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PASADENA KINDERGARTENS
1901-1919



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MABEL WATSON
PHOTO.

What can a pilgrim teach
To dwellers in fairy-land?
Truth that excels all speech
You murmur and understand!

Alfred Noyes.

PASADENA KINDERGARTENS
1901-1919

“The things a child can make
 May crude and worthless be;
It is his impulse to create
 Should gladden thee!

The greatest things have grown
 All slowly to their prime;
From least beginnings, vaguely known
 In farthest time.”

Pasadena, California
April, 1919



JUST A WORD

There is nothing more difficult to define than education, because there is nothing more protean. Creators of human thought and critics of systems are at variance, and properly so,—for the spiritual impulse of man,—that subtle, illusive essence called life, eludes the mere laboratory analyst. Education is large and catholic. It is in essence a mystery and incapable of precise, scientific analysis. How can you think yourself out of thought? How can you run away from your own feet? The teacher's chief duty is to keep alive the spiritual impulse and adventure dominant in the mind of the child; to guide the feet of the joyous pilgrim to the blessed land of Discovery. The kindergartner is particularly fortunate in that she stands nearest (of all teachers) to the sources of human life,—the joyous, and as yet uncontaminated dream and adventure of childhood. The kindergarten itself is important because its work is foundational and because its children are free, daring, and unconventional,—abundant reason for the greatest pedagogic knowledge, the finest sympathy, the most constructive enthusiasm, the largest all-embracing love, of the teacher. A thousand things the kindergarten teacher must be and become; but she must never forget that the beauty and loveliness and richness of life, is *fact*, only as children grow into the embodiment of purity, individuality, and character.

This is not the proper place to suggest the things the kindergarten should teach, even were that possible,—but I wish to call attention to two or three of the many qualities which should go into all teaching, especially of young children. The teacher and the school must, first of all, teach pure truth with a joyous and single-minded purpose and enthusiasm. Every spiritual spark, every intellectual fire, every gleam of moral purpose, must be seized upon for the individual and the social good. The noisy life of the impulsive animal must be rhythmically attuned to the unfolding personality, as nature speaks through sea and forest. The heart and core of the kindergarten must be intense social sympathy, but the child must develop rapidly and naturally an individual conscience and judgment. The child does not need a *definition* of truth, he should become an embodiment of that virtue. I do not speak of truth in any narrow sense, but in its broad universality, its all-compelling and all-comprehending power to make alive.

The kindergarten must teach also a fine sensibility of the beauty and sacredness of being. The teacher works with plastic

minds,—positively with words, negatively with silences,—and she must have as “cadets” the fragrant flowers, the singing birds, the running brooks, the joyous lambs. She must be keenly aware of the healing and the power of nature; but also of the subtle and marvelous influence of words,—their music, their colors, their individualities, their kinship. Her lessons must not be “word prisons,” but “word homes,” not the noxious poisons of the nightshade, but the sweet odors of the violet. The real teacher will transform everything she touches into beauty and power; and though the light may sometimes blind, it will never blast.

The kindergarten must also have a compelling insight into the root righteousness of things. The teacher must know the truth and live it, she must recognize beauty and exhale it. But truth and beauty are only handmaidens of good,—the law of love and virtue. A fine-grained teacher is an artist, but is before that a woman. Conventional rules and pronouncements concerning certain habits and practices do not produce goodness. The teaching that is fine is the *living* example. Character is one of the things that cannot be defined nor analyzed. Our own conceptions of right and wrong are clouded by time and place, but virtue is independent of both time and place. Do not employ the de-humanized method of importing goodness into children; but rather the common sense method of winning them into goodness.

JEREMIAH M. RHODES.

Superintendent of Schools



Stars in a blue sky, red stripes and white,
Flag of our country, freedom and light;
Yes we will serve thee, each do his part;
Flag of our country, we give thee our heart!

'The Children's Year.

AIMS AND PURPOSES OF THE KINDERGARTEN

- I. Individual development through the use of the child's natural impulses and interests.
- II. Social adjustment through social experiences.
- III. Enrichment and interpretation of the child's experience.

KINDERGARTEN SECTION

COURSE OF STUDY COMMITTEE SOUTHERN CALIFORNIA.

**THE WORTH OF THE KINDERGARTEN FOR
EVERY CHILD**

Kindergarten—child garden—even the name embodies a new educational ideal! Here the young child grows naturally, realizes his powers through expression, becomes the active agent in his own education. Here knowing grows out of doing, and education becomes a process, not of instruction—of pouring in—but of development.

KINDERGARTEN MOVEMENT IN UNITED STATES

Although not American in its origin, the kindergarten has proved itself particularly adaptable to American institutions. Kindergarten training develops independence, initiative, and ability to co-operate with others, which are evident needs in the making of citizens fitted to live under a democratic form of government.

**HOW THE KINDERGARTEN PROVIDES
EDUCATION**

The statement is often made that 'the kindergarten is all play.' It is play, but at the same time it is education. The kindergarten means happy, all-sided development for the little children who are becoming interested in persons and places outside of the home and yet who are not ready for the formal school subjects of reading and writing.

SPECIAL COMMITTEE OF INTERNATIONAL KINDERGARTEN UNION.

