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KINDERGARTEN EDUCATION

By

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KINDERGARTEN EDUCATION.

By ALMIRA M. WINCHESTER.

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I. THE KINDERGARTEN AND THE WAR.

With war in the world turning everything topsy-turvy, institutions and existing social conventions, formerly taken for granted, are now subjected to rigid inspection and their meanings sifted, in order that nothing useless may be permitted to cumber the earth when every bit of time, space, labor, money, and thought is imperatively demanded for carrying on the world business.

Side by side with the process of excluding the useless is going forward the process of uncovering the essentials in human institutions and making them yield up their wealth of possibilities. Education has thus been discovered. The school, as one of the chief instrumentalities of education, has begun to come into its own. Moreover, since babies are assuming a new value in the whole scheme of democracy, the kindergarten in its relation to the school and to the home is regarded afresh with respect and expectation.

The kindergarten unit for the refugee children of France.—One very direct form of war service is that being provided by the kindergartens of America for the task of restoring to normality the little children living in the refugee colonies of France.

The service undertaken by the American branch of the International Kindergarten Union is that of equipping and supporting a kindergarten unit in conjunction with the children's bureau of the American Red Cross in France, to work under the auspices of the citizens' committee for the conservation of the children of America during the war. Miss Fanniebelle Curtis is director and Miss Mary Moore Orr associate director of the unit.

Miss Curtis and Miss Orr, after visiting the devastated regions of France, returned with the strong conviction that it is trained

kindergartners who are needed to relieve the misery of the children and to give back to them some of the joys of normal childhood through plays, games, stories, handwork, and other educative activities.

The pitiful condition of the little ones is described by Miss Curtis in an appeal addressed to the members of the International Kindergarten Union. Subjected to the horrors of bombardments and gas, bewildered and benumbed by the necessity for silence in the presence of the frightful boches, undernourished, apathetic through suffering so many terrors, these unfortunate children are in danger of losing their sanity unless something immediate is done for their restoration. In Miss Curtis's own words:

They have been in the gassed regions, they have been lost on the fields of Flanders, they have fled from their burning villages, they have been actual prisoners with the civilian population back of the enemies' lines.

The Germans are sending back from the prison camps thousands of civilians, keeping them in Switzerland for a certain time and then allowing them to return to France. At Eviansles-Bains, the distributing point, child refugees are coming in at the rate of 500 day. Miss Curtis declares:

It is a tragedy that has no parallel in the world's history. The children are being placed in colonies, in chateaus, in convents, in convalescent hospitals until victory with honor is won. They need songs and stories and the joys of childhood restored, and more than all they need mothering.

Every foreign mail brings more pitiful stories. It is childhood's darkest hour.

The kindergartners of America have raised over \$35,000 to defray the expenses of equipping and sending kindergarten teachers to France. A number of teachers have already sailed, and others will follow as soon as funds for the purpose can be raised.

Conservation of the children of America.—To conserve the well-being of American children is properly regarded as a form of war service. The campaign, organized by the Children's Bureau of the Department of Labor, for saving the lives and bettering the health of 100,000 babies during the current year, has been earnestly supported by parents and teachers. Kindergarten teachers have made it their business to assist in the work of weighing and measuring young children, and recording the facts brought out by the physical examinations. In some instances follow-up measures are being instituted in order that immediate results may be secured for the kindergartens. This is the case in Worcester, Mass., where the supervisor of kindergartens issued to the teachers the following instructions:

While the baby measuring and weighing records are available in your school building, will you please make a list of the names of all children in your school district who will be of kindergarten age this coming school year? Send

to me the number—figures only—you discover. I will then take some steps to help you bring those children in promptly in September, 1918.

This will be an effort to avoid the dropping-in-at-any-time that so pulls down our kindergarten organization and work.

