First Semester.

The same for all groups.		
Perio	ods eek. Cre	Alte
	ces. Cre	ditt.
Principles of art	2	1
Art appreciation	1 +	1
Biological nature study	2	14
Educational guidance	2	1
Grammar		14
Composition	2	11
Speech arts	1	1
Elements of handwriting	1	1
Principles and practice of sewing	2	ŧ
Personal hyglene	1	1
Use of library material	1	1
Elements of music	2	1
Gymnastic exercises	2	1
Psychology of the learner	2	11
European background of American history	2	1

Becond Semester.

Kindergarten group.

per we	eek, Cre	dits.
Beginnings of industrial art	4	21
Dramatic arts and games for young children	8 .	21
Supervised observation and participation	8	21
Education of early childhood	3	21



		iods '	edits.
Play material and equipment,		3	21
Literary interpretation			21
Nutrition and child hygiene			. 1
Beginnings of music			21
Exercises—games and dances			21
SECOND YEAR			
Third Semester.			
	17.5	iods week. Cr	redits.
Design and illustration		2	17
Beginning of tine arts	-	- 2	14
Curriculum for kindergarten I		4	3
Practice teaching I 5 half day	s per.	week.	6
Literature and story telling for young children		3	21
Advanced games and dances		1	1
School and community			ŧ
• Fourth Semester.		iods	
the self-control of the se		week. C	
Kindergarten curriculum II			3
Practice teaching II			51
History of modern elementary education			11
Organization and administration of city school systems			1
Principles of education		2	13
Epecial methods in 1911ct printers of the control o		3	21
Psychology of learning		2	11

Descriptive Notes.

This is a kindergarten curriculum instead of a kindergarten-primary curriculum, but the work of the kindergarten is recognized as an organic part of that of the school as a whole. The phases of work characteristic of the kindergarten are thus described:

Play materials and equipment.—The purpose of this course is (1) to study various types of play materials used by children, such as blocks, toys; Froebelian material, and physical apparatus, and their relative values in the education of young children; (2) to study methods of using these by working with the materials and observing children at work; (3) through theory, practice, and observation, to understand not only the selection and handling of such materials but the habits, knowledge, and skills, derived from their use by children; (4) to study the equipment of a kindergarten from the standpoint of children's needs.

Dramatic arts and games of young children.—The purpose of this course is to consider (1) the evolution of the idea of play, and the meaning and place of play in the education of young children; (2) simple physical activities, rhythms, ball games, etc.; (3) representative and dramatic plays, the informal game with simple plot, interests which furnish material for plays, forces which influence children's plays and games; (4) traditional or formal games and dances.



Beginnings of music.—The purpose of this course is (1) to give a general recognition of the elements of music, and the poetic and melodic content of song; (2) to study the elements of a good song for young children and to select a repertoire of songs suitable (a) for children to sing, (b) to sing to children; (3) to study methods of teaching singing to young children, their voice possibilities and limitations; (4) to consider the elements of good instrumental music for kindergarten and to select a repertoire for appreciation, interpretation, rhythm; (5) to study methods of developing appreciation and thythm; (6) to train in playing for song, rhythm, and appreciation.

Curriculum of the kindergarten I.—The purpose of this course is to consider (1) the subject matter of a kindergarten curriculum from the standpoint of children's experiences, interests, and needs; (2) such phases of language, literature, fine art, manual arts, dramatic arts, music, and nature study as are adapted to the needs and capacities of children from 4 to 6 years of age, the specific aims and problems of each subject and its relation to the work in the primary; (3) problems of discipline and control and the development of social standards governing conduct.

Curriculum of the kindergarten II.—The purpose of this course is (1) the organization of children's experiences, suitable subject matter and materials in the daily and weekly program, which involves the practical application of kindergarten principles and method; (2) the development of a curriculum for the year which shall meet the demands of the children's growing powers; (3) the consideration of possible objectives to be attained in kindergarten; (4) the examination of types of tests suitable for young children.

Education of early childhood.—The purpose of this course is (1) to make a brief study of the educational reformers who emphasized the education of young children, with their contributions to the school of to-day—Comenius, Pestalozzi, Rousseau, with special emphasis on Froebel, his theories of education and child study; (2) to consider Dewey's interpretation of Froebel's ideas and their relation to kindergarten theory and practice to-day; (3) to study the physical, mental, and social characteristics of children from infancy through the sixth year as a basis for selecting and using educational materials and methods.

Special methods in lower primary.—The purpose of this course is to familiarize kindergarten students with (1) methods of teaching reading, language, writing, number in first and second grade, and the best available materials for the same; (2) the carrying over of subject matter and method from the kindergarten to the primary.

Supervised observation and participation.—The purpose of this course is to give students an opportunity to observe children of 4 to 6 years of age at work and play, and to become familiar with the best kindergarten practice through directed observation followed by a conference on the work of the morning with the kindergarten director and the instructor in charge of the observation.

Practice teaching. I.—Assisting in kindergarten, partial responsibility, each school morning for one semester.

Practice teaching II.—Responsible teaching in kindergarten each school morning for one semester.



A PRIVATE TRAINING SCHOOL COURSE OF STUDY.

FIRST YEAR.

	Second Semester.
ter	Semester hours.
2 2 3 2 3 2	Art II
	3. 01 21 21 21 21 21 21 21 21 21 21 21 21 21

Physical training-Three periods per week. Pianoforte-Extra.

SECOND YEAR.

	Semester hours.		Semester hours.	
Education I	3	Education II	3	
Primary methods I	2	Primary methods II	2	
Psychology I	3	Psychology II	2	

Teaching, 5 mornings per week for 24 weeks.

Subjects alternating with teaching: School management, 2 semester hours; hygiene, 3 semester hours. Planoforte, extra.

Descriptive Notes.

In this curriculum the courses in the basic kindergarten subjects are thus described:

Handwork I.—This course offers training in the use of play material as a means of enlarging and organizing the children's experience. The materials used are blocks and building materials of various kinds; the Froebelian gifts, the Montessori material; toys. A practical course leading directly to the work of the school room.

Handwork II.—This course includes the consideration of play materials with the view to choosing those most suited to the development of children of kindergarten age. It offers the student much practice in paper tearing, cutting, and folding; card board and paper construction; weaving; raphia; blue prints; sand; simple woodwork; and various nature material. Original and directed work.

Games I.—The general aim of this course is to train students to play games and to develop a keen appreciation of the educational value of play. It includes a study of the theory and history of play, and the playing of games suitable for children from 4 to 8 years of age. Practice in simple rhythms. Text: Curtis's Education Through Play.

Games II.—A study of the value of types of play activities approved by modern educational practice. Adaptation of old games to new situations. Dramatic plays. Folk dances. Reference: Crompton's Folk Dance Book No. 1.

Music I and II.—This course has a three-fold purpose. (1) To cause prospective kindergarten teachers to appreciate music itself more keenly. (2) To give them a fairly large amount of drill in those practical aspects of vocal music



which are necessary to them as kindergarten teachers. (3). To acquaint them with the ideals underlying, and the practical principles of rote-singing in the kindergarten.

The first of these purposes is accomplished through lecture material upon how to listen to music, the history of music, etc.; the second through definitely planned work in sight singing, ear training, and melody writing; the third through lectures, observation of singing in the practice kindergartens, and examination of some of the best rote-song collections. (There is no entrance requirement in piano. Students who play with ease and expression receive a certificate to that effect with the regular diploma. Those who lack this proficiency may continue their study of piano. Upon passing the required tests the certificate will be granted them at any later date).

Kindergarten methods.—A discussion of observations in the kindergarten, one morning a week, as a basis for the study of program making. The interests of children of kindergarten age, hygiene, discipline, and the principles underlying the work done in the kindergarten are considered. Text: Kilpatrick's Individual in the Making.

Kindergarten methods II.—Discussion of the principles underlying the curriculum. Writing programs for criticism. A study of typical programs. The project method. Observation in the kindergarten and primary grades. Texts: Hill's Experimental Studies in Kindergarten Education; Hill's Report in The Kindergarten; The Kindergarten Curriculum, Bureau of Education Bulletin 1919. No. 16.

Primary methods I.—This includes a study of the organization of the elementary schools with special reference to the primary grades and a comparison of the aims, principles, methods, and subject matter of the kindergarten and primary school.

General methods of teaching in the primary grade with emphasis on reading are given during the first semester. Recitations, prescribed reading, and discussions based on observations in the practice school.