PASADENA KINDERGARTENS

HISTORY AND GROWTH

In Pasadena, as in many cities, the kindergarten work was first introduced by private schools. The very first Pasadena kindergarten was opened in 1887 by Miss Augusta Curtis. It was held in a little unpainted barn on Arcadia street. People often built their barns first in those days and then used them as temporary dwelling places. Miss Curtis converted this barn into a home, using the hayloft for living rooms and the downstairs for a kindergarten. It was a bright room and exquisitely clean, white cheese cloth curtains fluttered at the windows and potted geraniums stood on a shelf underneath. Here a dozen children went to school and caprice and restlessness seemed to be always directed into some legitimate activity by this pioneer kindergartner. At the end of the second year of her work in Pasadena, Miss Curtis was called east much to the regret of all who knew her and the work she was doing. During the next ten years, several other kindergarten teachers opened private schools in their homes.

In the fall of 1896, the first Pasadena Kindergarten Association was formed. It was the result of an earnest desire of a number of Pasadena women to establish a good kindergarten for their children. It was successfully carried on for two years in a house on Marengo Place and was supported by a tuition of five dollars per month, each pupil being pledged for a full term. There were about thirty children with Miss Jessie Crandall as director. Several women now teaching in the Pasadena schools had practice teaching in this kindergarten. A Mother Play class was formed at this time and the meetings were always well attended. They felt greatly honored when Miss Elizabeth Harrison from the National Kindergarten College addressed one of their meetings.

A year later, a free kindergarten was established by Mr. and Mrs. John Smith. It was located on Bellevue Drive in an old Tooth Factory. Miss Mary Schaeffer organized and directed this work. The second year her health failed and Miss Ada Mae Brooks took charge until the end of the year.

In the spring of 1900, a second association was formed. It was called, The Free Kindergarten and Children's Aid Association. This organization deserves the deepest love and respect of every Pasadena citizen. Doctors, lawyers, professors, teachers and an earnest company of mothers with their friends worked together for the good of all little children. They felt that every child of the proper age in all parts of the city should be able to attend kinder-



Merry Christmas now is here,
Happiest day of all the year,
Every face with smiles is bright,
Every heart with joy is light.

Songs of the Child World.

garten. When school opened in the fall, the use of vacant rooms in the Garfield and Columbia schools was donated by the Board of Education. Miss Visscher and Miss Underwood, who had a private school on South Euclid Avenue, were appointed directors of these kindergartens. There were no paid assistants, but some graduate kindergartners offered their services and Miss Florence Lawson of the Los Angeles State Normal School greatly aided the work with helpful advice and students to assist. Before the end of the first year, three other kindergartens were opened under the association, one in the Franklin School district with Mrs. Brown as director, one in the Lincoln, Miss Crandall director, and the other in the Washington school with Miss Minnie Wood as director; so by the end of the first year there were five kindergartens established in Pasadena. These schools, after being equipped, were self supporting; some children paid only twenty-five cents a week, others, two dollars. The aim of The Free Kindergarten and Children's Aid Association was not only to establish kindergartens but to have them become a part of the public school work. This could only be done by changing the City Charter. We read the following in a report made by Superintendent James D. Graham for the year 1901-1902: "Under the provisions of our new City Charter passed upon January 29, 1901, kindergartens became a part of our school system and have been maintained in each district except the Grant. There are eleven teachers. New buildings for Franklin and Lincoln have been much appreciated."

Today, September 1918, there are sixteen kindergartens and twenty-eight teachers an integral part of our public school work. There are eight bungalows built especially for kindergarten work, and this year a new kindergarten-primary building will be opened in connection with the Longfellow school.

Many boys who attended the first kindergartens are now in France and the girls are filling positions of responsibility, but the little children still come flocking to the kindergarten doors—a school where they may live in a happy world of "make-believe"

LIFE OF THE KINDERGARTEN

The curriculum of the kindergarten is the child's world. That which the child is interested in seeing, in doing, in talking about, in handling, the teacher takes and uses to lead the child onward and upward so that he may develop his senses and muscles into trustworthy tools, increase his understanding and enrich his spirit.