Another form of service in which kindergartens have engaged during the past 15 months is that of cooperating with those social agencies, in their respective communities, whose concern is with child welfare. To provide wholesome kinds of interest and activity in connection with the social side of child life, and thus to protect childhood from some of the blighting influences of war conditions, kindergarten teachers are spending their nonteaching hours in telling stories to groups of children, supervising some of the play in the small parks and public playgrounds, directing children in the cultivation of back-yard gardens, organizing excursions to woods or parks convenient to the neighborhood, and other similar activities. Nor are the teachers unmindful of their responsibility for seeing to it that children are gathered in and kept in school nor of their further responsibilities toward the mothers, especially in regard to instruction in hygiene, care and wise purchasing of food, and more efficient ways of living.

Kindergarten practice itself is influenced through the new insight, for teachers realize as never before the significance of the laws which govern all right association of individuals. Self-activity must always be the guiding principle of the kindergarten, but the individual is to be developed as a member of a group; as such he must conform to, must obey the laws which rule the whole, and subordinate self-gratification to the good of the whole. Since the children who fail to learn this lesson early in life become weaklings, self-seeking individuals, and moral failures, kindergarten teachers are more consciously than before directing the children in exercises which call for instant response in concerted action and for conformity to the desire of the group; also in organized plays which demand self-subordination and teamwork, and which make for helpful, self-controlled children.

The kindergarten as a factor in Americanization.—It is no new thing for the kindergarten to provide some of the means for transforming aliens into Americans. A permanent argument for kindergarten extension is that the children of the foreign born by means of kindergarten training are familiarized with English before formal school work sets in, and time is thus saved for the grade work. Furthermore, home visiting and holding mothers' meetings have been part of the kindergarten teachers' business and have been a factor in bringing the foreign family into an understanding and appreciation of the customs and standards of the new country.

The unique element in the relation of the kindergartner to the foreign family is that she reaches the members in a normal way before their home life has been disturbed. When the district nurse or the social worker comes to the family, it is at a time when economic pressure or sickness has forced them to the position of want, in which they are discovered.

In recent years the development of parent-teacher associations has tended to absorb the kindergarten mothers' meeting into the larger body, and the practice in public-school kindergartens of requiring kindergarten teachers to teach in the classroom both morning and afternoon has rendered it difficult for the teachers to visit in the homes as they used to do. The timid, non-English-speaking woman, conscious of being different from her neighbors, has been reluctant to attend the larger, more formal school meeting, and has thus missed the participation in community affairs and the opportunity for learning the language which her children are using in their daily school life and which her husband has acquired through the night school, the shop school, or the lodge school.

One result of this situation is that the mother, the center of the household, is neglected and often looked down upon by husband and children, who have outstripped her in the acquisition of the tools of citizenship. As the distance between them increases she grows apathetic, antagonistic, and reluctant to rouse herself to learn the language and customs which would help to bridge the distance. This is the opportunity for the kindergartner. Efforts are now being directed toward the establishment of more kindergartens, especially in regions where large numbers of aliens are employed in necessary industries, since the barrier of noncommunication can thus be removed while the children are young and unconscious of any difference between themselves and their American neighbors; and toward the restoration to its former place and function of the kindergarten mothers' meeting, and the development of the "door-step" meetings, since in them can be found the machinery for a fine give-and-take relationship between old Americans and more recent Americans.

Kindergartens in Ordnance schools on Government reservations.—Government reservations for industrial plants are necessary accommodations of the present emergency and are being developed under the direction of the industrial-service section of the Ordnance Department. Wherever the needs of the workers and their families require it a new town is being created, with suitable houses, school buildings, church buildings, Y. M. C. A. buildings, and other facilities for wholesome, clean, social living. As an integral part of the school system kindergartens are being provided, and teachers are sought who possess qualities essential to successful community co-

operation. Cottages or teacherages are being built for the housing of the teachers. Each school has one room planned purposely for a kindergarten, and the equipment and supplies are to be excellent in quality.

These reservation kindergartens offer to the teachers chosen to direct them rich opportunity for the best kind of patriotic service. Comparatively few kindergartners can go abroad at present for service in France, but here in America is an opportunity to do a vital and far-reaching piece of work. Not only the school population is to be educated, but the entire community as well. There will be playgrounds and other forms of recreational activity which the kindergarten teachers will be peculiarly fitted to direct.

