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Central Washington University

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THE QUARTERLY
OF THE
Washington State Normal School
ELLENSBURG

THE KINDERGARTEN

Entered at the Ellensburg Postoffice as Second Class Matter.

OLYMPIA,
FRANK M. LAMBORN, PUBLIC PRINTER.
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CALENDAR.

Close of First Semester and Mid-winter Graduation ...................... Friday, January 23
Beginning of Second Semester ............................................. Monday, January 26
Faculty Recital ..................................................................... Friday, January 30
National Holiday ................................................................. Thursday, February 12
Cantata—Treble Clef ............................................................... Friday, March 6
End of Third Quarter ............................................................. Friday, March 27
Beginning of Fourth Quarter .................................................. Monday, March 30
Beginning of Easter Vacation .................................................. Wednesday noon, Apr. 8
End of Easter Vacation ........................................................... Monday, April 13
May Festival, Primary Department .......................................... Thursday, May 14
May Festival, Kindergarten .................................................. Friday, May 22
May Festival, Grammar Department ....................................... Friday, May 22
Senior Class Day .................................................................. Friday, May 29
Alumni Anniversary .............................................................. Saturday, May 30
Baccalaureate Day ................................................................. Sunday, May 31
Anniversary of the Literary Societies ..................................... Monday, June 1
Graduation Day ..................................................................... Wednesday, June 3

FACULTY 1913-1914

WILLIAM EDWARD WILSON, A. M., Principal
History and Philosophy of Education.

JOHN HENRY MORGAN, A. M., Vice-Principal
Mathematics.

JOHN P. MUNSON, M. S., Ph. D.,
Biological Sciences and Sociology.

ELLA ISABEL HARRIS, M. A., Ph. D.,
English Literature and Language.

RUTH CHRISTINE HOFFMAN,
Primary Training Supervisor.

CLARA MEISNER,
Kindergarten Director.

MARY A. GRUPE, Ph. B.,
Psychology and Education.

HENRY J. WHITNEY, B. S.,
Manual Training.

EDWARD JULIUS KLEMME, A. M.,
Supt. of Training School, Field Agent.

M. F. DONOVAN,
Oral Expression and Physical Training.

ALBERT H. MEHNER, A. B.,
Physical Science, Geography.

FLORENCE ENSLE,
Public School Music.

FRANCES SMITH,
Supervisor of Grammar Grades.

ANTONETTE SABELWITZ,
Supervisor of Intermediate Grades.

FLORENCE WILSON, B. A.,
Assistant in English.

HERMINE STELLAR,
Art.

GRACE BEDELL, B. A.,
Domestic Economy.

VERA JOSEPHINE MAXWELL,
Registrar.
E. L. PARMENTER, M. A.,
Principal of Training School.

E. R. KOOKEN,
Rural School Work, Agriculture.

E. EARLE SWINEY,
Director of Music.

ANNA QUIGLEY,
Supervisor of Intermediate Grades.

CORA M. TOMLINSON,
Primary Observation Teacher.

L. D. SPARKS,
High School Assistant, Athletics.

HELEN HARDY,
Intermediate Observation Teacher.

REBECCA B. RANKIN, A. B.,
Librarian.

MRS. NELLIE A. ROEGNER,
Assistant Librarian.

ZILLAH RUSH HEDGER,
Secretary.

MRS. E. J. ARTHUR,
Matron.

WILLIAM HUSS,
Superintendent of Buildings and Grounds.

THE KINDERGARTEN.

HISTORY OF THE NORMAL KINDERGARTEN DEPARTMENT.

When the Normal School was organized on September 6th, 1891, a training school was provided for and one primary room was established. Year by year as means were provided the training school has been enlarged.

A kindergarten was introduced in connection with the primary department under the instruction of Miss Colema Dickey in 1898, and was established as a department of the training school in the year 1901-1902 with Miss Mary Proudfoot as director. It occupied a pleasant room in the basement of the normal school, well lighted and ventilated, and suitably furnished. It accommodated about forty children, and the average attendance for that year was thirty-eight.

During the period given to the observation and special study of schools and of teaching, the kindergarten was visited and studied by all students, just as are the several primary and grammar grades. Opportunity was also offered for students who desired to prepare especially for kindergarten work, or to study the kindergarten for the benefit of additional insight and skill in primary work.