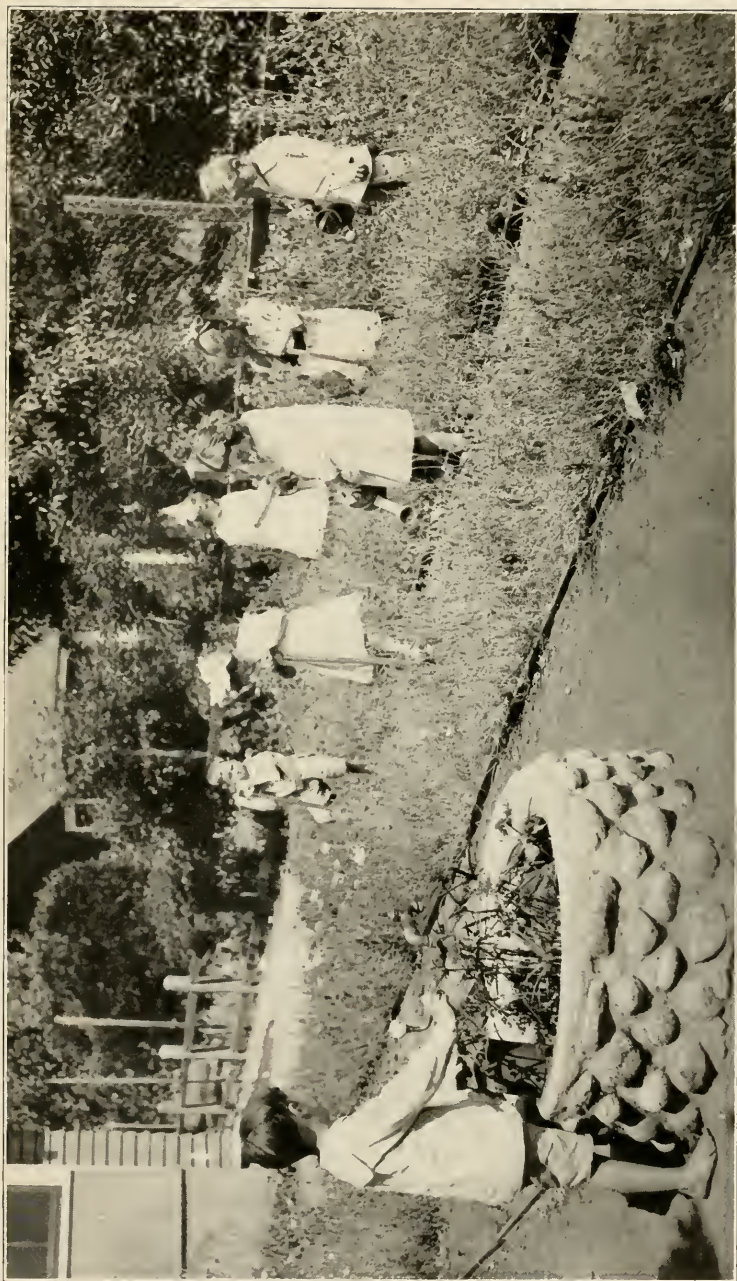
As in the past year our adult consciousness has broadened until we feel that the happenings in any part of the world touch us, that our welfare is linked with the welfare of all peoples, so the kindergarten child's interests have reached to other countries. The interest in the children of France and Belgium has given added value to stories of children in other lands and has made giving a natural happy act. In the singing of patriotic songs, in saluting the flag, in making gardens, the kindergarten children have learned to feel that they are a part of a great country. But in the making of citizens for the United States and the world we have not forgotten that well developed muscles, capable hands, trained senses, the love of the beautiful, happy helpfulness and co-operation must be worked for every day if the children are to become complete, well rounded individuals. So with talks, stories, rhythms, games, hand-work, the children have had ample opportunity for genuine growth.

In the sketches that follow we have tried to give you glimpses into the thought and life of the Pasadena Kindergartens. There is no attempt to give a complete account of the work undertaken. Rather, we desire to illustrate the ways in which in our schools through varied means, under varying conditions, we try to achieve our purpose.

LANGUAGE

We have made an especial effort to develop the children's use and appreciation of language by giving them much opportunity for conversation, for re-telling of experiences and stories, and completing each phase of the work by embodying the thought content in some artistic setting, as in a beautiful verse, a beautiful picture or a choice bit of music. In short an ideal crystallized in color, tone or form.

In one kindergarten the morning circle was made most delightful and worth while through the community interest thought. Each child was given an opportunity through talk or story to tell of the thing just then most vital to him. The kindergartner felt this recognition of home, or community interest, gave the child earlier freedom of expression. No attempt was made to swing this



He dug his garden,
 He sowed the seeds,
He kept it watered
 And pulled the weeds.

And when it blossomed
 With flowers gay
He gave his mother
 The first bouquet.

Songs of a Little Child's Day.

period into line with planned or seasonal theme, though it often came quite naturally. The worth while thing was held in prominence clarified by song, conversation, picture or dramatization and the children urged to find out more about this live subject for another day, thus stimulating powers of observation and enlarging his vocabulary. Briefness was emphasized so all might share, and the English so happily corrected, the children became kindly alert. By the close of the year, each child showed marked improvement in power to express well and briefly his interest.

OPERA STORIES AND MUSIC

How to present classic music to children in such a way that it would be remembered was solved by the presentation of the Wagner Opera Stories. The Ring Series were chosen with the story and music in a simplified form.

From the very first the attention and interest of the children was quite marked. They soon learned to distinguish the different motifs and it was a test of great self control for the children to wait until the music was over before they told the names of the pieces being played.

Just enough of the story was told each day so that the children would not become confused, and the same with the music, for we realized that the children could only assimilate a certain amount. In this way the children knew the story and could tell it connectedly, bringing in details which even older children might not remember. They had their favorites in the music and never grew tired of hearing them played.

When the children heard the music they knew that they were not going to sing it afterwards or illustrate it in rhythm other than the most spontaneous. For instance, when the Giant motif was being played the children became giants, imitating the steps of the giants as they walked from mountain to mountain, doing this in a most spontaneous manner. The moral side of the story, the triumph of love over hate, good over bad, was not unduly emphasized, yet the children were quick to grasp this point.