Primary methods II.—A careful study of the first lessons in writing, spelling, number work, and primary hand work, according to the best approved and progressive primary methods. Prescribed reading, recitations, and papers.

Observation and teaching.

Observation-Two hours per week, first year. Discussion of kindergarten methods.

Teaching—Five mornings each week are given to student-teaching each week for 24 weeks, in the kindergarten and primary school, under the direction of the teachers of these schools and the supervisor of kindergartens. Careful training in preparation and in the duties of the schoolroom.

THE TWO-YEAR COURSES OF STUDY DISCUSSED.

The first of these courses of study is of a type which is being increasingly adopted in State teacher-training institutions. This type requires a designated number of subjects for graduation from all courses but allows the selection of a group of others in order that students may make definite preparation for either lower, middle, or upper grade work. In this two-year kindergarten-primary course, 18 of the 24 required subjects are prescribed; the remaining 6 are



kindergarten-primary subjects as such. They include one term unit of child study and observation, two of kindergarten principles, and three of kindergarten technics. The teaching includes both kindergarten and first grade.

In the senior year the students are divided into three groups for the distribution of the practice teaching. The schedule given is that of only one of these groups. The sequence of subjects would there-

fore differ from those given.

The application of these tests to this course shows that it meets It includes all the subjects mentioned except them fairly well. nature study. The courses are practically all modern in their approach and content, and the needs of the younger children are well provided for. From the fact that several subjects are specifically termed "kindergarten" subjects, one might infer that there was an over-proportionate emphasis on the kindergarten side. A study of these courses will show, however, that although they are designated as kindergarten courses and begin on the level of the kindergarten child they are carried forward to cover the needs of the children in the grades as well. This shows the need for a new term-one less cumbersome than "kindergarten-primary" but which will have the same meaning. In contrast to many other courses there is one respect in which this one favors the kindergarten children, and that is in the amount of practice teaching. A two-hour period a day for 12 weeks is devoted to practice teaching in the kindergarten while only one hour a day for the same period is given to that in the grades. The work in all the subjects has an objective basis, and seems to be so placed as to motivate the students' work from the beginning.

The second of the two-year courses of study is a kindergarten course only. It was included because a city course was desired and no two-year city kindergarten-primary course could be obtained. Another reason for including it was that although it is not a kindergarten-primary course, the kindergarten instruction as such is very well organized, and is very well related to the work of the primary course. It will be noted that the approach to the kindergarten subjects is modern, and that the content is good. The needs of the children of kindergarten age are well met, and the work will form a good basis for the work of the grades to follow. The fourth and fifth tests are well met. Like the preceding course it contains no

nature study.

The third course of study in this group presents quite a contrast to the others. On first examination one would judge it to be a kindergarten course only, since the descriptive notes of the majority of the subjects mention work for the kindergarten only. Courses in primary methods are given, however, and the practice teaching



includes both kindergarten and primary grades. Two 12-week terms are devoted to this, but the amount devoted to the kindergarten and primary work, respectively, is not stated. It is therefore evident that the provision for the primary children is by no means equal to that for the kindergarten children, and in this respect it is in marked contrast to the courses in many State institutions in which the provision for the children of kindergarten age is inadequate. In all points except the inadequate provision for primary children the course meets the tests referred to quite well. The curriculum includes nature study, sociology, and Bible study, in addition to the usual subjects. The content of the courses in the different subjects is good and the methods modern. The fourth and fifth tests are well met.

POINTS FOR IMPROVEMENT IN KINDERGARTEN-PRIMARY COURSE OF STUDY.

This raises the question as to what a course designated as "kindergarten-primary" should be. The fact that some such courses have only enough kindergarten instruction to give the primary work a slight kindergarten flavor has already been mentioned. The other extreme is to provide only enough primary instruction to give the kindergarten work a slight primary flavor. Do either of these types meet the needs? Is not the right conception of such a course that of one which trains teachers for the special type of work which the whole kindergarten-primary period represents! If so, the instruction in all the courses should cover the whole period-not the kindergarten phase only or the primary phase only. Few would question the need of improving the courses in which inadequate provision is made for the kincergarten children, but do not those that make inadequate provision on the primary side need improving also? It is on the primary side that the courses in many of the private training schools are weak. This is especially true of the group of private training schools that were organized as kindergarten-training schools solely, and that have recently added primary courses in order to meet the present demand for teachers capable of teaching children in the kindergarten or primary or both. These institutions have contributed much to the improvement of educational beginnings by their efforts for a better type of education for little children. Many of them are now making a new contribution by helping to make the kindergarten-primary courses all that they should be. Their own work would be materially strengthened if all the subjects taught covered the whole kindergarten-primary period instead of a part of it only, whether at the one end or the other. It is by strengthening their work in this respect that the private institutions can help to make the kindergarten-primary course what it should be.



SUMMARY OF THE TWO-YEAR COURSES OF STUDY.

These courses as a group give occasion for encouragement, since they show that a two-year course may be a good course, even though a longer one would be better. The curriculum is as good perhaps as a two-year curriculum can be expected to be. The omission of nature study is to be regretted, since the kindergarten-primary period is the period when the senses are most active and right habits are formed. The professional courses are based on the observation of children's activities; the content of these is good, and they are well placed in the course as a whole. Instruction in tests and measurements would add materially to the students' equipment, and some of this is probably included in the work in psychology. The chief weakness in such courses of study is the lack of adequate subject matter. The advantage which larger knowledge affords will be seen in the three and four year courses which follow.

II. REPRESENTATIVE THREE-YEAR COURSES OF STUDY.

LONGER COURSES NEEDED.

The need for a more adequate training than a two-year course of study affords is generally recognized, and it is gratifying to know that many institutions are responding to that need by offering longer courses. The great majority of courses for teachers in the elementary grades are still two-year courses only. Of the 100 or more institutions covered by this inquiry, more than two-thirds are authorized to give three or four year courses—the latter leading to degrees; very few are yet doing so. Many of these announce that they will give such courses as soon as the conditions and demands for them justify such changes. Many offer in their summer sessions advanced courses leading to degrees, and the overwhelming number of teachers in service who attend the summer sessions of teachertraining institutions includes many who are working for this larger preparation. One State has lengthened all the courses in all the State teacher-training schools to three years. A few other institutions also give three-year courses. About a dozen give four-year courses and one requires five years in the several fields of specialization-kindergarten, kindergarten-primary, elementary, high school. home economics, music, etc. All these courses are still largely in the experimental stage. Because of these conditions the three and four year courses here presented should be given careful thought. The fact that such lengthening of courses is in progress is encouraging, but for the immediate future the pressing need is the improvement of the two-year courses. This study was undertaken as a means to that end.



THE COURSES OF STUDY IN DETAIL.

A STATE UNIVERSITY COURSE.

PRESHMAN YEAR.

First Semester. Second	Semester.
	nemester.
Introductory psychology 3 Principles of edu	Hours.
	ication 3
	10n 3
	nes1
	upations 1
	3
	2
	ent 2
Gymnasium. Gymnasium.	
SOPHOMORE YEAR.	
Kindergarten gifts 2 Kindergarten gift	8 2
Kindergurten observation and Teaching in pri	mury and alan
Public school drawing 1 Public school dra	wing 1
Public school music 1 Gardening	wing 1
Kindergarten stories 2 Public school mus	3
Paidology 3 Literature for the	orndon a
Piano 1 English poetry	grades2
Sanitation 2 Piano	3.
JUNIOR YEAR.	
Manual Programme and the Control of	
Teaching in primary and plan Observation and writing dergarten dergarten	
	7
	1
	iculum 2
	nextion 1
Daalita	S 3
Electives 2 Games for music	teachers 1
This institution grants the degree of bachelor of scientification who take the following	ice in admoution to
the take the following work as the fourth year	of the course share
	rue course above
Foreign languages 4 Foreign languages	
History 3 History	4
Civic biology 3 Electives	3
Electives 5	8

Descriptive Notes.

The courses in this curriculum are thus described:

Gifts, play material, and occupations.—Theory and practice in the use of play material, including the gifts, occupations, and other play material, as toys, building blocks, textiles, boxes, wood, etc.

Games, rhythms, songs, and play.—A study of expressions of child life, the theories of play, and the playing of games.



Music.-Public school music. Nature of work not specified.

Curriculum.—A study of the selection and organization of subject-matter and materials used in the kindergarten, and a discussion of the practical problems of those who teach young children.

Fræbel's Mother Play.—A study of this work with reference to other writings of Fræbel. Educational laws and universal truths are presented and insight gained into child life. Experiments in education. A study and comparison of Fræbel with recent educators of young children.

