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HONOLULU, HAWAIIAN ISLANDS, TUESDAY, FEBRUARY 4, 1896.

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INFLUENCING FUTURE GRANDMAS

What May be Done for the Nation.
Childish Minds Early Taught to
Seek Proper Paths—Careful Work
as Well as Constant Prayer.

"The destiny of nations lies in the hands
of women."
These are the inspired words of the
great founder of the kindergarten.

Napoleon devined the truth that
underlies them, when, being asked the
question "What is the greatest need
of France today?" he gave the laconic
answer "Mothers."

Does the destiny of this Hawaiian
nation, then depend upon its women,
its mothers? Undoubtedly it does in
a far larger measure than we at
present realize. If this be true, the sooner
we find it out the better, so that we
may apply our effort for the uplifting
of this portion of humanity where it
will return the greatest results.

In a discussion lately as to the im-
portance of kindergarten work one
lady somewhat passed middle age,
who did not believe very much in
them as a factor in a reformatory
work, said, "The place to begin is
with the grandmothers."

Yes, that is just the place to begin,
but we will have to begin with the
only grandmothers we can reach, and
these are the little ones in our
kindergartens, and there will never
be any real beginning until we can
discuss the "grandmothers" in these
little ones.

We have been trying for generations
to fill one Upan tree by struggling
efforts to lop off the topmost branches.
We make some progress it is true, but
gradually it is dawdling upon us that
if we lay our axe to the root of the tree
we shall do more effective work and
more surely accomplish one desired
end, but the trunk is huge, we must
take time, it will be a long work, but
it will be a certain and permanent
one.

The time must come when we will
be willing to begin a work whose full
harvest cannot be reaped until gen-
erations after we are gone. We must
begin sometime to put our very best
and strongest effort upon the child-
ren of today who are in the coming
tomorrow to be the mothers and
grandmothers of successive genera-
tions from whence this abundant
harvest will be reaped; reaped from
the seed sowing of today if it be well
done. What matters it if we are not
here to see?

Is not the character of the present
generation but the product of the ill or
well directed effort of the mothers of
the last? Solomon of old was right
when he said "Train up a child in the
way he should go, and when he is old
he will not depart from it." When a
child of good parents ever goes wrong
we know there has been some failure
in the training, in the guiding and re-
gulating of its impressionable years,
though neither they nor we can all-
ways tell just where or what it was.
Undoubtedly, in such a case it is more
often than otherwise the result of mis-
directed effort springing from ignor-
ance of the mental, moral or physical
laws of nature. The men of today,
are as a rule, what the mothers of yester-
day unwittingly chose them to be.

Is there no remedy? Must we still
go on as our fathers have done before
us, fighting evil with prayers and
petitions and much wasted, because
ill directed effort, (and this is not say-
ing that prayers and petitions have
no place in reformatory work, on the
contrary, we believe they do have
large office to perform in ameliorating
existing conditions—conditions that
cannot be permanently changed how-
ever excepting through the natural
process of growth, which must begin
in the most impressionable period of
human life). Has not new light
dawned on our day by which we ought
to be able to do more permanently
effective work than they? Is there
not in the kindergarten idea a new
weapon which may be used with fresh
advantage against the foe, in this war
of aggression upon the combined
hosts of evil, that seems to hold the
field and defy us as we fight. Come,
let us together go into our little
Hawaiian Kindergarten and tarry
awhile, considering some of the pos-
sibilities for the future which it seems
to offer.

"As the twig is bent, the tree's in-
clined," but we don't think of that to
begin with, we only watch the little
ones, busy and happy at their songs
and games and occupation work; we
are satisfied, as a general thing, if
they are clean and tidy and orderly,
that they have a good teacher, and
that all is going on well. But if we
look below the surface, we see the
family. Our kindergarten is trans-
formed.

A mother—she gathers her little
ones about her all ready for her mold-
ing touch. Napoleon's thought flashes

upon us. We unconsciously multi-
ply her a thousand-fold and see what
Froebel saw when he said, "The des-
tiny of nations lies in the hands of
women." With keenly awakened
interest we watch and wonder. Does
she know? Does she discern her posi-
tion of mighty vantage upon the
battle field of humanity's wants and
woes? Does she realize that this is her
great opportunity?

Is she one of the few guided by a
deep insight into the possible future
of her little ones, as well as by the
material instinct which she shares
with all created mother life? Or, is
she one of the many, who, guided by
this instinct only, or mainly, enfolds
them with her loving protecting care
during the period of helpless infancy
and until in the course of nature they
fly from the nest and venture out into
the world to repeat the process as the
generations before them have done.

If the latter case be hers, then can
we not enlighten her? Can we not
help her to realize that she is an artist
and these little ones out plastic
clay in her hands. Can we not bring
her to an understanding of her mis-
sion and inspire her to fulfill it.

Are we over estimating the respon-
sibility we are putting upon her?
Let each one consider well before they
say "we are." If, however, we are
thoroughly awakened as to what her
work really is and how much it means,
then instinctively we perceive that
the earliest beginnings of effective
kindergarten work are in the training
room, and we are led to follow our
kindergarten that we may discover
what it has to offer in the way of pre-
paration for her work with her little
folk. We feel that her everyday con-
tact with the little ones arouses in her
the maternal instinct first. True
mother she must be to them in her
protecting love and care; but in the
training class must be awakened and
developed that keener insight by
which she may discover and learn to
use in special way for the benefit of
humanity, those higher powers of
hers which raise her above the level of
the brute. She should not be long
here before she comes to realize that
in order to be a success she must bring
to her work a whole-souled consecra-
tion such as led our veteran pioneers
into the missionary fields and made
the difficulties and obstacles that
attended their early work as chaff
before the wind, because of the inspir-
ation of a great purpose that filled
their lives. As her interest deepens,
this spirit will surely grow within her
and her influence will be greatly
strengthened and multiplied as she
gives out to the children what has
come to her in her own earnest effort
of preparation for her work with
them.