Miss Proudfoot had studied the kindergarten in Chicago, and also in Berlin, and was thus able to establish this department upon a true foundation as an integral part of our training school. Upon the resignation of Miss Proudfoot in 1906, Miss Clara M. Meisner was secured to take charge of the kindergarten work so well begun. Miss Meisner came to Ellensburg with preparation similar to that of Miss Proudfoot, and, in addition, brought the results of a wide study of, and experience in, school and settlement work with little children. She had also made special study of recent improvements and adaptations of kindergarten methods.

As a result of Miss Meisner's wise, patient, devoted labors, for eight years, this institution has a modern American kindergarten. It occupies a suite of three connecting rooms, located conveniently and pleasantly on the ground floor of the Training School building, with a large shaded lawn just outside and ample play room space inside. It is furnished and equipped suitably, and is conducted in accord with the best ideals of today.

The kindergarten of the Normal School at Ellensburg has been and continues to be appreciated by many parents of this community. It has assisted not a few mothers, in their efforts to give their little children under school age proper care and suitable occupation not easily provided at home, even in the homes best furnished with the means for the nurture and care of children. What this kindergarten is doing for forty little children here every year, or the equivalent of this, is needed and would be appreciated in every town and in numerous suburban and urban communities in the state, not to speak of the manifold needs for the like in every city.
THE PURPOSES IT SERVES.

But this kindergarten is maintained not primarily for the benefit of these children nor for the parents, nor is it chiefly a contribution to the educational privileges of this community, desirable as it undoubtedly is on these accounts. It is supported for the benefit of the students of the Normal School, as a valuable factor in their education as public school teachers.

In the observation department of the training school it holds a prominent place. This department consists of four units, the kindergarten, a first and second grade room, a third and fourth grade room and a fifth and sixth grade room, each suitably furnished and equipped and under the instruction of an expert teacher. Each is maintained for the explicit purpose of exemplifying a good type school of its grade in which children have favorable conditions for natural and healthful activity. It is not designed for a model to be reproduced, but a type to be studied. These rooms are visited systematically by the students of the Normal School, with the view of enabling them to form correct conceptions and worthy ideals of schools and of organizing, managing and teaching school. Reports of these observations are the basis of discussions under a teacher and thus students find suitable material for thoughtful consideration of school-room problems before they find themselves in the midst of a multitude of such problems demanding instant solution.

Changes in Method.

In the early years of Normal Schools, observation of children and school activities was not much practiced. Less than half a century ago Normal School courses were not founded upon concrete study of educational facts and processes. Abstract principles, chiefly psychological and ethical, were stated and philosophically discussed as the source of methods of teaching. But it has long since come to be recognized that to become vital and productive a principle must be discerned in some concrete way. So it has come to pass that the study of method and management in Normal Schools is based largely upon observation of schools, of children at work and at play, and of school activities.

Each of the observation units is visited by all students because the process of a child's education runs continuously on, and each year's school training is connected with that preceding and that to follow. To be competent to teach properly any grade, the teacher needs to have a liberal acquaintance with the progressive development of children through the years of school life.

If any one of the four units of the observation department is the most valuable one for study by Normal students who are seeking to form sound and serviceable conceptions to guide them in teaching, there is scarcely any doubt that the kindergarten is the one. The purpose of the observation is not to make the students imitators of good methods, but to enable them to understand processes and to con-
the physical and social world about them. Their bodies should be
developed in both strength and control, their senses sharpened in
order to perceive clearly and accurately. Important habits of speech
should be acquired, many interests be fostered and much knowledge
of the world about them. The non-moral child should also be
helped to become moral through a comparatively free life with a group
of his equals.

Just how the kindergartner attempts to give the children this all-
round development essential for these years can be partly shown by
following the activities of a group of kindergarten children through a
morning session. The morning's work generally begins with a so-called
morning circle. At nine o'clock the children place their chairs upon the
large circle. After bidding each other and the teachers good-morning
by some form of song or other greeting, a few minutes may be given to
weather observation, or having the children tell of some interesting
experiences which they have had. The aim of the latter is to widen the
children's knowledge of other children's lives, their homes and experi-
ences, and to establish a friendly interest in each other's doings; also
to lead children to talk freely and to learn to take their share in con-
versation. To do this, the kindergartner tries by various unobtrusive
ways to draw out especially the shy, reticent children, and to help the
more vivacious ones by making them willing to wait their turn. Part
of each morning circle is devoted to the teaching and singing of songs.
This gives the children not only valuable ear and voice training, but
they also acquire a fund of choice children's songs. Good finger plays
and other verse are also said, both individually and in unison.