Schools for the colored children, as well as for the white, will be established on the reservations near Charleston, W. Va.; Nashville, Tenn.; and Sheffield, Ala.

Retaining the name "kindergarten."—It was to be expected that some discussion on the rejection or retention of the name kindergarten would follow the entrance of the United States into war with Germany. That the institution itself has become thoroughly naturalized there can be no doubt. No other phase of education is more completely democratic and American than the kindergarten. In this respect the prophecy of the founder has been fulfilled that in America, the new world where new life was and is unfolding, the new education of the human race would take firm root. In Germany, the geographical birthplace of the kindergarten, little more than the outer form and the name is discoverable; the essence is missing. The kindergarten is not at home in Germany.

The edict of the Prussian Government in 1851 forbidding the establishment of kindergartens is tacit evidence that a system of education for the people based upon the principle of self-activity, freedom, and respect for individuality was considered a dangerous foe to the success of military autocracy. It was charged at the time that the tendency of the kindergartens was toward atheism and revolution, an indictment that inspired the Berlin comic paper to point out as objects of suspicion "those three-year-old demagogues with their inflammatory speeches, those red-handed revolutionists in swaddling clothes."

The contention of those who desire to change the name kindergarten is that, since the institution is truly Americanized, the name should undergo the same process; also that the new name should bear in it the suggestion of organic relation with the school system. But the clumsiness and ineptitude of the substitutes which have been suggested make it difficult to believe that any of them will be adopted.

"Children garden" or "child garden," the literal equivalent in English for kindergarten, is acceptable in so far as it retains the description of the institution; but the sound of it is awkward and disagreeable to the ear.

"Subprimary" is a term which has been offered, and in a few systems adopted, because it is said to carry out the idea of a real connection between the kindergarten and the rest of the school organization. The objection to it lies in its failure to define the essence of the kindergarten; "sub" makes the institution a mere annex to the primary grades and expresses only an external relation.

"Primary circle" has been suggested on the ground that the present name emphasizes the aloofness of the kindergarten department from the school as a whole, whereas primary circle is expressive of the truth that the aims, principles, and ideals of the kindergarten are basic of what is to follow in child training. The reason is good, but the name offered is not a success. In school vernacular "primary" is limited in its meaning, and has become synonymous with first grades; primary circle, therefore, being narrowly interpreted, would cause the institution to be regarded as a side issue externally related to the first grade.

"Baby nest" is the designation chosen in place of kindergarten in Italy. The description of the baby nests given by Signorina Amy Bernardy at the Pittsburgh meeting of the National Education Association leads to the conviction that, according to the American understanding of things, these institutions would be classed as day nurseries.

A passing observation should be given to the terms "school of childhood" and "house of childhood." The former name was selected to designate the department for the youngest children in the school of education of the University of Pittsburgh. The projectors of the school wished to be free from the limitations which would naturally be imposed upon the experiment if it bore the name kindergarten, and from having judgments passed upon the work according to kindergarten standards. The "house of childhood" is the name selected by Dr. Montessori to describe the type of educational institution devised by her. The classes were originally established within the tenement houses erected by an association for good building in Rome, and were intended to provide for the early training of the children of the workmen housed in the tenements.

Among the members of the International Kindergarten Union it is generally felt that "kindergarten" should remain. No other word so aptly and euphoniously describes the thing signified, an organization in which each individual child is regarded as a living organism or plant whose inner nature is capable of unfolding its richness in response to a favorable environment and under the gardener's care.

II. KINDERGARTEN PRACTICE.

Turning from the name to the institution itself, it is evident that modification in practice is steadily proceeding. Aside from the oft-cited illumination coming from "the light of modern psychology and child-study," several factors are contributing to bring about change of methods as well as of materials. Among these are:

(1) The need for giving to primary teachers and supervisors a clear exposition of kindergarten principles and methods.