At the end of the week we felt that the children had gained many things. Their musical appreciation had been increased, also their ability to listen to good music; and their imagination had been quickened by the stories of elves and giants, war maidens and warriors. Last but not least we felt that the children had enjoyed it all, which made our enjoyment two fold.

USE OF PICTURE BOOKS WITH FOREIGN CHILDREN

One of the most interesting things we have discovered in our work with the Spanish speaking children is the immense value of pictures and picture books to them and the wonderful help they are as an aid to teach the children English. We have a regular daily period for pictures and picture books at our kindergarten. We take the books from the public libraries and frequently exchange them so that the children may have a variety and the kind of pictures that relate to the particular subject we may be taking up. The children love the books and their interest in them and appreciation for them seems to steadily grow. The time given to their use is time of infinite value to them and serves somewhat the same use that the story period does for the American children.

PHYSICAL CARE OF THE FOREIGN CHILDREN

In the kindergarten for Spanish speaking children the physical welfare of the child is of necessity a great consideration. Many of the children come from homes of ignorance, dirt, and sometimes real poverty, so the school must as far as possible be the corrective agency along these lines.

First thing in the morning all children who are underfed or undernourished are given warm milk, supplied by the Pasadena Hospital Dispensary. Once a week these children during school hours are sent to the dispensary to be weighed and a record of their progress kept. Any child with tubercular tendencies is most carefully watched. His temperature is taken twice a morning and reported to the dispensary.

Two mornings a week are bath mornings. Then, all children who sadly need it, and most of them do, are given baths, and their heads are combed and cleaned. Every morning teeth must be brushed. This is entered into with as much joy as a dramatic game or rhythmic exercise and with a vast amount of energy applied to a set of baby teeth.

These are minor details of the kindergarten morning, but are considered of major importance in making American citizens of these little Mexican children, and that of course is our proposition. Scarcely a child can speak a word of English when he enters kindergarten and for weeks is too timid and diffident to try. Gradually by entering into the kindergarten games and activities, and with



Bricks and mortar for money and men,
But castles of sand for me.

unrestricted use of the kindergarten materials, he forgets himself and speaks English almost as readily as his own native tongue.

He has had his first course in Americanization.

GOOD TIMES OUT OF DOORS

Our first Christmas party was around an orange tree in the yard; the golden fruit made beautiful decorations. But even with the gifts the children had made and the gold and silver chains and stars and colored lanterns that had filled days with pleasure, it was not a real Christmas tree. Then we had two real firs planted, a little one and a big one. When one grows too large it is cut down and another planted, so we always have one that is just right. Only once has it rained so we could not have our party out of doors. The morning of the party the children decorate the tree and hang the gifts, then the Christmas songs are sung for our guests, the simple gifts are given to the parents, and with joyous good-byes we leave kindergarten for the Holiday vacation.

The sand bed is an every day joy. With blocks, shovels and old tin cups it is the favorite place at recess. Many people from the grades are regular visitors. Future bakers, carpenters, bridge builders and engineers of tunnels and mountain roads ply their trades each day.

The bars and ladders have their adherents and each day muscles grow stronger and it's a gala time when some one can do a new "stunt."

The garden is always lovely with the children and their watering can. In the fall each child has his own plot of vegetables. In the spring it is gorgeous with sweet peas on the fence and the rest of the garden filled with California poppies, and great Shirley poppies, pink, red and white. This year we have had a wonderful bed of wild flowers. We bring arms full in the house for the hanging baskets.

In our front yard we have a pergola covered with purple wisteria and white cherokee roses which take turns in blooming. In it, are two long tables and four benches, and here we often take our work while the birds sing to us, and in the spring even make their nests among its vines overhead.

We have the May pole on the lawn, and play many games there under the magnolia tree, its shiny leaves and bright seeded cones we string and its petals make lovely dishes, or boats for our aquarium.

PASADENA KINDERGARTENS EXCURSIONS

A "Ford" crowded with happy youngsters, made several delightful trips. Once it was to the wonderful poppy fields, where after one long breath of surprise, they filled their arms with flowers and then drove to a nearby kindergarten to make a call.

Again it was out to the open fields to gather wild flowers at Easter time, and on the return trip we made a brief call on our Superintendent's wife and small son and we were each treated to a big ripe orange from his own trees.

Sometimes we walk down to the Arroyo with our neighbors, the first graders, but often alone, where we find running water, sand beds, frogs, pollywogs, squirrels and many birds.

PLAY WITH OTHER GRADES

The first graders, across the hall, run in often and we visit them for their reading periods or for a story on rainy days and play extra games. Many times they gather around our piano for a singing lesson or come to surprise us with their newest story.