The chief work of a circle consists, however, of developing the
thought upon which the day's work is based. From week to week various
subjects are studied with the children which will arouse the
children's interest in the life about them, and make them more alert
and intelligent.

In the Normal Kindergarten this fall some weeks were devoted to
the study of the fall changes out of doors, and to man's and the
animal's preparation for winter. Part of this time was devoted to the
study of the sheep, especially their care in the fall. The thought
for one morning circle, for example, was "How the shepherds care
for their sheep when they drive them down from the hills in the
fall." Since the children in this valley frequently see bands of sheep,
the thought is developed by having the children recall their own
observations, and the visit of the whole kindergarten to the sheep
corral and then supplementing and correcting the children's knowl-
edge. The lesson is further impressed by the use of pictures and by
having the children dramatize the driving of sheep.

In such morning talks in the kindergarten, the children get not only
much information suited to their age and development, but also have
much opportunity for expression through language, dramatization, etc.

After the morning circle the children have an opportunity for a
little exercise in which the teacher plays some characteristic music.
such as marching, skipping, light dancing or heavy slow music, and
the children each time express in movements what the music sug-
gests to them. Here, as in all other work of the morning, the kinder-
gartner tries to avoid blind imitation of one child by another. She does
this by calling attention to many different movements made, all of
which are expressive of the music played. Occasionally the kinder-
gartner plays familiar song melodies and the children guess them.
In all of these ways, the children are getting good ear training and the
love of music is being developed. Incidentally, they are also getting
training and control of body through the various limb and body
movements that are performed freely, unconsciously and gracefully.

This work may be followed by a period of rhythm work. As the name
implies, it is a time for training and distinguishing various rhythms.
Not only hearing them, but by clapping, tapping, playing the drum,
tamborine, bells, etc., in time to the music. This may be followed by
a little exercise in which the teacher plays some characteristic music.

For instance, this lesson on bringing home the sheep from the moun-
tains might be illustrated by using the blocks to build the corral,
sheep sheds, feeding troughs, etc. In this way, the thought can be
more clearly impressed. The children may follow simple directions
in building these forms, or their ingenuity stimulated by originating
their own forms.

This table work is followed by a period of active games; in these
the children have the opportunity not only for exercise, but also for
learning how to play with the children of their own age—to play fairly,
unselfishly, etc. The play circle also gives the teacher an opportu-
nity for bringing out the more diffident children.

At a second period of table work the children usually do some hand
work that also correlates with the thought of the day, that is, the
thought developed on the morning circle. On the morning when the
lesson of the return of the flocks is studied, the children may sew
herd crooks, etc., in clay, construct sheep barns of paper, or make
something else which will correlate and make clearer the subj e ct.

Part of each morning's work in the kindergarten is also devoted to
a story hour, during which the teacher tells some appropriate and
well chosen story to the children. Whoever has watched the absorbed
interest of a group of children during the story hour need not be told
what a delight it is for the children to take this trip into the land of
"Once upon a time," and no teacher or student of children need be
told the value of a daily story hour in arousing an interest in good
The morning session of the kindergarten closes with a so-called good-bye circle in which the children sing a good-bye song, or possibly shake hands with the teacher.

While such a survey of a morning's work in the kindergarten may give some general conception of the activities carried on there, yet one must remember that there is considerable variety and flexibility of the program, which will permit opportunities for free play and a variety of activities other than those here outlined. Then, too, no single day's work can reveal the whole range of opportunities for development made possible in the work of a year or two. A careful study is made of the individual children, their nature and needs, and in many of our best kindergartens records are kept of the progress and development of the individual children. This is valuable, not only as a record, but in order to keep the kindergartner alert to the needs of the various children, so she may give to each child that opportunity which he especially needs. For example, certain children whose senses are dull are given much work in general observation and sense training. Others, who are slow and heavy in their movements, are chosen often for the active games, rhythm work, etc., the quick, heedless child is trained to be accurate and careful; the selfish one is given opportunities for service.