Primary methods.—Three times a week throughout one year the class is given a lesson in primary methods. At the close of each lesson the class is taken to the training school to see the application of these methods in a model lesson given by the critic teacher.

Practice teaching.—This includes observation and practice teaching in the kindergarten, and a class of one period each week for the discussion of the daily work in the kindergarten, and also, an individual weekly conference for such student who is doing practice teaching.

A CITY NORMAL COLLEGE COURSE OF STUDY.

PINST OR FRESHMAN YEAR.

FIRST OR FRES	HMAN YEAR.
First Semester. Subjects.' Periods per week. 1. Education 1 (elementary psychology 3 2. English I (composition) 4 3. Kindergarten-primary principles (infancy and nursery period) 4 4. Nature study 3 6. Gymnasium 2 7. Observation 2	Subjects. Subjects. 1. Education I (elementary psyschology
SECOND OR J	UNIOR YUAR,
First Semester. 1. Kindergarten-primary princi-	8ccond Semester. 1. Kindergarten-primary principles 5

1 2

6

4.	Musik (vo	eal	and	inst	ru-
	mental)				
5.	Gymnasium				
6.	Observation				
	kindergar	ten			

h	Indergn				
	ples2. :lother		und	child	
	study				2
	Play-ma				2
	Games_				
I	rimary	metl	ods	(Engli	ish,

	Primary methods (English,
	arithmetic, science)
3.	Drawing III
4.	Music (vocal and instru-
	mental)
5.	Gymnasium
6.	Observation and practice in
	kindergarten

THIRD OR SENIOR YEAR.3

First Semester.	Second Semester-Continued.	
Entire semester given to practice work in kindergartens and lower grades (paid substitute work). Weekly conferences and program study with kindergarten supervisor.	Subjects. 1. Kindergarten-primary, etc.—Contd. Program————————————————————————————————————	
Second Semester. Subjects. Periods per week. 1. Kindergarten-primary principles	principles of education) 3 3. English IV (history of English literature) 3 4. Art appreciation, ½ semester 2 5. Music appreciation, ½ semester 2 6. Gymnasium 2 7. Observation and practice 2	

Descriptive Notes.

Play materials.—(Gifts, occupations, handwork, etc.) Part of the course on the infancy and nursery period (in kindergarten-primary principles, first semester, freshman year) is devoted to a study of children's play material, the basis of selection, values, etc. Toy shops are visited and toys discussed. Students use Montessori and simple Froebelian materials in class and experiment with children to discover natural childish reactions to such organized material, and methods of presenting wider possibilities than seem evident. The second semester, the study of material for the 4-6 period is begun.

The second year the regular Froebelian material (large size) is taken up so that students may become familiar with the possibilities of the historic material. Many supplementary materials—raffia, loom weaving, nature material, and waste material, used. Much free experimental work done to enable students to find the possibilities of each material and thus to be better fitted to help children use it creatively. In a few cases, series are worked out, each student creating her own.

The course in the project method the senior year sums up the references to and uses of this method during the previous years. Its values and difficulties discussed and other types than those involving construction studied. Kilpatrick's articles used.

Games, plays, etc.—One period a week during the first semester of the Junior year's work in kindergarten-primary principles is devoted to the practice of games, rhythms, and plays, suitable for kindergarten, lower primary, and playground. Music manuscript notebooks. Second semester, one period a week given to discussing the theory of these games and plays, and practice in presenting and developing games, and conducting morning circle and game periods.

Music.—(Each student is examined in both vocal and instrumental music. Those deficient in the latter are required to practice or take lessons.) Freshman work, choral practice; junior work, class practice in vocal and instrumental music. Songs, rhythms, etc., suitable for children. Fractice in teaching songs. Special follow up work with students taking outside piano work. Senior work, course in appreciation of music and selection of best music for little children.

Theory, methods of teaching, programs, etc.—(Kindergarten-primary principles, first semester of freshman year.) Child study and Mother Play. Study



If the class is large it is sectioned, one section beginning with the work here outlined for the second semester.

of the infant and nursery periods, with special emphasis on the observation of babies and young children. Students encouraged to bring in actual problems for discussion so that they may be able to give practical help to young mothers and children in matters of physical care and right habit formation. Books used, Dr. Richard M. Smith's "The Baby's First Two Years," Macmillan's "Nursery School," and Gesell's "Pre-school Child." Work of second semester, a similar study of the kindergarten period. Collateral reading—May Haviland's "Character Training," Fisher's "Mothers and Children," Wheelock's "Talks to Mothers," etc. Use of Froebel's "Mother Play Book" begun,

In the junior year the freshman work is continued. The experiences and problems of childhood are analyzed and classified. Text—Froebel's Mother Plays: The plays taken in groups in relation to problems and experiences already stated, e. g., "The child's need of companions," "The grasping instinct and its implications," "The sense of wonder," etc. Collateral reading continued. The children are the starting point, but through this study students are helped to a wider application of the principles first discovered in relation to the children.

Kindergarten theory.—Senior year. This course aims to summarize the work of the two previous years to bring together in a unified whole the details of kindergarten procedure and technique taken in separate courses, that the fundamentals underlying these may be clearly grasped.

Methods of teaching, program, etc.—Senior year, both semesters. Theory and practical work of program-making for kindergarten taken with supervisor of kindergartens. Methods of teaching individual subjects, music, games, etc.—taken in connection with the study of that subject.

Child welfare.—Senior year. This course prepares students for the home visiting and mothers' meetings required of all kindergarten teachers in the city service. Visits made to baby clinics, schools for deaf, blind, and other handicapped children. A study is made of such children and of the problems of housing, child labor, etc., in order that students may be fitted for efficient community service in relation to problems dealing with the welfare of young children.

Primary methods.—Junior year. Detailed work in the theory and method of presentation of English (reading, composition, spelling, study of poetry, etc.). Arithmetic and science in the first three elementary grades. Frequent discussion of the application of points in kindergarten procedure to the work. of the lower grades in the classes in Kindergarten Principles.

Observation and practice.—First semester, freshman year. Observation and participation work in the model school under guidance of its director. All elementary grades visited, that work may be seen as a whole. Several visits made to nursery school and kindergarten with teachers of kindergarten theory.

During the second semester students are assigned to individual kindergartens one morning a week—three or four of varying types being observed. Simple participation in the experiences and responsibilities of the kindergarten is expected. Much of the class work in play materials and child study is based upon students' reports.

During the junior year two mornings a week are spent in a kindergarten, each student having experience in three kindergartens during the year. Care is taken to vary racially and socially the type of children with which the helping teacher is placed. Each student assists in the general routine, and is given one or more opportunities each day for telling a story, developing a game, or taking charge of some other experience. This work is planned and discussed with the kindergarten teacher in charge. It is closely allied with the



class work, furnishing the "laboratory practice" for what is being developed in the different classes.

During the first or second semester of the senior year students do substitute work as regular assistants in kindergarten or primary grades, five mornings a week.³

A PRIVATE COLLEGE COURSE.

FIRST YEAR.

FIRST	YEAB.	
First Semester.	Second Semester.	
Subjects. b per week.	Subjects. per week. 1 Child psychology 3	
t. General psychology3	1. Ontid pay the hy	
2. Kindergarten and primary	2. Great diterature 3	
methods and observation 5	3. Speech3	
3. English composition 4		
4. Play material and bandwork_ 2	5 Hygiene and eugenics 2	
5. Child songs and chorus 3		
6 Games and folk dancing 4		
7. Assembly 1	conferences (mornings, 3	
•	hours) 5	
SECO	ND YEAR.	
. First Semester.	Second Semester.	
Times	Subjects. Times per week.	
Subjects. per week	1. Philosoph	
1. Genetic psychology	사이트 그리고 사이트 그리지 않는 사람들은 사람들이 되는 사람들이 되었다면 하는데, 그리에 하는데 하는데 모든데 나를 했다.	
	5. Fluidenan merature	
in Christian Control Control		
of interpretation of many and		
10 C 1101 (1)		
ii iii ii		
8. Practice teaching, with super-	The state of the s	
visory conferences (morn-	S. Plays and games	
ings, 3 hours.)	5 9. Chorus 1	
Tut	RD YEAR.	
First Schnester.	Record Semester.	
Times	Times	
Subjects. per week	Subjects. per week.	
	J. Isducational sociology	
a remember processing	2. Ourrent concentronal prometing	
an emiliare and an emiliar and a second	2 O. Rengious concernation	
a tater protection of write-	2 4. Advanced elementary curric-	
to be minimized to the contract of the contrac	2 ulum	
	1 5. Plays, festivals, and pageants_ 2	
1. 0101 40	1 6. Chorus 1	
8. Practice teaching, with confer-	7. Practice teaching (with confer-	

Students who look forward to kindergarten positions are given one month of this semester for first and second grade participation. Those who look forward to primary work are given the whole semester for primary practice, since they have had kindergarten practice in the junior year.

ences (mornings, 3 hours)__



Descriptive Notes.