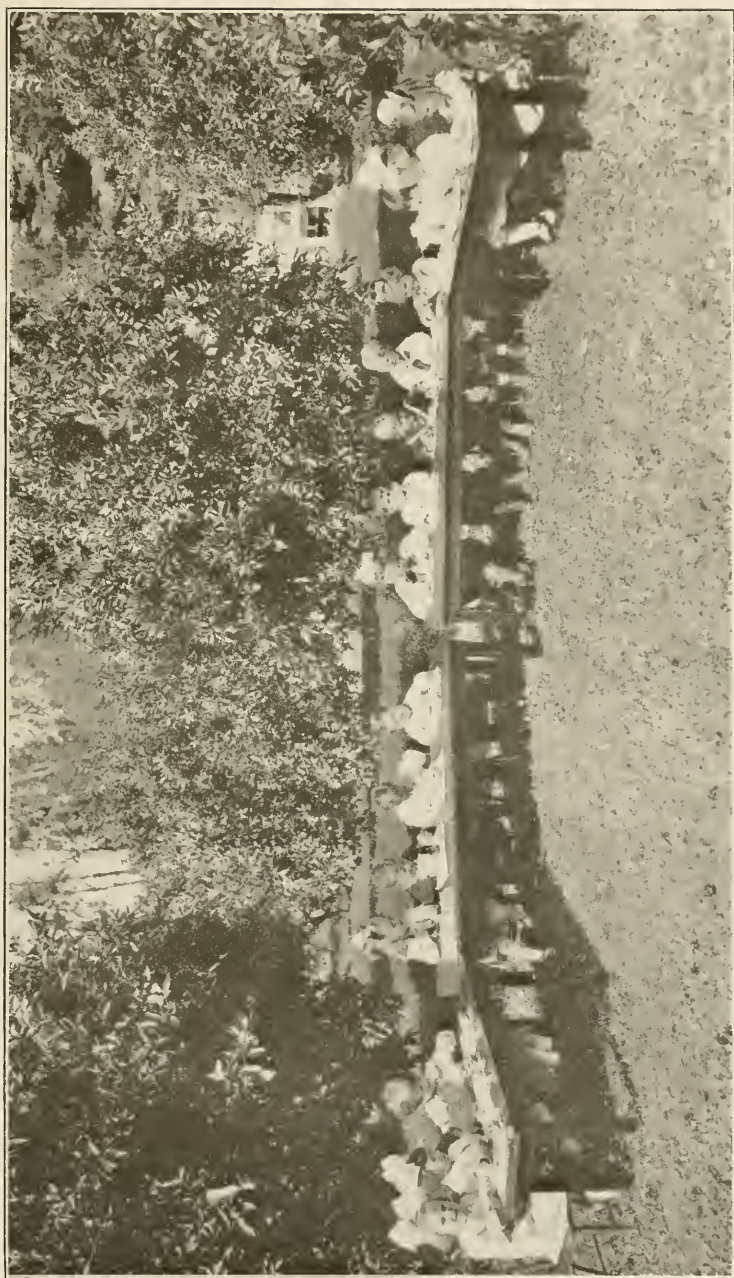
In this way we aim to make the step between the kindergarten and first grade just going over to learn to read and to have them feel they are still members of their first class, the kindergarten.

ORCHESTRA

During the first part of this school year, we noticed that the rhythmic sense of the children in our kindergarten was not normally developed, so we decided to emphasize particularly this phase of our work.

We feel that we gained the most marked results along this line through the use of a band composed of kindergarten and home materials, the number and kind of instruments used depended upon the children's suggestions. The drumsticks were supplied from the second gift, the drums from coffee cans which the children brought in and covered. Horse shoes were brought in by the children, clappers were made by using the enlarged gift blocks and chimes were rung with harness bells and school triangles. The instruments used were often varied and limited by the children's choice, whistles, horns, rolled cardboard fifes, combs, deskbell, hammers, and flags for flag drills were occasionally added.

The orchestra was always led by one of the children who directed through recognized movements with his baton, choosing piano or voice accompaniment. It was interesting to note the dif-



Happy hearts and happy faces,
Happy play in grassy places—
That was how, in ancient ages,
Children grew to kings and sages.

Stevenson.

ference in resourcefulness of the leaders as in quickening and lessening of time, chorus and solo work and in volume of sound.

In addition to the results obtained, we feel that the children's interest and keen enjoyment was a large factor in the work.

FREE TABLE PERIOD

We have been trying from practical experiment to solve the problem of freedom in our kindergarten this last year.

Madam Montessori says, "No one can be free unless he is independent." "Needless help is an actual hindrance to the development of natural forces." If we believe that energies and powers may become self directed through the "Necessity of things, not the caprice of man," then we must give an opportunity for this self direction.

Dr. Dewey says we must secure two factors, "initiation in the child's own impulses, and termination on a higher plane." The child is to have choice, but it is balanced and given progression by the teacher.

We have tried to meet this by a free period and a period when all are handling the same material under the teacher's supervision.

We began by having a free period on Friday, but soon decided to have the period every day. Certain kinds and types of material were placed on the tables, art, constructive, and plastic, free work, unfinished work, and new material. We also had a table of books that the children were free to enjoy.

The children could use floor blocks, taking what they could take care of and put back correctly.

The children selected material for work suggested by any of these materials and other materials were added as called for. The results looked for from these daily, free periods were skill in handling material, group organization, and power to make social adjustments. The children learned much from one another. If one child constructed something which other children admired and desired to make, the successful child would take pleasure in showing the others how he did it. This helped the teaching child to clarify and express his ideas and brought about close co-operation.