In all such ways the kindergartner strives for the best all-round development of the children in her charge, and so, as an intelligent mother has said, the kindergarten is a mother's best ally.

The kindergarten as a field for observation and study of education surely is almost an indispensable factor of a Normal School. It serves to reveal basal principles of management, of government, of instruction, whether of little children or of older pupils. It reveals how children learn; what they can do; how a child's disposition is formed and changed; how his will is led by his sensations and his emotions; how easily a child may be spoiled unwittingly even by those who love it devotedly; what skill and patience, with enlightened judgment, may achieve in the restoration of a demoralized child. The Normal kindergarten is especially valuable as a means of getting young students of education at the point of view from which they may best learn the art of educating.

The kindergarten is useful also to Normal School students for practice teaching. Those especially who are preparing to become primary teachers or supervisors may obtain valuable light upon the problems of primary instruction and management from close contact with children under school age—under the reading and writing age—in the kindergarten, where other life-activities than those which are perhaps too exclusively exercised in primary schools are recognized as of primary importance in educating children. The transition from kindergarten life to school life would not be so abrupt as often happens, if primary teachers were more familiar with kindergarten aims and methods. Those students, therefore, who have in view primary teaching are offered the opportunity of teaching in the kindergarten one quarter.

A few students each year desire to become kindergartners. Such students may elect their work to this end; if they wish to complete a kindergartner's course as well as a primary teacher's course, they can do this by spending three years at the Normal School.

It will be seen now that the kindergarten, as a factor in the Normal Training School, serves three purposes: first, as an observation department in which the Normal students may find enlightenment as to child nature and needs, and get at the right point of view for understanding educational processes and methods; second, as a part of the practice school, having special value to students preparing for primary teaching or supervision; third, as a training kindergarten for those who desire to become kindergartners.

THE MISSION OF THE KINDERGARTEN.

There is still another important service which it is hoped that our kindergarten renders, namely, that of extending knowledge and appreciation of the kindergarten as an institution by a practical demonstration of its value. The meaning and the mission of the kindergarten are not widely enough understood, and misconceptions prevail as to its purpose and its real value.

Many teachers, as well as parents and public-spirited, liberally educated citizens, view the institution as an educational luxury rather than as a means of child development and culture, having much to do with human welfare. Has the kindergarten a legitimate place in a system of public education? What are its claims for support by the public?

Taking the last question first, it must be granted that a true kindergarten—and no cheap imitation would be, or ought to be, acceptable to any progressive American community—is somewhat more expensive to establish and properly equip than a primary school, though not more expensive to maintain. The fact that the kindergarten has been established only to a limited extent as an essential part of the public school system, may suggest that its claim to general adoption is not sufficient to justify its maintenance. A better presumption, however, may be that its necessity has not been felt sufficiently to seem to justify the cost of its support.

When the case has been duly considered it must be evident that some sort of institution intermediary between the home and the school is needful. Through the first three years of a human life the protection of the home and the care of the mother are indispensable, but the helpless babe soon becomes a self-active child, possessed of many rapidly developing capabilities. Through the second three years the child's needs and capabilities greatly increase; besides, by this time this child usually has ceased to hold a monopoly upon home and mother. There is surely need of some responsible agency to conduct children through this second pre-school period.
Much will happen in this period besides physical growth and development, and more than physical care is necessary. The two or three years preceding the primary school period is not a time when children may be left to chance for protection, for guidance, and for occupation. Much of that which is commonly attributed to heredity is doubtless not less the consequence of the child’s experiences and actions at this time. Personality is evolved to an appreciable extent in this period. Leave any child to the chance influences of environment through these years and what will happen? Habits, formed by chance, will get a start; a disposition will be developed at random; a will will become assertive and resolute, perhaps, but capricious and selfish.

