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HISTORY

OF THE

KINDERGARTEN MOVEMENT

IN THE

WESTERN STATES

HAWAII AND ALASKA



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OF THE
KINDERGARTEN MOVEMENT
IN THE
WESTERN STATES
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PRESENTED AT THE
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The four bulletins in the series on the history of the kindergarten movement are:

History of the Kindergarten Movement in the Western States, Hawaii and Alaska (1940)

History of the Kindergarten Movement in the Southeastern States and in Delaware, District of Columbia, New Jersey, and Pennsylvania (1939)

History of the Kindergarten Movement in the Midwestern States and in New York (1938)

The Kindergarten in New England (1935)

Copies were presented to those attending the convention of the Association for Childhood Education held in the year of publication. Additional copies may be secured from the Headquarters Office of the Association, 1201 Sixteenth Street, Northwest, Washington, D. C. Price 25c each.

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FOREWORD

This fourth and last bulletin completes the work undertaken by the Committee of Nineteen in 1935. The hope of this Committee was to compile the history of the kindergarten in various parts of the United States. This plan has expanded until every state in the Union has been included in the four bulletins now published, beginning with the New England states and appropriately ending with the far West including Hawaii and Alaska.

For many reasons, geographic, economic, and racial, the states vary in regard to the development of the kindergarten. Moreover, the Committee has found in many instances such lack of recorded data that compiling the history has been often difficult and sometimes unsatisfactory. This emphasizes the importance of keeping systematic records since so much of interest in the development of the kindergarten has been entirely lost. A letter received from a supervisor in one of the more isolated states contains the following statement: "I believe this move has inspired the State Department to make investigation for kindergarten records." We trust all states have been so moved.

It is encouraging to discover how much help has been given the kindergarten cause by many and various women's organizations, local and national, such as the Parent-Teacher Association, the Association of American University Women, Woman's Christian Temperance Union and the General Federation of Women's Clubs. For all this help we express gratitude.

We are deeply indebted to friends who have responded so willingly to requests for kindergarten history. Often this has entailed much effort and at times the task has seemed almost impossible. Surely this has been a cooperative enterprise. Boards of education, superintendents, supervisors, teachers and laymen have helped in contributing desired information. We hope these bulletins will serve as a beginning of a larger and more comprehensive history of the kindergarten for the future.

BARBARA GREENWOOD, *Compiler*

LUCY WHELOCK, *Chairman, Committee of Nineteen*

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ARIZONA ¹

Due to isolated settlements in the territory,² and lack of communication and transportation, many pioneers in different centers of the state claim to be the first to have established kindergartens. Written records of this time seem to be lacking, so it is necessary to depend in large measure upon the memories of settlers.

Flagstaff

In 1894, in the trading post, Flagstaff, in the extreme northern part of the territory, a kindergarten was opened and supported by private funds. It continued under the leadership of Laura Hoxworth until 1901-1902, when a free kindergarten conducted by Esther Bullard and supported by district funds, absorbed it. In 1920 Arizona State Teachers College at Flagstaff took over this kindergarten with Mildred Julian as teacher.

Phoenix

About 1899 Phoenix opened a private kindergarten under the direction of Lucy Ellis. It was held first in her home, later in the Old Christian Church, and then in private quarters designed for it. For many years it continued, even after the school district took over the responsibility for kindergartens. Outstanding citizens in Phoenix carried the major portion of the expenses.

Prescott

The first free kindergarten was established in 1895 in Prescott, a prospering town in the north central part of Arizona. Each child in attendance was expected to pay one dollar per month, but private subscriptions from leading citizens without young children assured kindergarten experience to all children five years old who wished to attend. Interesting stories are told in connection with raising the funds for this enterprise. In one instance, a woman who could not obtain fifty cents per month for her pledge to the kindergarten fund baked a cake and sold it so that she might do her part. It is said that her husband was the banker of the town. Mary McGill was the first kindergarten teacher, assisted by Frances Bethune and Enes Raible whose duty it was to collect the pledges of fifty cents and one dollar. Credit should be given to Susan Harlow Wragovich, a citizen of Prescott who had had kindergarten training in the east, as the leader of the movement to establish this first free kindergarten.

By 1901 the territorial legislature had passed a law to the effect that a district might apportion some of its funds for maintenance of kindergarten providing it in no way interfered with the regular school system, and that a room in a public school might be used for this purpose with the consent of the people living in the district. So the free kindergarten was taken over by the district, which gave a small portion of its funds for this purpose and assigned it a room in the old high school building. Arthur J. Matthews, then superintendent of schools, was responsible for convincing the school board and com-

¹ Much of the early history of the kindergarten movement was obtained from stories told by remaining pioneers.

² Arizona was admitted to statehood in 1912.

munity of the educational value of the kindergarten as a part of the common school.

Tempe

Between 1898 and 1914 small kindergarten classes were held in the primary department of Arizona State Normal School in Tempe, now Arizona State Teachers College. These classes were held at irregular intervals and were conducted by student teachers, supervised by the primary teacher. A kindergarten department was established in the college in 1914-1915 with Amanda Zeller in charge. In 1921 Clara Brown, the kindergartner, developed a teacher training department.

Tucson

Tucson opened the first private kindergarten in the territory.³ On November 3, 1881, the following notice appeared in the *Arizona Daily Star*:

We are pleased to notice the success with which the kindergarten system of instruction is meeting in Tucson. Miss Stella Moorhouse, the teacher, will in a few days read a paper on the subject of this system of education, which it would be well for all those interested in education to hear.

Two weeks later in the same paper another notice appeared.

LAST NIGHT'S ENTERTAINMENT

The auditorium of the new Methodist church was well filled last evening with the best of Tucson's citizens, in response to the invitation of Miss Stella Moorhouse, the talented young kindergartner, to hear her exposition of the kindergarten system.

This kindergarten was supported by parents of children who attended. A year later one was established by the sisters of the academy and parochial schools.

Legislation and Spread of Kindergartens

There were kindergartens in Tucson, Phoenix, Tempe, Prescott, and Flagstaff, the largest centers, during territorial days, but it was not until about 1915, three years after statehood came to the territory, that kindergartens sprang up in smaller centers. Many little growing communities established them, both private and district operated, among them Yuma, Globe, and Bisbee. Unfortunately, no records of these are available.

A summary of the legal status of kindergartens in the territory and state of Arizona from 1901 to 1924 shows that kindergartens were optional with the districts which supported them. In 1925 a law provided that state and county funds be available for kindergartens. Consequently the net kindergarten enrollment increased from 2,532 in 1924-25 to 3,469 in 1931-32.

Preprimary

During the depression, legislation was passed which discontinued state and county aid for kindergartens, thereby throwing them back on the districts that

³ ED. NOTE: *Report of Commissioner of Education 1881*, p. 446, lists a kindergarten at Globe, established in 1881 and taught by Stella A. Moorhouse.

could support them. At the same time the attorney general issued an opinion that children under six years of age might draw state and county funds if they were doing first grade work. Because of this interpretation there came into being a "first grade" composed of five-year-olds which could gain state and county support. At once many kindergartens were converted into "1 C" or preprimary grades with programs that met neither kindergarten nor first grade standards. Gradually the net enrollment of kindergartens fell off while that of preprimary grew. By 1938 kindergarten enrollment had dropped to 1,053 while preprimary enrollment was 1,978.

Twice bills have been presented to the legislatures for reconsideration of the status of the kindergarten, but each time they have been defeated.

NELLIE B. PEARLMAN

Acknowledgments: Contributions to this report were made by C. Louise Boehringer, Emil Larson, educational leaders in various centers, pioneers of Arizona who contributed to the previously unwritten record of the history of the kindergarten.

ARKANSAS

Arkansas had a private kindergarten in 1892, and a public kindergarten at Hot Springs in 1895-96. In 1897 the Froebel Kindergarten Association was organized which maintained two kindergartens with Mrs. Henry M. Cooper in charge.¹

In 1912 there was a public school kindergarten at Bentonville, private ones at Fort Smith, Helena, Hot Springs and Texarkana.² Forty children were enrolled in city public kindergartens in 1936 and eleven in a rural area.³

At the 1937 session of the Arkansas legislature Senator W. F. Norrell introduced a permissive kindergarten bill which, though not enacted, indicated an appreciation of the importance of kindergarten education.

Arkadelphia

Mary Marshall, instructor in elementary education at Henderson State Teachers College, supervises a class of preschool children organized to call attention to needs of five-year-olds in Arkadelphia. Eight children are enrolled, facilities of Teachers College are used and a mother who has had some preparation in child education assists.

Beebe

A kindergarten which started under the sponsorship of the Parent-Teacher Association is conducted in connection with the elementary and high school. It is operated in a public school building and supervised by public school officials.

¹ Reports of the U. S. Commissioner of Education.

² Names of some early Arkansas kindergartners not elsewhere mentioned in this report are Mary Newborn Gray, E. Purnell Wilson, Mrs. J. W. Ramsey, Lela M. Armstrong, Mattie Sanders, Mrs. Fletcher Smith, Alice Walker, Margaret Moneyhone.

³ From U. S. Office of Education tables giving number and percent of cities reporting public school kindergarten enrollments in 1936, and state enrollment for public kindergartens distributed by urban and rural areas for 1936.

Brinkley School Board converted it into a public kindergarten, supervised and financed by public funds. About forty children, four and five years of age, are enrolled.

When expenses had to be curtailed during the depression, the kindergarten became privately operated and continued but a short time. The teacher was Mary Sawyer who had been first grade teacher in Brinkley Elementary School.

Berryville

From time to time there were so-called private kindergartens in Berryville which followed a first grade course of study and permitted children to enter second grade at six years of age. When these were discontinued Jessie Johnson, first grade teacher, attempted to prepare children for first grade and reduce the number of failures, by organizing what she called "preschool." It was carried on during the last four months of the school year and open to any child who would enter first grade the following September. The children came at noon and stayed until 4:00 o'clock, sharing the first grade schedule part of the time, working under supervision of a high school girl part of the time, and, after 2:30, having experience with materials and learning to get along with each other under the direction of the teacher. Inasmuch as a small tuition was charged to cover cost of supplies, Miss Johnson felt she was not reaching the children who needed the experience most, so dropped the plan.

Conway

In 1918 Evie Shaw, assisted by Leda Aubrey, enrolled fifteen children in a kindergarten held in the First Baptist Church, where she utilized Sunday school materials and supplied others of her own. Special emphasis was placed on activities which aided children in making desirable social adjustments. Enrollment increased to twenty-five during five years. In 1922 the kindergarten was moved to the home of Eva Radley where greater emphasis was put upon first grade work.

El Dorado

A private kindergarten was opened in El Dorado in 1934 by Mary Elizabeth Greening, a graduate in early childhood education from George Peabody College. Although the school was very simple in the beginning, equipment and service were added as the community grew.

In 1939 there were thirty-five children in two groups, a nursery and kindergarten, housed in separate buildings. Children were inspected daily by a pediatrician.

Although tuition was charged, some scholarships were offered and not infrequently trades were effected; for instance, a piano, milk, dressmaking, groceries, medical services, parents' assistance.

In working with parents Miss Greening cooperated with American Association of University Women child study groups.

Fort Smith

Fort Smith Bluebird Kindergarten was established in 1915 by Mrs. Edward Shappard in the Hotel Goldman. Later a specially built kindergarten housed this group until 1929.

Of the present parochial schools, St. Anne's, Catholic, was established in 1906; St. Boniface, also Catholic, established its kindergarten in 1927 and the Lutheran kindergarten was established about 1925.

Two other kindergartens operating in Fort Smith in 1939 were established by a Mrs. Clark in 1929 and Thelma Brown in 1936.

Harrison

Mrs. E. T. Trantham opened a kindergarten in 1934 in her primary school for which she built a private building in 1936. The twenty children in the kindergarten are in charge of Virginia Ruth Tucker.

Little Rock

A kindergarten and nursery school used as a laboratory for home economics students in senior high school was opened about 1930. It is supported by tuition and subsidy of the federal government.

A private kindergarten is operated in Little Rock under the direction of Mary Dodge.

Monticello

A kindergarten, opened under the sponsorship of the American Association of University Women in 1935, might better be considered a cooperative than private organization. The women were anxious to have a free kindergarten with a trained teacher as part of public school system. When brought before the board by the superintendent, it could not be financed but the board offered a large, airy room in the high school building, with janitor service, heat and playground space. The A. A. U. W. bought equipment, paid some tuitions for needy children and selected Mrs. Yates Trotter as teacher. Merchants cooperated by giving gifts for parties. Even when crowded conditions caused the kindergarten to be moved to a downtown building, the superintendent did not lose interest.

Acknowledgments: Contributions to this report have been made by John Baumgartner, Bonnie L. Crump, Verna Chrisler, Genevieve A. Dennis, Mary Elizabeth Greening, R. C. Hall, Jessie Johnson, Minnie Pahotski, Geraldine Van Buren.

CALIFORNIA

Certain leaders of the kindergarten movement, because of their personality and talent for writing, have already been the occasion of much record. Where these accounts are to be found in other publications of easy access, the "window of reference" is opened, that through it the breath of imagination may more completely be brought to bear at the will of the reader. In certain instances where publications are not readily accessible, quotations are used and conditions cited from accounts issued nearest the time events occurred. This insures

accuracy and recognizes sources of strength and virility in these beginnings which too frequently are not credited.

1870-1913

In the 1871 *Report of the United States Commissioner of Education* appears an article by Elizabeth Peabody entitled "The Objects of the Kindergartens,"¹ which states, "A German lady in California, Mrs. Weddigen, has done some good work in keeping a Kindergarten under every imaginable disadvantage and without any intelligent cooperation, and has also lectured and written upon the subject." Where in California this occurred we have yet to discover, but apparently we can assume that the date of 1870-71 will be one of the outpost dates, for Miss Peabody makes no reference to Mrs. Weddigen or to California in her article of the previous year.

Northward. In 1881 there was issued within a bright red cover, a booklet entitled, *Report of the San Francisco Public Kindergarten Society for the Three Years Ending September 1, 1881*. Pencil across the cover in Nora Archibald Smith's hand appears, "First report of its kind ever published!" We are to hear more of this report later, but at present we turn to a paragraph on page three:

There may have been previous efforts made to teach the kindergarten system in California by persons possessing some knowledge of Froebel's educational methods but I can obtain no information covering any successful attempt previous to that of Frau Hertha Semler² who came to this coast in 1873 and had for some years a large flourishing German-American Kindergarten. She interested many persons in the project and a society was formed which purchased a property on Turk Street for school purposes, and otherwise aided in the endeavor to plant the system in California soil. This society however was dismembered at the end of a year, and since then Frau Semler has taught smaller classes in her own home. She has now retired from active work, although she is much interested in all that pertains to the Kindergarten. As a pupil of Froebel himself in her younger girlhood, and as a friend and pupil of Froebel's widow, Frau Semler has been a most worthy exponent of the Kindergarten method and way.

So in 1873-74 in San Francisco locates the date and place of kindergarten establishment in California.

Report of the United States Commissioner of Education 1875 lists a private kindergarten in the Odd Fellows Temple at Sacramento called "The Home Kindergarten" with Mrs. N. G. Hill, conductor. By 1878 it is reported closed.

Southward. Los Angeles appears to hold the next significant date—1876.³

An experiment worthy of note took place during this period in Los Angeles, that of the establishment of the first kindergarten. In 1876 Emma Marwedel, a pupil of Froebel, was encouraged to come to

¹ *Report of U. S. Commissioner of Ed. 1871*, pp. 529-535.