The vital question for us today is:
Can we do all this for the Hawaiian
girls? Are they able to receive it in
any measure? Has our very limited
experience in training work with
them given us any encouragement to
hope that we may, and that they can?
We believe that it has.

The Training School for Kinder-
gardeners in Honolulu began in the
fall of 1894. The class was composed
of the young women who were al-
ready in charge of the departments
previously started, and a number who
acted as their assistants; also two or
three others who were not connected
with our free kindergarten work. Of
the young women who were their as-
sistants, seven were of foreign birth,
two were Hawaiians.

At the end of the course, sixteen
months later, our two Hawaiian girls
were still with us and in the class,
but only one of the foreigners, six
having dropped out during the year
for various reasons. In looking back
over the year's work and its results
we have reached the conviction that
for assistants in our kindergartens
our main dependence must be Hawai-
ian girls. Also that its effect upon
the character of these girls has been
most encouraging and a new hope for
Hawaii has sprung up in our hearts,
as we consider the possibilities that
are in it for them.

They have proved faithful and un-
flinching assistants. They have shown
a capacity for development in their
changed attitude toward the little
ones. They have evinced an intelli-
gent and appreciative interest in them
and have learned to love not only
those of their own nationality, but
whichever happened to be under
their charge, extending this inter-
est also outside of school hours to
the little ones in their neigh-
borhood whom they have voluntarily
taken under their protecting care to
and from the kindergartens each day.
We have reason to believe, from the
testimony of those who have had
opportunity to observe, that the train-
ing in this special line of work has
already produced salutary results in
the characters of these girls and that
with increased opportunity and effort
greater results still will inevitably
follow.

If we have found so much cause for
encouragement in the work already ac-
complished in the training class, let us

turn back for a moment to see what
results have come from that in the
kindergarten. We do not imagine
that children in Hawaii differ so
much after all from children in other
lands. Hawaiian nature is human
nature. The different phases that we
see and are apt to criticize with too
little discrimination are traceable to
natural causes. Different stages of
race development will account for
many of the things that confuse us.

What the kindergarten has done,
and is doing for the children of
America it is doing for the children
of all nations in Hawaii now. For
most forcible and striking illustrations
of the results of kindergarten work
we would refer those interested to
Mrs. Corpus' annual report of the
Golden Gate Free Kindergarten Asso-
ciation of San Francisco where it has
been in most successful operation for
over sixteen years.

We feel that the limited work here
has already much to show for itself.

Not a little testimony has come to
us from teachers of primary grades in
our public schools. More than one has
said, "We wish that all of our child-
ren could come from the kindergarten,
we find a great difference between
them and the others who come to
school for the first time."

This testimony is very satisfactory,
very helpful, and it is what we have
a right to expect. We sometimes
hear a word on the other side where
the results appear to have been harm-
ful to body or mind; but these cases
are exceptional, and we have no right
to expect perfection in the beginnings
of any work. If we do, we are sure
to meet with disappointment and dis-
couragement. We must look for
some failures, glad to know what
they are, and study for causes that we
may try new ways of applying the
method and climb by our mistakes
onto higher planes. Thus only can
real progress be made in any work.

Many interesting incidents can be
told by our kindergarten workers
evidence of change and growth in the
little ones under their charge, which
they will be glad to relate to those in-
terested enough to ask. We will dis-
cuss much for ourselves if we will
visit the kindergartens intelligently,
and watch the children at their work
and games.

It is not hard to see how this work
may, in time, open up new and im-
portant opportunities for our Hawai-
ian girls after they leave the semi-
naries.

Then we are confronted with the
question, "Will there be positions in
the kindergartens for an unlimited
number of girls?" We answer by
asking, "Will there be positions for
all of the graduates from the normal
classes at Kamehameha or else-
where?"

Is that our one aim in giving them
such opportunity, or do we remember
that the great end and aim of educa-
tion is the development of character.

Twenty young women have gone
into the normal class at the Kameha-
mea Girls' School with the undoubted
end in view of becoming teachers. We
know that many of them will never be
teachers in any school. They will go
into homes of their own and be the
mothers of the next generation and so
after all much of our work is to go in-
to these homes with them. Fitting
them for teachers ought to be fitting
them for life wherever it may take
them.

More and more as the importance of
kindergarten training is coming to be
recognized, those who have had it are
in demand as teachers for primary
grades.

This fact answers the questions suffi-
ciently, it would seem, as to whether
there will be positions for the un-
limited number of Hawaiian girls
whom we sincerely hope may yet
have the advantages of the kinder-
garten training school.

If in the normal classes we are fit-
ting them for life wherever it may
and them, how much more will they
be fitted for that phase of life to which
as women they may be called, if they
have had the special preparation for
it that the training school should give.

We may say here however that it
cannot be very long before the state
will come to recognize that educa-
tional work, to be most effective,
must begin in the kindergarten, these
kindergartens will be multiplied all
over the land and the demand for
assistants will be correspondingly in-
creased.

Some fear has been expressed that
we may not realize the importance of
a high educational standard as the
basis of our kindergarten training
work.

We do appreciate this most deeply,
but in the beginning of it, we have
been, to a certain degree, the victims
of necessity. We have learned from
our experiment so far, that our main
effect must be directed to the training
of Hawaiian girls. We can get the
directors, if any additional ones are
needed for our limited work, from San
Francisco, but our assistants must be
trained here.

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(To be continued.)

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