Good home care may carry many children safely through this crisis, but multitudes of children have not adequate home care. Not physical harm so much as bad learning and demoralization at the very outset of a child’s career are to be guarded against. The serious difficulties that embarrass primary schools, grow out of what children have learned chiefly outside of home, during the idleness of the pre-school period. This is a child’s time of passing beyond the close eniron of home and entering into the world and the society of men and animals and things. Children require now, if ever, care, protection, guidance and sympathetic companionship. In short, their education is in progress in some fashion. Intellectual and emotional processes are going merrily on, instincts are becoming capabilities, disposition and inclination are becoming character. The child is making the man.

Lacking wise guidance and suitable opportunity for educative activity, little children mis-apply and mis-direct their self-activity. The kindergarten was devised to help the home take care of little children through this critical period—the most critical of life for the majority of children, if not for all. It does not take them away from the home; it relieves the mother of their perpetual care for two or three hours five days of the week. Mothers can best say what they might do with these hours. It undertakes to help the home by furnishing these children healthful and enjoyable occupation, that will also develop their capabilities in a natural way and thus prepare them for school life.

The kindergarten is designed to save the second three years of children’s lives from idleness and mis-applied activity. By some the kindergarten is regarded as a beneficient institution very valuable for slum districts and for communities in which mothers are largely employed outside of the home, but not important for children who have good home care. Of course, there will be little question as to the greater need of the kindergarten where home conditions and surroundings are unfavorable than where they are favorable.

Nevertheless, should not the child who is fortunate in its home and its social relations be furnished also the best conditions for physical, intellectual and social development? The kindergarten is not chiefly a reformatory or eleemosynary institution, but an educational agency. It was devised by its founders with the view of securing for all children the best provision for their growth and culture. It is suited to furnish what all little children need as really as they need food and sleep and protection—namely, (a) occupation suited to their capacity, (b) companionship of other children, and (c) guidance in their play, in their work, and in their perpetual quest for amusement and something to do. The kindergarten is not intended to take the place of the home, but to supplement the home for little children as the school supplements the home for older children.

Our state has already achieved a high position in the country on account of its liberality and efficiency in public education, but it is behind all the more progressive states in the maintenance of kindergartens. Superintendent Frazier of Everett writes: “Ever since coming to the state I have felt the serious lack in the public school system, due to the scarcity of kindergartens. We have not in this city, and I believe the same thing is true in most cities of the state, felt justified in establishing kindergartens out of the funds in hand because of the inability of the kindergartens to participate in the apportionment of the state and county school funds. In other towns for nine years I had public school kindergartens under my supervision and was able to note the value of this training. It has left me a great believer in kindergartens.”

Is our state not ready for a new law providing adequately for the establishment and support of kindergartens wherever the people desire thus to provide this one lacking link in the public provision for the education of all the children of all the people?

The Efficiency of the Kindergarten as Measured by the Progress of the Children through the Grades.

In the mind of the kindergartner who feels fairly sure that her ideals are right, and who watches the wonderful development that takes place during the kindergarten training period, there is no question that its discipline will manifest itself in later years of school life.

There is, however, considerable doubt in regard to the advantages of kindergarten training, expressed not only by the laity but also by grade teachers. Parents claim that the children should not be sent to school at such tender years. They would be justified in this opinion if the traditional and formal training of the elementary school were the type of work carried on, but in the modern kindergarten the work is adapted to the ages, abilities and needs of the children. Teachers in the grades often complain that kindergarten children are hard to manage. The teacher who is handicapped with thirty or forty pupils must teach en masse, and unless a teacher with insight and resource, she regards as a nuisance any show of individual initiative and spontaneity.

Now the kindergarten aims to cultivate just such characteristics as the mass teacher will not tolerate; use of body as well as mind, spontaneous and free expression of thought in a variety of ways, initiative and originality, ability to co-operate with one’s fellows and to become a generally efficient and agreeable member of society.
A small number of statistical studies have already been made for the purpose of determining whether, as they advance through the grades, children who have had kindergarten training show superiority over children with no such training. In 1903 Supt. H. D. Hervey of Pawtucket, R. I., compiled statistics showing the relative advance made by first grade children with and without kindergarten training. He gives the following result:

"Sixty per cent of the children entering school under five years and three months without kindergarten training failed of promotion at the end of the year; while 35 per cent. of the children entering at the same age with kindergarten training failed of promotion; 39 per cent. of those entering between five years and three months, and six years, without kindergarten training failed, while only 16 per cent. entering at the same age with the training failed. Of children six years and over, entering without the kindergarten training, 21 per cent. failed; while only 10 per cent. of those of corresponding age with kindergarten training failed."