² Appears "Bertha" in the 1881 report but Frau Semler's son in a letter to Dr. F. H. Swift spells it with the "H." Source also reveals that she arrived in San Francisco in 1872, but the kindergarten was finally opened in April 1874.

³ Elizabeth Bates: *Study of the Development of Elementary Education in Los Angeles City* Thesis. 1928, pp. 41-43.

the city from Washington to open a training school for kindergarten teachers. Caroline Severance, "Mother of Women's Clubs," was much interested in this new type of education, and upon coming to Los Angeles announced her purpose of seeking a house and garden which Miss Marwedel could use for her work. She was successful in finding suitable quarters and in persuading a number of parents to furnish the children, so the school was soon under way.⁴

In her autobiography, *My Garden of Memory*, Kate Douglas Wiggin gives a glimpse of the school and its influence upon her life. There were but three students in her class and about twenty-five children in kindergarten. The work consisted of morning sessions with the children, lectures and study in the afternoon, study again in the evening in preparation for the next day's work. It was a busy time but full of activity and enjoyment. Mrs. Wiggin speaks in high praise of her instructor:

I am very grateful that my first training came from Miss Marwedel. She was not adapted to all pupils, her English was not perfect, and her method not systematic. She was an idealist, a dreamer and a visionary, but life is so apt to be crammed with Gradgrinds that I am thankful when I come into intimate contact with a dreamer.

When Miss Marwedel painted the possibilities of the children with whom we were working, when she recounted Froebel's vision of the future of the race if children from the earliest years could be self-governing and creative instead of disciplined like soldiers and standardized, I escaped from a world of rigid realities, a brightness fell into the air that never faded until the years brought the inevitable yoke of Wordsworth's immortal Ode, and "custom began to lie upon

⁴Mrs. Frank Gibson's booklet, *Caroline Severance—Pioneer*, contains following descriptions of Mrs. Severance, Emma Marwedel and Kate Smith.

"After the Civil War there had been in Los Angeles an influx of Southerners of gentle birth and breeding who, in the hopelessness of their condition and the restlessness that always follows war, sought refuge here to begin life anew as far as possible from old associations . . . Into this crude and heterogeneous town of widely divergent interests came the Severance family . . . She (Madame Severance) gave herself at once and wholeheartedly to Los Angeles . . .

"Unique in being born without vanity, she neither claimed credit nor sought to establish it. Nobody ever heard her claim to be the Mother of Clubs, to have established the Kindergarten in the West, to have revealed Kate Douglas Wiggin to herself; she merely conceived ideas, inspired and counseled new leaders whom she pushed forward and went herself into new fields . . .

"She and the small group of valiant and persistent women . . . who have accomplished more for education than history will ever show, wanted to start a kindergarten, then a new system of education pushed by Elizabeth Peabody in Boston and by Susan Blow in St. Louis, and the only way to do it was to train somebody to teach it. To do that they imported a skilled woman, Emma Marwedel, from Washington, hired a garden, collected twenty-five children for a demonstration class, and three nice girls to take the training in 'guided play.' This was most amusing to the 'common, sensible' people who acknowledged, however, that it couldn't hurt anybody so long as it didn't cost the city anything: But, and perhaps because it was amusing, the gods were with it, and a genius came forth in the person of Kate Douglas Smith, a young girl whom Mrs. Severance had brought from Santa Barbara to be her house guest during the whole period of her training. Kate Smith was lovely, musical, a vivid personality with an infinite capacity for hard work . . ."

me with a weight heavy as frost, and deep almost as life." That inevitable yoke and weight of custom never falls early upon those who live with children.⁵

Miss Marwedel's school in Los Angeles lasted but a short time because of lack of encouragement and support, so she moved to San Francisco to continue her work there, as did also her brilliant pupil. After she left, several attempts were made to establish private kindergartens, but nothing successful in this regard was accomplished until a later period.

From 1876 until her death in 1893, Emma Marwedel played her pioneering part with high hopes and unflinching faith in the worth and ultimate triumph of the cause she championed, undaunted by temporal failures of successive years. Even on her deathbed she exclaimed, "Oh I want to live. I have so much to accomplish!"⁶

Turn to *My Garden of Memory*,⁷ and let Kate Douglas Smith Wiggin fan your imagination as she relives that experience in Los Angeles in 1876-1877, when she with Nettie Stewart and Mary Hoyt "train" under Miss Marwedel. She will take you to Santa Barbara the following year where she tries her wings, while the others tarry in Los Angeles.

Eighteen hundred seventy-eight finds Nettie Stewart with a kindergarten-primary class in the state school for the deaf and dumb at Berkeley, Mary Hoyt in Los Angeles, and, sometime in the spring, Miss Marwedel moving to Oakland. In the "Bay Region" we find a most spectacular span of years in kindergarten history. For Felix Adler has come to San Francisco to lecture, has called citizens together, and on July 23, 1878, in the Baldwin Hotel, an organization is formed, San Francisco Public Kindergarten Society, later incorporated. Judge Heydenfeldt, S. Nicklesburg, Julius Jacobs, Dr. Hirschfelder and Emma Marwedel serve as the board of directors, and the designated purpose of the society is to maintain a free kindergarten. Kate Douglas Smith, at Miss Marwedel's recommendation, is selected to open and direct the same. Silver Street Kindergarten! 1878! First Free Kindergarten west of the Rockies!

Go with Kate Smith Wiggin again to her Garden of Memory⁸ and share with her the trials and the triumphs. Enjoy with her the coming of John Swett,⁹ Mary Kinkaid with her Normal High School, and Sarah Cooper and

⁵ Kate Douglas Wiggin: *My Garden of Memory*, p. 88, Houghton Mifflin.

⁶ See monograph of Fletcher Harper Swift of University of California at Berkeley: *Emma Marwedel, 1818-1893, Pioneer of the Kindergarten in California*.

⁷ Kate Douglas Wiggin, *Ibid.*, pp. 88-105.

⁸ Kate Douglas Wiggin: *Ibid.*, *My Garden of Memory*, pp. 107-133.

⁹ Roy Cloud describes California's outstanding educational leader as follows: "On the first day of February 1853, John Swett sailed in through the Golden Gate. Because of ill health, he had turned to the great outdoors. The gold fields of California had beckoned him and for a while he prospected in the Feather River country. But the gold that others apparently found easily, eluded him; so late in the fall of 1853 he applied for, and was appointed to a position in the San Francisco City Schools. For nine years he served the children and people of San Francisco. Then from 1862 to 1867 he served as State Superintendent of Public Instruction for California after which he returned to San Francisco as Deputy, then as City Superintendent of the schools of that city. During all of the forty years in which John Swett served, he planned for the future of the California schools. Possessing the power to instruct, to formulate new thought in education, and to inspire the citizens of the state with the necessity of a good school system, it may be said of him more truly than anyone else,—that he was the father of California's State School System. He outlined most of the beneficent laws which have helped to develop

On p 18
(p 2) states
M. Marwedel
moved from
Los Angeles
to Oakland
in 1878
This correct
(see Swift
Emma
Marwedel
p 168)
1879,
Berkeley;
1880
S. Francisco
Ibid.,
p 171

her instantaneous enlistment in the movement.¹⁰

Turning to the red-covered report of 1878-1881, Kate Douglas Smith says:

Sometime in the Fall the attention of John Swett was called to the Kindergarten. He came to see us, and to our great delight "saw something in it." He said at once that a week spent there in observation of this method would be of the greatest value to the students in the Normal Class, and they were required from that day to take their turn in rendering service and becoming acquainted with the first plank in the platform of educational reform. . . . Mr. Swett and Mrs. Kinkaid (teacher of the Normal Class) have been firm friends of the movement ever since its beginning.

With this new assistance and support, we went on bravely and the teacher had more strength for systematizing and organizing the work.

Miss Marwedel soon undertook the free training of a young lady, who became assistant and is one of the most gifted kindergartners in the city Miss Flora Van Denburgh. After her departure Miss May Kittridge filled her place.

Visitors now became frequent. The daily session seldom went by without our receiving from two to twenty interested spectators! . . . From June 1879 to June 1880, there were between seventeen and eighteen hundred visitors, reporters from almost every newspaper in the state, and correspondents from many Eastern and foreign papers.

Public opinion, where before it has been ignorant or incredulous, suddenly developed an enthusiasm which has not cooled, and the subject today, it is safe to say, is talked over in every class of society, in every corner of the city. . . .

In the spring of 1879 we welcomed one day, for the first time, a sweet faced woman whose earnestness made you love her at once. Her sympathy was evident before she had been in the room ten minutes, and it was not much longer than that when she turned, with tears in her eyes, and clasping me by the hand, said: "Why did I not know of this work before? Why did nobody tell me? It is the most beautiful thing I ever saw. Let me help you from this minute." From that time the children of California and the Kindergarten movement had an untiring friend and ally in Mrs. Sarah B. Cooper. . . . She lost no time in organizing a second San Francisco Kindergarten on Jackson Street, October 6, 1879. The next move came from the Y.W.C.A. which organized at 29 Minna Street, April 1880, Miss Muther being the teacher.

A branch of this Association some months afterward established the fourth Kindergarten, in June 1880, at 146 Shipley Street, teacher Mrs. M. P. Loyd, while the fifth fell into line June 1880, under the patronage of the School Board which supports it. (This is located on

and maintain the schools of California as they are today. August 22, 1913, this man of 83 passed on his work to others with the knowledge that he had fulfilled the motto which in early life he had adopted from Horace Mann. It was, 'Be ashamed to die until you have won some victory for humanity'."

¹⁰Other references to this period may be found in Barnard: *Kindergarten and Child Culture*, pp. 665-672.

the lower floor of the Jackson Street Kindergarten building.) The sixth is a charity Kindergarten in Oakland, supported by the ladies of the Presbyterian church, and taught by Miss Oviot, class of 1880. The seventh is just organized, on Union Street near Stockton, is supported by Mrs. S. B. Cooper's society of workers, and taught by a very charming and talented young Kindergartner, Miss Annie Stovall, class of 1880.

We have also trained Kindergartners teaching in the Protestant Orphanage Asylum, at Miss West's, City College, Mrs. Colgate Baker's and Madame Zeitska's private schools. The most noteworthy private Kindergarten, of course, is that of Miss Emma Marwedel, on Van Ness Avenue. Her genius and long experience render her an authority on the subject, and she is an earnest, self-sacrificing worker. All the teachers now in service in San Francisco excepting Mrs. Loyd of the Shipley Street Kindergarten (who is a pupil of the talented Madame Kraus Boelte) were trained by her and she has at present a training class of 13 who will graduate this summer.

Silver Street. Multiplication of associations which were mothering kindergartens, coupled with interest kindled in the territory surrounding San Francisco, plus the economical practice of using students as kindergarten assistants, caused Kate Douglas Smith to open a training school in connection with Silver Street Kindergarten, in the school year 1880-1881, with her younger sister, Nora Archibald Smith, as one of the four in her first training class. The following year, Nora Smith began to share and gradually take over the duties of "Miss Kate" in the conduct of Silver Street Kindergarten and the training school. In the 1882 *Report of the United States Commissioner of Education* appears this memorandum:¹¹ "The officers of the Public Kindergarten Society who had control of the original Silver Street Kindergarten removed their institution to the corner of Seventh and Market Streets giving it the name of Pioneer Free Kindergarten, Mrs. F. H. Gray, Kindergartner. At 64 Silver Street new schools were opened called New Silver Street with Nora A. Smith, and Silver Street Number Two with Mary E. Arnold, Kindergartners."

The 1887 report of the Silver Street Kindergarten Society which took over the support of the famous Silver Street Kindergarten shows a revealing title page:

President, Miss Harriet V. Crocker; Vice President, Mrs. Horace Davis; Secretary, Samuel B. Wiggin; Treasurer, Adolph Schmidt; Superintendent, Mrs. Kate D. Wiggin. Kindergartens—Crocker Kindergarten: Miss Nora Smith, Kindergartner, Miss A. P. Pelham, special assistant; Eaton Kindergarten: Miss Alice Flint, Kindergartner, Miss M. P. Light, Assistant; Peabody Kindergarten: Miss Helen Garrison, Kindergartner; California Kindergarten Training School, 64 Silver Street: Mrs. Kate D. Wiggin, Instructor in Educational Methods, Froebel's Theory, Gifts and Plays; Miss Nora Smith, Associate Teacher and Instructor in Froebel's Occupations.

The society carried on until 1906 when the tragic earthquake and fire wiped out buildings, equipment, library records—in one hour's time all visible

¹¹ Page 460.

traces of the old "Silver Street" were gone, but as Kate Douglas Wiggin wrote: "The four hundred young pioneers who first and last went out from our training school with spirits aflame for service have preserved its unwritten history in their hearts and lives."

Golden Gate Kindergarten Association. The Golden Gate Kindergarten Association has played the dominant note throughout the sixty year span of the free kindergarten activity in San Francisco.¹²

The spontaneous response of Mrs. Cooper and her Bible class to this new opportunity to serve childhood organized itself in 1879 into the Jackson Street Kindergarten Association; but so wide-spread was the demand and substantial the response that in 1884 the organization became incorporated as the Golden Gate Kindergarten Association with Sarah B. Cooper as president as well as superintendent of the kindergartens, with eight classes and 467 children under her care.

Mrs. Cooper reveals one compelling cause of the rapid spread of public interest and support in the World's Fair edition of the association's 1892 annual report. "I shall never forget my first visit to a Free Kindergarten. It is before me now like the picture of a dream . . . Such a sight as that could not fail to act as a propelling power on the track of increased work in the same direction. The community must be reached through the *press*. The city swarms with multitudes of just such neglected children. They must be looked after. They must be saved to themselves, to the commonwealth, and to the world.' A series of articles were at once written for the *Saturday Evening Bulletin*, appearing on successive Saturday evenings, and the sequel proved that they fulfilled the object for which they were prepared, namely, to awaken the interest of the public in this neglected class of very little children. These articles laid the foundation for the work of the Golden Gate Kindergarten Association. Shortly after this, four Free Kindergartens were under way, and at the close of thirteen years (1892), we find over sixty Free Kindergartens in this city, including those in orphanages, asylums, and day homes. And all over the Pacific Coast these beneficent, child-saving organizations have been established."

In 1913, replying to the International Kindergarten Union survey, Anna Stovall writes: "Before the financial panic of 1893, the Golden Gate Kindergarten Association supported over forty kindergartens. At the time of the fire it was supporting twenty kindergartens. In May 1906, less than a month after the disaster, it opened a kindergarten in the relief camp at the Presidio (U. S. Reservation) and from that time on established camp kindergartens until neighborhoods were again settled. This was made possible by the Stanford and Hearst funds."

¹² For further reference see: *Pioneers of the Kindergarten in America* by The Committee of Nineteen, pp. 270-279, "Sarah B. Cooper."

Kindergarten News, January 1897, pp. 204-207 and February 1897, pp. 271, 275-280.

Kindergarten Magazine, February 1897, pp. 414-431, "Accounts of Sarah B. Cooper's Life."

Annual Reports of the Golden Gate Kindergarten Association beginning with 1881, particularly the 1892 issue prepared for and circulated at the Chicago World's Fair, 1893.

New Education, vol. 4, May 1893, p. 90, "Historical Resume of the Golden Gate Kindergarten Association."