(2) The new faith in democracy, expressing itself educationally in new faith in children's ability to direct their own activities and to organize their own groups.

(3) The friendly attitude toward experimentation with methods and materials, coupled with the "newly acquired devotion to the checking of results."

(4) The increasing number of kindergarten teachers who each year study education in colleges and universities.

Testing and measuring progress of kindergarten children.—Until recently it has been urged that the difficulties in the way of securing a satisfactory measure of the results of kindergarten training are insurmountable, and that the best things that happen to children because of a year or so in kindergarten can not possibly be reduced to terms of objective measurement. In answer to this, Dr. W. C. Bagley, in his introduction to *The Kindergarten in Japan*, points out that, while the ultimate effects of certain educational doctrines may be difficult to predict and the immediate effects difficult to determine and evaluate, "these are assumptions neither to be made lightly nor to be used as a cloak for mental inertia. The very difficulty should rather be a spur to the devising of means toward accurate prediction, exact measurement, and just evaluation."

In response to the spur prick, a beginning has been made during the past year of a valuable type of work. Under the leadership of Miss Alma L. Binzel, of Minneapolis, who devised a tentative set of tests of children's abilities, a group of experienced kindergartners undertook to give the tests and record the results after a uniform manner. Certain typical kindergarten activities were selected, appropriate tests for their measurement were determined, and groups of children were tested at the beginning and again toward the end of the school year. The progress in ability was recorded on a card devised for the purpose, and a summing up of the findings was made by Miss Binzel.

The activities selected for the project were those expressive of the following forms of ability: Physical control; language, as to range

¹ *The Kindergarten in Japan*, by Tsunekichi Mizuno.

of vocabulary and ability in oral composition; musical expression and recognition; constructive ability as shown in both temporary and permanent constructions; skill in graphic presentation; scientific aptitude as indicated by identifying objects, answering questions as to use and source of materials and as to processes; and mathematical aptitude as shown by using number, counting, and recognizing number groups.

It was the opinion of Miss Binzel that, in spite of handicaps, the results of the preliminary testing justify the continuance and expansion of the work; that in due course of time it will be possible to arrange scales of kindergarten work just as spelling, handwriting, arithmetic, and composition scales have been devised for grade work; that ultimately, norms will come into existence that will be valid in the measurement of progress due to kindergarten education; and that while growth in certain qualities of character does not readily lend itself to quantitative expression, it is legitimate to draw inferences as to developing personality from the scientific data furnished by the tests.

Waste between the kindergarten and the primary school.—Progress has been made in the study undertaken by the committee on minimum essentials in kindergarten and primary grades of the subject of what and how much of the kindergarten's contributions to the child's development are utilized in his subsequent school years. The report¹ made by the committee chairman, Miss Annie Moore, treats of investigations made in the field of arithmetical concepts, of literature, and of the use of free oral expression in first grade.

A series of tests in fundamental arithmetical concepts was used to measure the abilities of kindergarten and nonkindergarten children in order to ascertain whether children entering first grade after a year of kindergarten training are stronger in arithmetical concepts than children with no kindergarten training; also, if there is a difference in ability to learn, whether it is due to difference in age. The tests were applied once at the beginning of the term for initial ability, and again at the close for amount of improvement.

The score showed that the kindergarten children made a higher record of points in both tests. The rate of improvement was about the same in both kindergarten and nonkindergarten children. The time required by the nonkindergarten group was less in the first test; in the second test the time required was the same for both groups. In regard to age, the results indicated that the kindergarten pupils, even though slightly younger than the nonkindergarten pupils, made higher scores in points.

A comparative study of the literature used in kindergartens and first grades was made in order to determine the amount of duplica-

¹ Proceedings of the International Kindergarten Union, 1917.

tion occurring and the degree of progression secured in the subject. The results of the study show, among other features, that kindergarten and first-grade teachers are quite at one in regard to the use of nursery rhymes; that in the selection of literature, first-grade teachers in general choose whatever gives the best material for teaching reading, thus subordinating literary values to the technique of teaching beginning reading; and that in some instances kindergarten teachers send forward to the first-grade teachers a list of stories that have been used in the kindergarten.