Another study of grammar grade children published in the Kindergarten Review, January, 1908, gives the following tabulation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Kindergarten Children</th>
<th>Not Kindergarten Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average age</td>
<td>Average age</td>
</tr>
<tr>
<td>III</td>
<td>8.9</td>
<td>10</td>
</tr>
<tr>
<td>IV</td>
<td>10.3</td>
<td>11.2</td>
</tr>
<tr>
<td>V</td>
<td>10.5</td>
<td>12.2</td>
</tr>
<tr>
<td>VI</td>
<td>11.9</td>
<td>13.1</td>
</tr>
<tr>
<td>VII</td>
<td>12.3</td>
<td>14.9</td>
</tr>
</tbody>
</table>

Supt. Mary D. Bradford, of Kenosha, Wisconsin, asked her teachers from the first through the fifth grades to classify the children who had had kindergarten training and those who had not as slow, average and bright; to give their average ages and the average age for each grade.

The total number of children studied was 1,663. Of these, 925 had had kindergarten training and 738 had no kindergarten training. Twenty-six per cent. were classed as slow, 46 per cent. as average, and 28 per cent. as bright. Fifty-four per cent. of those classed as slow, 46 per cent. of those classed as average, and 60 per cent. of those classed as bright, were kindergarten children.

In each group the kindergarten children are younger, showing an average of 8.4 months less than those without.

The average retardation was found to be .42 of a year for kindergarten as against .59 of a year for non-kindergarten children.

In our training school a modern kindergarten is maintained and a small percentage of these children pass into the elementary school. Through the training school supervisors a study has been made of the status of kindergarten and non-kindergarten children throughout the grades. As each supervisor has charge of two grades only, she knows each child personally, hence the estimates can be relied upon.

The following information was obtained for the two groups of (I) kindergarten, and (II) non-kindergarten trained children in each grade:

(1) No. in grade.
(2) No. classed as slow.
(3) No. classed as average.
(4) No. classed as bright.
(5) No. retarded.
(6) No. above grade.
(7) Age in years and months of each child.
(8) Classification of each child in regard to the following points: A (good); B (average); C (slow).
(a) General information.
(b) Extent of vocabulary and ease of expression.
(c) Ease in learning to read.
(d) Motor control.
(e) Ability and willingness to sing.
(f) Ability to draw, construct and write.
(g) Originality.
(h) Self control and ease of reaching by appeal.
(i) Leadership and co-operation.

Only those having at least one year of kindergarten training were considered under Group I.

The total number of children studied from the first through the eighth grade was 200. The following table gives the results obtained:

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total No.</td>
<td>41</td>
</tr>
<tr>
<td>No. retarded</td>
<td>8</td>
</tr>
<tr>
<td>Per cent. retarded</td>
<td>19.5</td>
</tr>
<tr>
<td>No. accelerated</td>
<td>6</td>
</tr>
<tr>
<td>Per cent. accelerated</td>
<td>14.6</td>
</tr>
<tr>
<td>Per cent. of A's, B's and C's in total number of scorings:</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>51.6%</td>
</tr>
<tr>
<td>B</td>
<td>35.7%</td>
</tr>
<tr>
<td>C</td>
<td>12.6%</td>
</tr>
</tbody>
</table>

The last tabulation shows an overwhelming majority of A's among Group I and a corresponding minority of C's.

The third grade is the only grade in which Group I falls below Group II in A's and rises above to any appreciable degree in C's. The figures are so striking as to merit attention. Below is the tabulation of Grade III:

<table>
<thead>
<tr>
<th>Group I.</th>
<th>Group II.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>19.7%</td>
</tr>
<tr>
<td>B</td>
<td>30.5%</td>
</tr>
<tr>
<td>C</td>
<td>50%</td>
</tr>
</tbody>
</table>
There were only four children in this grade who had attended the kindergarten. They were tested with the Binet-Terman test for native mental ability. The results are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Chronological age</th>
<th>Mental age</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>11 yrs. 5 Mo.</td>
<td>8 yrs.</td>
</tr>
<tr>
<td>E</td>
<td>10 yrs. 1 Mo.</td>
<td>8.24 yrs.</td>
</tr>
<tr>
<td>F</td>
<td>9 yrs. 11 Mo.</td>
<td>9.2 yrs.</td>
</tr>
<tr>
<td>G</td>
<td>9 yrs. 2 Mo.</td>
<td>8.3 yrs.</td>
</tr>
</tbody>
</table>