The basic kindergarten subjects of this curriculum are thus described:

Manual activities.—(1) Play material. This includes a study of all the play material of the kindergarten; floor blocks, large and small; material designed especially for table work, such as the Froebelian building blocks and flat material; and toys of all varieties. The educational principles which underlie the selection, organization, and presentation of play material to meet the needs of little children are clearly brought out. Assigned reading, play with the materials, and class discussions.

(2) Hand work. Such plastic, industrial, and graphic occupations as lend themselves to the child's manipulation and purposes, e introduced. Sand, clay, paper, wood, cloth, reed, and raphia are the principal materials, and skill is stressed in handling such tools as the hammer, brush, crayon, needle, and scissors. (3) A study is made of the project method applied in the field of manual activity. Projects suitable to the kindergarten and primary grades are spontaneously developed in class.

Plays and games of early childhood.—This course is devoted to the simple rhythms of the little child, such as the march, skip, and run, the movement and social plays growing out of these, sense plays, and ball plays. A few representative and dramatic games are also taken up, beginning with the child's attempts at characterization and plot making. Lectures, required readings, and playing of the activities discussed.

Dramatization.—This course continues the study of plays and games and their growth into the competitive and dramatic games of the primary grades. A course of lectures on the development of drama in the history of the folk is given and the parallel traced between the development here and with the child. Old folk games and plays are revived and studied for their value as patterns.

Play festival and pageant.—This is intended for graduate students and includes a review of the plays and games of little children, with special study of their values.

Music.—First semester—elements of music, rhythm, melody, scales, intervals, triads. Second semester—children's songs, principles governing the selection of music for children, singing of songs, children's voices, training of monotones.

Interpretation of music.—This course is designed to develop an understanding and appreciation of this great modern art expression. It includes a study of rhythm, the development of the melodic sense, and the meaning of harmony. Lectures, illustrations on the piano and victrola, note books.

(The ability to play the piano and to sing simple songs, although not an entrance requirement, is a highly desirable quality for the teacher of young children. Those who are not so prepared at entrance are expected to make up their deficiency during the course by means of private lessons.)

Theory of teaching or curricula and methods.—This includes the following courses: 1. The Kindergarten curriculum, which gives a preliminary study of the activities, environment, and methods of the kindergarten in relation to the development of subject matter. The course is prefaced by a careful study of children, especially of the problem type. Correlated observations and conferences.

Childhood education.—In this a careful study is made of the kindergarten and primary room and equipment; of both indoor and outdoor activities, in-



cluding the open-air school, playground, and excursions. The relation of the kindergarten to the home and to the grades is thoroughly discussed, together with ways of promoting cooperation and a continuous education for the child. Text: Palmer's "Play Life in the First Eight Years." Supplementary reading and correlated observation.

Closely related to this is the course in Froebelian literature listed under Principles of Education. This is described as follows: In order that the student may understand the original philosophy and ideals of the kindergarten a study is made of Froebel's life, including the educational influences to which he was subjected. His principal writings, the Education of Man and the Mother Play, are studied. Special consideration is given to Froebel's Play Songs as typical examples of how to understand children and to meet their needs. The Mother Play songs are illustrations of the educational principles which underlie the entire training of the child, as they are a profound treatise on the philosophy of education.

Primary methods.—This includes the following subjects: (1) Primary methods: a preliminary study of the best methods of teaching beginning reading, writing, and number, in the primary grades. Demonstration, class discussion, assigned reading. (2) Elementary curriculum. A plan of study for the first four grades of the elementary school is presented with suggestions for its development through the use of projects. Special emphasis is placed on the teaching of beginning reading, writing, and number, in connection with children's activities. Lectures, required readings, and observation in the demonstration school. (3) Mental measurement: a general survey of the intelligence and acquisition tests available for use in kindergarten and primary grades. (4) The teaching process; for third-year students. It includes the study of the problems of organization, control, standards, tests, records, and the relation of progressive kindergarten and elementary procedure. Required reading and class discussion.

Observation and practice.

1. Observation and practice the second semester of the first year for 21 hours each morning, either in a kindergarten or a primary grade. Daily talks with the teacher in charge, and monthly conferences with the supervisors.

2. Practice teaching is continued the first semester of the second year also. The students responsibility is gradually increased so that she is given occasional charge of the entire morning's procedure. 'Conferences held regularly by the director and supervisors.

3. In the third year, students have the opportunity to direct or assist either in the kindergarten or the grades for the entire session under close supervision. Playground, settlement, or other community experience may be substituted for this. Visits to the homes of the children and attendance at mothers' meetings are a part of this year's responsibilities.

THE THREE-YEAR COURSES OF STUDY DISCUSSED.

These courses were subjected to the same tests by which the twoyear courses were measured. Because of the added time, the curriculum of a three-year couse should contain additional subject matter. The first of these courses includes several additional subjects civic biology, sanitation, paidology, gardening, American govern-



ment, sociology, sewing, and cooking. These seem to be admirably chosen. The inclusion of so many academic subjects might seem to crowd out the strictly professional ones, but this is not the case. The proportion of time devoted to the kindergarten and the primary work respectively is very good; and the professional subjects are so placed as to motivate the students' work from the beginning, and to provide for the development of educational insight and professional spirit.

The notes describing the kindergarten subjects are very brief and probably indicate only partially the nature of the courses. imply that the instruction in play materials, gifts, and occupations, for example, applies to the kindergarten period only, instead of including the primary period also; and consequently that they are not studied from the modern point of view. This point of view is necessary, however, to enable both kindergarten and primary teachers to see their work as phases of the same educational process. If the instruction in the so-called "kindergarten subjects" does not cover the primary as well as the kindergarten period it does not fully meet the requirements of a good kindergarten-primary course. The course in the Mother Plays also fails to suggest any application of the truths it contains to work beyond the kindergarten. No relation is shown between the observation in the kindergarten and any These phases of the course therefore seem to need other courses. improvement or a clearer statement concerning their scope and method. The work in primary methods seems well organized and carried out, and provision is made for practice teaching in both the kindergarten and primary grades.

The second of the three-year courses of study contains some additional subject matter—nature study, child welfare, the history of education, and the history of English literature. Strange to say, there is no course in history as such. The added time which a three-year course affords is apparently devoted to the strengthening of the professional phases of the work—music, English, physical education, methods, etc. The course as a whole gives the impression of being overbalanced on the professional side. The courses all seem to have an adequate basis in observation, and the methods imply modern thought. The subjects are so placed in the course as to motivate the students' work properly, and the opportunities for the development of educational insight and professional spirit are excellent. The provision made for observation and practice teaching both in the kindergarten and the grades is very good.

A comparison between the amount of time devoted to the work for children of kindergarten age and that devoted to the children beyond the kindergarten shows quite a discrepancy in favor of the



kindergarten children. The work in kindergarten-primary principles, for example, although admirably organized and apparently modern in viewpoint, contains little to indicate that the different courses that start on the kindergarten level are carried forward to include the work of the primary grades also. The work in games gives a slight suggestion of this larger application, but no more. In the courses in theory, methods, and program the application of the work to the children beyond the kindergarten is barely mentioned.

This overemphesis on the kindergarten side is doubtless due in part to the fact that certain lines of work are required of kindergarten teachers that are not required of primary teachers in the same degree, if at all. Among these are the home visitation and the conducting of mothers' meetings. The notes concerning the child study courses state that "students are encouraged to bring actual problems to the class for discussion so that they may be able to give practical help to young mothers and children in matters of physical care and right habit formation." One may reasonably ask whether mothers do not need help also in dealing with the children beyond the kindergarten age. The relatively slight provision for the children in the grades may also be accounted for by the fact that the institution has a course for primary teachers as such, in addition to the kindergarten-primary course, and that the majority of the students who are looking forward to work in the primary grades probably take that course instead. The work outlined for the children of kindergarten age in the kindergarten-primary course is suggestive and helpful both as to content and method. In the fact that it applies to the work of the primary children but slightly if at all, it falls short of the standard of what a true kindergarten-primary course should be.