Public Education in California, Its Origin and Development with Personal Reminiscences of Half a Century by John Swett.

When asked, "How many free or charitable kindergartens are there and by what agency supported?" Miss Stovall prefaces her answer with the note, "The San Francisco fire of 1906 destroyed all but five of the then existing thirty-three kindergartens." She then lists the free kindergarten agencies of San Francisco as: Golden Gate Kindergarten Association, Emanuel Society (Jewish), Pioneer Society, Occidental Society, Buford Society, Pixley Memorial, two orphan asylums.

We learn from Anna Stovall, supervisor of the Golden Gate Kindergarten Association, that the association lost in the earthquake-fire tragedy its headquarters, the records of twenty-six years, the equipment of sixteen kindergarten classes, its library, the fixtures of its normal class and its two sets of *Kindergarten Magazine*. Despite its loss, the association established eight kindergartens in the refugee camps. Only four of its twenty classes survived the fire.¹³

We Cross the Bay—And On—. Scanning the *Messenger* magazines from the '70's on down, dipping into annual reports of organizations and those of the U. S. Commissioner of Education, leafing through training school alumnae lists, names of towns and teachers appear—disappear—reappear.

Oakland had a free kindergarten by 1881. Year by year the number increased until in February 1897 *Kindergarten News* reported: "There are now 21 Kindertartens, 10 of which are entirely or nearly free, the remainder being managed independently or in connection with seminaries. . . . There is one Kindergarten supported by the city Board of Education under the supervision of the pedagogical department of State University (Berkeley) which was established two years ago. . . . There are also eight private Kindertartens in different parts of the city. The training class conducted by Miss Grace Barnard offers a two year training course. . . ."

In 1900 the members of boards of various free kindertartens met and formed a confederation, called the "Associated Kindertartens of Oakland, California," Grace Barnard having general supervision of the kindertartens.

Berkeley too was busy with private and free groups, as well as Alameda, Hayward, Vallejo. The timber country tried it, and far places—Eureka, Arcata, Ukiah, Marysville, Santa Rosa, Yreka, Chico, Woodlands, San Rafael, Stockton, Petaluma, San Luis Obispo, Santa Cruz, Los Gatos, Livermore, Fresno, Temecula, Diamond Springs Mining Camp—all had kindertartens!

San Jose, in early days, held a key spot in state education, for here was California's one State Teachers Normal Training School. During Amalie Hofer's visit to the western coast in 1898, she paid it a visit and heard this story of how the kindergarten came to San Jose:¹⁴

THE FIRST W.C.T.U. KINDERGARTEN IN THE WORLD

Eighteen years ago a council of earnest mothers were gathered together planning to provide certain temperance training for the young

¹³ Today's accounting of the Golden Gate Kindergarten Association activities will appear at the close of this history under "Early Childhood Education in California in 1940."

¹⁴ *Kindergarten Magazine*, June 1898. Miss Hofer was editor and prefaced the article with the comment: "The editor is a history-monger, and upon being presented to Madam Ledyard as one who helped with the early children's charities of San Jose, she begged to hear all about it. The gray hair and loving eyes of the grandmother are still intermingled with the story as we set it down on paper."

children of the city, under the banner of the W.C.T.U. The Saturday class had been found insufficient, the funds exhausted. Then Mrs. Jane Ledyard, in her intuitive wisdom, proposed a free kindergarten—not as a charity, but as an institution into which all children, rich and poor, might be brought together. Mrs. Ledyard had received her baptism of faith in the only kindergarten then in San Francisco, conducted by Miss Kate Smith. The committee was at once appointed, Mrs. Ledyard, Mrs. T. E. Beaus, Mrs. A. M. Gates, Mrs. J. Ashmore, and Miss Kate Leffler. So great was the success of the enterprise, that when during its second year Frances Willard visited San Jose, ninety children in floral procession greeted her. Rising to her feet in great emotion she said: “No ovation has ever moved me as this has done. Do you know that this is the only kindergarten under the W.C.T.U. in this State? Indeed, it is the only one in the United States, or in the world, so far as I know.” The Ledyard home in San Jose is thrice blessed in its kindergarten grandmother, daughter, and grandchild.

Public School Kindergartens Become Legal. With such educational leaders as John Swett and Emma Marwedel, it was but natural California should take for granted that the new and best in education belonged to all people; and these leaders, from the beginning, worked to make this an accomplished fact.

First by Charter. Since the word kindergarten did not appear in either the state’s constitution or its code, said they, “It does not forbid them.” Their first approach to the problem was the use of their *constitutional right* to write into a given *municipality’s charter* any desired educational facilities when the people concerned had so voted and the state legislature had ratified the same. Only local money was involved.

Interpreting kindergarten as a purely pedagogical adjustment of school procedure, the leaders met the question of legality of public monies for those younger than the law prescribed by lowering the age of admission: “(The law) . . . shall exclude (children) . . . under six; provided that where (there are) . . . kindergartens . . . children may be admitted to kindergarten classes at four years.” After the passage of this law in 1893, with its definite reference to kindergartens in print on the California statutes, school districts included kindergarten teachers in state supported payrolls.

The next move, logically, was to strengthen the teacher, and California passed her first law in 1897 providing for kindergarten departments in state normal schools, with diplomas issued for kindergarten teaching.

Furthering the policy of state-wide control and safeguards within her public school system, California underwrote the certification of her kindergarten teachers in 1901 by passing her first law authorizing state and county boards to issue certificates to teach kindergarten classes; the same to be based solely upon accredited training school credentials.

When in 1905 the state supreme court ruled that public school kindergartners were not eligible to state school monies, a number of districts were unable to finance their kindergartens on local funds alone. So in 1909 the

legislature added kindergarten studies to the state course of study,¹⁶ on the premise that specifying the kindergarten course as a part of the elementary course automatically gave the kindergarten its share of elementary state school funds. It was at this stage of progress that the California Congress of Mothers stepped into the picture. With this "breath of imagination" brought to bear upon the scene, California's public school kindergartens emerge.

Oakland Board of Education Receives the First Petition. In 1878 Emma Marwedel moved to Oakland from Los Angeles and began agitating for public school kindergarten!¹⁷

Miss Emma Marwedel has succeeded in establishing the Froebel Educational Association of California. The Association is composed of: president, J. B. McChesney, Oakland, principal of high school; vice-president, J. E. Benton of Oakland; John Swett, San Francisco, principal of high school; Charles H. Allen, principal, State Normal, San Jose; Mrs. Jeanne C. Carr, Deputy State Superintendent of Schools; F. M. Campbell, City School Superintendent; Rev. Dr. McLean, and others.

The account continues in the September-October issue of that same year:

A petition has been presented to the Board of Education of the City of Oakland requesting the opening of at least one public kindergarten in connection with the public school, and the decision is still pending. . . .¹⁸

San Francisco was the first to write kindergarten into her city charter and carried two experimental kindergartens 1880-1886.¹⁹

Jackson Street Kindergarten Association. A new and enthusiastic association, Jackson Street Kindergarten Association, with Sarah B. Cooper, president, opened kindergarten in two needy communities. Finding them overcrowded, it divided each into two groups the two-and-a-half- to five-year-olds in one, the five- to six-year-olds in the other. With not enough money to cover expenses, the organization and friends appealed to the board of education, resulting first in this resolution passed by the board: "Resolved that this Board appoint a committee of three to consist of one member of the Board, one member of the Public Kindergarten Association and the superintendent of common schools, whose duty it shall be to investigate the system of kindergarten instruction . . . and to report to this Board at a future meeting to be called at the request of this committee."

As the committee reported favorably to the board of education, an amendment to Freeholders Charter of the city was presented to voters and passed as follows: "The Board of Education may, in its discretion, establish kindergarten schools for the tuition of children between the ages of three and six." Whereupon the board of education adopted the two experimental classes of five-year-olds then coming within the scope of the school law, and carried them until 1886.

¹⁶ ". . . Elementary course . . . embraces eight years; and may allot not more than two years for kindergarten instruction."

¹⁷ *Kindergarten Messenger*, July 1878, p. 1.

¹⁸ The school did not materialize but a free kindergarten did appear in 1881.

¹⁹ This story is gleaned from the second annual report of the Jackson Street Kindergarten Association, issued October 1881 and from annual reports of the Golden Gate Kindergarten Association which succeeded the earlier association.

Nor did the interest of the board end here. In 1886 it made a significant move:²⁰

During the past year, the present School Board has taken a grand step forward, by employing a competent, skillful, and enthusiastic kindergartner, Miss Annie Stovall, to instruct all the teachers of the primary grades in the theory and practice of the kindergarten. Miss Stovall was the successful teacher of the experimental class at Union Street, and her genius and skill were manifest in the rapid and wise unfoldment of the children under charge. She had what might be termed the knack of teaching; it was with her an inspiration. Originality in the adaptation of means to ends characterized all her methods.

In 1913 Anna Stovall, in filling out an International Kindergarten Union questionnaire for San Francisco, wrote: "A year before the 1906 disaster, one public kindergarten had been organized by the Board of Education and there was prospect for the opening of several the next year. The fire destroyed the one and on account of lack of funds, only one has been opened since the great fire." In 1914, answering a questionnaire from the California Congress of Mothers, Miss Stovall writes: "Four public school kindergartens—one established 1910, other three opened July 1913."

San Jose—1886

In 1886 the board of education of the city of San Jose took over the free kindergarten opened in 1881 and supported by the Women's Christian Temperance Union as a tried and proven project. The minutes of the board speak for themselves:

April 15, 1886—Resolved that we recommend the honorable Mayor and the Common Council to raise by taxation the sum of \$1086 for the purpose of establishing a public kindergarten school in this city.

June 17, 1886—The following preamble and resolution were adopted: Whereas, certain funds had been placed at the disposal of the Board of Education by the Mayor and Common Council for the purpose of establishing a school in the kindergarten methods. . . . Now therefore: Resolved that the Board establish such school and the same is hereby added to the system of public schools now in operation in the city of San Jose.

In 1898 Amalie Hofer wrote: "San Jose has seven public kindergartens, all beautifully housed."

In 1902 the Board abolished kindergartens. In 1914 they were resumed.

National City—1889

Jean Parker, pupil of Madame Marwedel, and Anna Porter from California Kindergarten Training School, came from San Francisco to San Diego in 1888, promptly engaging in a private kindergarten training school.

Frank Kimball was president of the school board, Hugh Baldwin superintendent of schools. So as soon as the Parker-Porter Training School was opened, Prudence Brown was trained at San Diego School. She then taught National City's "first public school kindergarten south of the Tehachapi", while Mr.

²⁰ Golden Gate Kindergarten Association report of 1887.

and Mrs. "Frank" paid the bills of 1889-1890; after which the board assumed the expense. California public school kindergartens can never repay the debt they owe to the Kimballs and to Hugh Baldwin for the persistent and effective part played in early kindergarten legislation.

✓ San Diego—1891

It was Bryant Howard who brought free kindergarten to San Diego in 1890-1891. And it was close cooperation of all kindergarten interests which transformed them in a year's time into a public school kindergarten department which has an unbroken record.

✓ Los Angeles—1889-1890

Elizabeth Bates ²¹ says:

After the experiment in 1876 nothing further was done along this line, but in 1884 Mrs. Severance, who was at this time president of the Los Angeles Women's Club, again took the lead in the movement, and a society was organized called "The Los Angeles Free Kindergarten Association." A room belonging to the First Congregational Church was offered, a teacher was appointed, and by September of that year the school was in good running order. . . . During the same year the matter of placing the kindergarten in the public schools was brought to the attention of the Board of Education by its president, with the comment that "Wherever the kindergartens have been intelligently conducted, there appears to be but one opinion as to their beneficial effects, but unless forming a part of the system of public instruction, the large body of children to be most benefitted will not be reached." ²²

Interest of the board's president and the pressure of a growing public opinion bore fruit and, to quote the board's own statement in its 1889-1890 annual report:

Under our city charter the Board of Education was authorized in its discretion, to establish and maintain kindergarten schools. After consideration, we concluded to make a trial, and adopted two schools one on Railroad Street and one on Commercial Street which had been established as free kindergartens by an association of charitable ladies, and maintained by private donations. Both schools are in the thickly populated parts of our city, and are in every respect a great success. Later, we adopted another school of some thirty scholars in the southern portion of the city which had been established as a private kindergarten, and which was equally worthy. We believe these kindergartens to be needed, and their introduction and adoption is a step in advance and a move in the right direction. It is the intention of the Board to commence several other kindergarten schools in those portions of the city where specially needed, feeling certain that the public will approve most heartily in the matter.

²¹ Elizabeth Bates: *Study of the Development of Elementary Education in Los Angeles City*, p. 74.

²² Annual Report of Board of Education 1884-85.

The school directory lists the first three teachers as: Letitia Wilson, kindergartner; Ella E. Clark, kindergartner; and Nora Dorn Mayhew, special teacher (later designated principal of kindergarten department). Mrs. Mayhew was from St. Louis, graduate and much loved pupil of Susan Blow, and a high ranking kindergartner on the St. Louis teaching staff.

In 1893 the superintendent states in his annual report: "Now the Kindergarten is firmly established in this City, there being eighteen schools requiring thirty-six teachers. . . ." ²³

In 1893 came Carolyn N. Alden ²⁴ from Providence, Rhode Island, opening "Froebel Institute," combination training and model school. This was elaborately housed in an especially designed building, "Casa de Rosas." The school was closed in 1897.

Meantime, the public school work was growing by leaps and bounds. After the death of Mrs. Mayhew, Mary F. Ledyard came from her training school at San Jose to be special teacher, supervising teacher, and then supervisor of the kindergarten department, 1898 to July 1912 inclusive; Grace Fulmer from Teachers' College, Columbia University, New York City, followed 1912-1916; Madilene Veverka followed her in 1917 and continued until her retirement in 1939. From 1932 on, Dr. Veverka carried this in addition to her duties as director of elementary curriculum in the Los Angeles city schools.

Three outstanding highlights in the Los Angeles city school record have been the uniform policy of the board to have kindergartens in all available elementary schools, the great diversity of "training" of its large kindergarten faculty, the freedom of thought and action encouraged by the administrators, resulting in thoughtful teaching. ²⁵

✓ Pomona—1893

Pomona's start toward public school kindergartens came from Dr. Baldwin, first president of Pomona College, in 1890. His sister-in-law, Frances Billings, was a kindergartner, graduated from Oberlin College and educated in kindergarten methods in Des Moines, Iowa, by Rose Morrison, pupil of Susan Blow. Miss Billings won the support of the superintendent of Pomona city schools, taught kindergarten, financing the first year through tuition, and started a training class which provided assistants. The venture proved so successful that the board made the kindergarten an integral part of the public school system in 1893. Miss Billings directed the work until her marriage in 1896. Ada Mae Brooks succeeded her, coming from Nora Dorn Mayhew's training school in Los Angeles. In 1898 she left to study in the Chicago Kindergarten Institute and some years later founded Broadoaks School in Pasadena. Kate Bassett succeeded Miss Brooks, remaining until 1901, when she accepted a similar position in the Philippines. Miss Bassett was a graduate of Chicago

²³ There were thirty-three elementary schools at that time.

²⁴ Name became Claverie shortly afterward.

²⁵ References for this span of sixty years are:

Kindergarten Magazine, May 1893, pp. 71-73; "The Kindergarten in Los Angeles" (contains one or two serious errors, notably the reference to Miss Stewart).