The above shows that in all probability no amount of training of the ordinary school type would bring D and E up to grade. D and E are sisters. The child D told me that her mother said that she was "kept back" because she went to the kindergarten where she was taught to play so that she never acquired the habit of work. Upon inquiring I found that D and E had always been very irregular in attendance; at one time they were out a full year, and the highest record of attendance for any one year shows an absence of two out of nine months.

F and G do not show such a discrepancy between chronological and mental age, but their record of attendance is no better than that of D and E. No doubt regular school habits and good instruction would bring F at least up to the average.

The fact that all the children having kindergarten training in this grade are sub-normal and irregular in attendance renders the use of this part of the findings impracticable. However, it is not necessary to eliminate the third grade estimates, as the results including them are so definitely in favor of kindergarten training.

My study corroborates the other studies in the following points:
1. Children who have received kindergarten training show less retardation and more acceleration than non-kindergarten children;
2. the former show a superiority over the latter throughout the grades, not only in abilities which the public school does not generally develop, such as motor control, initiative, leadership, co-operation and self-control, but also in those which it stresses—reading, writing, singing and drawing.

Opinions of Educators on the Value of Kindergarten Education.

The kindergarten has achieved a place in the public school system of this and other countries and is rapidly advancing in public recognition as an educational agency of great importance. In support of this claim the following opinions of men and women, prominently identified with public school work, are quoted:

"The kindergarten is a vital factor in American education, both for its direct work with young children in the kindergarten and for its influence on the care of children in the home, and on the methods of teaching in the schools. It ought to become a part of the public school system of every city, town and village in the country."

P. P. Claxton, U. S. Commissioner of Education.

"The kindergarten has long since passed its experimental stage. It has demonstrated its usefulness. Argument is no longer needed to show the wisdom of its founder."

Superintendent Maxwell of Greater New York.

"We believe thoroughly in the kindergarten as the foundation of our educational structure."

Ass't Supt. Riegel, Milwaukee, Wisconsin.

"No other system so effectively bridges over the chasm between the home and the school by a union of the conscious concentration of the school with the freedom of the home."

"No other system lays so broad and true a basis for independent or assisted growth.

"No other system promotes the physical health of the children so fully by providing attractive material and interesting plans for happy self-activity and soul satisfying self-expression.

"No other system lays so broad a foundation, cultivates the social instincts so thoroughly, and widens individuality into organized cooperation so effectively as the kindergarten.

"Therefore, every child is entitled to its advantages. Both justice and wisdom demand that the public school shall include the kindergarten as one of its agencies in the education of the whole people."


"Statistics (compiled from the St. Louis schools) show that the kindergarten children do the work in a year and four months less than the children who have had no training."

Former Supt. Soldan of St. Louis, Mo.

"The more I have studied the principles underlying the kindergarten and the more I have observed the practical results of the kindergarten as they have been wrought out in the lives of the children, in the school system, and in the community at large, the more thoroughly have I become convinced of its value."

Supt. Hervey, Pawtucket, R. I.

"Kindergarten work is an important part of our educational foundation and early trains the child to adjust himself to other members of his child-world and of society. I shall be pleased to say a word on the kindergarten movement whenever the opportunity presents itself."

Mrs. Josephine Preston, Supt. of Public Instruction, Olympia, Wash.

"The kindergarten is a useful adjunct to the public school, serving well in the development of children from four to six years of age. One of the very beneficial effects of kindergarten spirit and procedure has been to revolutionize the procedure and methods of the primary grades."

Frank B. Cooper, Supt. of Schools, Seattle, Wash.

"My impression from all that I have heard in regard to the kindergarten is that it is beneficial and desirable."

Wm. F. Geiger, Supt. of Schools, Tacoma, Wash.

"There seems to be a growing demand in Spokane for public
kindergartens. I hope we shall soon reach a financial condition which will warrant some movement in this direction."