This year it has been almost entirely what we would call a free play period, but next year we hope to really make it a "free" period in which children may work or play or observe, with little interference on the part of the teachers. This free period brings about the small group arrangement, and if this were carried out as it should

be, would result in more teachers being on hand to help when needed.

Next year we hope to have more of "housekeeping" where children may play at teaparties, set the table and be responsible for putting things away. This would call for more low cupboards.

The free period brings about a natural atmosphere and develops in the child ability to choose a course of action and carry it out himself.

CONSTRUCTION WORK WITH WOOD

This year we introduced construction work with wood. We secured a load of lumber, odd scraps, from the Pasadena Lumber Company. The boys in the grades were making toys at that time,—discarded scraps were added to our bin. The children revelled in this material and put it to many uses; hammers, saws, and nails were quickly made acquainted with this pile of wood scraps. The children had free scope to make anything they chose. Both groups of children spent two periods each week in the sloyd room. All the articles made which we considered really good were honored by being painted, or stained. One of the first things to be constructed was a horse and wagon. This suggestion came to the child because of a discarded horse's head. The following day the horse and wagon were improved upon. The man on the horse was removed and placed in the wagon. The first table constructed was made of a flat board and four long nails for legs. The next day the table received wooden pillars for supports.

Following are some of the articles made: chairs, tables, carts, airships, guns, a church with cross, slides and ladders combined, window, red cross, T square, tooth brush, book-rack, benches all sizes, and settees.

THE BIG BLOCKS

Blocks as a kindergarten method of play are of value not only because they are a means of enjoyment but because they arouse, train and enlarge the child's inherent constructiveness. The new large blocks make possible the real use of the things built. Through their use the child finds that he has built well or ill as his work serves his purpose or fails him. Houses sufficiently large in which the child may really live, with gables, porches, walks and other embellishments are made. The children learn not only to build but to build with great interest, self-dependence and ingenu-



What are you able to build with your blocks?
Castles and palaces, temples and docks.
Rain may keep raining and others go roam,
But I can be happy and building at home.

Stevenson.

ity. Not only large houses are built, but tables on which lunches are served, beds to sleep in, chairs and bookcases. With simple keenness the child chooses the blocks suitable to his purpose. Work unfinished today is finished tomorrow and the full product is the source of real pride and the stimulus to new developments.

A HAPPY DAY

One morning we decided to give the girls a chance to play as little girls so like to play, while the boys had a chance to play just as boys. The girls stayed in the kindergarten and made paper dolls which were made plump and life like with soft crumpled paper insides. The boys went to the sloyd room where they worked busily making boats and airplanes from the scraps left by the older boys. Later the boys had vigorous play on the large apparatus in the school yard. At the story hour the boys chose their story and the girls decided on their favorite and both were told. It was a very happy morning and we felt that occasional separation in this way aided in the children's complete and natural development.

PATRIOTIC WORK

Our patriotic work in the kindergarten was three-fold: money contribution, salvage and Red Cross work. The organization of the Pasadena schools into Junior Red Cross Auxiliaries greatly stimulated interest.

Most of the children brought their pennies, a few at a time, for the Red Cross box or for the French Kindergarten box. When they had earned their twenty-five cent fee for membership in the Junior Red Cross, they were very proud to wear their Red Cross pins. A few of the children worked at home until they had earned twenty-five or fifty pennies and then brought them for thrift stamps.

Salvage work is perhaps the easiest work for little children to participate in. Nearly every morning the floor in the center of the circle would have an accumulation of papers, bottles, tinfoil, lead, rubber, etc.

While much of the work of the Junior Red Cross is too difficult for kindergarten children we managed to average two or more periods a week on it. We cut out pictures and pasted them into books for children and soldiers, made paper doll sets and cut snips for comfort pillows. While we did no knitting at school a few of

the little girls learned to knit at home and brought blanket squares. The children really enjoyed doing this work and liked to think they were helping the soldiers. One little girl whose father was in service in France was very hopeful that he might get the scrap book upon which she was working. It seemed that this actual doing of patriotic work, beginning in this small and simple way, gave the children a good start toward faithful service and love for their country.

PASADENA KINDERGARTEN ASSOCIATION

The Pasadena Public School Kindergarten Association was organized October 3, 1907. As is well known the purpose of their organization was to promote co-operation between the different kindergartens; to keep in touch with research work along the efficiency of the department as an integral part of the city's educational system; and to extend hospitality to kindergarten departments of other cities.

For over ten years the association has been an active organization. It has met once a month, sometimes twice, and has considered subjects and problems in accordance with the original purpose of the organization.

The association has co-operated with the Los Angeles Kindergarten Club and later with the Southern California Kindergarten Club, and has materially aided both these organizations in raising money for charitable work.

The Kindergarten Association of Pasadena planned and secured Miss Fulmer (then of Columbia University), for summer work, having a six weeks' course for three successive summers. Later when Miss Fulmer had established herself in the west the work was continued for three successive summers, making the course an equivalent to post graduate work.

During the past year 1917-1918 the association turned its attention to War Work. It met twice a month and sewed most industriously for the French Relief Society. The association supplied its own materials and at the close of the year was quite pleased to find that 112 garments and one complete baby outfit had been turned in.