Kindergarten Magazine, June 1898, pp. 640-661; "Four Weeks on the Pacific Coast" by Amalie Hofer.

Childhood Education, May and June 1925.

Froebel Institute under Mrs. Putnam, had worked at Hull House with Jane Addams and later with Anne Payson Call in Boston.

In 1901 Barbara Greenwood took charge of the kindergartens in Pomona, coming from a similar position at Baraboo, Wisconsin. Miss Greenwood's service to Pomona extended until 1912. During her stay there the mothers' meetings which had been early established developed into child study circles, and through Miss Greenwood's efforts became part of the Parent-Teacher Association. The public school building which bears Barbara Greenwood's name is a continual expression of Pomona's appreciation of her service. When Miss Greenwood left Pomona to accept a position at Los Angeles State Normal, Clara Brown took over the last supervisorship of Pomona's department. Miss Brown was a graduate of Teachers College, Indianapolis, and a student at Teachers College, Columbia University. Pomona kindergartens numbered seven in 1940.

Sacramento—1895

Nellie Dunlap, pioneer kindergartner of Sacramento, gives this glimpse of Sacramento's campaign.

Mrs. William C. Clark, who had lived for a time in San Francisco and had been a member of the Golden Gate Kindergarten Association, initiated a similar movement upon her return to Sacramento around 1889. As there were no local trained kindergartners, Alice Chase²⁶ came from San Francisco to take charge. Meanwhile Nellie Dunlap and other Sacramento girls, in turn, went to California Training School in San Francisco. In 1895 the Sacramento Board of Education took over the five existing kindergarten groups; and "five girls were given a regular county elementary examination to entitle them to public school money." Around 1896 Mary Ledyard opened a branch of her San Jose Kindergarten Training School in Sacramento, placing Miss Pritchard in charge. Later Grace Barnard opened a branch of her Oakland Training School in Sacramento and cooperated cordially with the Sacramento teachers in their problems. Nellie Dunlap refers to Grace Barnard as "another Kate Douglas Wiggin in vivacious enthusiasm."

✓ Santa Barbara—1896

Santa Barbara deserves a volume and gets a paragraph!

Major and Mrs. Backus were the inspiration of the Santa Barbara Kindergarten Association. The kindergarten, opened in 1887, was housed in the Carillo House, a picturesque, typically Southern California adobe. Characteristic of Santa Barbara was their goal—insuring kindergarten experience for all children via the public school; as well as their manner of attacking problems—raising their monies, buying a lot, and building a house (this was in 1894). They mortgaged this house to build two others on public school property for which the school board paid rent, which in turn paid the mortgage so that the property might be sold and the school take the proceeds to buy two lots for the two buildings! While the board assumed jurisdiction of the kindergartens in 1896 the intimate complicated financial set-up made the kindergartens of Santa Barbara a personal possession of every Santa Barbara citizen. It was 1908 before

²⁶ Now Mrs. John Stovall, an officer of long standing, actively engaged in 1940 in present day Golden Gate Association duties.

this transaction was completed. From that time on kindergartens have been added as new elementary schools have been opened. Santa Barbara's kindergartens had three supervisors during this period; Orpha Quade before 1899; Lulu Mitchell 1899-1905; Viola Gilson 1905-1932; Lillian Lamereaux, the present supervisor.²⁷

Other Communities

Among the smaller communities whose leaders' vision in pioneer days brought them kindergartens to be absorbed by public schools, Woodland-Yolo County, must be mentioned, where a private school opened about 1882 and became public in 1892. Then there is the little town of Orange with Helen Joslin Le Beuf, coming from St. Louis, who, by her fine, earnest service with little children, gave the kindergarten into the keeping of the Orange Public Schools in 1893.

Riverside had a public kindergarten in 1897.

✓Pasadena—1901

Pasadena's lovely kindergartens have been written about many times; a private kindergarten started in 1887; a group of mothers banding together and employing a kindergartner in 1896; a free kindergarten housed in a "Tooth Factory!" Then in the spring of 1900; "The Free Kindergarten and Children's Aid Association, a great banding together of the citizenry of Pasadena to give to all; whose aim 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 . . . January 29, 1901, saw kindergartens maintained in each district except the Grant."

1913-1940

State Legislation

*Public School Kindergartens Become Mandatory upon Petition.*²⁸ Grown weary of waiting for kindergartens to come from unconverted boards of education, the California Congress of Mothers, through its kindergarten department,²⁹ undertook in 1911 an intensive campaign to bring about this formal incorporation of the kindergarten into the public school system of the state, and state-wide establishment of kindergartens. This was accomplished in 1913, when by united efforts of mothers, kindergartners, club women, church and press, Section No. 1616 was written into the statutes of the state.

Upon petition signed by parents or guardians of twenty-five or more children between the ages of four and one-half and six years of

²⁷ An unusual view is given by a Pamphlet *A Study of the Kindergarten Problem in the Public Kindergartens of Santa Barbara, California*, for the year 1898-9 by Frederic Burk and Caroline Frear Burk. May also be located as a serial reprint in *Kindergarten and First Grade*, February through November 1917. Vol. II.

²⁸ *Kindergarten Review*, October, 1915, Vol. 26, No. 2, pp. 73-80, "History of the Movement for State-wide Establishment of Kindergartens in California."

²⁹ Mrs. A. L. Hamilton of Pasadena was state president when the campaign was begun. It was concluded during the presidency of Mrs. H. N. Rowell of Berkeley. The sympathetic cooperation of A. L. Hamilton, Pasadena city superintendent of schools, gave the chairman, Anna Irene Jenkins, the time and opportunities necessary to carry the campaign to its successful conclusion. The Congress Kindergarten Committee consisted of Catherine Pierce Wheat, Nora Millspaugh, Rose Sheehan, Mrs. J. K. Toles, Frances Newton and Anna Irene Jenkins, chairman.

age, residing within a mile of an elementary school, the board of that district shall establish a kindergarten . . . petition presented by June 1.

In 1920 the people of California wrote into the constitution of the state, the kindergarten as part of the public school system; and in apportioning the state, county, and district monies in the same paragraph, specified district monies to support the kindergartens.

*Results of Law After Ten Years' Operation.*³⁰

MPB
"Primary courses of study are now planned on the assumption that the child has an adequate kindergarten experience. The state course of study provides an interlocking course covering two years of kindergarten and three years of primary. California stands highest in the United States in percentage of children kindergarten age in school. Twenty states have or are copying her law.

During the twenty-seven years following passage of the law, adjustments were made. The provision which required folk to live within a mile of the school building in order to sign a petition to install kindergartens, worked unnecessary hardship, became discriminatory, after the coming of fine roads and union school districts. The 1939 legislature eliminated that one mile limit. The constitutional amendment to transfer kindergartens to state support has not yet been submitted to the electorate in 1940. A change in the certification law was passed in 1913, which provided that the holder of a kindergarten-primary certificate be eligible to teach both in kindergarten and first grade. This was designed to provide the state eventually with doubly trained teachers. Later the law was changed to read: "Kindergarten thru Third Grade."

When Governor Johnson signed the Petition Law, circulation of petitions began. District after district opened kindergartens—city districts and one-school districts. A record in 1913 showed 14 out of 58 counties in the state had 26 school districts with a total of 176 kindergartens. The California record for 1931-32 (her peak year) showed 48 out of 58 counties had 282 school districts maintaining kindergartens in 1,113 schools with a total of 1,893 kindergarten classes!

That the depression hit the kindergartens hard is well known. While the educational forces were able to defeat the attacks upon the mandatory law, the age of admission was raised which cut off approximately a third of the state's total kindergarten enrollment and wholly closed some districts through the vanishing average daily attendance.

As to the effectiveness of the spread of the kindergartens territorially, a check made from the 1936 annual reports on state enrollments in all school districts throughout the state revealed the fact that 79.4% of the elementary school population was in districts maintaining kindergartens; and that 4.9% more was in territory that could, on basis of enrollment, have kindergartens if they wished. Therefore, the kindergarten territory possible under the existing law represented 84.24% of the total elementary population of the state.

A second analysis of the 1935-36 figures, typical of all years, is equally illuminating on the score of kindergarten service throughout the state; 255

³⁰ From *Sierra Education News*, May 1923, pp. 251-273.

districts maintained a kindergarten department that year. One of these districts had kindergartens in 259 schools, while 164 out of the 255 school districts maintained a kindergarten in their *one* school! That is, 64.31% of all districts with kindergartens were *one-school* districts; 23 of these had from 9 to 25 children in kindergarten.

Training Schools of California

Kindergarten training in pioneer days had two functions: first, preparing a good teacher; second, supplying meagerly financed kindergarten projects with an expenseless supply of teachers! This second function accounted for many a tiny training school connected with a free kindergarten association. These we will not mention.

Pacific Normal Training School for Teachers—1876 Los Angeles, to 1887 San Francisco—Emma Marwedel.

Pacific Normal Training School remained one year in Los Angeles, spent part of a year in Oakland and part of a year in Berkeley, after which it continued in San Francisco until 1887.

California Training School, "Silver Street"—1880-1906 San Francisco—Kate Douglas Wiggin, Nora Archibald Smith, Marie Light Plissé.

San Diego Training School—1888-1900(?) San Diego—Jean Parker, Anna Porter.

Los Angeles Kindergarten Training School—1890-1896 Los Angeles—Nora Dorn Mayhew and faculty.

School of Methods, later Summer School and Professional Training of Teachers—1890-1894 San Jose—Dr. McGrew, E. M. Greene and faculty.

Free Training School—Golden Gate Kindergarten Association—1891-1915 San Francisco—Anna Stovall, director.

Oakland Kindergarten Training School—1891-193(?) Oakland—Branch at Sacramento around 1905—Grace Barnard, director.

San Jose Kindergarten Training School—1891-1899(?) San Jose—Branch at Sacramento 1896 to 1898 or 1899—Mary Ledyard, director.

Froebel Institute—1893-1897(?) Casa de Rosas, Los Angeles—Madam M. N. Alden Claverie, director.

Santa Barbara Kindergarten Training School—1896-189(?) Santa Barbara—Bessie Graves Newell, director.

Los Angeles State Normal—1882-1919 Los Angeles—1896 Department for Kindergarten Training established; Florence Lawson, director. After death of Florence Lawson the following were associated with the department in various capacities: Isabelle French; Gail Harrison; Barbara Greenwood; Elizabeth Mascord; M. Madilene Veverka; Agnes Knight; Marian Barbour.

In 1919 Los Angeles State Normal became Southern Branch of University of California, later University of California at Los Angeles. In 1920 the board of regents of the university took an important step in teacher training for kindergarten and primary. Inviting Katherine L. McLaughlin of Chicago University to come to Los Angeles to complete and carry out the proposed plan, the kindergarten and primary training courses were unified into a two-year curriculum. By 1925 the course had

been extended to two and a half and three years, later to four years. At date the bachelor of education degree is a required prerequisite for obtaining a kindergarten-primary certificate in the state of California.

San Jose State Normal School—1898 San Jose—Established kindergarten department. Technical success, numerical failure; closed at end of year. Had special instruction from Boston and demonstration. Department re-established 1900, discontinued 1901, but demonstration kindergarten class kept open. Reopened 1913.

Broadoaks School of Education, Whittier College—1912 to date, Pasadena—The Gift of Ada Mae and Imelda Brooks to the Cause of Education.

The following article appeared in *Pasadena Star News*, September 16, 1937:

Miss Brooks had lived in Pasadena since 1887, was one of the city's earliest teachers. She organized the first kindergarten here. In 1912 she and her sister, Miss Imelda Brooks, founded Broadoaks School and developed it in eighteen years to a noted institution for training in child education and in child research. This institution grew with Pasadena. In 1929 it became a graduate school. In 1931 Miss Ada Mae Brooks and her sister retired from the educational labors in which both had won honor and prestige and they made an outright gift of Broadoaks to Whittier College. Since then the school has been conducted as a branch of that college. The sisters selected Whittier to receive the gift, a member of the family said, because Dr. Walter Dexter, then the college president, now head of the State Department of Public Instruction, held views so akin to their own in "progressive education." The late Miss Brooks was one deeply interested in her profession, especially in the progress of fundamental education and training in the kindergarten-primary departments. She studied at Chicago and Columbia Universities, pursued her own studies through the years. She and associates also founded Delta Phi Upsilon as national graduate and undergraduate kindergarten-primary fraternity. The original chapter is at Broadoaks; other chapters are to be found in cities and schools over the country.

Pasadena Post, November 12, 1939, carried the caption: "Sisters leave school here \$83,000."

One further gift of Broadoaks was the bringing of two pioneer kindergarten authorities to their faculty that California might have the benediction of their presence—Frances E. Newton, for many years associated with Chicago Institute, Gertrude House, Chautauqua Summer School, and later on beloved William N. Hailmann, who needs no record read.

Fulmer Training School—1917-1938 Los Angeles—Grace Fulmer, director.

In the summers of 1910, 1911, 1912, the Pasadena Kindergarten Association brought Grace Fulmer to Pasadena for a summer course of work and lectures. This opportunity was shared with all Southern California teachers who wished to join the classes. Miss Fulmer at that time was a member of the faculty of Columbia Teachers College. Following her service as supervisor and assistant superintendent in Los Angeles city schools system, Miss Fulmer opened a training school in Los Angeles in 1917. There was a close working cooperation between her school and the Uni-

versity of Southern California through the years. When Miss Fulmer decided to retire from responsibilities of administration of her school, those who knew of the fine service she and her school had rendered were most happy to learn that the Fulmer school would continue as part of the School of Education of University of Southern California .

Chico State Normal, now *State Teachers College*—1918 to date, Chico—Marian Barbour, first head.

Hailmann Memorial Library

The personal library of William N. Hailmann was presented to the University of California at Los Angeles at his death, now housed within the library of the university as the Hailmann Memorial Library. It is a growing source of history of children's education past and in the making.

Professional Organizations

The three earliest organizations formed in California which concerned kindergarten were instigated by Emma Marwedel, the first in 1877 in Los Angeles. It was world-wide in scope with the purpose of ³¹ disseminating literature and principles of the new education, beginning with kindergarten; securing lectures for mothers on duties of maternity; engendering relations of teachers and parents; making education and its improvements a general national work; promoting exchange of views among educators throughout the world on the subject and circulation of literature. "Miss Marwedel will be the Foreign Secretary," said *New Education*.

In 1878 a second group was organized in Oakland, the group which petitioned for public school kindergartens.³² Then in 1879-80 ³³ she gathered Kate Douglas Smith and her other kindergartners together and formed the California Froebel Union, the first real kindergartners' group on the Pacific Coast.

When a training school was founded, there naturally followed an alumnae association which in turn, in after years, resolved into a kindergarten club taking in others. For instance, California Training School Alumnae became California Froebel Society in 1883, with Kate Douglas Wiggin as president. Not all associations were alumnae, but the earlier ones were. The Alameda County Kindergarten Association was organized in 1892, consisting of Grace Barnard's girls and the kindergartners from the Oakland, Berkeley and Alameda side of the bay. San Diego Kindergarten Association was formed in 1894 of public school kindergartners, and the Froebel Society of Sacramento the same year with Nellie Dunlap a member and Mildred O'Barr.³⁴

California Teachers Association was formed early in California's school history. First mention of it was made in 1896, when a report of a meeting of

³¹ *New Education*: May and October 1877.

³² *Kindergarten Messenger*: July 1878, p. 1; *ibid.* Sept.-Oct. 1878, p. 1.

