

OUTLINE OF COURSE FOR TRAINING KINDERGARTNERS.

BERTHA PAYNE.

THIS course is based upon three fundamental propositions: first, that there is a unity of educational principles; second, that a certain amount of training in general educational theory and practice should precede specialization in the theory and practice of any specific subject or grade of teaching; third, that the kindergartner's professional training should be given by a faculty of specialists, all of whom are studying the problem of the adaptation of subject-matter to all grades.

It might seem that, in the interest of economy of time, the student should study only the grade work in which her inclination prompts her to perfect herself, and devote herself from the first to study of the psychology and pedagogic problems belonging to one period of childhood. Certainly the kindergarten has its peculiar function. The psychology of the play period of growth, the special significance of that period, and the problem of adaptation of subject-matter to this age offer ample scope for study. Yet when the kindergartner has studied educational principles in the light of this one period of childhood, she is apt to either over or under the mark in her selection of material and shoot in her demands upon intellectual effort. Material is often selected that a wider experience with older children would show better adapted to maturer minds, while experiences are often deferred that would best be assimilated in the kindergarten groups.

The true spiral of growth must be apprehended in order to follow it with coincident material and opportunities for activity; therefore it seems most desirable that the young woman who begins her professional study with the purpose of becoming a kindergartner should lend herself to a discovery of the principles common to all grades, and, through a more or less cursory

experience with typical stages of childhood, learn to look for the constant and the variable in growth.

For the student who comes directly from high school or academy, the practice teaching during the first year will be in the kindergarten and first-grade groups, followed by work in the intermediate and grammar grades; during the second year, in the kindergarten and first and second or third grades; during the third year the assistant teaching will be in the kindergarten and first-grade groups. This third year will give opportunities for longer periods of teaching, at the discretion of the faculty.

The subjects of study will be such as this general order of practice demands. During the first year a broad outlook over the culture materials of history and geography will be aimed at, as seen in history, occupations, literature, science, geography, and mathematics. The main problems of psychology will be discussed, with the school as a laboratory. Enough work will be done in the arts to give the student a glimpse of the social and psychologic meaning of drawing, painting, modeling, making (in various materials), and singing.

During the second year geography, science, and history will be taken more in their special significance as material for adaptation to elementary work. History will be studied with emphasis upon primitive industries and race-development, both because of the fitness of the subject-matter to little children and also because of the psychologic parallels between race-development and child-development. Local areas will be studied in science and geography. Children's literature and story-telling, and the study of games and songs for little children, and the development of the child voice, will be an important part of the work in literature, singing, and physical culture. There will be one major of work in kindergarten theory and practice. The psychology will be educational and genetic. The work in the arts may be narrower, with the purpose of acquiring more power of expression in smaller ranges.

The third year offers college work in anthropology and sociology, further work in psychology, and a study of Froebel's

teachings in comparison with the inferences of later psychology and pedagogy, elective work in the arts, and longer periods of assistant teaching in the kindergarten groups.

The courses in kindergarten theory and practice and in Froebel's educational principles will be outlined in succeeding numbers of the *ELEMENTARY SCHOOL TEACHER*.