The meetings aside from being most practical were delightful social occasions. Dr. Rhodes from time to time met with the association,—and, sewed? No, read a story or told of his eastern trip and made the afternoon thoroughly enjoyable.



Hi diddle unkum tarum tantum,
Whipsee diddle dee dandy dee,
Playing nick nack 'on my drum, rum tum
Hi diddle unkum tum hun lea.

TEACHERS' SUMMER WORK

The elementary schools, particularly the kindergartens of Southern California, have been most fortunate in coming under the educational influence of Miss Grace Fulmer, who like many others, felt "the call of the West" and is now within our gates. Miss Fulmer's work given in Pasadena during six successive summers, has helped us immeasurably as kindergartners to live more intelligently, hence more truly with little children. We are coming to better understand the child's attitude toward his environment and to free the child, we follow his response to this environment, whatever or wherever that may be, in song, in story, on a walk, at work or at play with Froebelian materials (which were chosen as universal in their adaptation to world problems) or with things far afield, but to follow only in so far as this response may be adjustable to educational principles. For only as the responses are usable for greater power,—when they are a part of the "educational process," can they be truly worth while. "Educational principles," as Miss Fulmer has written in her book, "are universal, and must therefore find application in every department of the school system." What will little children do when first given a square of folding paper? The results will be many. From the varied folds or responses of the class, the kindergartner selects simple fundamentals, those through which a child may grow, may gain power. From the simple fold we call the book-fold, (a square once folded) comes the suggestion of book, tent, house, mountain, tunnel, etc., each needing some additional touch to make it more real to the child. Now we are giving the children as a class power through repeating this book-fold and also giving each one joy in the freedom of his selection. He may use this fold as a book, adding leaves, as a tent, adding flag, or as a house, adding chimney. Tomorrow, he may have a book with blue or red cover, a book large or small, a tent white or khaki, small for a soldier or large for a circus; a house, gray or green, small for a bungalow; large for a hotel; but he is always gaining power through play.

TABLE OF COMPARATIVE STATISTICS RELATING TO
EXPENDITURES, TEACHERS' SALARIES, COST PER
PUPIL, ETC., IN THE KINDERGARTEN, 1907-1918

Years	Total Expenditure, Less Bonds for Building Sites, Etc.	Total Expenditure for Teachers' Salaries	Average Daily Attendance of Pupils	Total Cost per Pupil of Average Daily Attendance	Cost per Pupil of Average Daily Attendance on Money Paid for Teachers' Salaries
1907-08	\$13,768.22	\$12,062.75	224	\$ 61.47	\$53.85
1908-09	13,770.66	13,103.75	213	64.65	61.52
1909-10	16,913.17	14,809.00	239	70.77	61.96
1910-11	19,278.89	18,819.99	279	69.09	67.45
1911-12	20,226.44	19,136.88	317	63.80	60.36
1912-13	25,119.49	24,062.56	424	59.24	56.75
1913-14	22,002.16	21,672.45	452	48.68	47.96
1914-15	37,869.52	30,034.94	381	99.40	78.83
1915-16	48,596.97	28,135.00	388	125.25	72.51
1916-17	51,369.07	29,242.50	364	141.12	80.31
1917-18	51,821.30	30,438.22	382	135.66	79.69

COMPARATIVE STATISTICS

Year	Schools	Teachers	Net Enrollment	Average Daily Attendance
1901-1902	5	11	325	177
1902-1903	5	12	367	175
1903-1904	5	12	372	183
1904-1905	6	14	410	250
1905-1906	7	17	511	278
1906-1907	7	19	431	202
1907-1908	9	19	486	241
1908-1909	10	21	478	270
1909-1910	11	24	494	296
1910-1911	12	27	577	336
1911-1912	12	27	653	386
1912-1913	13	33	659	424
1913-1914	14	27	745	452
1914-1915	15	27	661	381
1915-1916	15	28	712	388
1916-1917	15	28	684	364
1917-1918	15	28	710	382



(Sectional view)

ALTADENA

Opened in 1912 in a portable bungalow. It now occupies a room in the main building.

Teachers:

Flora Hartman . . .	1911-1916
Edith Phillips . . .	1911-1913
Ethel H. Church . . .	1916-1917
Hazel A. Dunlap . . .	1917-1918



COLUMBIA

Opened under the Free Kindergarten Association in 1900. Occupied a room in main school building until bungalow was built in 1903.

Teachers:

Henrietta Visscher . . .	1900-1906
Mabel Burton . . .	1900-1906
Mabel Wilson . . .	1906-1912
Mary C. Gage . . .	1906-1907
Bernice V. Gilbert . . .	1907-1913
Helen L. Miller . . .	1912-1913
Jessie M. Crandall . . .	1913-1918
Mary Jane Howard . . .	1913-1918



GROVER CLEVELAND

Opened in 1910 when the new elementary school was built and still occupies a room in the main building.

Teachers:

Alice M. Gilbert . . .	1910-1912
Florance L. McKellar . .	1911-1915
Hattie B. Schwartz . . .	1912-1918



BENJAMIN FRANKLIN

Opened under the Free Kindergarten Association in 1901. Occupied a rented room until the present bungalow was built in 1902.