Page 18 of this record.

³³ Swift: *Emma Marwedel*, pp. 168-171. See page 12, note 6.

³⁴ Later, in Los Angeles, Mildred O'Barr became principal of the Terminal Island Public School. Her Japanese patrons sent her to visit Japan and after her death asked that the school be named for her.

the state association was devoted to an account of a program of kindergartners.³⁵ The California Teachers' Association was reorganized in 1910 and divided into state sections for the transaction of business. What became of the kindergarten department is still a mystery.

During the World Education Conference at San Francisco in 1923 so many representatives were present from over the state that steps were taken to form a state kindergarten-primary association, Barbara Greenwood presiding. The initial plan was later perfected at Fresno. This plan called for regional divisions within the state, whose presidents became in turn vice-presidents of the state. The first officers were: President, Katherine McLaughlin; Vice-Presidents, Barbara Greenwood, Floy Lewis, Lavinia McMurdo; Recording Secretary, Faith Shaw; Corresponding Secretary, Florence Morrison; Treasurer, Anna Stovall. As a branch of the International Kindergarten Union it later changed its name to California Association for Childhood Education. It is also actively identified with the National Education Association. A most vital affiliation, however, is that with the California Teachers Association, which automatically gives the C.A.C.E. president a seat on the state council of the C.T.A. It is this finely organized body which handles the educational legislation for California, making possible the unified voice and course of action necessary for results. At the 1939 annual meeting thirty-five local organizations and 2,212 members were reported.

Early Childhood Education in California in 1940

The Golden Gate Kindergarten Association. This association's endowments and energies are now centered on the child of nursery school age, and on the training of those that guide him. In 1915 President Burk of San Francisco State College suggested that the Golden Gate Association's Kindergarten Training Class be transferred to the college, together with its principal, Anna Stovall, who was also supervisor of Golden Gate. This was done. The president of the association in 1940 was Virginia Fitch, who has been loyally associated with the work from the beginning.

1940 Opportunities for Kindergarten Training in California. The following teacher training institutions in this state are qualified to recommend for the kindergarten primary credential: Santa Barbara, Humboldt, San Francisco, San Jose, Fresno and Chico State Colleges; Mills College, Whittier College (Broad-oaks); University of Southern California, University of California at Los Angeles.

Public Schools—The Last Word in Figures. In the school year ending June 1938, there were 47 counties, having 266 school districts, which reported 1,049 elementary schools in which kindergartens were maintained. Eighteen hundred twenty-eight kindergarten classes were held therein by 1,152 kindergartners with an average daily attendance of 37,159 children. During the

³⁵ A kindergarten department of the C.T.A. was formed with Mrs. P. W. Dohrmann of Stockton, president; Anna Stovall of San Francisco, vice-president; Martha Bullock of Alameda, secretary; Kate Banning of San Francisco, treasurer. Executive committee: Frances B. Gould, Oakland, chairman; Miss Hale, San Diego; Miss Lawson, Los Angeles; Miss Prichard, Sacramento; Miss Gilbert, Berkeley; Miss Miles, Santa Cruz; Miss Sisson, Stanford; Miss Gardner, Petaluma.

school year ending 1939, public school kindergartens of California had 64,445 enrolled as pupils.

In Conclusion

No mention has been made of many things which have characterized the movement in California, the early and increasing freedom of thought and of method, the part played by California's great universities, the nursery school movement in which Barbara Greenwood has played such an effective part at the University of California at Los Angeles, the leaders from far and near, all these and many more! Space and in many cases lack of information and verification have prevented. The writer would welcome any information the reader may be able to furnish so that the state's later chronicles may be accurate and complete.

ANNA IRENE JENKINS

COLORADO

Colorado has had kindergartens for over fifty years, two of the earliest having been established in Denver and Fort Collins. The first public school kindergarten is credited to Montclair, now a suburb of Denver. It was organized in 1891 in charge of Anna Louise Johnson, who later became playground supervisor in Denver Public Schools.

Arvado

Arvado has a public kindergarten, established in 1918. The first kindergarten was held in Old Grange Hall with Mrs. Cummings as teacher, but was later moved to a grade school building.

Boulder

Boulder opened its first private kindergarten in 1923. At present it has no private kindergarten but since 1937 has opened six in public schools at the instigation of Superintendent V. M. Rogers. These are considered a permanent part of the educational program.

Colorado Springs

Before 1906 there were private kindergartens in Colorado Springs, and in that year an experimental one was tried in Lowell School which proved so satisfactory that in 1907 kindergartens were adopted as part of the school system. Katherine Grayson was the first kindergarten director and was subject to the same salary schedule as grade teachers, a minimum of \$720 and a maximum of \$960.

Since then kindergartens have been added year after year as finances permitted until, by 1919, every grade school had one.

The State School for the Deaf and Blind is located in Colorado Springs. An interesting statement is contained in Vol. III, page 1118, of *A History of Colorado* by Baker and Hafen: "The Colorado School for the Deaf and the Blind had the first kindergarten for the blind in the United States."

Denver

Denver's first kindergarten was opened in 1881, twenty-one years after the first public school was started by Eva Allen and Sally Williams.¹ These

¹ Sally Williams was still living in 1939, over eighty years of age.

teachers received their kindergarten education from Susan Blow and William Harris in St. Louis. After a difficult winter in Denver, they went to Leadville, Colorado, in the summer of 1882, established a kindergarten and earned enough money to pay their debts and help finance the kindergarten in Denver the following winter. Their kindergarten continued to be privately operated until 1903.

Between 1881 and 1890 the Free Kindergarten Association was established, supported by subscription. It in turn supported a training school and at least one free kindergarten called the Delgany. Mrs. N. P. Hill was president. An interesting money-making enterprise from which it is said \$10,000 were cleared was held in 1891 in the form of a Doll Fair. Dolls were donated by prominent people from all parts of the United States and even from Europe.

In 1891 and 1892 Mr. and Mrs. William Church equipped and opened two free kindergartens and a training school which they supported until kindergartens were incorporated into public schools. Eva Spencer and Kate G. Clark were teachers in the Church School.

The Denver Normal and Preparatory School, which was started in 1894 under the direction of Fred Dick, offered kindergarten training.

In September 1893, five private kindergartens were taken over by the board of education and placed under the direction of Wilhelmina Caldwell, from Boston. Miss Caldwell was succeeded by Celia Adams from Minneapolis who resigned in 1903 and was followed by Margaret Giddings, a graduate of the Church Training School and also of the school of education of the University of Chicago. In 1905 grades one and two also were placed under Miss Giddings' supervision. Henrietta G. Parsons succeeded Miss Giddings in 1911 and Helen R. Gumlick followed her in 1921.

In 1939 Denver had 118 kindergartens taught by 59 teachers who had different groups of children in morning and afternoon sessions. A single salary schedule was operated.

Fort Collins

Fort Collins was one of the first localities to establish kindergartens in Colorado over fifty years ago. It has maintained them continuously and at present has four in public schools.

Glenwood Springs

Glenwood Springs established a public kindergarten in 1920, taught by Evelyn Hollister who received her education at Colorado State Teachers College at Greeley. There are no private kindergartens in Glenwood Springs.

Golden

Golden has two public school kindergartens, the first opened in 1928.

Grand Junction

Grand Junction's kindergartens were first established in public schools in 1906, taught by teachers educated in Kansas City. They were dropped in the years immediately following the World War because of great need for housing due to rapid growth of the community. At present two private kindergartens are operated in the city.

Greeley

In Greeley the board of the State Normal School opened a kindergarten in 1892 in connection with the observation school on the campus. Laura E. Tefft was director, a graduate from Froebel-Pestalozzi Kindergarten of Berlin and known as "Tanta Laura." This kindergarten is still in operation in the Colorado State Teachers College, under direction of Genevieve Lyford and Lucile Harrison.

Kindergartens were established in public schools of Greeley in 1927 and now number six.

Ignacio

Ignacio has a private kindergarten established in 1939. The teacher was educated at the University of Colorado and holds the kindergarten at home.

La Junta

La Junta had kindergartens prior to 1912. In 1933 two public school kindergartens then in operation were closed and have not been reopened.

Littleton

Littleton had a private kindergarten in 1927 operated by Beulah Davies. After experience with the private kindergarten, parents expressed a desire for a permanent kindergarten. In 1937 the public schools established one which accommodates practically every five-year-old child in the locality.

Longmont

Longmont has two kindergartens.

Pueblo

Pueblo established four public kindergartens in 1898. In these early days a director received fifty dollars a month, an assistant twenty dollars.

Pueblo is composed of two school districts under two superintendents. Both districts now have kindergartens. The southern district, which established four in 1898, now has nine, the northern eight.

Sterling

Sterling has never had public kindergartens. The earliest private kindergarten was established in 1921 in St. Anthony's Parochial School. It operated for ten weeks in the fall until it was discontinued in 1934. In 1924 Agnes Nickey established a private kindergarten in a church basement. At present there are two private kindergartens.

HELEN R. GUMBLICK

IDAHO

Wallace had a kindergarten in 1897 maintained by the Kindergarten Association. In 1899-1900 Boise had a public kindergarten of twenty-five children which evidently did not last long, for no mention is made of it in 1902. Mountain Home established a public kindergarten in 1910 and Lewiston had one in 1912.¹ Idaho has no public kindergarten at present and no record of any since

¹ Report of U. S. Commissioner of Education.

1920 has been found, undoubtedly due largely to the fact that no state or county apportionment is allowed for support of kindergartens.

KANSAS

There are over 10,000 children enrolled in Kansas kindergartens, one thousand of whom are in communities of less than 2500 population.

Enterprise

A public school kindergarten was opened in Enterprise in 1908 through the efforts of Caroline Hoffman and her daughter, Daisy Jontz.

Topeka

Of the earliest kindergartens there are no written records, and information regarding them can be obtained only by drawing on the reminiscences of old residents.¹ As none of these people recall any school exclusively for little children which was in existence previous to 1882, it is presumed that the movement had its beginning in that year. A kindergarten was conducted in the old North Congregational Church with Lillian Davidson at the head. After two or three years, Miss Davidson was compelled to withdraw from the work owing to failing health. Upon the discontinuance of this school another north side kindergarten was established by Anna Broderick and conducted in her home. This school was kept up but a few years.

The organizer of the first south side kindergarten was Berta Dick. This school was established in 1884 in Miss Dick's home. The popularity of this kindergarten created a demand for schools of its kind.

Probably the first trained kindergartner in Topeka was Alice Watkins, a graduate of the Cincinnati Free Kindergarten Training School. Miss Watkins established a kindergarten in 1886 in a private house. Assistants in this school were Cora Grubbs and Luella Jeanette Miller.

As the number of these schools increased, they began to attract attention of many people interested in children and methods of educating them. These friends of the movement in 1893 formed the Topeka Kindergarten Association for the purpose of establishing free kindergartens in parts of the city most needing them.²

One of the first accomplishments of the association was the establishment of a training school for kindergarten teachers, in which the first training teacher was Lucy Doolittle, who had previously conducted a kindergarten in the west part of town. Upon her resignation at the end of the year, Mary Stone Gregory, who had been superintendent of kindergarten work in Providence, Rhode Island, was secured to fill the place. Young women came from various parts of the state to take the course which consisted of practical work in kindergartens about town in the mornings and lessons in the afternoons in psychology, Froebel's *Mother Play and Education of Man*, physical culture, nature and animal studies, music, drawing, clay modeling, and various kinds

¹ This material was secured from *The Topeka Daily Capital*, November 27, 1910.

² Mrs. J. M. Hunt was first president of the association, and prominent among its organizers were Mr. and Mrs. T. E. Bowman, Rev. Charles M. Sheldon, Mrs. Edward Wilder, Mrs. Eugene Quinton, Mrs. M. A. Ball, Rev. H. C. Long and Judge F. H. Adams.

of manual training. The first training classes met in Jordan's hall in Tennessee Town, but later removed to a small building on Polk Street. Increased number of assistants, resulting from student help, made possible the establishment of more kindergartens. Within two years after the association was founded, ten well-established kindergartens were so distributed about the city that practically every child was given an opportunity to attend one.

This state of affairs was gratifying to members of the association, but it had meant great effort on their part. To secure money to carry on work of the organization many members gave musicales, playlets and entertainments of various kinds in their homes, and socials, bazaars, sales, pillow shows, candy shows and doll shows were of frequent occurrence.

Yet with all these efforts the association could not have remained in existence but for private donations, notably those of Mr. and Mrs. T. E. Bowman. When funds were low, the training teacher's salary or the tuition of some pupil was often supplied by Mr. Bowman. After his death in 1895, Mrs. Bowman carried out her husband's plans and the training school continued. After Mrs. Gregory's resignation, Mrs. E. Davidson Worden of Cincinnati was secured to fill her place in the school. As a monument to her husband's memory Mrs. Bowman built a large annex to Central Congregational Church in 1896, to be used as center for all kindergarten activities.

A few years later members of the association began to feel that the financial burden of the organization was greater than they would be able to bear indefinitely. Efforts were made to obtain outside aid, but when these were unsuccessful the Topeka Kindergarten Association was compelled to disband in 1901. The training school, being dependent upon the association, was closed and for a time only the kindergarten in Tennessee Town, of the many kindergartens which had thrived under the association, continued as before.

This state of affairs did not last long. Soon the kindergartners who had attended training school established kindergartens of their own. In 1907 their work received recognition of the school board, and East Side³ and Tennessee Town kindergartens were made part of the public school system.

The kindergarten in Tennessee Town, beside being one of the oldest in the city, was the first for colored children in the state. It was founded largely through efforts of Charles M. Sheldon⁴ and Judge F. H. Adams, and the latter's daughter, Margaret Adams, was one of its first principals. It grew to be the most important institution of the community in which it was situated.

To the director of this kindergarten, June R. Chapman,⁵ credit is due for vast improvement in the moral tone of the neighborhood during her work there.

³ Lulu McKee assisted by Ethel Everingham had charge of East Side Kindergarten.

⁴ Author of *In His Steps*.

⁵ June R. Chapman taught 19 years in Sheldon Kindergarten. She exerted a wide influence in the state, having been instrumental in organizing the Kansas branch of the International Kindergarten Union in 1912 and the Kindergarten Round Table, a department of the Kansas State Teachers Association. She founded Topeka Kindergarten Club, was state chairman for kindergarten extension of Kansas Parent-Teacher Association, legislative chairman for the Kansas branch of I.K.U., and Kansas Field Secretary of the National Kindergarten Association. When her field work began there were 40 kindergartens in the state. She opened 264 under direction of the N.K.A. In 1926 Kansas ranked first in the United States in the percentage of kindergarten growth. In 1936 Bessie Locke, executive secretary of National Kindergarten Association, presented Mrs. Chapman with a golden emblem expressing appreciation for sixteen years loyal service as their representative.

As testimony to her skill with children, Mrs. Chapman was awarded medals at the World's Fair at St. Louis in 1904 and the Jamestown Exposition in 1908. At the time of sending work to one of these expositions a suggestion was made that the name, "Tennessee Town," might readily confuse the work of the Topeka institution with exhibits from the state of Tennessee. Accordingly the name was changed to Sheldon Kindergarten in honor of Dr. Sheldon, who, in addition to being one of its founders, for six years privately supported the institution, and whose frequent appeals to the school board finally aroused interest of that body.

There was also a private kindergarten at Bethany College at that time, in charge of Julia Pitkin, graduate of Kindergarten College, Chicago.

