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Physical and mental Development Through Kindergarten Activities

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PHYSICAL AND MENTAL DEVELOPMENT
THROUGH
KINDERGARTEN ACTIVITIES

By

Cecelia M. Fitzgerald

A Thesis submitted to the Faculty of the
College of Liberal Arts, Marquette
University, in Partial Fulfill-
ment of the Requirements for
the Degree of Bachelor of
Philosophy

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TABLE OF CONTENTS

	<u>Pages</u>
Introduction	
Chapter I. Use of paper	1 - 5
Chapter II. Use of scissors	6
Chapter III. Use of blocks	7 - 8
Chapter IV. Use of wood, hammer, nails	9 - 10
Chapter V. Use of crayons, paints	11 - 16
Chapter VI. Use of clay	17 - 18
Chapter VII. Use of music	19 - 24
Rhythms	19 - 22
Songs	22 - 24
Chapter VIII. Use of Apparatus	25 - 28
Chapter IX. Use of games	29
Chapter X. Use of stories, poems, pictures	30-34
Conclusion	35
Bibliography	36-39

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help given me by Miss Avis Smith
and Dr. George Vander Belk.

INTRODUCTION

Cecelia Fitzgerald.

"Every principle of progressive education is observed in the organization of the work of the kindergarten. The imagination of the child is stimulated, his powers of observation are cultivated, and his vision is widened. Right attitudes toward social problems are established and interests are aroused in scores of real and worthwhile activities. Work and play are skillfully used to develop the child physically, mentally, and emotionally. The mid-morning lunch period is used to establish many useful social habits and attitudes. Music and art are employed to arouse the child's interests in fine arts and start him on the road to appreciation of the cultural things of the world. The child, early in life, is taught to assume responsibility. Under wise guidance he becomes responsible for the care of wraps and materials, and for the maintenance of social relations. The kindergarten is a social institution in a very real sense. It is a place where the child lives fully, and in a way that makes his transition to the larger world as easy as possible."

"Every principle of progressive education is observed in the organization of the work of the kindergarten. The imagination of the child is stimulated, his powers of observation are cultivated, and his vision is widened. Right attitudes toward social problems are established and interests are aroused in scores of real and worth while activities. Work and play are skillfully used to develop the child physically, mentally, and emotionally. The mid-morning lunch period is used to establish many useful social habits and attitudes. Music and art are employed to arouse the child's interests in fine arts and start him on the road to appreciation of the cultural things of the world. The child, early in life, is taught to assume responsibility. Under wise guidance he becomes responsible for the care of wraps and materials and for conduct in all his social relations. In truth, the modern kindergarten is a sort of miniature world in which the child lives fully and richly and in such a way as to make his transition to the larger world as easy as possible." 1

1 Kansas City Public Schools Kindergarten Curriculum Bulletin, No. 9, p. 7.

Chapter I

Use of Paper

"The work period as it is conducted in the modern kindergarten:

1. Offers frequent opportunities for the child to meet concrete, problem-solving situations.
2. Helps the child to acquire the ability to plan and carry out individual or group projects.
3. Encourages a child to complete a task once begun.
4. Acquaints the child with the various materials available for self-expression.
5. Offers an opportunity for the child to learn to work harmoniously with others, sharing ideas and materials.
6. Offers the child opportunities to engage in activities which will develop him physically.
7. Helps to establish habits of orderliness in the care of materials and the room in general.
8. Affords the child a sense of accomplishment and satisfaction which experimental work cannot bring."

CHAPTER I

USE OF PAPER

1. Hill, Patty S., Conduct Curriculum, pp. 20-21.

"It is perfectly evident to the most casual observer that very young children delight in handling objects, in moving things about and in doing some thing with materials. The mere manipulation of materials gives satisfaction enough at first. Through it children become acquainted with many of the qualities and characteristics of the materials which they handle. Later on they discover that they can represent things, and from this time on they show increasing interest in the products of their manipulation. They make towers, trains and houses with their blocks, tunnels and wells with sand, and pies and cakes with mud and clay. Sometimes the nature of the material suggests the thing to be made. At other times the children select the materials which will best express their ideas. Eventually they begin to set problems for themselves or accept those suggested by others. Ultimately these problems become complex enough to require thoughtful planning and to develop a degree of manual skill in execution.

Chapter I
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5. Offers an opportunity for the child to learn to work harmoniously with others, sharing ideas and materials.
6. Offers the child opportunities to engage in activities which will develop him physically.
7. Helps to establish habits of orderliness in the care of materials and the room in general.
8. Affords the child the joy and satisfaction which experimentation and achievement bring." 1

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"The importance of manual activities in developing motor control and social efficiency is well expressed by Dewey in the following paragraph:

'A child must go on learning to coordinate, with more and more skill, his muscular movements if his body is to be developed to the highest standards of health and efficiency; and nothing contributes to this better than the controlled and rather delicate motions necessary for making things with the hands. The fact that he is making things gives just the stimulus the child needs to enable him to keep on at the task, to repeat over and over the same efforts of mind, hand, and eye, to give him real control of himself in the process. The benefits of handwork on the utilitarian side are just as great. The child learns how to use the ordinary tools of life - the scissors, knife, needle, plane and saw - and gets an appreciation of the artist's tools, paint and clay, which lasts the rest of his life. If he is a child with initiative and inventiveness, he finds a natural and pleasant outlet for his energies. If he is dreamy and impractical he learns a respect for manual work and gains something toward becoming a well-rounded human being.'

"Materials which are used for construction in the kindergarten afford opportunity for the development of a degree of nervous and muscular control in the following processes: carrying, placing and piling blocks; cutting and folding paper; using saw, hammer and other tools in elementary wood working; modeling in clay and plasticene; weaving with coarse textile materials; and finally, using properly such tools and materials as pins, paper fasteners, punch, clips, cloth, needle and thread, paste, paint-brush, etc. when these are required to complete the construction in cloth, paper, card-board, and the many miscellaneous materials. In keeping the room in order and in playing with their toys and constructions children acquire some skill in such activities as sweeping up sand and bits of paper, watering plants, washing and ironing doll clothes, etc.

"In folding paper they fold the paper in this way or that because they realize that only thus will they achieve the desired object. Knowing what they want to accomplish, many of them discover for themselves effective ways and means of reaching the end. Those who imitate do so intelligently, seeing the folds they make in relation to the results to be attained thereby.

"Folding provides for repetition and for learning to do by doing. They learn to fold as a by-product of making many little objects in which they are interested and for which they have a use. Their interest in the thing to be made will carry over into the 'how' of making, the technic, sufficiently to insure effort on their part. The repetition needed in order that the motor habit may be established is provided by making a large number of different objects all of which require the same process, folding, but not a repetition each time of exactly the same folds. Improvement comes with the comparison of results, self-criticism, and the gradual development of standards.

