

**HANDBOOK OF THE
MINNESOTA CHILD-
STUDY ASSOCIATION FOR
THE YEAR 1898**

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Handbook of the Minnesota child-study Association for the year 1898 by Various

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VARIOUS

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Edw 589.3

HANDBOOK
OF THE
MINNESOTA CHILD-STUDY
ASSOCIATION
FOR THE YEAR
1898,
CONTAINING
STUDY OF RESULTS
FROM
IMPORTANT INVESTIGATIONS.

PRINTED BY THE ASSOCIATION FOR THE USE
OF MEMBERS.

PRICE TO THOSE NOT MEMBERS, TWENTY CENTS.

MANKATO, MINN.:
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1898.



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Our Association and Its Future.

STUART H. ROWE, PH. D.

The constitution, by-laws, conditions, etc., of our Association and its history up to July first of last year have been admirably set forth in our Handbook for 1897, a copy of which should be in the hands of every Minnesota student of children. Since the issue of that Handbook, the Child-Study Congress of last year was held with large audiences, and the December number of "School Education," which was largely devoted to the proceedings of the Child-Study Association at its summer session, has been issued. At the meeting of the State Educational Association held at St. Paul last Christmas vacation, the Child-Study section received its due share of prominence, and the papers read at that time will be found in the printed proceedings of the State Association, extra copies of which may be secured by applying to Supt. J. D. Bond, St. Paul, Minn., at the price of ten cents for postage. At this meeting of our Association, the following officers were elected: Miss Isabel Lawrence, president; Stuart H. Rowe, secretary-treasurer, and Supt. E. G. Adams, director for three years in the place of Miss Ellis. The papers of Miss Darrah, Dr. Beard, Supt. Adams, Mrs. J. D. Engle, and others were enthusiastically received.

Three circular letters have been sent out to different classes of members this year calling their attention to the liberal reductions offered by various Child-Study publications to members of our Child-Study Association, and also reminding them of the fact that their fees for the year were due. These letters together with some personal effort on the part of the president, secretary and others have brought in about 125 members, a good showing, considering that no member-

ships were taken during the meetings at St. Paul. It is confidently expected that this number will be doubled before the next meeting.

Mr. Kirkpatrick, in his report for the year 1897, said:

"It is becoming clear that few parents and teachers are prepared to study children scientifically, and, hence, that the Association should not attempt to provide for a great deal of scientific investigation. On the other hand, nothing is proving more helpful to the cause of education than the increased interest and knowledge of child nature brought about by Child-Study meetings and literature. The association, therefore, should aim to secure more parents as members, and promote as far as possible the holding of parent's and teacher's meetings for the discussion of questions of common interest."

It was with this idea in mind that the Handbook for 1897 was published,—to furnish a general knowledge of the scope and suggestiveness of Child-Study, to lead to the study of the child, whether scientifically or tentatively, and to serve as a guide to many different forms and laws of investigation. It is the purpose of this Association to aid with suggestions and criticism those seeking them and to gather together reports of progress wherever it may exist. The secretary lacks absolutely the means of reporting at present the progress made by members. Reports, programs, and copies of the minutes of local meetings should be sent to the secretary.

The future of our Association depends on enlisting parents to a greater degree than we have heretofore. A large number of Mothers' Clubs and Parents' Meetings have within the knowledge of the secretary grown up within the last few years, but very few of their members have interested themselves at all in our Association, although it has been working most effectively along the very same lines, while the help which each of these associations should contribute to the State Child-Study organization has been lost. Mr. Kirkpatrick also emphasized in his report of the year of 1897, the desirability of sending to the secretary reports of observations, experiments and other data collected, either in answer to communications or to studies suggested by the Handbook, and showed the necessity of personal inquiry and work. Each member must take some of the burden. Even

at best, the secretary is obliged to write four hundred letters a year. The number could be raised to a thousand with great advantage to the Association. It should be possible for each member to get into direct communication with the secretary. Under the present regulations, a stenographer cannot be employed, except at the expense of the secretary. Some provision should be made for some work of this kind.