The first kindergarten law in Kansas was passed in 1876. It provided that in districts maintaining free kindergarten in connection with public schools the school age should be over four for all children resident in such districts. However, there were no public school kindergartens at that time.

The kindergarten laws for 1907 and 1915 permitted boards of education to establish kindergartens.

A bill was passed in 1921 after which a number of kindergartens were opened in larger cities upon petition of forty or more parents to boards of education.

The bill of 1927 made possible the opening of many kindergartens all over the state. It provided that whenever parents or guardians of twenty-five or more children between the ages of five and six years petitioned a school board for the organization of a kindergarten, the board of education should establish and maintain it in connection with the public schools.

As a result 215 kindergartens were established in 57 cities after this bill was passed.

During the session of 1929 the legislature changed the word "shall" to "may."

1920 was an important year for the kindergartners in Kansas for then the International Kindergarten Union met in Kansas City, Missouri. Two thousand dollars were raised by the work of kindergartners, Chamber of Commerce and other groups to bring this meeting to Topeka.

JUNE R. CHAPMAN

MONTANA

The earliest date at which Montana appears in the *Report of the U. S. Commissioner of Education* is 1892, when five private kindergartens are mentioned, though the location of them is not given. In 1897 Helena is shown with a free kindergarten association and Phillipsburg with a kindergarten society. For several years after 1897 Montana is not mentioned. In 1902 it appears with four public kindergartens in Helena and in 1912 with six, a note stating they were established in 1893. In 1919-20 Montana had 57 kindergartens, 55 of which were public in eleven different localities; in 1920-22 there were 37 public kindergartens and in 1936 there were three.¹

There was no provision for kindergartens in state legislation. Children six years of age were the youngest included in distribution of state and county

¹ From reports of U. S. Office of Education.

school funds. Since expenses of the kindergarten were borne entirely by local school districts, kindergartens were dropped in times of financial strain.

Dillon

A kindergarten in Montana State Normal College was closed in 1937, and has not been reopened.

Great Falls

Great Falls had a private kindergarten in 1912. Two kindergartens were opened in the public schools in 1915, one in a foreign district on the west side, the other in the "best" district in the city. Convinced of the worth-whileness of this instruction, the superintendent, Samuel D. Largent, opened one in every elementary school in 1916. Public kindergartens were closed in June 1933 for economic reasons. In 1937 the school board expressed a desire to open them as soon as finances permitted.

Lewistown

Lewistown's kindergartens were closed in 1932 and finances have prevented their reopening.

Acknowledgments: Contributions to this report have been made by Zella K. Flores, Ruth Reardon, Estelle E. Ryan.

NEBRASKA

In 1936 there were 13,300 children attending kindergarten in Nebraska. Practically every county had at least one kindergarten. Normal schools at Peru, Kearney, Wayne and Chadron offered kindergarten courses and the University of Omaha had a kindergarten department headed by Francis Wood.

Columbus

The first kindergarten in Columbus was opened in 1905. There are now five, enrolling 91 children.

Fremont

There were no kindergartens in Fremont until 1909, when five opened. Since there was a shortage of kindergartners in early days, the supervisor of Omaha kindergartens, Mrs. Chittenden, met the teachers at intervals to give them fundamentals which would supplement their education.

After 1923 there were six kindergartens operating half-day sessions for children five years of age. Inasmuch as there were no mid-term promotions, children whose fifth birthday occurred by the middle of the year were admitted. During the depression there was no thought of reducing expenses by eliminating kindergartens.

Grand Island

In June 1916 kindergartens were established in Grand Island by the board of education. Seven kindergartens were put in charge of trained teachers to replace "baby rooms" or chart rooms. These were conducted in half-day sessions with one teacher being available for two schools. At this time Grand

Island had a kindergarten enrollment of 310 with eight full-time kindergarten teachers.

Hastings

Hastings opened a kindergarten in 1905, employing four teachers. By 1919 there were four well-organized and well-equipped kindergartens. Since 1925 all elementary schools have been rebuilt, providing each with a kindergarten room. At present 237 children are enrolled, only graduate kindergartners are employed, and kindergarten is considered an important part of the school program.

Kearney

A kindergarten was established in Kearney about 1916 in connection with the A. D. Thomas College Training School and in public schools in 1936. There are now four kindergartens, two in public schools and two in Thomas training school.

Lincoln

In 1893, during the administration of Frank Strong, three kindergartens were established in public schools. Mary H. Barker, graduate of the kindergarten department of Chauncey Hall School of Boston, Massachusetts, was brought to Lincoln for one year to teach and supervise the initiation of the new department. Each of three kindergartens had two teachers—a director and an assistant. Two sessions of schools were held each day with a different group of children in each session.

In addition to supervising kindergartens Mrs. Barker conducted a training school. Students from this school were assigned to kindergartens for practical work as student teachers. Theory was studied under Mrs. Barker's direction and students, although not enrolled, were given special lectures in science and other academic subjects at the University of Nebraska. Mrs. Barker also met primary teachers of Lincoln once each week and gave them instruction in kindergarten principles and methods. This early emphasis upon the need for primary teachers to understand the kindergarten program reflects the progressive spirit which has characterized the administration of kindergartens in Lincoln from the time of their establishment.

During 1893-94 two additional kindergartens were opened. From this time on kindergartens increased in number until in 1896-97, while J. F. Saylor was superintendent, kindergartens were to be found in each school building in the city. Minutes of the board of education relate that care was taken at that time to prevent the kindergarten from becoming a nursery, by limiting admission to children who were five years of age.

Although some of the early directors of the kindergartens were chosen from the training class of Mrs. Barker, the board of education employed teachers from other training schools also. It was the policy to consider graduation from a recognized training school one of the qualifications for appointment to directorship.

These first kindergartens naturally reflected a symbolic philosophy underlying a traditional kindergarten, but freer methods and use of somewhat larger materials gradually crept into the schools. Since the influence of the experimental work which John Dewey was carrying on in Chicago was being felt in Lincoln in the early nineteen hundreds, changes in method were due, no doubt,

to the impetus gained by some of the teachers from advanced study in various teachers colleges in different parts of the country. Records show that many teachers continued their study during the summer months.

When Alice Cusack was appointed kindergarten and primary supervisor the field was ripe for experimentation. In her report to the superintendent, dated June 1917, Miss Cusack says, "The keynote of the work of this department the past year has been experimentation, a search for new and better methods and equipment, and more adequate subject matter." Through experimentation formal, dictated methods yielded to an informal, child-initiated program of activities characterizing a modern school. Under supervision of Miss Cusack and her successor, Alice Hanthorn, the experimental program initiated in the kindergarten was extended gradually into the primary grades.

Three superintendents had a part in this experimental program, Fred Hunter, Jesse Newlon and M. C. Lefler, superintendent of schools in 1940.

During Mr. Lefler's administration the programs of both kindergarten and primary grades centered increasingly about child interests and purposes. Similarity in emphasis helped to bring about such a close relationship between kindergarten and primary that one spoke no longer of kindergarten *and* elementary grades but merely the elementary school. Courses of study showed kindergarten as the first unit of the elementary school.

Desire for professional advancement among early groups of kindergarten teachers was evidenced by the organization of the Kindergarten Union, later called the Lincoln Kindergarten Association. This association was affiliated with the International Kindergarten Union. Its representatives attended many national I. K. U. conventions. In addition to membership in Lincoln Kindergarten Association, kindergarten teachers were among the first to join the Lincoln branch of the Primary Council when it was organized in 1920. With merging the International Kindergarten Union and the National Council of Primary Education into the Association for Childhood Education, Lincoln Kindergarten Association members dissolved their organization and became members of the Association for Childhood Education.

One of the irresistible influences for progress in Lincoln kindergartens has been the cooperation between the elementary education department of Teachers College, University of Nebraska, and the Lincoln public schools. This department, headed by Clara O. Wilson, sent students into public schools for student teaching. Those who majored in kindergarten-primary education participated in activities of both kindergarten and primary rooms. The elementary education department of the University also used a public school as its laboratory for student observation. Clara Evans was director of the observation kindergarten at the time this report was written.

There are now twenty-two kindergartens in elementary schools with nineteen directors and twelve assistant teachers.

North Platte

Kindergartens were opened in North Platte in the fall of 1921. A pre-school round-up is held each spring when children are expecting to enter kindergarten the following fall go to a clinic and are examined by a doctor and a dentist. Those who cannot afford treatment are cared for by the Parent-Teacher Council fund for underprivileged children.

At present 264 children are enrolled in five kindergartens.

Omaha

In the fall of 1892 the board of education authorized the opening of two kindergartens, one under the leadership of Orietta Shields and the other under Anna Smith. These schools were considered in the nature of an experiment, but under the guidance of well-trained kindergartners and Superintendent Fitzpatrick, proved such a success that by 1895 eleven kindergartens were opened. There are kindergartens in fifty-five public schools at present. The state law fixes five years as the age at which education at public expense may begin.

In the spring of 1893 the Froebel Association was established for the improvement of its members in knowledge and the spirit of kindergarten work. It maintained a training class under supervision of Orietta Shields Chittenden. Twenty-five young women finished the first year course and were granted certificates by the board of education.

The Froebel Society in 1930 became the Omaha Association for Childhood Education, which included in its membership teachers of kindergarten and primary grades. In 1938 membership was extended to include principals, supervisors and elementary school teachers.

Mrs. Chittenden acted as supervisor until 1932 when she retired. In 1935 Carrie Niedermeyer was appointed kindergarten-primary supervisor.

Acknowledgments: Contributions to this report have been made by Merle Beattie, Dorothy I. Lyle.

NEVADA

Although private kindergartens in Nevada appear in reports from time to time, beginning in 1881,¹ none became firmly established. Reno reported public school kindergartens starting in 1895, Goldfield in 1910. In 1919 there were eight public school kindergartens in six cities. In 1932 all the important cities reported kindergartens, with a total enrollment for the state of 286 children.² At present there are public kindergartens in Boulder City, Elko, Ely, Las Vegas, McGill, Reno, Ruth, Sparks, Wells, Winnemucca.

Carson City

A private kindergarten was conducted by a Miss Babcock about 1890.

Elko

The public kindergarten at Elko was established in 1920. A teacher with a four year preparatory course is in charge.

Las Vegas

The first kindergarten in Las Vegas was opened in the fall of 1920. The teacher taught kindergarten a half day and music in the elementary schools a half day. Since then kindergartens have expanded. In 1937 there were three full-time kindergarten teachers and one devoting half-time.

Children were admitted at four and a half years; that is, all children who would be five by December 31 were admitted in September. In the second

¹ *Report of U. S. Commissioner of Education.*

² From U. S. Office of Education tables giving number and percent of cities reporting public school kindergarten enrollment in 1936, state enrollments for public kindergartens distributed by urban and rural areas for 1936, and state total enrollments for 1932.

semester all were admitted in January who would be five by June 30. Kindergarten was supported as a part of elementary schools. Although tax could be levied to support kindergarten education, this has not been done in Las Vegas. State law permits a kindergarten tax not to exceed twenty-five cents on \$100 of assessed valuation, provided the total of all taxes does not exceed five dollars per \$100 of assessed valuation.

Reno

About 1894 Mrs. John Edwards Bray, wife of the principal of Reno City Schools, presented a paper on kindergartens at Century Club. So much interest was evinced that at the close of the meeting a number of women formed Reno Kindergarten Association. They secured quarters at Bishop Whitaker's School (Episcopal), engaged a kindergarten teacher, provided a bus to transport children and opened a kindergarten.

Under leadership of Hannah K. Clapp and Elizabeth C. Babcock funds were raised by private solicitation, entertainment and gifts, to build a two-story brick building specially designed for a public kindergarten, named "Babcock Memorial Kindergarten."

In 1932 Reno Kindergarten Association deeded the Babcock Building and grounds to Reno School District and turned its attention to legislation which would provide establishment and maintenance of kindergartens in Nevada at state expense.

Babcock Memorial was closed for a few years during the depression while Reno Board of Trustees endeavored to diminish school expenses. During this period it was used for a nursery school under the Federal emergency program. In 1935 the board of trustees reopened Babcock Memorial Kindergarten.

Reno has kindergartens in every section of the city at present.

Sparks

A kindergarten was established in Sparks in the fall of 1930, but was not operated in the year 1934-35 because of lack of funds. Until the fall of 1937 the kindergarten was supported from elementary funds, but in 1937 a special district tax was levied for its support. A new elementary school was built in 1939 which makes provision for kindergarten and nursery school children.

Acknowledgments: Contributions to this report have been made by Mildred Bray, E. Otis Vaughn.

NEW MEXICO

Since 1882 private kindergartens have appeared and disappeared in New Mexico. One was in operation in Santa Fe in 1898. Four years later a public kindergarten was opened there which continued several years. By 1919 New Mexico had seven public kindergartens located in four cities.¹

A kindergarten law was passed in 1926 modeled after the California law. Subsequently half the cities in the state with a population over 2500 had public kindergartens accommodating over a thousand children.

Although there were no public kindergartens in New Mexico in 1936, at present Deming has one and Lordsburg two.

¹ Bell Eckles, Hon. Alvan White, Joe Woodbury and Frank Vesely, aided by the National Kindergarten Association, were instrumental in getting this law passed.

Las Vegas

In 1921 Birdie F. Adams became head of the kindergarten-primary department at Normal University, Las Vegas, and established a kindergarten which continued until 1938, when it was discontinued.

Silver City

New Mexico State Teachers College at Silver City maintained a kindergarten department at intervals for many years. It has been continuous since 1923 when Birdie F. Adams became head of the kindergarten training school.

BIRDIE F. ADAMS

NORTH DAKOTA

Bismarck

In Bismarck kindergartens were started in 1922, dropped in 1924, reinstated in 1927 and again dropped from the public schools in 1930. Only private kindergartens have operated since that time.

Dickinson

Kindergartens were established in public schools of Dickinson in 1921, supported by taxpayers. They were discontinued in 1924 because of lack of funds. In 1930 a private kindergarten was opened.

Fargo

Probably 1885 was the first year for kindergartens in Fargo, for it was about that time that Fargo Free Kindergarten Association was founded with Mrs. I. P. Clapp as president. Members of this organization felt that mothers needed help in caring for their families as well as that kindergarten would be a valuable experience for children.

One kindergarten is reported held for two years in the home of T. C. Comstock, an employee of the Northern Pacific Railroad. In 1892 a free kindergarten was established in a foreign section of town which was sponsored by a group of women who went into homes of children and provided food and clothing where needed. This kindergarten enrolled children from two to six years of age, and was very large since it served the entire community. A Miss Birchall, assisted by Katie Kiefer, was in charge.

Since sessions were held only in the mornings, Miss Birchall opened a private kindergarten in the afternoons which served the families who could afford to pay tuition.

The following is taken from a news item in the *Fargo Forum*, December 23, 1892:

Yesterday afternoon the closing exercises of the free kindergarten school on lower Front Street took place. Misses Birchall and Compton had made every arrangement possible to give the little children a pleasant time. Many little presents were sent in by the more fortunate children and charitable ladies. The Christmas tree was well filled and the presentation of the gifts was much enjoyed by the children. A lunch was given the children by the ladies' board of managers. By the opening of the next term they hope to have the

school building given them by the board of education in a more desirable location.