"By going forward at their own pace, working intelligently toward an end, the children, whether slow or fast, are acquiring good habits of work and getting the maximum of value out of the experience. Each object made by the child contributes to some project which he has under way and is therefore doubly interesting and significant and stimulates him to his best effort.

"Allow the children to experiment freely in order that they may satisfy their curiosity, become somewhat familiar with the qualities of each material, discover some of its possibilities, and gain some power in handling it.

"Help children to form clear visual images of the desired results through observation of real objects, toys, pictures, etc. and the comparison of their own products with some that are superior. Develop standards of good work, through comparison of children's efforts and wise praise. Lead children gradually to become their own critics." 2

2 Parker, S. C. and Temple, A., Unified Kindergarten and Grade Teaching, pp. 253-264.

"Through the use of paper the child develops physically by trying to use scissors, by cutting aimlessly, by folding paper aimlessly, by pasting merely from an interest in using paste. In this way the child experiences the using of scissors experimentally, cutting, folding, or pasting paper, cutting out pictures for no special purpose except the joy of activity, looking for and cutting out special pictures to suit the activity at hand, (pictures that tell about the farm, Christmas, animals), pasting pictures on any piece of paper that is at hand, making a book for others to enjoy as well as self, cutting, folding and pasting pieces of paper and giving product a name (book, airplane); cutting, folding and pasting objects for special purposes to suit needs (wagon, automobile, pocketbooks, baskets, boxes, large picture book, paper dolls, doll dresses, valentines, decorations, Christmas and Easter cards, doilies for lunch table, costumes for party or entertainment, hats and caps for postman, policeman, sailor, fireman, mailbags, and letters for postman); playing with, or making use of, articles made.

"Mental and emotional development occurs for the child is eager to use new materials, he tries to make something, he seeks to express ideas through the use of paper, scissors and paste, he desires to make an object because he needs it to carry out an idea.

"The educative outcomes to be derived from experiences with paper are: - pleasure in the activity, greater skill and control in the use of materials, growing habit of getting out and putting away material properly, as well as keeping tables and floor neat while working, increased ability to make use of suggestions, greater ability to purpose and carry out plans, increased knowledge of the possibilities and limitations of paper, increased ability to cut on a line, increased ability to fold more evenly and in better proportion, increased ability to paste securely, using the right amount of paste, growing ability of conserving material, increased ability to select materials suitable for the purpose intended, growing ability to judge products (as to use, workmanship, choice of materials), an increased ability to understand and use such terms as cardboard, heavy, thick, thin, tissue paper, thumb tacks, growing habit of observing safety in carrying scissors and in handling them to another person, satisfaction and pleasure in

making and using an article that all may share,
growing appreciation of efforts of others." 3

3 Kansas City Public Schools Curriculum Bulletin
No. 9, pp. 32-34.

Patty Hill, in Conduct Curriculum, gives these
objectives of paper work:

- "1. Pleasure in activity.
 2. Learning how to use scissors.
 3. Learning how to get out and put away materials.
 4. Learning to hand scissors to another person.
 5. Learning to cut.
 6. Learning to carry scissors properly.
 7. Learning to paste edges of paper securely - using right amount of paste.
 8. Learning to fold and crease.
 9. Learning to take care of scraps and to wipe off tables.
 10. Learning to put paper products where they will not be crushed.
 11. Learning to measure and to cut papers in right proportion.
 12. Learning to be critical of an object.
 13. Learning how and where to get help.
 14. Pleasure in originating.
 15. Pleasure in personal adornment." 4
-

4 Patty Hill - pp. 44-45.

Chapter II

Use of Scissors

The scissors is an altogether indispensable tool in the kindergarten. Many children entering school at the age of four are not able to use scissors and to cut paper, but others who have had no experience with this tool at home are quite unable to make it perform its function. If one observes such an untutored child in his first efforts, one will probably notice that the muscles of both hands are cramped, that he is wincing his whole arm in his work, twisting his legs around his chair, and indulging in numerous other unnecessary movements. Something like this always happens when one is learning a new movement. The overexaggeration of movement is necessary in order that the child may make the right connections in his motor system and thus be able to perform the movement with ease and efficiency.

CHAPTER II

USE OF SCISSORS

The first step in the use of scissors is to hold them correctly. The child should hold the scissors with the thumb and index finger of the right hand, and the middle and ring fingers of the left hand. The scissors should be held in a way that the blades are open and the point is directed towards the work. The child should then make a series of cuts, first in a straight line, and then in a curved line. The cuts should be made in a way that the scissors are always open and the point is always directed towards the work. The child should be encouraged to make cuts of different lengths and widths, and to make cuts in different directions. The child should be encouraged to make cuts in a way that the scissors are always open and the point is always directed towards the work. The child should be encouraged to make cuts of different lengths and widths, and to make cuts in different directions. The child should be encouraged to make cuts in a way that the scissors are always open and the point is always directed towards the work. The child should be encouraged to make cuts of different lengths and widths, and to make cuts in different directions.

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"The scissors is an altogether indispensable tool in the kindergarten. Many children entering school at the age of four are able to use scissors and to cut paper, but others who have had no experiences with this tool at home are quite unable to make it perform its function. If one observes such an untrained child in his first efforts, one will probably notice that the muscles of both hands are cramped, that he is screwing his tongue around in his cheek, twisting his legs around his chair, and indulging in numerous other unnecessary movements. Something like this always happens when one is learning a new movement. The overproduction of movement is necessary in order that from these movements the right ones may be selected and the useless ones inhibited. The improvement seems to come of itself with practice although strict attention is necessary in order to make good the gains which came thus in unforeseen manner.

"In the light of these facts it would seem that the best the teacher can do by way of facilitating the process of such motor learning is (1) to supply suitable tools and materials, that is, scissors of the right size and shape for the child's hand and of good quality, and paper with sufficient body to be easily held and cut; (2) to show the child by example, if need be, how to hold scissors and paper when cutting; (3) to encourage his efforts and give him abundant practice; and (4) most important of all, to see that he concentrates through interest upon the thing to be done and that he develops standards through critical comparison of his products with those of other children of about his age. Experiments in the development of motor control point to concentrated attention and the setting up of standards as fundamental factors." 1

1 Parker and Temple, Unified Kindergarten and First Grade Teaching, pp. 264-266.

Chapter III

Use of Blocks

"In the use of blocks, the child's physical development is aided by taking out the blocks, putting them back, lifting them, handling them, carrying them, building with them and tearing them down. In this way he learns to play spontaneously and freely with the blocks, using the blocks as experimental material before carrying out any idea in permanent material; e.g. boat, animal cages. He also reproduces objects in the environment, without purpose at first. This gradually leads to the reproducing of objects for some planned purpose; e.g. train, airplane, doll furniture. This satisfies his mental longing to experiment.