The present Handbook presupposes the last. Members or others not acquainted with that will hardly enjoy the full benefit of this. It aims to show that results have been attained by Child-Study. It wishes to encourage those, who have attempted work in this line, by giving them knowledge of some of what has already been accomplished and practical help and suggestions as to the most satisfactory methods of securing results.*

To ignore much of this material, would be like using a bow and arrow where a Winchester might be used. No attempt has been made to cover all the results up to date. The plan has been rather to give those who have been called upon to contribute an opportunity of choosing rather freely the points which have appealed to them as of the most practical help. Each one has been asked particularly to incorporate in his article that material which has appealed to him as of especial value. The Summer Congress will be held as usual about the last of August at the University, and the program will consist of a paper on the Relation and Value of Child-Study to Mothers, by Mrs. Mary P. Hunt; a paper on Child-Study in Rural Schools, by County Superintendent S. J. Race, and a Round-Table, which will be presided over by Miss Lawrence. Supt. George A. Franklin will have the program in charge. A special notice will be sent to members.

After July first, communications and other papers which concern the Child-Study Association should be addressed to Miss Lida B. Earhart, Mankato, Minn., until further notice.

*To members, *Studies in Education* (\$1.50) costs \$1.15; the *Pedagogical Seminary* (\$4.00) with Vol. I, No. 2, \$3.50; *Hand Books of Illinois Child-Study Society* (\$3.00), \$1.80; the *Child-Study Monthly* (\$1.00), 83¢; and *Babyhood* (\$1.00), 83¢. No doubt reduced rates can be secured for the *Journal of Psychology* if any number of members wish to take it.

Fundamental Facts, Figures and Principles from Leading Child-Study Publications.

I.

From "Studies in Education."

BY ESTELLE M. DARRAH.

The ten numbers of these *Studies** represent the work of Prof. Earl Barnes, of Stanford University, in the field of Child-Study during the past five years. They also incorporate much of the work that has been done in California under his direction by students and teachers who have been investigating special problems. The reader of *Studies in Education* must gain two very valuable aids in his own work: first, as to what material he shall gather for Child-Study, and secondly, the best way to use his material. Much presented in the *Studies* cannot even be referred to in this article, but we select a few topics of especial interest.

REMINISCENCES.

That adult can never enter into sympathetic relations with children who approaches them with the attitude of "They-didn't-do-so-when-I-was-young." He is hopelessly vanquished by situations with which a good memory would enable him to deal successfully. Since nothing so stimulates one's memory of his own childhood as recitals of others' experiences, a course of autobiographical reading is suggested, followed by personal reminiscences along similar lines. Prof. Barnes

**Studies in Education*, edited by Earl Barnes. In ten numbers; price, \$1.50. [Special terms to members of Minnesota Child-Study Association.]—Stanford University, 1907.

quotes from Emerson: "Our wiser years still run back to the despised recollections of childhood and always we are fishing up some wonderful article out of that pond; until, by and by, we begin to suspect that the biography of the one foolish person we know is, in reality, nothing less than the miniature paraphrase of the hundred volumes of the Universal History." If we accept this philosophy, as a result of the reminiscences published we shall be quick to recognize certain phenomena which may appear in any children.

Fear, though usually concealed, is a constant source of suffering. The supernatural plays so prominent a part in children's fears, that the imagination must be kept healthy by occupying it with harmless or ennobling fancies. The natural, in fragments or in unusual relations, being a still greater source of fear, we must supply a knowledge at first hand of realities, through such training as that afforded by industrial and scientific lines of work.

The collecting instinct is universal and can be so directed as to aid in the expansion of the child's personality.

Many children adopt imaginary companions, carrying them some times through life. A most interesting reminiscence along this line indicates great danger of morbid brooding in connection with these make-believe people, and suggests the desirability of substituting real people as companions.

STUDIES IN HISTORICAL METHOD.

The student of to-day must in any field deal with original sources. Here he is set face to face with some rare and valuable sources from which he is aided in the construction of a theory of education. From old Aztec records and Chinese sacred books is determined the aim of education among these people, and the method, teachers, and subject-matter employed to create a type "loving, industrious, docile, courteous, harmonious with the social environment," but utterly lacking in self-direction and initiative. From the reminiscences of Hermann Krüsi the influence of Pestalozzi's School at Burgdorf is analyzed and accounted for. The historical sense of primitive people is studied from their songs, myths, legends