In the fall of 1915 the first public school kindergarten was established in a little red schoolhouse said to be the first school building in Fargo. It was located on lower Front Street where the free kindergarten had been opened almost twenty-three years earlier. Helen Emmons and Marian Alm were the teachers. Miss Emmons came from Chicago after working in Hull House. Miss Alm had graduated from the kindergarten course at Valley City Normal School.

More kindergartens were placed in public schools until by 1920 there were seven. In 1924 they were discontinued because of lack of funds but petitions from nine schools and the Parent-Teacher Association Council caused them to be reinstated in 1927, when sixteen kindergarten sessions opened in ten buildings. Enrollment increased from 140 children in 1917 to 544 in 1928.

There are now no kindergartens in Fargo due to lack of funds, though the general attitude of the public toward kindergartens is favorable.

Minot

The superintendent of schools of Minot reported in November 1939 that although three of the six elementary school buildings were equipped with modern kindergarten rooms, finances were such that the schools had not been able to open public kindergartens. Such kindergartens as had been operating were private ventures on the part of teachers who charged tuition.

Valley City

A kindergarten of which Frances Portman was first supervisor was established in State Teachers College at Valley City in 1909.

The first public school kindergarten was taught by Olivy Schulstad. Two other kindergartens were added, which, with the one in the Teachers College, have continued until the present time.

Wahpeton

A public kindergarten was kept open during depression years.¹

Other Communities

Summer sessions controlled cooperatively by public schools and private sponsorship were reported in 1930 to be held at Larimore, Devils Lake, Casselton, Jamestown, Bismarck, Mandan, Lisbon, Carrington, Wishek and Grafton.

There are eleven government nursery schools at present under the Works Progress Administration, located in Grand Forks, Minot, Williston, Dickinson, Jamestown, Carrington, New Rockford, Valley City, Oakes, Ellendale and Fargo. They care for about 425 children two to five years of age who come from needy and underprivileged families.

Acknowledgments: Contributions to this report have been made by L. A. White, Minot, and Arthur E. Thompson, Bismarck.

OLIVY SCHULSTAD

¹This was reported by Mrs. O. Simonson, former chairman of kindergarten extension for North Dakota Federation of Women's Clubs and field secretary of the National Kindergarten Association.

OKLAHOMA

Private kindergartens were reported in Indian Territory for several years beginning 1883,¹ but neither Oklahoma nor Indian Territory appeared often in reports for the 1890's. In 1900 Guthrie reported five public school kindergartens,² but in 1904 was not mentioned; Oklahoma City reported three in 1904 but in 1907 was not mentioned. The 1912 report showed five cities in Oklahoma totaling fifty-nine public kindergartens, forty-eight of which were in Oklahoma City. Two cities reported kindergartens in 1930, three in 1937.³

Alva

The kindergarten at Northwestern State College after being discontinued was reorganized in 1936 when the new training school building was completed. The room was a large sunny east room, equipped with built-in cases, individual lockers and standard tables and chairs. Classes were held for nine months of the year, from September to May, 9:00 to 11:30 in the morning. Due to insufficient funds, the kindergarten was operated on a tuition basis, children paying four dollars a month. For a while the college paid half the teacher's salary.

Ardmore

For several years the board of education has been furnishing a kindergarten with janitorial service and such equipment as is supplied other school children, but not paying a teacher. Six dollars a month tuition is charged. The local board is interested in kindergarten and would finance it from public funds if that were possible.

Bartlesville

During the 1930's a private kindergarten was in operation which met in an elementary school building but was not part of the public school program. In 1939, the board of education took charge and maintains it as part of the public school program, continuing its support by tuition fee of five dollars per month. As a result of this sponsorship, increased interest has been manifested in the kindergarten. Marguerite Hayward, who had been teaching kindergarten as a private enterprise, continued under direction of board of education.

Muskogee

For about three years between 1920-23 kindergartens were conducted as part of the city school system during R. J. Tighe's administration. Since that time a few private kindergartens have operated sporadically. At present Mrs. Ned Roach has a private kindergarten with thirteen or fourteen children enrolled.

¹ *Report of U. S. Commissioner of Education.*

² This appears in the 1902 *Report of U. S. Commissioner of Education.*

³ *Report of Advisory Committee, Yearbook of the Association for Childhood Education, 1939.*

Oklahoma City

Kindergartens were started in the public schools of Oklahoma City about 1909.⁴ Previous to that time Edna May Lindsay opened a private kindergarten supported by tuition, but later went into public school work. A private kindergarten was also opened by Susan R. Thompson. Lucy Gage was the first kindergarten supervisor. Edna May Lindsay followed her, remained six years, and was followed by Susan Thompson.

At present there are forty kindergartens for white children and four for colored in public schools supported by ad valorem taxes. Enrollment in the white schools is approximately 2800 children; in colored, 250.

Okmulgee

Parents of nursery school enrollees organized the Okmulgee Kindergarten Association in 1938 as an outgrowth of the demand that their children be given opportunity for kindergarten experience. The board of education furnishes facilities, including room and supplies, while the association provides the teacher. The kindergarten coordinates with primary grades of the Okmulgee City Schools. A school nurse supervises physical needs of the thirty children who usually attend. Parents pay three dollars and a half per month and furnish transportation.

Ponca City

For a number of years prior to 1929-30 there was a kindergarten in each major school in Ponca City, operated by the board of education. In that year a retrenchment program discontinued all publicly-operated kindergartens. In 1939 the board of education provided a place for kindergarten in the administration building. Nineteen children are enrolled and a teacher prepared in kindergarten education is provided. The entire cost for the project, except for the building and some equipment, is borne by parents on a tuition basis.

Stillwater

From 1902 to 1904 Myrtle Talbot conducted a private kindergarten, one year in the Congregational Church and one year in her home. She was trained in Emporia, Kansas. In 1907 a Miss Weiser had a private kindergarten for about three months. After that time no records of kindergarten appear until 1924 when Mrs. Harry Orr established one housed in a school. The school furnished room, chairs, tables, chalk and paper, and the parents' fees paid the teacher and bought other materials. This continued from 1924 to 1926. After 1927 Mrs. "Puny" Wahl, Mrs. Ralph Hamilton and Mrs. Ed Williams consecutively conducted kindergarten following the same plan. The latter is still in charge.

No kindergarten has been organized in the public schools or college in Stillwater, but a nursery school was established in the School of Home Economics of Agricultural and Mechanical College as part of the educational plan for 1925. There was a director with two groups of preschool children, the two-year-olds and three-year-olds. This increased to five full-time teachers with four groups of preschool children, two-, three-, four- and five-year-olds. Courses in child development, child guidance and parental education were taught the sophomore,

⁴ ED. NOTE: *Report of U. S. Commissioner of Education* credits Oklahoma City with three public school kindergartens in 1904.

junior and senior home economics students. Conference hours were held for mothers of the children for guidance. Though established mainly for the education of juniors and seniors in college home economics, the nursery school really served a three-fold purpose.

Tahlequah

Each year, during summer term, the primary department of Northeastern State College conducts a kindergarten for the convenience of students in college who have children. Its program consists of games, rest, play, activities, and story hour. A light lunch is served at midmorning. The children attend from 8:00 to 11:00, and are taught by student teachers under direction and with help of supervisors.

Tulsa

The first kindergarten was established in Tulsa in 1915-16, at Horace Mann School, by Avis Smith and a Miss Babcock. The number of public kindergartens has increased from one in 1915 to twenty-seven in 1940.

Recently Tulsa has been furnishing modern kindergarten rooms with modern equipment but because the state board of education makes no provision for school funds for children five years of age, establishment of kindergartens in public schools has been slow.

Weatherford

Weatherford has had private kindergartens from time to time but not public.

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OREGON

In 1881 Caroline Dunlop, pupil of Kate Douglas Wiggin, opened a private kindergarten in Portland. Interest was heightened the following year when Mrs. Wiggin visited her and gave a series of lectures. Mrs. Dunlop was asked to open a second kindergarten, at which time she started the first Oregon Kindergarten Training School, which in 1885 became a branch of Mrs. Wiggin's school in California. By 1888 there were eleven graduates and eight students in training. Following her visit three free kindergartens were organized by the Portland Free Kindergarten Association for the benefit of children with poor home conditions.

The Portland Free Kindergarten Association secured the enactment of the first kindergarten law in Oregon in 1887, which made it possible for any district containing 500 inhabitants to establish and maintain kindergartens as part of common schools. This law was repealed in 1901 and replaced with one classifying school districts into first and second classes and providing opportunity for voting for kindergartens. In 1917 a mandatory law was passed which required a petition of one-third of the voters of a district in order to establish kindergartens, but in 1921 it was amended to apply only to cities of over 20,000 school population. This meant that cities in Oregon other than Portland were not permitted to have kindergartens at all until 1929 when a law permitted the

establishment of kindergartens in the state outside Portland upon majority vote of the district. These kindergarten laws have been responsible for the steady increase of kindergartens in Portland and the dearth of kindergartens elsewhere.

Oregon Froebel Union, organized in 1886, together with Portland Free Kindergarten Association, aided in keeping interest alive until 1917. St. Helen's Hall opened a kindergarten training course in 1889 which was the only one in the state for some time. Jewish Neighborhood House sponsored a kindergarten for many years after 1905, which was being continued in 1939 as a nursery school. People's Institute Settlement of the Portland Presbyterian Church maintained a kindergarten from 1911 through 1917. These were philanthropic in nature.

In 1901 the school board agreed to incorporate six kindergartens into the public schools, appropriating \$5,000 for this purpose. Use of the money was challenged and the matter became a public voting issue. Helen Ladd Corbett furnished about \$2,000 to campaign for the kindergarten interests, but in spite of the enthusiasm kindergartens lost by a small margin and the six were closed in the fall of 1902.

When the mandatory-on-petition state law was enacted in 1917, four public kindergartens were opened in Portland. In 1928, with the help of the National Kindergarten Association, seven new ones were started.

In 1939 there were thirty-seven free kindergartens in Portland's public schools of which eight were sponsored by local Parent-Teacher Association groups that had been equipping kindergartens in public school buildings and charging a small tuition to cover the teachers' salaries. Gradually these kindergartens were taken over by the public school system.

It was not until 1929 that public kindergartens were opened in Oregon outside of Portland. Three of these were the result of district voting; the fourth was a demonstration kindergarten opened at the Oregon Normal School at Monmouth. The state thereby introduced the first kindergarten teacher training course at the normal school, which was maintained for three years. During that time twenty-six teachers were graduated, most of whom held general elementary as well as kindergarten certificates. In 1932, due to the depression, the state curtailed funds for higher education and the kindergarten training course was eliminated.

Two of the three public kindergartens outside Portland remain, one in Multnomah County and one in Clackamas County. There is also a nursery school in connection with the home economics department of Oregon State College at Corvallis.

Acknowledgment: Compiled by Mignonne Goddard Stanwood and Florence Wright from a report by Mrs. George H. Root.

SOUTH DAKOTA

Aberdeen

As a result of efforts of Superintendent H. C. Johnson, the board of education unanimously approved the establishment of three kindergartens in March 1914. Enrollment during the first years was 91 in comparison with 173 in first grade. The kindergarten has operated continuously and is considered a fundamental part of the public school system. Over 95% of the elementary

school children have had kindergarten experience. Among the first teachers were Harriet Jongerward, Sally Flagg, and Laura Hooper.

Bowdle

Bowdle kindergarten was started in 1938 by Superintendent O. O. Smart and Mary Greenwood, primary teacher. It enrolls five-year-old children who remain one hour, from 10:30 to 11:30 each morning, to work and play with the first grade children.

Brookings

Brookings has for several years had a kindergarten sponsored by a local branch of the American Association of University Women and in no way connected with the public school system. For the most part, it is self-supporting, with one dollar a week tuition per child for twenty-five children.

Delmont

In 1906 kindergarten was held in the public school every afternoon, taught by Laura Kelley. During the next three years three primary teachers consecutively taught it until it was dropped. In 1932 it was reestablished by Superintendent V. R. Farrell, and taught by Minerva Bordener.

A kindergarten class of 10 to 15 children has been meeting for several years, one afternoon a week from 2:30 until 4:00 o'clock. As Delmont is a German-Russian community, even this limited experience is considered valuable, particularly as it gives children an opportunity to use English before starting first grade. The class is conducted by the teacher of the first and second grades and the children are included in all school programs.

Huron

Kindergartens were started in Huron by the board of education in 1914 and increased to five by 1928. After 1933 instruction was cut to half-time and the number of teachers reduced to three. There are now four teachers, two of whom are doing half-time work. The kindergarten instruction has increased from one to two semesters.

Lead

In 1900 the Lead Women's Club sponsored the organization of a kindergarten which was directed by Helen Gregory. Funds were raised by public subscription. Very soon, however, support was taken over by Phoebe Hearst,¹ and the institution became known as the Hearst Free Public Kindergarten. It was housed in the Episcopal Church. Mrs. Hearst's interest in the community grew out of the fact that the family owned the Homestake Gold Mine, located in Lead, and she frequently visited the place.

After Mrs. Hearst's death the kindergarten was supported by her estate. In 1933 it was taken over by the public schools and the name changed to Phoebe Hearst Public Kindergarten. Other kindergartens have been opened, and there are now four teachers with 165 four- and five-year-old children enrolled.

Madison

There is one kindergarten in Madison City Schools which was established in 1924. It has been maintained by the city school system since that time, except

¹ Wife of George Hearst and mother of William Randolph Hearst.

during a period from 1932 to 1936, when the kindergarten was officially closed as an economy measure. However, with joint aid of the city schools, W.P.A. and State Normal School, it was continued even during those years.

The kindergarten is a well-established part of the public school program. There are about eighty-five children of kindergarten age in the city school district, forty-four of whom are enrolled in kindergarten.

Martin

The board of education started the Martin kindergarten in the fall of 1937-38 with Helen Norman as first teacher. It is supported by district funds.

Marty

Kindergarten was started in 1922 at St. Paul's Indian Mission, a private school, under direction of Benedictine Fathers and Sisters of the Sacrament. In the early years it was conducted by the first grade teacher as a preparatory first grade. Since 1937, however, there has been a well-equipped kindergarten with eighteen children taught by a graduate of State Teachers College, Charleston, Illinois. This year the small children were taken into the first grade again because of the difficulty of financing an extra teacher's salary.

Mitchell

Mitchell has a private kindergarten housed in a public school building.

Rapid City

Kindergarten was not part of the public schools in Rapid City in 1939, although there were at least two private ones, one of which was sponsored by the American Association of University Women.

Sioux Falls

In the early eighties Carrie Parker organized and conducted a kindergarten in her home for a few years. This is considered the first venture in Sioux Falls, and in what is now South Dakota. Other private ventures followed, but all were of short duration. In the late nineties, F. C. McClelland, superintendent of public schools, was influential in starting a free kindergarten, financed wholly outside of school funds by contributions from citizens. It was conducted in the basement of the Baptist Church with Mrs. W. B. Fuller in charge. This too was discontinued.

In 1903, at the instigation of Superintendent McClelland, Edith Beaumont, first grade teacher, introduced an experimental kindergarten in Whittier School. Children of kindergarten age and those of first grade attended together, doing kindergarten work in the forenoon. In the afternoon only first grade children attended, and did first grade work.

In 1904, the first public kindergarten was opened at Lowell School with Helen Kingsbury in charge. Two others were opened the following year. As the city grew and new schools were added, kindergarten became part of each school when opened. All schools had well-equipped kindergartens in 1939. During the depression there were rumors now and then of discontinuing them; but Superintendent A. A. McDonald, a staunch supporter of kindergarten, kept them open.