Through working out with the group a large group activity, such as, make cars, build a station, etc., the child's constructive play becomes large enough to include the group.

CHAPTER III

USE OF BLOCKS

The child develops a purposeful activity and use of tools. He gradually develops the skill and control in the use of them. He develops the habit of putting away material in an orderly manner. He gradually increases the ability to choose blocks wisely, in form and size, to the task. He develops finer skills and better technique in using materials to fit growing ideas. He develops the ability to understand and describe things as long, short, wide, narrow, high, deep. He develops pleasure in expressing ideas through constructive development in playing with the finished product. He feels the joy of pleasure in sharing with others the results of his work. He develops a growing respect for the property and rights of others. He develops increased interest in the work and ideas of others. He develops a growing appreciation of the work of builders in the community."

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"Through working out with the group a large unit of activity, such as, Swope Park, Union Station, etc., he tries to construct play things large enough to use in play.

"Through the use of the blocks the child derives pleasure just in the activity and use of them. He gradually develops greater skill and control in the use of them. He develops the habit of putting away material in an orderly manner. He gradually increases his ability to choose blocks suited, in form and size, to the idea. He develops greater ability and better technique in using materials to fit growing ideas. He develops the ability to understand and use such terms as long, short, wide, narrow, high, low. He develops pleasure in expressing ideas through blocks. He develops satisfaction in playing with the finished product. He feels the glow of pleasure in sharing with others the results of his work. He develops a growing respect for the property and rights of others. He develops increased interest in the work and plans of others. He develops a growing appreciation of the work of builders in the community."¹

1 Kansas City Kindergarten Curriculum Bulletin,
No. 9, pp. 25-26.

Patty Hill² lists the objectives in the use of blocks in the kindergarten as follows:

- "1. Handling large blocks with safety for self and others.
2. Pleasure in activity.
3. Satisfaction in vigorous use of whole body.
4. Beginning of interest in playing together.
5. Gaining ideas from other children.
6. Learning to share materials.
7. Ability to plan growing out of experimentation.
8. Taking building down quietly, quickly, safely.
9. Growing ability:
 - to work together
 - to plan together
 - to interchange ideas in arriving at common purpose
 - to concentrate on problem for longer period
 - to keep various steps in mind.
10. Increasing interest in activity of construction.
11. Increasing interest in product.
12. Growing dexterity in handling blocks." 1

1 Conduct Curriculum, pp. 23-24.

Chapter IV

Use of Wood, Hammer, Nails

"The discovery and adoption of some new material and processes for the kindergarten began about twenty-five years ago when a few kindergartners, cooperating with Miss Anna Bryan, principal of the Training School of the Chicago Free Kindergarten Association, began experimenting with such materials as soft wood, hammer and nails, cigar and paste-board boxes, heavy wrapping paper, soft, easily cut and bent tin, copper wire, button moulds, etc. Toys were planned for the children, and they initiated the models supplied. This is a method we would use sparingly now, but so great was the joy of the children over the realness of the products and so keen their delight in actually making such toys instead of pasting pictures of them, as they had been in the habit of doing, that the teachers making these experiments were never far from going back to the old 'occupational' again. In the course of time they developed **USE OF WOOD, HAMMER, NAILS** which the children were stimulated to adapt to their own purposes and invent ways and means of solving their own problems in construction."

1. Parker, L. C. and Temple, A. Unified Kindergarten and First Grade Teaching, pp. 58-59.

Through the use of wood the child develops physically by handling the tools, driving nails in wood, trying out the tools, experimenting with the tools.

Intellectually and emotionally he seeks to express himself through the making of objects. He takes joy in handling and using a new material. He tries to make an article because there is need for it. He desires to complete and beautify an object with paint. He seeks to create something beautiful.

Through the use of wood, the child experiences the handling of tools and materials, the hammering and sawing for the sake of the activity, experimenting freely with tools and materials, driving

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- 1 Parker, S. C. and Temple, A., Unified Kindergarten and First Grade Teaching, pp. 88-89.
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"Through the use of Wood the child develops physically by handling the tools, driving nails aimlessly, trying out the tools, experimenting with the tools.

"Mentally and emotionally he seeks to express ideas through the making of objects. He takes joy in handling and using a new material. He tries to make an article because there is need for it. He desires to complete and beautify an object with paint. He seeks to create something beautiful.

"Through the use of wood, the child experiences the handling of tools and materials, the hammering and sawing for the sake of the activity, experimenting freely with tools and materials, driving

many nails, fastening wood together with no definite purpose in mind, making a crude product, making articles for dramatic play (boats, trains, airplanes, wagons), making furniture for playhouse (tables, chairs, beds, cupboards), making furniture for library corner (chairs, shelves for books, book ends), making articles for the playground (stick horses, hoops, airplanes), painting articles made, playing with the finished article for the sake of activity.

"The educative outcomes to be derived from experiences with wood are: - joy in handling and using tools, greater skill and control in manipulating hammer, pliers, saw, brace and bit, screw driver, plane, nails, paint brush. Growing knowledge of the possibility of tools, wood and such material as spools, boxes, etc. Growing habit of putting away all tools and other materials in an orderly manner. Increased ability to conserve material. Growing vocabulary through the use of such terms as: - brace and bit, screw driver, plane, pliers, tool box, workbench, sand paper, firm, smooth, straight. Increased ability to work with a definite aim. Pleasure in expressing ideas through making things with the hands. Satisfaction in making something useful. Growing ability to take and use suggestions. Growing respect for the property and rights of others. Pleasure in sharing with others the results of work." 2

Chapter V

USE OF CRAYONS, PAINT

While it is, of course, possible that in any
drawing which is made by a child who has
not yet reached the stage of the drawing of
a single object of the surrounding world, there is some
value in the drawing, the drawing of a single
object will not be the only one which will
show the child's ability to draw. The child
will work with the feeling that the drawing is
giving something to the world, and that it is
a special thing to a child of his age. It is
special care in drawing to be as an experience,
then they will have the satisfaction of ex-
pressing themselves, their feelings, their ideas,
their skill, their knowledge of what is a very
slight degree of ability.

CHAPTER V

USE OF CRAYONS, PAINT

Chapter V

Use of Crayons, Paint

"While it is, of course, possible that in any kindergarten group we may have a child who some day will become a great artist, there is only a small chance of our recognizing him as such when he is a child. Ninety children out of every one hundred will not be artists but artisans, skilled workers of one kind or another. If these artisans work with the feeling that they themselves are giving something to their work, whether it be a special touch to a loaf of bread or a bit of special care in screwing bolts on an automobile, then they will have the satisfaction of expressing themselves, their standards, their ideas, their skill, their desires, of being to a very slight degree an artist.