The study of the use of free oral expression in the first grade was based upon the principle involved in the fact that "normal children make remarkable progress in the mastery of their mother tongue during the preschool period, and that this mastery is attained through the abundant and free use of speech in purposeful and significant ways." Increased language ability among kindergarten trained children is a recognized result, due to the freedom permitted in the kindergarten and the encouragement of conversation about objects and experiences of immediate and personal interest. Similar opportunities for free, natural, oral expression are advocated for primary grades by numbers of schoolmen; but that theory is ahead of practice in this respect is made apparent by the results of the study; for the tendency is clearly toward silence on the part of the children in primary grades, a condition which prohibits their learning how to use English fluently, intelligently, and correctly, as far as school experience is concerned.

The course of study in the kindergarten.—For the purpose of furthering the better understanding of kindergarten aims and methods by primary teachers and supervisors and providing constructive suggestions for the many kindergarten teachers who have to work without a supervisor's assistance, a group of kindergartners has undertaken to formulate the kindergarten curriculum and the standards involved therein. The need for a sane presentation of a sane curriculum in published form is emphasized by the fact that strange, extravagant practices are being introduced here and there under the name of "experimentation." Clear ideas as to essentials are evidently necessary to enable the "experimentors" to discriminate between freakish novelty and that which is validly original.

In preparing their formulation the committee of kindergartners have treated the curriculum in its twofold aspect of content or subject matter and forms of expression or activities. The terms "oral expression," "manual activities," "drawing," "physical training," "nature study" and "music" have been adopted so as to be in accordance with the usage in formulations of primary-grade curricula.

The various divisions of the subject are discussed as to: Aims, general and specific; subject matter; methods; attainments. In the

section devoted to language, wrong as well as right methods are illustrated in order to throw into relief some faults commonly committed.¹

Results of experiments with self-organized groups.—As evidence of the new faith in children's ability to initiate and direct their own play and work activities, various forms of experimentation are in progress. Those in charge of these experiments undertook the work firmly believing that self-activity means what it says; that the spontaneous play of children is educative; that children are rich in purposes at present and are not merely potentialities; that they should live in the present up to the best of their ability; that they should be measured by their intelligent cooperation, their ability to initiate and control situations, and their power of self-control; that in groups organized by the teacher the leadership is one-sided, the adjustments are made by the teacher, the plans and problems are set by her, and opportunities for experimentation or invention are meager.

While no scientific report on the experiments is as yet forthcoming, some conclusions appear in a report presented at the International Kindergarten Union convention (1917), by Miss Faye Henley. Miss Henley points out that a "spontaneous group" is a free organization in regard to numbers. Sometimes one child will work alone; sometimes groups of two or three will work together; and sometimes the entire group is included. An "organized group" is one organized by the teacher and held together by her.

The conclusions reached so far are:

(1) That the spontaneous or self-organized group provides for the practice of democratic principles; that the children make their own social adjustments and find opportunity for leadership, initiative, and experiment.

(2) That the limitations in self-organized group work are that some children merely repeat what pleases them, without progressing; some children do what is easiest for them; some become capricious and even lawless.

(3) The place of the teacher in the organization thus becomes clear. She must keep the balance, help to improve standards, be ready to give expert advice, stimulate lagging interest by bringing in new aims or new use of materials.

III. SURVEY OF THE KINDERGARTENS OF RICHMOND, IND.

Of recent years a number of surveys have been made of the school systems of various cities, and the kindergartens, being included, have come in for their share of comment; but to the kindergartens

¹ The report will be published shortly as a bulletin of the Bureau of Education.

of Richmond, Ind., belongs the distinction of being surveyed as a system of kindergartens, and by a kindergartner, Miss Alice Temple, of the school of education of the University of Chicago.

The survey was undertaken with a view to achieving a closer coordination between the kindergartens and the grades. The report is a most valuable document containing excellent suggestions for groups of kindergartners who may wish to conduct a survey of their own kindergartens.