The third of this group of courses of study is a three-year course only in the sense that a third year of work is given for students who have completed the first two years which constitute the regular two-year kindergarten-primary course. The course is included in this group because it contains many good suggestions and raises some interesting questions. The course as a whole contains a good proportion of academic subjects. These are psychology, including child psychology and genetic psychology; English, including children's literature and "great" literature; natural science; hygiene and eugenics; domestic science; sociology, including educational sociology; history; philosophy, and religious education. The professional courses are also numerous. The course as a whole is open to some criticisms. The first is that it is unduly crowded, both on the academic and professional sides. This is apparent from a comparison



of the number of hours required per week with the number allowed in standard colleges and universities. A second criticism is that the academic subjects have little relation to each other and are not organized into sequences.

The work in the professional subjects seems fairly well organized, and is good as to content and method. The courses deserve commendation in the fact that the majority cover the needs of the kindergarten and primary children equally. The work in all of these is based on observation of the children—in fact one may well ask whether there is not more observation than is necessary. The amount of practice teaching seems unduly great, and the need of continued observation is one of the reasons given for this. The professional courses are well distributed, and afford adequate opportunity for the development of educational insight and professional spirit. The course on a whole contains much that is suggestive and valuable. Although the institution is private it is in close touch with the needs of the city; not those of the schools only, but of the settlements and playgrounds as well.

SUMMARY OF THE THREE-YEAR COURSES OF STUDY. .

The study and comparison of these courses with each other and with the two-year courses as a group can not fail to raise many questions. As far as could be learned they are the best three-year courses in actual operation, but they are too unlike to justify any conclusions concerning three-year courses as such. Each one has points of interest and value, but also points that need improving. None can yet be considered as an example to be followed. It is quite apparent, therefore, that an adequate three-year kindergartenprimary course remains to be worked out. Much thought has already been given to this subject. A committee of kindergarten training teachers appointed by the International Kindergarten Union has organized a tentative three-year course for the purpose of giving helpful suggestions to those who need them. This includes a discussion of such topics as the proportion of academic and professional work required for a well-balanced course, the proper sequence in the different lines of work, and the amount and kind of practice teaching. This was published in the Proceedings of the Twenty-eighth Annual Meeting for 1921. The subject is timely, now that many institutions plan to organize longer courses in the near future. Just what the content of such courses should be is a question that is receiving much attention among those connected with teachertraining institutions.



III. REPRESENTATIVE FOUR-YEAR COURSES OF STUDY.

THE COURSES IN DETAIL.

A STATE UNIVERSITY COURSE.

PRESHMAN YEAR.

First Schester.	
Course.	Unite
ubject (English composition)sychology (the psychology of study)	1
totany (fundamentals of botany)	
ommerce (principles of economics)	21.
ommerce (penmanship)	
nglish (advanced composition)	
hysical education (hygiene)	3
ecreation (2 hours per week), women	
Second Semester.	larius.
Course.	Unit
nglish (American literature)	3
eography (fundamentals of modern geography)	
olitical science (American government)	
oology (nature study)	
hysical education	
inor departmental sequence	
ecreation, women	
SOPHOMORE YEAR.	
First Semester.	
Course.	Unit
listory (social and political history of modern Europe)	8
hilosophy (logic)	
rincipal departmental sequence (selected)	
sychology (general psychology)	
hysical education	
ecreation, women	
SOPHOMORE YEAR.	
Second Semester.	Uni
Course. listory (social and political history of modern Europe)	
istory (social and portreal instory of modern reductive)	
eography (geography of California)	
hilosophy (logic)	
rincipal departmental sequence (continued)	
sychology 30 (educational psychology)	
Gerention, women	-44-44
JUNIOR YEAR.	
	Uni
First Semester.	1 111
Course.	
Course. Art (fine and industrial arts education)	
Course. Art (fine and industrial arts education) ducation fintroductory kindergarten-primary education)	



Second Semester.
Course. Unita
Art (fine and industrial arts education)
Education (kindergarten-primary curricula and methods)
Music (kindergarten-primary music)
Primary departmental sequence
Public speaking (the art of story telling) 3
SENIOR YEAR.
First Semester.
- Course. Tinita
Education (history of kindergarten-primary education)3
Education (the administration of public education) 3
History (social studies in the kindergarten-primary grades)
English (history of English literature)
Primary departmental sequence5
Second Semester.
Course. Units.
Primary departmental sequence5
Teaching (kindergarten-primary teaching) 5
Teaching (kindergarten-primary teaching) 5

Descriptive Notes.

(These notes were prepared for this bulletin as the course has been revised, and the descriptions that are to appear in the catalogue were not yet ready. Notes describing the art and handwork and the games and plays were not included.)

Music.—Entrance requirements in plano: Training—a minimum of two years or its equivalent. Test-ability to play with good interpretation and technique accompaniments of the difficulty of the Neidlinger songs, and rhythms of the difficulty of Arnold and Norton rhythms. In voice—ability to sing correctly and without strain any song learned by rote or by note.

Material. Eighty to one hundred songs from current kindergarten and elementary school music texts, learned either by rote or by note; piano accompaniments of 20 of the above, and 10 rhythms of the difficulty of the-Hofer material; music writing of 10 or 15 of the simpler songs; cursory study of the music of the physical games outlined in the physical education bulletin issued by the State.

Method: Mainly individual and class recitation of songs and rhythms outlined, followed by a series of 10 or 15 lectures on procedure, selection of songs. games, posture, child voice, use of the plane, etc.

Theory.-Introduction to kindergarten-primary education: This course is designed to acquaint students with the educational needs of early childhood and to give a basis for the intelligent interpretation of modern school practices. It will include observation, readings, and class discussion upon the following topics: The physical and mental characteristics of children at successive levels of growth; the importance of play as a means of self-expression and development; the school environment from the standpoint of hygiene, of play equipment, and art; and broadening purposes in kindergarten-primary education and resulting practices.

Primary history: materials and methods.—This course deals with the source of materials for such studies and the arrangement of materials in the curricula of the day: Detailed study of the home and community life of the children;



the food, clothing, shelter, and industries of primitive life as included in curricula; our traditions as expressed in the observance of holidays. The projects by which these studies may be expressed by the children or presented to them.

Kinderparten-primary curricula and methods.—This course accompanies practice teaching. It aims (1) to present a survey of the kindergarten-primary curriculum as a unit in elementary education; (2) to analyze the classroom observation and teaching experiences of the students in terms of educational principles; (3) to work out in detail the principles of selection and organization underlying the various activities, materials, subject matter, and methods, in the kindergarten-primary curriculum; (4) to provide opportunity for student teachers to organize and present for class discussion large units or projects dealing with significant phases of the curriculum.

History of kindergarten-primary education.—This course purposes to make modern practices and tendencies in the field of kindergarten-primary education more significant through a study of their origin and growth. The ideals, methods, and results of great educators interested in the development of young children will be discussed with reference to present-day problems, objectives, and achievements.

Reading in the primary grades.—This course discusses methods of teaching reading in the primary grades. Major topics: Material and procedure followed in teaching reading in the pre-primer, primer, and reader stages; the use of the reading table; the value of tests in oral and silent reading; the work of diagnosis and instruction of remedial cases.

A PRIVATE UNIVERSITY COURSE OF STUDY.

FIRST YEAR.

First Term.

To as I tiles	
Course.	a jors.
Introduction to kindergarten-primary education	1
English composition	1
Continuation sequence 1'	. i
Second Term.	
Introduction to education	1
Introduction to English literature	1
Continuation sequence 2	1
Third Term.	
Music in kindergarten and primary grades	. 1
Continuation sequence 3	. 1
constitution sequence 5	. 1
SECOND YEAR.	
First Term.	
Primary school methods, reading and language	. 1
English composition	. 1
the contege of area, interactive, and science 1	. 1
A subject pursued in high school to be continued for three questions	



Second Term.