Bruce M. Watson, Supt. of Schools, Spokane, Wash.

"Ever since coming to the state I have felt the serious lack in the public school system due to the scarcity of kindergartens."

C. R. Frazier, Supt. of Schools, Everett, Wash.

Past President of W. E. A.

"My observation of the work done in the kindergarten, under my supervision, leads me to conclude that they have a most vital place in our educational system."

Rodney Ackley, Supt. of Schools, Yakima City.

"More and more is the kindergarten modifying educational ideas, particularly along the lines of expression. The whole mass is being leavened. It is well to preserve the leaven."

Catherine Montgomery, State Normal School, Bellingham, Wash.

"That which mothers would do for their children if time, facilities and training permitted, the kindergarten attempts to do for all children." Miss Nellie Barton, State Normal School, Cheney, Wash.

"The American kindergarten is coming to mean more for elementary education than ever before. Self-activity, the basic psychological principle of the kindergarten, is more and more being emphasized in the elementary school. The play-ground movement; school excursions; manual or industrial activities; the emphasis upon the independent individual study activities; the self-organized social groups within the school for work in dramatics, debate, history, civics, nature study, school gardening, etc., as well as in athletics and other so-called accessory school activities; the present emphasis upon the development of problem instruction in history, geography, and other loosely organized branches in the grammar grades, are a few of the evidences of the importance now being placed upon the application of the principle of self-activity in the elementary school.

The kindergarten insures the second birth of the child by arousing his latent instincts and capacities. It is coming to make more of those activities which are definitely instrumental in the child’s social adjustments to home and community life and relatively less of symbolic activities. At the same time the elementary school is becoming less formal and more vital. The kindergarten and the elementary grades are coming together in terms of play and work. The play of the kindergarten is more purposeful and less arbitrary and less symbolic, while the elementary school is bringing its purposes within the conscious realization of the pupils and is emphasizing the playfulness or joyousness of free activities in work.

For these reasons the kindergarten is the first important step in any system of public instruction, and it should be universally incorporated into the public school system. Let every new kindergarten be a public school kindergarten."

HERBERT G. LULL, Professor of Education.

University of Washington

Extract from an Address by the Honorable P. P. Claxton, U. S. Commissioner of Education.

If all homes were ideal, still the broader social life for which Froebel pleaded for the children would need to be supplied by the kindergarten. But, alas, they are not all ideal. In many, grinding poverty and traditional ignorance have done their work all too perfectly. In many there is want of intelligent mother-love. Harshness takes the place of gentleness, filth and negligence of cleanliness and loving care, profanity and vice of the pure speech and simple virtues that should greet the ear and appeal to the heart of every child. For many children the home is on the street. In many homes of wealth and refinement the ignorant nurse is the child’s most constant companion.

"But the kindergarten costs money," I think I hear some one say; "we cannot afford it." We can afford it, and all other educational facilities necessary for the full education of our people.

Cannot a brave, noble people, industrious and economical, make from the right use of their fertile fields, broad forests, rich mines, and hundreds of singing water-falls of this vast empire, won for us by our fathers, the few millions necessary to fit our children for all that is best in life?

We must do it; it is our first duty to our children, for whom alone we live, and in and through whom we must live after we are dead. The wealth we have is theirs, beyond that which we must consume in the needs of our daily life. Sooner or later we must leave it to them; we are only their stewards and guardians.

Shall we invest their money for them in bonds or brains, in lands or life? Shall we leave them money, or skill to produce money and more than money?

The Opinions of Primary Teachers.

(A Boston inquiry.)

Corroboration of the above studies of the children themselves is found in the results of a questionnaire sent out in 1908 to Boston primary teachers. The following account of the study is taken from the National Kindergarten Association Report:

I. Are kindergarten children better prepared for the work than the children directly from home?

II. If not, why not?

III. Can you show that the kindergarten children are promoted any more quickly than the home children?

IV. Do you do the same amount with each?

One hundred and thirty-three answers signed by the teachers were received. Of these, one teacher preferred the home children. All the others, one hundred and thirty-two, wrote that the kindergarten children were much better prepared for the work of the first year, having through stories, songs and talks acquired the power to express their thoughts, and having acquired the fund of ideas upon which to base their thoughts, they had more ability in oral expression and language.