"If the kindergarten fails to give the child the satisfaction of enjoying his work, of realizing that his own ideas and memories and plans have a real value; if, in other words, the kindergarten stresses teaching a child to follow directions blindly, to do just what he is told to do and no more, to keep his thoughts and his questions and his wishes wholly within himself, then the kindergarten will encourage the development of dull, routine workers, factory 'hands' as we so appropriately call them, instead of the alert, interested, happy workers who can change their minds when this is desirable and who will add to the wisdom and the happiness of the world." 1

1 Foster, J. C. and Headley, N. E., Education in the Kindergarten, pp. 59-60.

"In the drawing the child develops physically through scribbling, drawing lines and outlines and coloring in mass.

"He develops mentally and emotionally by naming the scribbles, masses and lines. He seeks to express ideas of external or physical surroundings. He endeavors to express an idea or a feeling. He seeks to beautify or decorate an object. He endeavors to illustrate a story or an experience.

"The educative outcomes to be derived from experiences in drawing are: - pleasure in using a new material, joy in making a picture, growing ability to express ideas, greater skill in the use or control of crayon or chalk, growing habit of taking care of and using materials properly so that nothing is wasted, beginning conception of perspective and proportion, increased ability to make simple designs for decorative purposes and to space properly, growing ability to take and use suggestions intelligently, ability to understand and use such terms as crayon, chalk, drawing paper, blackboard, easel, eraser, increased interest in color and form in the environment, growing interest in, and appreciation of, the work of others." 2

2 Kansas City Public Schools Kindergarten Curriculum Bulletin, No. 9, pp. 38-39.

"Drawing is an activity almost as universal in childhood as speech or play. In the kindergarten there should be ample provision for the cultivation of this natural mode of expression. The children should have free access to blackboards and chalk, paper, paints and crayons, and should be given much opportunity and encouragement in order that they may form the habit of using this mode of expression freely.

"The first drawings of children are not expressive of ideas. They are expressive of pleasure in movement and in creating an effect. At this stage he is in what is called the 'scribble period'. In the course of time these aimless scribbles begin to take on meaning. This has been called the 'symbolic stage'. Next is the period soon reached, called the 'schematic stage', when the drawings begin to look somewhat like the things they are meant to represent. Children of the kindergarten are in the schematic period; their drawings are descriptive.

"At first children should be given opportunity to experiment with materials and tools and to express their own ideas and interests.

"Recently a number of art supervisors and classroom teachers have tried the experiment of supplying the children with easels, large sheets of paper, fresco paints, and brushes. The children have been charmed with the opportunity to use color in this generous fashion. The large surfaces have stimulated large free movements, and the results have been very expressive. Many teachers believe that these mediums are superior to any others for young children.

"Children's free spontaneous drawings, drawings for which children choose their own subjects and in which there was no conscious direction on the part of an adult have been of great value in helping teachers to understand children's drawings, and have offered some suggestions with regard to ways and means of guiding and developing this mode of expression for children do improve under guidance.

"It is well to examine all the drawings with the class, encourage the children to note the excellent features in one another's work and to discuss some of the glaring deficiencies, always following it with constructive criticism." 3

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- 3 Parker, S. C. and Temple, A., Unified Kindergarten and First Grade Teaching, pp. 228-253.
-

"The opinion among educators seems to be that the main value of drawing, painting, modeling, etc. in the kindergarten is it enables the children to give free reign to their imagination, in that it helps them to express in pictorial form many ideas which could not be expressed as readily or as easily in any other form.

"Most children derive a certain satisfaction in merely handling color, crayon and clay, or in the manipulation of simple tools, without any definite aim or thought. The development of this tactile sense gives not only a pleasurable sensation to the child but continues to express itself throughout life. We see adults running their hands over silk, velvet, polished wood, metal, leather, and responding differently to these various materials. This so-called manipulative stage in the child is followed by a desire to tell something with the newly discovered

material. According to Dr. John Dewey, the start not only should be, but must be, imaginative. It would appear on the basis of this assumption that the teacher should be more concerned to have the children express many of their own ideas, and in their own way, rather than to show them how to express a few ideas well from the standpoint of execution.

"Some contend that principles of design and construction should be introduced at the beginning in order to assure growth, but this growth must not be stressed at the cost of killing either the interest, or the spontaneous love for creation. Growth will best take place when principles are introduced when there is a felt need for them, and there only in-so-far as it is within the capability of the child to comprehend. The learning process is facilitated when interest is maintained. The play element in the kindergarten is the most vital tool in the hands of the teacher. Child life should be the happiest period of all, free from worries and care, and from many responsibilities which are compatible with adult life. Gross divergences and mistakes should be corrected not at the expense of stifling initiative and feeling. Children are quick to sense the approval of the group and also the approval of the teacher. It is therefore comparatively easy to stimulate further effort by voicing approval of all initial effort however crude and faulty.

"Bright colors are among the first visual sensations recognized by children, but their knowledge of the scale of color notes is as limited as their ability to differentiate between all of the various steps which exist in the scale of tones between black and white. Again their muscular control over various media is such that fine or delicate tools cannot be adequately controlled. It is quite essential then that an unlimited choice of pure colors be given to the children in order that they may become impregnated with a love for color and that in the choice of their tools they work with only those which enable them to accomplish the desired result with the utmost of time and effort. The rhythmic repetition of lines as well as the directness of approach is characteristic of children. These qualities should be closely guarded and encouraged by avoiding influences which tend to destroy rhythm and lessen

confidence. Imitation of the work of others should be strictly guarded against and the copying of pictures discouraged." 4

4 Pelikan, A. G., Bulletin on Art in the Kindergarten.

"Art instruction for five year old children should include representation, design and color theory. Proportions of simple objects are discussed, the teacher attempting to get the child to correct errors in his own representation by having him compare his project with the subject before him. The teacher endeavors to choose objects for representation which are familiar to the children and of interest to them. Clay is the most frequently provided medium, supplemented at times by charcoal, pencil, and colored crayons. An attempt is made to get the child to apply the principle of repetition and alternation to surface and border designs. Abstract shapes are used in the original designs made by the children. The color names and the principles of mixing colors are taught." 5

5 Iowa Child Welfare Research Station Bulletin
Manual of Nursery School Practice, pp. 100-101.

"In painting, the child develops physically through manipulating brushes, daubing with colors, through splashes and strokes of color over surfaces, making lines and curves.

"Mentally and emotionally he develops through his desire to enter into new experiences, naming daubs and lines, seeking to use paint as a medium of expression, seeking to express ideas in objective form, trying to make a picture, desiring to make a beautiful picture.