Kindergarten-primary curriculum	
Practice teaching or elective	TOTAL PROPERTY OF
Third Term. Practice teaching or elective	minusaran 1
Clay modeling	i 1
Practice teaching	1
Second Term.	
Introduction to the psychology of elementary school subjects Elective	1
Practice teaching	
First Term.	
FOURTH YRAB,	
Drawing and painting for kindergarten and primary grades. Class organization. Management and testing in elementary Elective *	schools1
Third Term.	
Elective -	1
School hygienePractice teaching	1
Second Term.	
Physical education for kindergarten and primary grades: Play Community life, social types, and civics in primary grades Elective (academic or professional)	1
First Term.	
THIRD YEAR.	
Elective in college of arts, literature, and science 3	
General methods of teaching in elementary schools	
Third Term.	
Elective in college of arts, literature, and science 2	1
Elective (introductory psychology, advised)	

Manual arts.—Principles and methods underlying the use of materials in the kindergarten and primary grades, with special reference to modern methods of experimentation and problem solving. Practical work with nature materials: clay, paper, textiles, and wood in connection with the development of



These three electives are in the same or closely related departments.

projects in construction. Reading; observation; lesson plans; place of manual arts in the curriculum.

Drawing and painting; clay modeling.—(No outline of these courses given.) Plays and games.—(Physical education for kindergarten and primary grades.) A study of children's natural play activities as the basis for the development and organization of a course of study. Representative plays, folk games, ball games, and simple dance forms with reference to their elements of interest and their physical and social value. Observation; reading; report.

School hygiene. - (No outline of this given.)

Music.—Training of the students' voices in breathing, intonation, and phrasing; methods of teaching singing to little children; selection of sultable song material for kindergarten and primary grades. Prerequisite: Ability to read music.

Theory: Introduction to kindergarten-primary education.—Problems of early elementary education. A study of the periods in a child's development, with special emphasis on the play activities characteristic of the period from 4 to 8 years. Reports of readings and regular observation periods required.

The kindergarten-primary curriculum.—A summarizing course dealing with the principles controlling the selection and organization of the subject matter for the kindergarten and grades 1 to 3. Evolution of the modern kindergarten-primary curriculum. Prerequisite: Three majors in kindergarten-primary education.

Primary school methods.—Principles and methods involved in the teaching of reading, oral and written composition, spelling, and writing in primary grades. Major topics: Relation of these subjects to others in the curriculum; materials and procedure followed in teaching incidental reading; phonics; examination of reading texts; material and motivation for composition; selection and teaching of spelling words; early writing lessons.

Community life: Social types and civics in primary grades.—This deals with the selection of material adapted to the first three grades; various methods of presenting selected material; lesson plans and devices; observation of teaching. Topics included: Home tife; celebration of holidays; farm life; social types, as the Indian, shepherd, and viking; local and colonial history. Other courses for primary grades—nature study, the project method, practice teaching, etc.

Practice teaching.—Provision is made for this through the kindergarten and primary grades of the university elementary school and the public schools of the city. The courses are laboratory courses requiring two hours daily in the classroom, and such other periods as the critic meetings require. It is scheduled for the second term of the third year and the first and second terms of the fourth. Practice teaching or an elective is scheduled for the third term of the fourth year.

THE FOUR-Y PAR COURSES DISCUSSED.

The four-year courses c study are still few in number, as has been stated. These also differ in the organization, amount, and nature of their work. Because they lead to degrees these courses are much more comprehensive than those in the other groups, especially on the academic side. Some of these facts are shown in the two courses here given. They have many points in common but also show some marked contrasts. Both have certain designated required



subjects and allow a certain number of electives in order to provide for the special interests of individual students. These are organized into departmental sequences. It is difficult to estimate courses that have so large a proportion of electives, but the evidence of their high quality is clear. Because of the large academic content, both courses meet the first of the designated tests amply, with the possible exception of nature study. The first course lists nature study, but the implication is that the instruction is academic rather than professional. The second has an excellent course, but it seems to be elective instead of required. The professional courses in the two institutions are quite similar in organization and content. The class work in both is based upon the observation of children, and this is followed by reading and discussion. The instruction in all lines covers the entire 4-8 year period. The practice teaching is apparently ample for both groups of children. Both courses therefore meet the four tests fully. Whether both meet the fifth equally will be discussed further on.

There is a market difference in the two courses of study in the placing of the professional subjects in the course as a whole. In the first institution the required professional subjects are deferred to the beginning of the third or junior year. Students have some professional work before this, however, since they begin their departmental sequences in the sophomore year and continue them throughout the course. These must be selected from a specified number of subjects and be directly related to the course as a whole. Since they differ with different students, it is difficult to form a judgment of the course as a whole. In the second institution some professional subjects are taken up at the beginning, along with some academic subjects, and the two lines of work are carried on side by side throughout the course. This course also includes departmental sequences which are directly related to the course as a whole. While these again differ with individual students, since they are elective, students should see their purpose more clearly, having already taken the Introduction to Kindergarten-Primary Education, than they could if they had not done so.

The types of organization which these two institutions represent raise the question as to which is the better. In the first the freshman and sophomore years are devoted largely to academic subjects, and the junior and senior years largely to the professional subjects. In the second both academic and professional subjects are taken up the first year and continued throughout the course, as already stated. Both courses require four years beyond a four-year high-school course. The first one is practically a two-and-a-half-year course with the entrance requirements increased. Does a



course so organized afford as good an opportunity for professional development as the other? The principle that determines the organization of the first course is evidently that of the logical organization of subject matter. Should this be the main principle in the organization of a professional course? The teacher needs knowledge of the subjects represented in the curriculum, but the knowledge most fundamental to her success is a knowledge of children and their needs and interests at the successive stages of their develop-This can be gained only in part from classroom study; the knowledge that will function most effectively in her work is that gained from directed observation and contact with the children themselves. It is because her interests in the children is vital that the knowledge so obtained counts and motivates the work in her several studies. Her prospective teaching is a project to be worked out. The project method illustrates a new principle in the organization of subject matter-the psychological approach from the standpoint of a fundamental interest. Should not this principle have a large recognition in the organization of a professional course? The right attitude toward children, and an adequate insight into their needs and interests are matters of growth. Will there be adequate opportunity for this growth if the professional subjects are deferred? Training teachers who are directly responsible for the students' development feel that the growth of professional insight and spirit is of great importance, and they would as a rule prefer to have the lines of work that contribute to that end begin_early.

Such questions as these can be raised in an inquiry of this character, but the answer will ultimately have to be made by those responsible for determining what the organization and content of the four-year courses of study in the teacher-training colleges shall be. At present many such courses are poorly organized because the whole matter of their content is in a state of transition. In many of the institutions that have recently been empowered to grant degrees the customary two-year courses are being continued, and degrees are promised to graduates who later complete two additional years of work. In some cases this additional work is wholly academic. Will the taking of these academic courses make the student the kind of teacher that the holder of an educational degree should be? Is not a broadening in the professional side needed also?

These and many other questions concerning teacher training are receiving much attention at the present time. The right organization of the four-year professional courses is of great importance to the teaching profession. The references given on this subject far ther on discuss some of the questions here raised.



IV. SUMMARY OF THE COURSES AS A GROUP.

The fact that institutions as different as those that constitute this group have courses of study that represent the kindergarten-primary idea to the extent that these do is cause for satisfaction since it shows the course to be practicable. The institutions themselves differ in important respects-the length of the school year; the number of years; the proportion of academic and professional work; the content of the several subjects; the amount of practice teaching, and the type of organization. All have grasped the fundamental idea in greater or less degree, however-that of organizing the instruction to meet the needs of children during the entire 4-8 year period. If the course is to be effective, however, many of the institutions covered by this inquiry need to work out the idea more completely. Unless the provision for the kindergarten children and the primary children is equal, the course is not true to its name. If the fundamental needs of both groups are to be met, the course should include instruction in hygiene and health education. Of the eight courses here listed all except one have courses in hygiene, but whether this is a course in subject matter or in methods is not clearly stated in many instances. If the grouping of the children is to be on the modern basis, the course should also include instruction in educational tests and measurements. Of the eight institutions, only two have such instruction-one of the three-year and one of the fouryear course. If the standards in music which the kindergarten has set are to be maintained for both kindergarten and primary children, several of the 100 institutions will need to place a larger emphasis upon this subject.

The description of the music instruction in the catalogues of many institutions did not indicate whether the work was academic, and intended to acquaint the students with the elements of music, or whether it was a professional course in the methods of teaching music to children of kindergarten-primary age. The academic instruction is essential, but no course in music is adequate that does · not include methods of teaching it to children of the age here referred to. If it is to meet the needs of these children, it should be of The methods of musical instruction have the kindergarten type. gained much from the kindergarten with its emphasis on voice work, rote singing, and its use of rhythmic games and exercises. The work with the children of the primary school age must still be largely of this character. Such work calls for the use of a musical instrument and the ability to play it. Because musical ability on the part of the teacher is essential to the best work in the kindergarten. many kindergarten training schools make ability to play the piano a requirement for graduation or even for entrance to a kindergarten



course. These standards are fairly well maintained in the eight institutions here given. The courses in music are of the right type and in most cases cover the work for both kindergarten and primary children. Three training schools make ability to play the piano a requirement for graduation; two place a premium upon such ability, and state whether or not a student is proficient in that direction in recommending them for positions; one recommends for kindergarten positions only those who can play the piano; and the others imply such ability, although they make no specific mention of it. Can these standards be maintained for both kindergarten-primary grades by all the institutions that have kindergarten courses?