Teachers:

Prudence Brown . . .	1901-1906
Alice McChesney . . .	1901-1903
Annette Underwood . . .	1901-1904
Florence Deitrich . . .	1902-1904
Caroline West . . .	1904-1907
Grace H. Rorabach . . .	1905-1906
Henrietta Visscher . . .	1906-1918
Mabel Burton . . .	1906-1918
Edith Phillips . . .	1907-1911
Effie Stephenson . . .	1911-1912



JAMES A. GARFIELD

Opened under the Free Kindergarten Association in 1900. Occupied a vacant room in the main school building until a special kindergarten building was erected in 1903. This building had to be removed and now the kindergarten-primary and domestic science departments are housed together.

Teachers:

Annette Underwood	1900-1901	Mirian C. Williams	1908-1909
Ada M. Brooks . . .	1901-1907	Hazel A. Dunlap . . .	1909-1910
Jean Case	1901-1918	Leah L. Dean	1911-1912
Alice McChesney . . .	1903-1906	Lila B. McGavock	1912
Grace H. Rorabach . .	1904-1905	Effie B. Stephenson	1912-1913
	1906-1908	Mary Lockwood . . .	1913-1914
Villa Augur	1906-1907	Jane A. White	1916-1917
Flora Hartman	1907-1908	May B. Gaylord	1917-1918
May Moore	1906-1907		



ULYSSES S. GRANT

Opened in 1907 and occupies a room in the main building.

Teachers:

Caroline West . . .	1907-1918
Alice M. Gilbert . . .	1907-1910
Stella H. Wood . . .	1910-1911
Mary C. Neff . . .	1911-1912
Azalia R. Bean . . .	1912-1915
Edith E Reynolds . . .	1915-1916
Golda V. Clark . . .	1916-1918



THOMAS JEFFERSON

Opened in 1909 and occupies a room in the main building.

Teachers:

R. Stella Knapp . . .	1908-1918
Miriam C. Williams . . .	1910-1911
Helen L. Miller . . .	1911-1912
Lila B. McGavock . . .	1912-1913
Evelyn Bishop . . .	1912-1913
M. Gladys Ahlstrom . . .	1913-1916
Mildred L. Wheeler . . .	1916-1918



LAMANDA PARK

Opened in 1908 and occupies a room in the main building.

Teachers:

Flora Hartman	1908-1911
Laura Wood	1908-1914
Vinnie Dey Ermond . .	1911-1918
Edith Phillips	1914-1918



ABRAHAM LINCOLN

Opened in 1901 under the Free Kindergarten Association and occupied a rented cottage. Later a bungalow was built on the present school grounds.

Teachers:

Jessie M. Crandall . . .	1901-1913
Julia W. Griffith . . .	1901-1906
Mabel Wilson . . .	1904-1906
Flora Hartman . . .	1906-1907
Anna Irene Jenkins . . .	1906-1907
Vinnie Dey Ermand . . .	1907-1911
Mary Jane Howard . . .	1912-1913
Bernice V. Gilbert . . .	1913-1918
Edith Phillips . . .	1913-1914
Hazel E. Hunt . . .	1915-1918



HENRY W. LONGFELLOW

Opened in 1913, and occupied a room in the main building until September, 1918, when the new kindergarten-primary building was opened.

Teachers:

Mary C. Neff	1912-1918
Alice A. Nicholas . .	1912-1915
Ximena H. Fundenberg	1915-1918



JAMES MADISON

Opened in 1905 and occupied a room in the main building until the present bungalow was built in 1908.

Teachers:

Florence Dietrich . . .	1905-1910
Mary C. Gage	1905-1906
Julia W. Griffith	1906-1907
Grace H. Rorabach . . .	1906-1917
Anna C. Moulton	1907-1909
Mary P. Bowen	1906-1907
Louise Stokes	1909-1914
Stella H. Wood	1911-1917
Ruth Huntington	1913-1915
Elizabeth Grinnell . . .	1915-1918
Jane A. White	1917-1918



WILLIAM McKINLEY

Opened in 1904 and occupied a room in the main building until the present bungalow was built in 1908.

Teachers:

Annette Underwood . .	1904-1905
Florence Dietrich . . .	1904-1905
Charlotte M. McCormick	1905-1918
Margaret Morrison . . .	1905-1917
Caroline West	1906-1907
Maida Wellborn	1917-1918



THEODORE ROOSEVELT

Opened in 1907 in the present bungalow.

Teachers:

Anna Irene Jenkins . . .	1907-1913
R. Stella Knapp . . .	1907-1908
Alice A. Nicholas . . .	1908-1912
Marie Shove . . .	1912-1913
Hazel A. Dunlap . . .	1911-1917
Azalia R. Bean . . .	1913-1918



JUNIPERO SERRA

Opened in 1914

Teachers:

Edith Waterhouse . . .	1914-1917
Zuma Lysons Hollister . . .	1916-1918
Clara A. Patton . . .	1917-1918



GEORGE WASHINGTON

Opened in 1901 under the Free Kindergarten Association and occupied a rented room over a store until the present bungalow was built in 190—.

Teachers:

Minnie C. Wood . . .	1901-1918
Mabel Wilson . . .	1901-1904
Rose Teweles . . .	1906-1918
Bessie L. Burdick . .	1906-1907





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