"The child develops through painting by manipulating the brush, daubing, splashing, and stroking paint for the sake of the activity, making lines, curves, washes, experimenting with many colors, washing one color over another as an experiment, resulting in the discovery of color combinations, making daubs, lines and curves more definite in form and richer in ideas, painting unintelligible

objects and giving them names (accidental at first, then planned) expressing ideas by means of painting, decorating objects made of clay, wood, paper, decorating articles brought from home (bottles, cans, boxes), achieving beauty through the use of paint.

"The educative outcomes to be derived from experiences in painting are: - joy in color; enjoyment of activity of painting; some skill and control in the use of brush and paint; some knowledge of the possibilities and limitations of paint; growing knowledge of how to handle paint so that it will not run (brush must not be too full of paint and one color must be dry before another is used with it); increased ability to choose the proper colors to express ideas (red for tomato, yellow for dandelion); growing ability to take and use suggestions intelligently; growing habit of protecting hands, clothing, and room (puts on apron and covers table if painting there); pleasure in pictures; growing satisfaction in completing a picture; pleasure in growing ability to produce worthwhile pictures; satisfaction in giving constructed objects realism through the use of paint." 6

6 Kansas City Public Schools Kindergarten Curriculum Bulletin, No. 9, pp. 39-40.

CHAPTER V

USE OF CLAY

Clay is the most common material used in the making of pottery.

1. Preparation of the clay for use in pottery.
2. Preparation of the clay for use in pottery.
3. Preparation of the clay for use in pottery.
4. Preparation of the clay for use in pottery.
5. Preparation of the clay for use in pottery.
6. Preparation of the clay for use in pottery.
7. Preparation of the clay for use in pottery.
8. Preparation of the clay for use in pottery.
9. Preparation of the clay for use in pottery.
10. Preparation of the clay for use in pottery.

CHAPTER VI

USE OF CLAY

The use of clay in pottery is a very ancient art. It is one of the most common materials used in the making of pottery. The clay is prepared by mixing it with water and then shaping it into the desired form. The clay is then fired in a kiln to harden it. The firing process is very important, as it determines the strength and color of the pottery. The clay is also used in the making of bricks and tiles. The use of clay in pottery is a very important part of the pottery-making process.

Chapter VI

Use of Clay

Patty Hill¹ lists the objectives in the use of Clay in the kindergarten as follows:

- "1. Responsibility for the care of material.
2. Learning
 - possibilities of clay
 - name of clay
 - to keep clay off floor.
3. Pleasure in manipulation and the accidental product.
4. Know clay must dry thoroughly before being painted.
5. Learning how to paint and shellac clay.
6. Learning to use small objects (sticks etc.) to imprint design.
7. Appreciation of work done by self and others.
8. Learning how to smooth clay and fasten pieces together securely.
9. More appreciation of form and spacing and appropriateness of design." 1

1 Conduct Curriculum, pp. 31-32.

"Through the use of clay the child develops physically by pounding, patting, handling, kneading, and experimenting (making balls, patties, snakes).

"Mentally and emotionally the child seeks to express himself through new material. He tries to make something useful to play with. He desires to make something beautiful.

"Through the use of clay the child experiences pounding and kneading, patting and fingering by handling the clay freely, experimenting aimlessly, making crude forms accidentally and giving them a name, planning to make simple forms (balls, snakes, pies, cakes) modeling objects to be used in play for the playhouse (dishes,

dresser sets, vases, flower pots); for the store (fruits, vegetables, meats, sign standards); for the bakery (pies, cakes, bread, cookies, candy); for the farm (animals, troughs, pumps, fences); for Hallowe'en (pumpkins, cats); for Thanksgiving (turkeys, fruits), for Christmas (paper weights, bill files, pin trays, candlesticks, match holders, vases); for Easter (rabbits, chickens, eggs, nests); miscellaneous (beads, marbles); decorating and beautifying with paint and clear shallac the objects made.

"The educative outcomes to be derived from experiences with clay are: - pleasure in the activity of using clay, gradual knowledge of the possibilities and uses of clay, growing habits of trying many times in order to get a satisfactory result, growing habit of protecting clothing, furniture, floor, growing knowledge that work is better if made from one piece of clay, greater skill in molding clay to improve object, growing knowledge that clay must be dry before it is painted, increased ability to paint evenly and to choose appropriate colors for objects made, growing ability to purpose and carry out ideas, increased ability to take and use suggestions, ability to understand and use such terms as round, oval, oblong, square, height, width, length, size, shape, shallow, decorate, design, vases, statues, - growing desire to tell about work so that others will enjoy listening, growing respect for the rights of others, pleasure in making something all may use or enjoy, growing appreciation of the work of others." 2

Chapter VII

Use of Music

"The general objectives of Music in the kindergarten are: to widen and enrich the child's musical experience and to create interest in good music; to furnish a worthy interest for the use of leisure time, and an opportunity to share a pleasing experience with others; to provide other means of self-expression, to help develop emotional life by creating, dispelling, and interpreting moods.

"The child develops physically for he likes muscular activity, makes rhythmic movements of body (walks, runs, gallops, skips, sways, rocks, tramps with feet, claps hands, jumps up and down; makes spontaneous rhythmic responses to sounds or music (claps, pounds, taps with feet, sways, or rocks); repeats activities over and over; is interested in such activities as running, jumping, marching, swinging, sliding.

"Mentally and emotionally the child develops for he likes activity; enjoys rhythmic sound, shows interest in music that suggests a familiar rhythmic experience (train, swing, boat); expresses musical ideas in terms of activity.

"The educative outcomes to be derived from rhythmic responses through bodily movement are:- increasing pleasure in vigorous free activity; greater relaxation, freedom, and ease of movement; greater ability to express musical ideas in terms of activity of the whole body; growing ability to listen attentively to music; greater development of motor control, balance, and poise; growing ability to recognize and express rhythmically differences in mood in music; increasing joy in creative rhythmic response; growing appreciation of the rhythm of poetry through rhythmic musical experiences; growing ability to make social adjustments to group situations as, taking turns, offering suggestions for improvement." 1

1 Kansas City Public Schools Kindergarten Curriculum Bulletin, No. 9, pp. 65-66.

"We have found that the most natural approach to the study of rhythms is through the spontaneous forms of rhythm in which the young child indulges - walking, running, sliding, jumping, hopping, galloping. At first it is well to adapt the music to the type of activity the child is engaged in, such as running or swinging, and later the child may wish to interpret the music he hears. It is wise to remember that some children move faster than others and that music must be adapted in this way also. Soon the child recognizes fast and slow, loud and soft, long and short, and he is able to interpret these through movements. These should not be dictated, but should come rather through his spontaneous reactions.