In carrying on the investigation Miss Temple visited each of the eight kindergartens twice, and visited the first-grade classes; held conferences with the teachers both as groups and as individuals; examined the course of study for kindergartens printed in the superintendent's report for 1912; studied information supplied by the superintendent; and examined the written answers to questions contributed by kindergarten teachers and first-grade teachers.

The report is organized under the following sections: The kindergartens; the room equipment; the teachers; the relation between the kindergarten and the first grade; and the curriculum and methods of the kindergarten.

In regard to the kindergartens, Miss Temple found the prevailing social atmosphere wholesome and the relations between children and teachers all that could be desired; but in some of the classes the children have been trained to respond automatically to a series of piano signals and to certain artificial devices for securing attention. This method tends to produce dependence upon particular forms of guidance rather than intelligent self-control.

Commenting upon the room equipment, the report recommends more growing plants and some form of animal life. Of the materials for play and handwork, the criticism is that they are inadequate. The kindergartens are supplied with the "traditional" materials. It is recommended that larger blocks, together with boards of varying lengths, be added to the equipment, in order that the children may make buildings and furniture for their own play use. A "kinderhaus" or five-fold screen to inclose a space for a playhouse is also recommended.

According to present-day theory, materials are primarily valued as means through which children may give expression to their ideas and carry out their play purposes. This means that any of the traditional materials may be discarded and more adequate ones used. Among these more adequate supplies are large-sized and heavy papers for construction work; soft wood cut in blocks and boards, together with hammers and nails for construction; easily handled textile materials for weaving; and materials for simple and crude dolls' clothes.

Supplementary educational monograph of the School Review and Elementary School Journal, Vol. I, No. 6.

Small toy animals, small dolls, toy utensils, and dishes to use in connection with building plays are recommended.

In respect to the teachers and their needs, it is recommended that a well-trained and thoroughly efficient supervisor of kindergarten and primary grades be secured; that the kindergartners be encouraged to attend summer sessions and pursue further study in kindergarten education; and that a more profitable use be made of the afternoon hours of the kindergartners. It is pointed out that the constructive movement within the kindergarten during the past 10 or 15 years has made rapid progress, and that kindergartners should put themselves in the way of further study at one of the progressive normal schools or universities in order to keep pace with the best developments in kindergarten practice.

The need for the continuity between the work of the kindergarten and that of the first grade is apparent. It is suggested that the teachers and supervisors work out a kindergarten-primary curriculum which shall provide for continuity in each of the subjects common to both: Community life, industrial and fine arts, language, music, physical education, nature study, number work.

A number of first-grade teachers, while recognizing the independence of the kindergarten-trained children in many directions, find them too dependent on the teacher's help in handwork. If kindergarten teachers would plan simpler forms of handwork and be satisfied with cruder products, they would be able to develop in the children a desirable degree of independence.

The criticism by the grade teachers that kindergarten children want to talk and play instead of work is a criticism of the first grade rather than of the kindergarten. Two reasons for this so-called restlessness are that the seat work in the first grade does not call forth the thought or the effort of which six-year olds are capable, and that not enough time is allowed for active play.

Commenting upon the curriculum and methods of the kindergarten, Miss Temple points out that too great quantity and variety of intellectual material was introduced within a given period of time, and the subject matter was unwisely utilized to present ideas and ideals which belong not to the kindergarten but to a later stage of development.

She criticizes as devoid of real thought on the part of the children lessons which begin with a series of exercises dictated by the teacher the purpose of which is to help children take some simple blocks from a box, and are continued by directions as to certain moves with the blocks, and are finished by returning the blocks to the boxes in an exact manner. The definition of a right or wrong result in such a lesson is not determined by the fitness of the object made for the use of it, but whether or not it duplicates the form made by the

teacher. It is pointed out that a chance should be given for testing the efficiency of the objects constructed and that a motive beyond a desire to please the teacher should be given to children's work.