In order to maintain other established standards, several institutions will need to place a larger emphasis upon their art work also. The description of this work in the catalogues failed to show whether this instruction was academic or professional. Here, also, the academic must constitute the basis for the professional work, but the latter is indispensable in a course for young children. Such a course should begin with a study of children's free play with such materials as blocks, clay, paint, pencil, etc. It is because kindergarten children are allowed to express their ideas by means of these raried medicans, and the improvement of their technique is effected through their efforts to express their ideas more completely, that the kindergarten has shown the true method of art education. children in the primary grades are still in the period when free expression should form the starting point for the more formal work that will come later. If the standards of the kindergarten are to be maintained for the older children, the art instruction in many institutions will need a larger emphasis. The courses in the eight institutions here considered show the right kind of beginnings, but not all carry the instruction forward along these lines to include the work with the older children also.

If the needs of young children are to be fully met, the course of study in question should also contain work in story-telling and children's literature. Such instruction is included in all of the eight courses in this list and also in most of the others covered by this inquiry. Another essential is a course in games. This is also included in all the courses with one exception. In this case it is probably included in some one of the general courses. The instruction in games varies in amount and content in the different catalogues, but the subject is receiving increased attention in many.

No course for young children can be considered complete that does not include nature study. This is by no means receiving the attention that it should. Of the eight courses here under consideration only two have nature study listed as such. In two courses the abject is not mentioned; in one there is a course in gardening and



one in civic biology; in another, a course in natural science; and still another, a course in botany and one in zoology, bracketed as nature study. One of the institutions that has a four-year course lists several subjects in its catalogue that may be taken as elective. Among these is an excellent course in nature study as such. Unfortunately it is not listed as a required subject. A course in gardening is of value to students, but it does not cover all that should be covered. Academic courses in civic biology, natural science, botany, and zoology are highly desirable, but students who expect to teach young children need courses in methods also. In the fact that nature study is so largely ignored, teacher-training schools have taken a backward step in the last few years. The study of kindergartentraining schools made in 1913 showed that at least three-fourths had such courses at that time. Kindergarten teachers make this an important feature of their work. The curriculum is in fact organized on a seasonal basis, so that the phenomena and activities of the successive seasons may be interpreted to the children in terms of their own life. How can this valuable type of work be continued in the kindergarten and how can it be carried forward into the primary grades if the teachers now in training are given no instruction in this line? The average and has all too little knowledge of the fundamental facts and processes of nature, since there is practically nothing in the curriculum of the elementary school and little in that of the high school to stimulate them to observe or interpret these. The art work of the school is practically the only avenue to nature which the school work affords, and this contributes much to the appreciation of nature from the standpoint of beauty. But is this enough? Is not a larger acquaintance with one's nature environment needed for mere intelligence?

If students in training have had instruction in the psychology of the developing child, they know that the hunger for sense experience is strong in children of the kindergarten-primary age. If the principle that education must meet the dominant need of a period has been stressed, they know that nature study should form a part of a course for young children since nature is one of the means for satisfying these interests and needs. How then can those who are responsible for the organization of a kindergarten-primary course justify the lack of a course in nature study? It is a truism that a knowledge of things should precede instruction in the symbols for them. Is this principle observed when nature work is crowded out of the kindergarten curriculum and instruction in reading crowded in? The difficulty in teaching children to read is often due to a lack of ideas on their part, and the question may well be asked whether time spent in developing the children's intelligence would not effect s saving of time in teaching them to read. A study of nature has a



greater value even than this. From it children gain their first conception of an order in the processes of nature—of law in the universe. The observance of these processes awakens wonder—wonder as to the power which causes phenomena that nature constantly presents. It is from this wonder that the highest things in life are developed—the spirit of inquiry, a reverence for the unfailing order of the universe, and a desire to worship the power that makes for righteousness. Should not a subject which has such possibilities be given a place in every teacher-training curriculum?

A COMMON TERMINOLOGY NEEDED.

There is one respect in which many of the courses of study covered by this inquiry could be materialy improved, and that is by the adoption of a common terminology for subjects having a given content. Among the subjects that a good kindergarten or kindergartenprimary course should include are: A study of the child's development from infancy on through the 4-8 year period; children's play material and manual activities; plays and games; the curriculum for the kindergarten-primary period; and the principles that underlie the organization of educational material. These subjects are all included in the courses represented in this bulletin, but-under almost as many names as there are institutions. The study of the child's development, for example, is listed as child study and observation, introduction to kindergarten-primary education, kindergarten-primary principles, kindergarten theory, etc. The study of children's play material appears under the above heading and also under the following ones: Gifts and occupations, manual activities, handwork, and kindergarten technics, or technique. The study of kindergartenprimary principles has a widely varying content. In some courses the term is applied to the study of the child's development; in others to the principles that underlie curriculum making; in some to the study of Froebel's Mother Plays; and in others to the development of the kindergarten movement. The subject of plays and games varies little in name but much in content. The study of the curriculum is also fairly uniform.

With such a variety of names it is difficult for teachers in one institution to compare their work with that of others, since the content of subjects having the same name have little in common in content, and vice versa. In view of the need for a greater degree of uniformity the following suggestions concerning terms for the three subjects are offered: First, that the term, "introduction to kindergarten-primary education" be adopted for the first of these, i. e., the study of the child's development. This is not only appropriate, but is used by several institutions. Second, that the term "kinder-



garten-primary technics" be adopted to cover the work on play materials and the other names referred to. This is also appropriate and is used in several of the courses. Third, that the term "kindergarten-primary principles" be adopted to mean the discussion of principles that determine the organization of the curriculum and methods of procedure. These terms have the advantage of being fairly clear and reasonably similar to those used in other teachertraining courses. On this basis the mother plays would be taken up in the first course and other Froebelian literature in the third. study of Froebel's life and work, and the development of the kindergarten movement both in Europe and the United States would naturally come in the history of education, which is included in The adoption of these terms with the content menmost courses. tioned would make these phases of the kindergarten-primary courses much more intelligible to the educational public as a whole. The revision of the terminology might go much farther, but additional changes would be more easily made after those suggested have become general.

V. COMMENTS AND SUGGESTIONS.

A kindergarten-primary course is of necessity a cooperative enterprise, and the organization or improvement of such a course will require the cooperation of quite a number of the teacher-training staff in any institution. Those most interested in its organization or improvement are those who are responsible for giving the instruction to the students—the kindergarten and primary training teachers. This instruction will have little weight with students, however, unless they see it carried out in the kindergarten and primary grades of the demonstration school. If the course is new in the school the first step will be to get the cooperation of the demonstration school teachers. This may involve some changes in the seating and the equipment in both kindergarten and primary rooms. It may also involve changes in the curriculum and methods of the work with the children.

It will be necessary also to gain the cooperation of the teachers of the special subjects which the course includes, such as music, art. physical education, etc. In order to make her instruction to the students contribute to the carrying out of the kindergarten-primary idea, the music teacher needs to know the musical status of the children of kindergarten age, how to meet their needs at this level, and how to lead from the work of this period to that suited to the children in the primary grades. The art teacher needs to be familiar with young children's play and play materials, the function of free play with the materials as the first step in art expression, and the methods by which a technique is built up from these crude begin-



nings. It is on such a foundation that the art work of the grades should be based. The same plan should be carried out in the work in physical education and other special subjects. To get the unity that should obtain between the class instruction in these subjects and the work in the demonstration school will doubtless require many conferences between the persons concerned in the success of the enterprise, but the results will be worth while. It is hoped that the teachers in all the institutions in which the kindergarten-primary idea is not yet well worked out will work for its more complete development in some such manner as that here indicated.