"Occasionally a child who is too self-conscious to join a group or do one of the natural rhythms, will forget himself enough to join in a singing or dramatic game such as 'Polly Perkins' or 'Follow the Leader'. Talking the game over, saying and singing the words, and then dramatizing are the logical steps in teaching of singing games. At first when the child begins to play a game, do not expect him to sing or to say the words as he will be too busy dramatizing it.

"The underlying principle of all rhythmic work is creativeness. There should be no adult pattern to follow.

"The tom-tom is much loved by children and is far less complicated to listen to than the piano. It is an excellent help in the teaching of rhythms and rhythmic patterns. The child is able to beat the rhythm of 'walk, walk, walk' and 'run, run, run', or of simple songs. He has had great fun doing it and it defines his natural response to music.

"One should not have the feeling that music needs to portray a story or evoke a picture. Listening to it as an emotional experience and for its sheer beauty are all that is necessary. It is much more important to build up an attitude of enjoyment of good music than to stress any techniques for teaching it." 2

"Natural or interpretive rhythmic work permits unlimited opportunities for a child to express himself - to build something which is his very own - something that will be a product of his own imagination as well as a test of his ingenuity.

"The teacher must emphasize individual differences. There will be several children here as elsewhere, who, lacking imagination and originality, will resort to pure imitation. If we hold to the ideal of 'doing one's own thinking', and of doing something different from one's neighbor, we shall be surprised at the rapid growth in original planning among our children.

"It will take very little experimenting with this work to convince the average kindergarten teacher of its value, for it not only develops the child's musical appreciation but tends to foster desirable social and character traits as well.

"As we continue with this work, we see a definite growth in the development of concentration, judgment, consideration of others, planning and discrimination.

"Above and beyond all this valuable training, both the teacher and the pupils experience a true joy in bodily movements and a love for music." 3

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- 3 Buckley, Rose and Owens, Florence "Interpretive Rhythms in the Kindergarten". Childhood Education, May, 1933. pp. 427-429.
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"In the Rhythm period the kindergarten attempts to give the child opportunities to:

1. Develop a feeling for and a sense of rhythm.
2. Develop motor coordination and grace.
3. Cultivate the power of careful attention.
4. Express creative ideas and moods through bodily movement.
5. Experience the joy of responding as a group to the stimulus of music.
6. Develop social habits which are necessary to group appreciation of music.
7. Listen to and enjoy good music.

"It is the appreciation of the music which we are most eager to stimulate through the rhythm and appreciation period. Whether it is through dancing, or whether it is through experimenting and playing through simple musical instruments, we want the young child first to feel the desire to respond rhythmically and second we want him to be able to translate both his own moods and the moods of the music into rhythmical expression." 4

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- 4 Foster, J. C. and Headley, N. E., Education in the Kindergarten, pp. 209.
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"When the child first seems aware of sound and music, parents should begin to encourage interest in them. If from the beginning he is surrounded with good music, a basis for later appreciation is being laid. If possible, sing simple lullabies and nursery songs to him. As far as we know now, and we are just at the beginning of what can be known about the presentation of music to young children, the good old folk songs are best. If parents know some of the simple German and French songs such as 'Kommt ein Vogel gef logere and 'Frere Jacques', the child is much enriched. Singing without the piano is highly recommended. It can be done more often and spontaneously and encourages the child to sing as he plays about. We find that when we are working with children in small groups, they respond more easily and fully to songs and singing games when we sing without piano accompaniment. Children love to be asked to sing with their parents, and they especially like to take turns. If parents doubt their ability to sing to their children, many of these simple tunes may be had on victrola records.

"Simple fragments of songs about the thing the child is doing - as hammering, swinging and walking are fascinating to him and soon he will want to join in on, better still, make up his own bits of music." 5

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- 5 Alschuler, Rose H., Two to Six, pp. 81-83.
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"Although the time devoted to music is too limited to stress original melody making, the children are encouraged to create their own tunes. Sometimes in an effort to stimulate creative melodic thinking, the teacher sings the beginning of a familiar jingle or rhyme and asks some child to sing the ending phrase. No adverse comment is made to improve the child's product his progress coming as a result of hearing and observing good music.

"Remedial work in voice production is not confined to children who are unable to 'carry a tune', for where such faults as speaking and singing with tense lips, jaw, tongue, and throat are observed, songs and exercises are given to correct them. For example, if articulation is indistinct, in order to obtain flexibility of tongue and lips, songs containing the consonants t, d, l, m, n, p, and b with vowel combinations are introduced. To reflex the jaw, songs containing the open vowel sounds ah and aw are used, if the voice is harsh oo and oh are employed. Loud, vaucous tones are discouraged, as is hushed, suppressed singing. In all vocal work, the teacher constantly encourages in the young child a voice that is light, free, and pleasing in quality with distinct enunciation. She watches to see that the children maintain good posture, that they do not remain in any one position so long that they become fatigued, and that the room is well ventilated." 6

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- 6 Iowa Child Welfare Research Station, Manual of Nursery School Practice Bulletin, No. 730, pp.104-105.
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"Through singing the child develops physically for he shows interest in sounds, musical or otherwise; he imitates sounds (voices and calls at home, street calls, bells and whistles, snatches of songs); he makes spontaneous musical sounds when at play, chants or croons (not real tunes); pretends to sing; imitates adult singing activities.

"Mentally and emotionally he develops for he likes to hear mother sing; responds to differences in tones of human voice and to moods in music, enjoys hearing others sing; tries to sing; seeks to express thoughts and feelings by singing; tries to imitate singing of adults.

"The educative outcomes to be derived from singing are: - increasing pleasure in singing and in listening to songs; growing appreciation and taste for good music; growing pleasure in creating songs and in expressing emotion through music; growing ability to interpret the spirit or mood of songs as shown by the manner of singing them, greater pleasure in sharing a pleasing experience with others; marked growth in ability to sing with light head tones and with clear enunciation; increasing ability to discriminate differences in pitch when singing along and when matching tones, increasing vocabulary through hearing and singing well written songs; growing habit of sitting quietly in a hygienic position while singing." 7

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- 7 Kansas City Public Schools, Kindergarten Curriculum Bulletin, No. 9, pp. 67-69.
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"In the singing period the kindergarten attempts to give the child opportunities to:

1. Hear and enjoy good vocal music.
2. Enjoy and learn how to control his singing voice.
3. Enjoy the experience of ensemble singing.
4. Express his feelings and thoughts in song.
5. Build up a repertoire of songs." 8

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- 8 Foster, J. C. and Headley, N. E., Education in the Kindergarten, page 195.
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Chapter VIII

Use of Apparatus

"Young children should play out of doors in the sunshine as much as possible. Not only do they need the sunshine and fresh air, but they need the more strenuous use of the large muscles which outdoor activity permits. They should have a wide variety of apparatus so that different sets of muscles may be exercised.