The report goes on to deal with each form of activity in the kindergarten, drawing, language and literature, plays and games, and music, in every case offering constructive and stimulating suggestions for the improvement of subject matter and methods.

The spirit in which the Richmond survey was undertaken, the friendly cooperation with which it was carried on, the carefully prepared report, with its thoroughly practical and constructive recommendations, all unite to commend not only this particular piece of work, but also this type of work as worthy of being widely applied to kindergarten systems.

IV. RECENT PUBLICATIONS PERTAINING TO THE EDUCATION OF YOUNG CHILDREN.

"PLAY LIFE IN THE FIRST EIGHT YEARS."¹

Miss Palmer has carefully listed games and plays that are typical of those best suited to the gradually developing powers of typical children of the ages from 1 to 8 years. Even a casual reader can not fail to get from these lists and explanatory descriptions a logical idea of the mental unfolding of the small child and the reaction he requires from his environment to further his growth into a well-balanced, useful citizen of high ideals.

The book is neither technical in phraseology nor difficult in style and is so definite in its portrayal of the type of games needed by the child at various stages in his development that it should be of great value, not only to the trained teacher, but to the parent or nurse or social worker who has the supervision of small children.

"PRIMARY HANDWORK" AND "ILLUSTRATIVE HANDWORK."²

The worth of the first-named book lies in the value-standard it sets. It does not view the primary curriculum as a certain amount of knowledge to be acquired by the child more or less painfully in preparation for the next higher grade; it sees each period of the child's development as a time seething with childish interests and enthusiasms which, rightly used, make of each school year a triumph of achievement, development, and happiness. The problems of construction are approached from the child's point of view and interest. The standard of the work is measured by the child's ability to do and think. The child's growth is shown by his increased ability to judge his efforts and intelligently measure his successes. This produces what Dr. Dewey calls a "child who has something to say rather than

¹ By Luella A. Palmer.

² By Ella Victoria Dobbs.

having to say something." Miss Dobbs shows clearly the way in which the artificial gulf between the kindergarten and the primary grades can be made to disappear.

In the second-named book are offered practical working outlines upon which the teacher may build. The object of the book is to prove by means of work already tried in actual schools:

1. That illustrative handwork can be used profitably as a method of study by giving the children something to do which they will wish to do, but which can not be done successfully without a practical knowledge of the subject matter to be studied.
2. That illustrative handwork can be used profitably as a method of recitation by requiring the children to make something which they can not make successfully unless they have gained clear and definite ideas of the subject which has been studied.
3. That work of this kind not only has a place as a regular form of study and recitation, but that it can be done without exceeding the limit of time allotted to the subject.
4. That the equipment and materials are easily obtainable in any school.
5. That work of this kind may be carried on in the regular classroom.
6. That such methods may be used by teachers who have not been trained in the manual arts.

"A COURSE FOR BEGINNERS IN RELIGIOUS EDUCATION."¹

Miss Rankin, a trained kindergarten, has brought her knowledge of child psychology and the knowledge gained from actual contact with many children to the problem of making a year's course of Sunday-school lessons that will make for a better feeling, thinking, and doing in the life of the little child, and that will also be quite simply and definitely stated, so that the average untrained Sunday-school teacher may use them literally as the supporting framework for her work.

"THE USE OF THE KINDERGARTEN GIFTS."²

The use of the kindergarten gifts carries from cover to cover a plea for a wider knowledge on the part of the teachers of every material to be used; and a greater insight into the process of the growth of little children. The book is of particular value to the recently graduated kindergarten student who has had a limited opportunity for actual teaching experience, and to the teacher who emphasizes organized group work in her school.

BULLETINS NOS. 1, 2, 3, 4, AND 5: BUREAU OF EDUCATIONAL EXPERIMENTS.

To quote from the preface in one of the bulletins:

The Bureau of Educational Experiments is made up of a group of persons who are engaged in first-hand efforts for improving the education of children, and who have all shared in the general movement that has brought about a

¹ By Mary Everett Rankin.