Such a course of study as the kindergarten-primary course is almost indispensable to the teachers in the early elementary field at the present time. Modern psychology has shown the kindergarten conception of education—that of directing the children's development by means of their activities—to be the right one, not for the kindergarten years only but for the whole period of childhood and youth. The idea that children's activities should constitute a factor in their education as well as instruction in the Three R's is being increasingly accepted. The evidence of this is seen in the introduction of music and manual arts into the curriculum, and the increasing recognition of the workshop, the gymnasium, the laboratory, and the playground as necessary parts of the school equipment. The work-study-play, or platoon type of school organization, is in fact an evidence of the extent to which the idea of education through the children's activities has been accepted. These different lines of activity have their beginnings in the plays, games, and handwork of the kindergarten, and a kindergarten-primary course of study gives the teacher a key to all these lines of effort. Educators now realize that the kindergarten is in line with all these progressive movements, and are therefore giving it added recognition and support.

In view of these facts it is not surprising that kindergarten-primary trained teachers are in great demand, not only in States in which kindergartens are plentiful, but also in those in which they are scarce. In seeking for new primary teachers at teacher-training institutions superintendents ask for those who have had kindergarten-primary training because such teachers have had special training in games, music, and handwork, and can therefore be of added service in carrying forward these lines of activity. Primary teachers and supervisors also recognize the value of the broader training, such as a kindergarten-primary course of study gives, and seek to supplement their own by the courses in early elementary education, covering the kindergarten-primary period, which are now given by universities, especially during the summer session. Such courses are given because the interest now centered on the preschool years has brought the work of that period into the focus of public



attention. Courses of the kindergarten-primary type are therefore a part of a general movement for better educational beginning. They are needed alike in the States that have many kindergartens and those that have few. They are needed because teachers in a special field need an outlook upon the whole in order to do their own work in the best possible way. They are needed in order to provide the children of the country with the type of education best

adapted to their needs.

The organization of a kindergarten-primary course of study at the present time is a much easier task than it would have been even five years ago. One reason for this is that the kindergarten itself has made good progress in these years and that its underlying principles are much better understood. Another reason is the better professional training of kindergarten-primary teachers in the teachertraining institutions. One of the objective evidences of this is the large increase in the number of teachers in this field who hold degrees. This larger preparation means a more fundamental insight into the principles of education as a whole, and a recognition of the 4-8 year period as one which calls for a distinct type of educational work. The teachers concerned will therefore see the value of a course of the kindergarten-primary type to prospective teachers and to the progress of education as a whole, and will cooperate to a common end to bring such a course into existence.

VI. KINDERGARTEN-PRIMARY TRAINING AS AN AID TO EDUCATIONAL PROGRESS.

The assistance which teachers with the kindergarten-primary type of training can-give in communities that are making the transition from the older to the newer type of work deserves special comment. Such a transition calls for a change in the curriculum and methods It involves a further change also—a change in the method of classifying children for the purpose of instruction. Thus far this classification has been made on the basis of age. Psychology has now shown that there are marked differences in the ability of children of the same age. The classification should therefore be made on the basis of children's ability as shown by mental tests instead of by their age as measured in years. The relative ability of children entering school for the first time having been determined, they are placed in groups according to their ability to progress at a rapid, medium, or slow rate. This applies to the kindergarten as well & to the grades. When the grouping has been effected the work in both kindergarten and first grade must be adapted to the ability and interests of the different groups. It is only as this is done that the instruction can be adapted to the children's needs and that they



can work happily and without strain. It is in work of this type that the teacher with kindergarten-primary training is especially needed. Because the number of cities that organize their work on this basis is increasing, the demand for kindergarten-primary trained teachers can not fail to increase. The cities that are working on this plan report that it does much to prevent discouragement and failure on the part of the children, and that the number of repeaters is materially decreased.

There are many such situations at the present time in which the teacher with kindergarten-primary training can be of special service. The nature of these is shown in the reports of recent school survevs. There are still hundreds, if not thousands, of schools in which the new ideas concerning the organization of the school and the curriculum and methods of teaching have not yet been accepted and in which the work is still distinctly of the old type. knowledge of the new types spreads, however, the people or the school authorities begin to realize that there are better ways of doing things than their school represents, and therefore seek means of improvement. One of these may be the engaging of a grade supervisor; and another the sending of teachers away for summer study. In some cases a diagnosis of the educational situation is desired, and a school survey by educational experts is called for. The scope and general character of such a survey need not be discussed here. Because of its bearing upon the subject of this bulletin it is important to know the conditions found in the primary grades.

In schools of the kind here under consideration the lack of the modern'spirit obtrudes itself on the observer. It is shown in the unattractiveness of the rooms, the lack of growing plants or flowers: of pictures on the walls that appeal to young children; of play material of any kind; and of a book table containing picture and story books to stimulate their interest. It is shown also in the large classes of from 40 to 50 children—quite too many for good work according to present standards. It is equally apparent in the curriculum which contains little except the three R's; and in the daily schedule which requires children to sit for 4 to 41 hours of the 5 that constitute the school day, and provides no opportunity for exercise except the recesses, and five minutes of formal gymnastics between the class recitations. These are confined almost wholly to reading, phonics, penmanhsip, and number. Some schools have music and drawing twice a week, but the work in these is usually as formal as that in the other subjects. With the disregard for the children's health which these conditions show, with the schedule of drills in the three R's. and the entire lack of subjects that have a natural appeal to young children, it is not surprising that the children are unhappy, that failwes are numerous, and that, in consequence, the number of repeaters



is large. Because of this the first-grade rooms contain a large proportion of children who are taking the work a second if not a third time. In a city in which the Bureau of Education recently conducted a survey, the number of repeaters in the first-grade rooms varied from one-third to two-thirds. Since these children are overage and oversized they constitute an element very difficult to deal with. Having lost interest in the subjects they are taking over, and having no such subjects as hand work or nature study, the day's work is a long, tedious grind. Some seat work is provided, but this is seldom anything besides word, letter, or number cards which the children have probably used hundreds of times before. "This is so tiresome," whispered a little first-grade girl to a member of the survey staff to explain why stand made so little use of her material. That the other children were of the same opinion was all too evident. Schools carried on in this spirit and by such methods are still common in many parts of the country. Continuance of such conditions beyond the primary grades is one cause of children's leaving school at as early an age as the law allows; such conditions as these have contributed to making the United States "a hation of sixth Shall it remain such? The remedies of the educational situation as a whole can not be considered here. The remedies for concrete situations such as those referred to should be considered since they have a bearing, indirect if not direct, upon the inquiry which this bulletin presents. What recommendations would a survey staff make for the improvement of such a situation as the one described?

The first recommendation to be made as the result of the findings would doubtless be that all the children in the first and second grades at least be carefully examined and those of corresponding ability and achievement be placed in groups by themselves. In the survey referred to there were practically three levels of ability among the children in each of the first-grade rooms, and at least two distinct ones in each of the second. If all those of one level of ability in both the first and second grades were grouped together in separate rooms, it would be possible to give each groups the specific instruction it needed. The result would be three firstgrade rooms, one of which would contain the brightest children, who would be able to make good progress; the second, the children of fair ability; and the third, those who are below the six-year level. For the latter the kindergarten type of work was advised. The value of the kindergarten as a means of developing children's intelligence has been amply recognized by survey committees, and they almost invariably recommend the organization of a kindergarten in each school in such situations, for all the children of the 4-6 year period.

With such a regrouping in the first and second grades at least ne of the conditions for good work has been provided. Additional approved conditions are required if the needs of such a situation re to be met. One of these is a course of study that includes the abjects of special interest to and value for young children—handork, games, story telling, nature work, and music. These subjects and be so taught and so related to the more technical studies, such a reading, spelling, numbers, etc., that a vital interest in all will be wakened on the part of the children. Without such an interest no flort can be successful.

The most important recommendation of all is that concerning he securing of teachers whose training will enable them to carry ut the lines of work here suggested. Since it is evident that much epends upon the right kind of a start, it is the kindergarten-prinary type of training that is needed in particular. Had teachers with such training been in charge from the beginning such condiions as those described could have been prevented in large measure. The cities that are working on the new plan can furnish ample vidence that with the improvements here suggested, and good eachers all along the line, the number of repeaters in every grade an be materially reduced. This reduction in the number of repeaters is the prevention of a corresponding number of failures. This being the case, should not a greater emphasis be placed on preventive measures at the beginning-better classification, better curriculum, and better trained teachers? Experience has shown that the neglect of preventive measure means the necessity for resorting to corrective measures later. Is not prevention better-and less expensive—than cure, in this case as well as in others? It is because prevention is seen to be the truest economy that the new type of school work is being increasingly adopted. In the movement for better beginnings the kindergarten-primary trained teacher will of necessity have an important part. Because of this the kindergartenprimary courses of study will constitute an important factor in educational progress.

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