"Free use of this material should be allowed. When the child is first learning to use the climbing and balancing apparatus there should be someone near by to give him confidence and possibly an occasional helping hand or directions where to place feet or hands. The child should not be urged to go higher than he seems to want to go, when first starting. As soon as he gains confidence, he will go of his own accord."

CHAPTER VIII

USE OF APPARATUS

Frederick and Dorothy in "Education of the Young-
garden of Ideas" One of the interesting facts about
the motor development of kindergarten children
is that this development seems to have little
relationship to the child's mental ability.
Generally speaking, motor development depends
on chronological age or maturation, and only
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Page 2.

"Perhaps the most important lesson learned
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1 Alschuler, Rose H., Two to Six, pp. 123-124.

Foster and Headley in "Education in the Kindergarten"² claim "One of the interesting facts about the motor development of kindergarten children is that this development seems to have little relationship to the child's mental ability. Generally speaking, motor development depends on chronological age or maturation, and only in part upon practice and mental ability." 2

2 Page 3.

"Perhaps the most important lesson learned through play is that of coordination, or the working together of muscles and senses. When you watch a six-year-old girl jumping rope to the sound of her own singing, or that of her playmates, you perhaps do not realize that the working together of eye, ear, and muscles in

perfect rhythm is the result of the lessons learned through play during the pre-school years. Childhood is the right time to learn this type of skill; the child who has played with vigor and freedom attains it without conscious effort.

"It should be remembered that a child needs to walk and to run to climb, to swing, to ride, to pull, to push, to dig, to throw, and to have his interests widening and these things he can scarcely do in either a play pen or a sand box. At least part of his play should be free and active. It is best to have the room in which he plays indoors so arranged that he can play freely all over it and handle and touch everything within his reach." 3

3 U. S. Department of Labor, The Child from One to Six, p. 87.

According to Patty Hill⁴ the objectives of the Kindergarten apparatus are:

- "1. Pleasure in activity and gradual development of skill and pleasure in successful performance.
2. Learning to take turns.
3. Learning to act together.
4. Learning to perform acts with safety to self and others.
5. Interest in experimentation.
6. Overcoming fear.
7. Learning to be cautious.
8. Gaining physical development."

4 Conduct Curriculum, pp. 64-65.

"Play is a part of the serious business of the child, for it is an essential part of his growth. The long process of his development includes on its physical side much that belongs to the lower animals. He is a whole menagerie.

He runs like a deer, climbs like a monkey, digs like a wood chuck, dives like a duck, swims like a fish, fights like a bulldog, and in it all works like a beaver and is busy as a bee.

"The child becomes what he is as a result of what he does. Nature decrees certain activities and builds the body around them. And of the activities that build the child, an important part are those directed from the mind; so the child is largely built by his conscious action, and the name given to this conscious part of his action is 'play'.

"No child can resist play and be a well-rounded social being. It is instinctive, having been handed down through unnumbered ages.

"The Duke of Wellington said that the Battle of Waterloo was won on the playgrounds of England's great public schools. Athens and Rome held their intellectual supremacy because they built a perfect body for men and women, knowing that a healthy mind would follow. Without the opportunity to build a body that will make his brain active, powerful and creative. Many games help to develop that desirable leadership in the child and in developing a normal sense of fair play, mental alertness, and physical strength.

"A great deal of investigation has been made of motor skills at the pre-school ages. These investigations show that children make rapid progress in the direction of greater speed of movement, represented by such activities as punching out holes in sheets of paper, placing pegs in holes, and sorting cards into boxes; greater precision and steadiness of movement, represented by such activities as tracing paths and mazes, target, ball, bean bag, and rope ring throwing, holding a stylus in a hole without making contact with the edges or sides, copying characters, and walking on boards without stepping off; and increased strength, represented by pulling weights and dynamometer tests." 5

5 Stoddard, G. D. and Wellman, B. L., Child Psychology, pp. 41-42.

"It suffices to look upon play as impulses to action due to the general complexity and irritability of the organism, the form of the play being determined by a combination of influences in the materials and processes present in the environment. Play is thus the progressively organized spontaneous activity of the child as distinguished from activity that is either mechanically acquired and meaningless routine movement, or outwardly directed or enforced 'work'.

"From this viewpoint we can at once see play directly related to the optimum of physical exertion and to a high emotional tone of a generally pleasurable quality, both making for physical and spiritual health. Moreover, as the child learns from his experiences, his play reacts upon his mental processes, and so influences further associations, thinking habits, and skill, as well as his mental content." 6

Chapter IX

Use of Games

"The kindergarten through the organized game period attempts to give the child opportunities to:

1. Experience exhilarant joy.
2. Develop habits of fair play and good sportmanship.
3. Develop motor poise, good posture and good health.
4. Quicken sense perceptions.
5. Establish both self confidence and self control.
6. Cooperate in the group as an integral part." 1

1 Foster, J. C. and Headley, N. E., Education in the Kindergarten, page 230.

Parker and Temple ² suggest that "the attention of little children is so easily held by any form of movement play that the teacher needs to be unusually careful to select from all the interesting and attractive plays and games which are available only those which will give the children the best type of physical and social activity. Among the movement plays commonly seen in the kindergarten are marching exercises, rhythmic plays, singing games, and folk games. These are all forms of group play which have social value, which give training in rhythm, and which afford physical exercise. Little children need to walk, run, skip, hop, clap their hands, swing their arms, and whirl about, and they need space in which to indulge in these spontaneous movements in order to get the full benefit from them. They give rapid and vigorous exercise, more freedom and variety of movement, and hence greater opportunity for the development of physical control and grace." 2

2 Unified Kindergarten and First Grade Teaching, pp.58-59.

Chapter X

Use of Stories, Poems, Pictures

"The general objectives of language in the kindergarten are: - to provide rich experiences out of which a wealth of ideas may develop; to encourage free, happy discussion about things of interest; to enlarge the vocabulary through a rich background of interesting experiences; to stimulate and encourage creative expression; to develop growing ability to express ideas clearly and to understand and interpret meanings; to help the child to express his ideas with clear enunciation, correct pronunciation, and with pleasing quality of voice.

"Physically the child develops by expressing ideas through gesture or movement; imitating the speech or actions of others; expressing ideas through the use of materials (paints, crayons, scissors, blocks); talks and gestures to communicate personal experiences, talks for the sake of exchanging experiences.

"Mentally and emotionally the child develops by desiring to express his thoughts and emotions (through speech, gestures, materials); he seeks to satisfy his natural curiosity in regard to the world about him; asks questions; desires to clarify ideas through expression; likes to hear stories; loves rhyme and rhythm; likes to hear and use new and unusual words; desires to make up stories and poems; shows interest in books and pictures.