² By Grace Fulmer.

more scientific study of them. They feel that the development of some more comprehensive plans of utilizing the results of the recent interest in "free education" is the next step, and that it depends essentially upon securing a closer cooperation among experimenters.

The bureau aims to accomplish these ends by giving support to present experiments, by initiating new experiments, by collecting and making available for public use information about the whole field of experiments in education, and by hastening the introduction of newly acquired methods through actual teaching experiments.

The first bulletin is entitled "Playthings"; the second is a study of Animal Families in Schools; the third, fourth, and fifth bulletins describe the kind of work being done at The Play School, by Caroline Pratt; at The Gregory School, by Margaret Naumburg; at Teachers College Playground, by Mary Rankin; at The Home School, by Mattie Bates; and at "Stony Ford School," by Mr. and Mrs. Hutchinson.

"SELECTED LIST OF STORIES."

The literature committee of the International Kindergarten Union has published an excellent list of stories to tell to children in kindergarten, first, and second grades. In presenting the list the committee point out that extended lists prepared by libraries and other compilers are easily obtained; and for that reason it was thought best to confine the committee's endeavors to the preparation of a limited list of stories of distinctly literary quality, each story having a proved value and interest for children.

With the title of each story are listed several books in which different versions may be found.

V. KINDERGARTEN LEGISLATION.

The excellent mandatory-on-petition law has yielded such good results during the past five years in California that friends of the kindergarten have been stimulated to secure the passage of a similar law in other States. Their efforts have been successful in Maine, Oregon, Tennessee, Washington, and Texas.

In Maine the superintending school committees are required upon the filing of a petition coming from the parents or guardians of 30 or more children between 4 and 6 years of age, living within a mile of a public elementary school, to maintain a kindergarten as a part of the common-school course, unless otherwise instructed by the city or town. The kindergarten may be discontinued if the daily average attendance falls below 15 children. In respect to kindergarten teachers the law provides that no person shall be allowed to teach in any kindergarten who has not completed at least a two-years' course in training and received a certificate or diploma from a recognized

kindergarten training school, approved by the State superintendent of schools.

In Oregon the peculiar provision of the kindergarten bill is that the establishment of kindergartens is confined to the city of Portland, the law stipulating that not more than five and not less than three kindergartens must be installed during the year.

The law of Tennessee is a permissive one—that is, cities and towns may establish kindergartens, but must support them by means of local taxation.

In the State of Washington the enactment provides that the kindergarten shall be a part of the school system and be supported just as the primary and upper grades are supported.

The Texas law is similar to that of Maine. A noteworthy feature of the campaign was the hearty support given to the measure by the officers of the State department of education. Emphasis also was placed upon adequate provisions for well-trained kindergarten teachers.

In a number of other States the Federation of Women's Clubs, the National Congress of Mothers, and other women's organizations are taking an active interest in State campaigns for more public-school kindergartens.

New kindergarten training schools.—(Closely connected with the legislative successes in Texas and in California is the announcement of the opening of three new kindergarten training schools. The College of Industrial Arts, Denton, Tex., has organized a department of kindergarten education, with Miss Mabel Osgood, formerly of the Milwaukee State Normal School, in charge; and in the San Houston Normal Institute, Huntsville, Tex., a kindergarten department is being incorporated. Miss Grace Fulmer has opened a school in Los Angeles, Cal. Children's classes in kindergarten and primary work and a department of kindergarten and primary education for young women are included. Emphasis is placed upon open-air work.

A two-year kindergarten training course was organized in 1916 in the State normal school, at Tempe, Ariz.; a training class, under the direction of Miss Laura Fisher, was opened in Boston, the same year; and Miss Laura Cushman organized a training school in Miami, Fla.

Kindergarten departments are also being instituted in connection with the schools of education in the University of Nebraska, at Lincoln, and in the University of Missouri, at Columbia.

Appropriation for kindergarten education.—By no means the least significant event of the past year is the appropriation granted by Congress whereby Federal support has become available for the important field of kindergarten promotion and practice. Two specialists in kindergarten education constitute the staff for the present.