"The educative outcomes to be derived from language experiences are: - greater freedom and spontaneity in expression; more pleasure in communicating with others; increasing pleasure in sharing experiences with others; growing ability to understand and interpret meanings; growing ability to express ideas clearly; some discrimination in choosing interesting, rather than trivial, things to relate; increasing ability to keep to the point; better poise and better adaptation of voice when talking to an audience; growing ability to tell a story in such a manner as to hold the attention of the group; increasing growth of vocabulary; greater ability to contribute

to a group composition; growing ability to use language to direct the activities of a group; growing habit of using courteous forms, as please, thank you, pardon me, good morning, good-by; growing habit of showing courtesy to one who is speaking (listening quietly and attentively, talking in turn); increasing pleasure in poetry (meaning, rhythm, sound); growing ability and pleasure in expressing imaginative ideas, stories, poems; increasing interest in forming good language habits (correct pronunciation, clear tones, correct forms of speech); growing realization of the importance of delivering a message correctly, and increasing ability to remember messages; growing knowledge of the need and use of names, signs, symbols, growing appreciation of the value of a written communication; increasing interest in books; increasing interest in reading and writing situations." 1

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- 1 Kansas City Public Schools, Kindergarten Curriculum Bulletin, No. 9, pp. 52-55.
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Stoddard and Wellman ² offer this view: -
 "Harriet M. Johnson, after general observation of children in a nursery school group, commented on the marked tendency of the speech reactions of nursery school children toward rhythmic forms (the arrangement of syllables or words in such a way that they have a beat, regular emphasis or cadence). She felt that the children experimented with language - words they heard used, their uses and meanings and time relations and that their concern was not with the meaning, value and use, but with rhythm, sound and form."

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- 2 Child Psychology, p. 104.
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"We adults haven't time, or don't take time, to play with words and play with ideas. But the small child has time and is a good deal of a creative artist, until we still him by not

listening to him, or mold him by thinking for him and giving him too many patterns for thought and speech. Children learn to use language as they do blocks, clay and paint - through usage. The best use of language is likely to come as is the best use of any other material, if the child is in contact with an adult who is sensitive to it - who has a feeling for its use and, in this case equally important, a feeling for listening to it.

"As soon as children begin telling stories, parents may notice pattern and often rhythm. Rhythm is apparently inherent in children. In the Mother Goose verses so dear to all the generations of children, it is doubtless the rhyme quite as much as the action and the alliteration that the children love. If we follow the children's own responses, we find pattern and repetition characterizes their stories. They enjoy repetition in the stories told them." 3

3 Alschuler, Rose H., Two to Six, pp. 54-56.

"During many of the periods and activities of the day the kindergarten attempts to give the children opportunities to:

1. Clarify their thoughts through oral expression.
2. Acquire an ever larger and more meaningful vocabulary.
3. Acquire correct oral language habits: correct grammar, clear enunciation, careful pronunciation, pleasing voice.
4. Develop the ability to present ideas and to listen to the presentation of ideas.
5. Acquire or preserve spontaneity of speech.
6. Share in a vicarious fashion the experiences of others in the group.
7. Appreciate the significance of written words.

"Sometimes it seems that the five-year-old does all of his thinking aloud. Probably there is a good deal of truth in the idea, too, for as the child talks he really does clarify and formulate his ideas.

"In talking with the children the teacher will do well not to simplify her vocabulary. If, on the contrary, she is careful to use new synonyms or explanatory phrases she will do much to help the child broaden his own vocabulary. Informal conversations show a steady development throughout the year in choice of words, in length and complexity of sentence and in adequacy to express the child's meaning.

"The many dramatic play situations which arise in the free play period offer excellent opportunity for experimenting with manual words. Sometimes the words used are taken directly from stories but more often than not they are simply words which the children have heard grown-ups use frequently." 4

4 Foster, J. C. and Headley, N. E., Education in the Kindergarten, pp. 258-259.

The Kansas City Kindergarten Curriculum Bulletin 5 gives the general objectives of literature and library in the kindergarten as: - to create an interest in books and in reading situations; to broaden interests and experiences through the use of pictures, books, stories, and poems, thus preparing for valuable and enjoyable use of leisure; to stimulate interest and pleasure in listening to good stories and in telling them for the enjoyment of others; to encourage creative expression.

"The child develops physically through handling the books; turning the leaves; looking at pictures rapidly at first, then more slowly and carefully; imitates reading activity of others.

"Mentally and emotionally the child develops for he likes to look at books and pictures;

likes to watch adults read; pretends to read; likes to be read to; desires to satisfy curiosity; asks questions; appreciates color and action in pictures; likes to hear stories; enjoys rhyme and rhythm.

"The educative outcomes to be derived from experiences with literature and library are: - interest in looking at books and pictures; growing appreciation of story books and colorful pictures; delight in rhyme and rhythm; pleasure in listening to stories; growing interest in books and reading situations; beginning habit of turning to books for information as well as for recreation and pleasure; broadening of interests and experiences which will prepare for the enjoyable use of leisure; growing ability to ask intelligent questions about pictures, stories, and poems; growing ability to ask for story or poem by name; growing ability to distinguish between a real and imaginary story; greater ability to appreciate humor in stories and poems; increasing pleasure in telling stories to others, greater ability to tell a story clearly and with logical sequence of events; increasing use of better forms of expression, longer phrases, more suitable words; increasing growth of vocabulary through wide experience with stories and poems; and greater ability and pleasure in creating stories and poems; growing habit of sharing the delights and pleasures derived from books; growing habit of handling books carefully, turning pages slowly, keeping books clean, putting them away in proper places."

Conclusion

"There are not yet available adequate research studies dealing with the effect of kindergarten education on progress in the elementary school. In general, conclusions in favor of kindergarten training may be summarized as follows:

1. Kindergarten children progress faster in the grades.
2. Kindergarten children make higher scores on certain mental and achievement tests than do non-kindergarten children.
3. Kindergarten children show a lower percentage of failures in the grades.
4. Kindergarten children receive a better rating on social traits."

CONCLUSION

1. Kindergarten education is a valuable experience for children.
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1 Association for Childhood Education, Practical Value of Early Childhood Education, p. 24.

Bibliography

Alschuler, Oscar W., Two to Six, William Morrow and Co., 1933, New York.

This book is to help parents understand and eliminate some of the difficulties that occur with young children.

Practical and inclusive, it covers not only physical factors and general principles of child training, but also outlines materials and experiences to be given to children.

Wester, Josephine C., and Madley, Keith E., Education in the Kindergarten, American Book Co., 1936, Chicago.

This volume is devoted largely to the first year and group. The authors discuss the varying theories of educational philosophy and present certain conclusions concerning the desirable things to be done and the methods which should be employed. The book is a guide to the kindergarten teacher.

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