There was a private kindergarten in Sioux Falls in 1939, organized about fifty years previously in All Saints School for Girls. In 1933 a nursery school was added. It employed one teacher and enrolled about thirteen children.

Vermilion

Kindergartens were opened in Vermilion in 1930, and supported by public school funds. There are now two.

Watertown

Watertown had a private kindergarten for a number of years.

Yankton

There is record of a teacher employed for kindergarten in 1901-02 and again in 1902-03. Apparently the kindergarten was discontinued after two years. In 1913 Alice Daugherty established a training school and asked the board of education to open a kindergarten. The plan was for the board to pay her salary in addition to the kindergarten teacher's salary, but the board did not agree to the plan. So Miss Daugherty conducted a private kindergarten training school for two or three years.

Various private kindergartens were operated between 1913 and 1916. In 1916 the board of education established a kindergarten which continued until February 1918, but was discontinued because of the inadequacy of the heating plant. Kindergartens were reestablished in 1922 and continued until 1933 when they were closed as an economy measure. They were reestablished in 1935 for the school year 1935-36 and are in operation in 1940.

From 1933-35, there were three tuition-supported kindergartens, which included nursery school children as well. Permission was granted for them to use public school rooms. Public kindergartens were supported by school funds.

Enrollment in the kindergarten varies from eighty to one hundred twenty. Kindergarten experience is required before a child may enter first grade. Promotion from kindergarten to first grade is made on the basis of the Betts Ready-to-Read Test, supplemented by the teacher's judgment.

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TEXAS

According to Texas legislation kindergartens may be provided in any community upon petition of a sufficient number of parents. Scattered about over the state are some connected with public schools. There are also private kindergartens of varying degrees of efficiency.¹ Many teachers colleges conduct demonstration kindergartens in connection with laboratory schools where college students receive instruction in kindergarten-primary methods and a kindergarten certificate if they do their practice teaching in a kindergarten.

¹Texas Association for Childhood Education is gathering data on the kindergarten movement in Texas which it expects to publish in bulletin form in the near future.

Dallas

Kindergarten history in Dallas dates back to the organization in 1900 of two associations which sponsored free kindergartens for underprivileged children. Mary Wilson taught in one school and Hattie Pace in the other. In 1901 the kindergarten association employing Miss Pace decided that Dallas needed a school for training kindergarten teachers. Through requests made of Patty Hill, Mary King Drew was sent to organize the Dallas Kindergarten Training School, which at first offered one year of training. In 1906 the second year of work was added, the institution became state accredited, and graduates were given a kindergarten certificate.

Shortly after Miss Drew's arrival the two kindergarten associations united their efforts and moved into larger quarters in a building called "Neighborhood House." Here Miss Wilson and Miss Drew taught training school classes, carried on all kinds of social work in the community, and participated in activities to raise funds to carry on the work. Rummage sales, tag days, and restaurants at state fairs helped to increase funds received from students' tuition. Students from this school, imbued with enthusiasm for the kindergarten cause, went out to conduct private kindergartens in all parts of Texas and the South, some even to foreign countries—Brazil, China, Turkey.

In 1925, Southern Methodist University incorporated Dallas Kindergarten Training School into its department of education with Mary King Drew and Mary V. DeBow on the university faculty. This phase of teacher preparation was later discontinued except during summer sessions when there was heavier demand for courses for teachers of young children.

During the years, Dallas gradually added kindergartens to the public school system; but in 1930, as an economy measure, eliminated them, even though suburban cities of University Park and Highland Park retained theirs. At present there are about twenty private kindergartens in Dallas.

From the beginning the state federation of women's clubs, parent-teacher associations, and many civic organizations cooperated in the kindergarten movement.

El Paso ²

In the year 1892 a group of women interested in education of little children organized the Woman's Study Circle, bought equipment and materials, and secured Lula Jones from St. Louis as kindergarten teacher. They soon realized they could not reach the children they wished so appointed a committee to interview the El Paso Board of Education in order to offer public schools the kindergarten equipment and services of Miss Jones. The offer was accepted.

In 1902 and 1903 a second and third kindergarten were opened in Bailey and Sunset schools. Anna Washburn came from Indiana to teach the third kindergarten and taught continuously until she was appointed kindergarten supervisor in 1923.

It was the policy of the board of education to provide a kindergarten room in each new building. The number of kindergartens gradually increased to thirteen, and by reason of the work of Evalina Harrington, Anna Washburn and Dr. Hughey were well equipped and staffed.

² Information about the early kindergarten in El Paso was secured from *El Paso Schools Standard*, November, 1929.

In the fall of 1938 El Paso temporarily discontinued public school kindergartens but allowed tuition classes to be conducted in school buildings. A bulletin sent to principals and teachers in 1938 said: "We have an abiding faith in the kindergarten idea and the time will come when public schools will provide free educational opportunity for five-year-old children, perhaps for earlier ages also, because the idea is too vital and too essential to American community life to be held in abeyance."

In an article in *Texas Outlook*, August 1928, Dr. Hughey pays this tribute to the kindergarten: "Kindergarten principles and attitudes must permeate even college teaching because they are sound educational principles and ideals. And the time is fast coming when people will enforce some definite responsibilities of this nature on all teaching. So we may swell with pride at our high school commencements if we want to, but let us remember that the greatest accomplishments that our school system may attain are now really effected quietly and unostentatiously in the beginnings of education with the infants of our communities."

Fort Worth

The history of free kindergartens in Fort Worth is the story of the activity of the Fort Worth Kindergarten Association, whose president was Mrs. Henry King. In addition to the foundation of the public school kindergarten system, it was concerned with the kindergarten training school, the earliest movements for supervised playgrounds, social settlement work, free day nurseries, and other social service activities.

Fifteen young mothers, who had banded together in a mothers' study club to keep up with methods of child training in preparation for school, organized the Fort Worth Kindergarten Association in February 1896.

Members of the association worked to the end that kindergartens become part of public schools.

In 1892 the first free kindergarten in Fort Worth was established. In 1906 when a bill fostered by Fort Worth Kindergarten Association was passed, public schools were empowered to add kindergartens. Fort Worth schools promptly took advantage of the new law and maintained eight public school kindergartens and in 1938 there were thirty-six kindergarten sessions with an enrollment of approximately 2000.

During the school term of 1938-39, Fort Worth kindergartens were placed on a tuition basis. It was to be hoped that financial aid provided by the Federal government would permit free kindergartens to flourish further in an otherwise progressive system of public schools.

Houston

In the fall of 1901 Nelly Stedman Cox conducted the first kindergarten to be established in Houston. In 1903 the Woman's Club established a free kindergarten. Mary E. Gearing, later head of the home economics department of the University of Texas, was president of the Woman's Club. This free kindergarten was financed in part by tuition received from a private kindergarten which was operated in connection with a training school. Lumber for the building was donated by a lumber company, and milk for lunches was furnished by a member of the club. Later the private kindergarten was discontinued and

the free kindergarten and equipment turned over to the Houston Settlement Association. Mrs. F. B. King was president of the Woman's Club at this time and Julia Runge and Julia Charlton were the kindergarten teachers.

To demonstrate the value of kindergartens, the Woman's Club secured the use of a room in a public school building from the board of education in 1907. Helena Wilson was selected teacher of this class and so thoroughly convinced patrons that in 1909 they voluntarily assumed support of the undertaking.

By 1911 the board of education opened a second kindergarten which was supported by tuition paid by patrons of the first kindergarten. This led the board to assume entire control in 1915 when kindergartens became part of the public school system. At this time there were five kindergartens.

Helena Wilson was chosen kindergarten supervisor in 1924. By the fall of 1929 practically all public schools had kindergartens. The state lowered the school entrance age to six years and Houston accepted five-year-olds in kindergarten.

During the financial crisis in 1932, rather than close kindergartens a plan was worked out whereby some were put on tuition basis in order to support others for children whose parents were unable to pay. The tuition classes were held in the morning and free classes in the afternoon. About twenty kindergartens were maintained, some money being apportioned by the board of education.

In 1939 there are twenty afternoon free kindergartens and twelve morning tuition classes.

Daingerfield Progressive Kindergarten and Nursery School. Coming from Honolulu where she had worked with Frances Lawrence and Ermine Cross, Francis M. Daingerfield in 1923 secured a position in the public schools and taught three years. She then started a small private school which has grown rapidly.

San Antonio

In 1851 Professor John Kraus, friend and follower of Friederich Froebel of Blankenburg, Germany, and friend of the Baroness von Marenholz-Buelow, came to San Antonio to make his home.³ He frequently contributed to American journals articles about Froebel-Pestalozzi methods. One series in the *Army and Navy Gazette* attracted attention. Recognizing the value of his acquaintance with the educational thought of Germany, Henry Barnard invited him in 1867 to become a member of the staff of the U. S. Bureau of Education in Washington, D. C. Later he married Marie Bolte and together they founded Kraus-Bolte Training School for teachers in New York City.

In the years that followed, the spark of interest was kept alive in San Antonio. Records show that small kindergartens conducted by trained kindergartners were to be found as early as 1894.

In 1902 the first free kindergarten was opened in a district of foreign-speaking people on South Pecos Street. Funds had been raised by various means, the use of a building was granted by a Mexican society and W. J. Knox, principal of Navarre School, gave financial and moral support to the movement. A Mrs. White from Chicago was the first teacher.

³ Vandewalker: *The Kindergarten in American Education.*

The San Antonio Kindergarten Association was founded in 1903. Resolution, perseverance, and tireless effort characterized the work of charter members. In 1904 the association was reorganized under leadership of Josephine Kingsley and the kindergarten was moved to Chavez Street and Santa Rosa Avenue. The work that year and the two following was directed by Leona Henry. By the summer of 1906 interest in kindergarten had grown to such an extent that the association became incorporated.⁴ At the same time the work of raising funds for a permanent home was begun. Colonel George Leroy Brown, U. S. Army, headed the committee⁵ with the result that a little green-shingled building at 515 North Pecos Street, named for Colonel Brown, was turned over to the association in December 1906. This permanent home gave quarters for many branches of settlement work.

Between 1908 and 1911 San Antonio Kindergarten Training School was sponsored by the association⁶ and Anna Norton Noble was president of the school. During these years the sunny little village, as it was then, with a heritage of American heroism and charming German culture, was paving the way for the coming of Elizabeth Harrison in 1911.

When Miss Harrison first became interested in kindergarten, she spent several years studying under those who had known Froebel. Hearing of Professor Kraus she went to New York and enrolled in Kraus-Bolte Training School. Thirty years later Miss Harrison came to San Antonio as superintendent of San Antonio Training School.⁷ Her coming brought the training school and kindergartens new life. With her came Belle Woodson as principal of the school.⁸ Though Miss Harrison remained only two years as active head of the training school, her personality and influence were felt throughout the years.⁹

Associations—These organizations have functioned for the support of kindergartens in San Antonio:

San Antonio Kindergarten Association, 1903-30.

Graduate Kindergartners Club, 1913-20.

San Antonio Kindergarten-Primary Association, 1927-28, reorganized 1933-35.

San Antonio Association for Childhood Education, 1935.

Advisory Council for the Nursery School (Kindergarten) Chartered, 1939.

Five church organizations sponsoring free kindergartens.

⁴ The first board of directors was composed of Mesdames Charles A. Wilson, Anna Norton Noble, H. W. Williams, G. Bedell Moore, J. G. Murphy, H. P. Drought, Perry J. Lewis, H. C. Carter, Eli Hertzberg, George C. Vaughan, J. Noyes Evans, J. Tom Williams, and Dr. Josephine Kingsley.

⁵ Other members were Fred W. Cook, F. A. Chapa, Selig Deutschmann, and Nat M. Washer.

⁶ Other members of the San Antonio Kindergarten Association in its first years were: Mesdames Lida B. Alford, Florida Sharpe, Edwina Snider, B. F. Kingsley, F. W. McAllister, A. H. Worden, Clayton Scott, William Cassin, W. C. Rigsby, I. A. Victor, E. R. Richardson, Clinton B. Brown, H. N. Friedlander, C. L. Davenport, and Frank Vogelsson. There may have been other active members of the association, but available records indicate only these.

⁷ One of the students enrolled that first year was Hazel James who as Hazel James McConoghy was president of San Antonio Branch of the Association for Childhood Education in 1940.

⁸ Following Miss Woodson were several capable women, all graduates from Chicago Kindergarten College—Rachel Plummer, Elizabeth Moore, Ada Chubb, and Jessie Davis.

⁹ Miss Harrison spent many winters in San Antonio and after retiring in 1920 as active president of the National Kindergarten and Elementary College of Chicago, bought a home there and with Miss Woodson spent the remainder of her life, until 1927, with her books and her writing.

Mission and Community Center—Many church missions and community centers have maintained kindergartens throughout the last quarter century. Notable among these are:

Baptist Good Will Center. Grew out of George Leroy Brown Kindergarten. Taken over by Women's Missionary Society of First Baptist Church and grew to tremendous proportions.

House of Neighborly Service (Presbyterian).

Wesley House (Methodist).

Christian Institute (Christian).

Protestant Orphans Home. One of first free kindergartens established, about 1911. Maintained since 1934 by group of young matrons of First Baptist Church.

Day Nursery. Sponsored by Advisory Council for Nursery School which maintains kindergarten and nursery school with Elizabeth Stirley King as director.

Council of Jewish Women for years maintained kindergarten in *Community House*. First taught by Bessie Myers and later by Miriam Victor and Janet Gumberts.

Private. There have been many private kindergartens in San Antonio during the years—some dating back as far as 1894.¹⁰ Some were short-lived while others survived discouragement and depressions.

Public School. From 1913 until 1920 there were three kindergartens maintained in public schools, two being in foreign-speaking districts. The training school furnished student teachers.¹¹ Hazel James and Rachel Plummer were directors of the two kindergartens.

¹⁰ Among the earlier private kindergartens directed by trained teachers were:

Army Kindergarten, Fort Sam Houston, directed by Ethel Stafford, Jessie Davis and Grace Huppertz. In 1923 this merged with the School of Childhood.

Beacon Hill Kindergarten, directed by Freida Foches.

Prospect Hill Kindergarten, directed by Grace and Lillian Spellacy.

Olive Street Kindergarten, directed by Grace Beatty.

Highland Park Kindergarten, directed by Elizabeth Coen.

Tobin Hill, directed by Clara McCormick and Hallett Haynes.

Lower Tobin Hill, directed by Mrs. Cleve N. Chadwick.

Harlandale, directed by Zora Henson.

Nacogdoches Kindergarten, directed by the Misses La Coste.

Later kindergartens were:

Alamo Heights Kindergarten, founded in 1914, taught by Isabel Clark, Bernice Alexander, and Ovella Thomasson.

Beacon School, founded in 1917 by Daisy and May Griffiths.

School of Childhood, known in its infancy as Brooklyn Avenue Kindergarten, established in 1917 by Helen Ford, now Mrs. George L. Waring. In the School of Childhood the Kindergarten's 100th birthday party was celebrated in 1937, when Edna Dean Baker cut a cake with one hundred candles, and with Clara Belle Baker served convention guests of the Association for Childhood Education.

River Road School, founded in 1926 by Hettie Browne, closed in 1938.

Woodlawn Kindergarten, founded in 1929 with Mrs. C. H. Griffin, principal, and Jean Stedham Waterman, director.

Children's Hour, founded in 1931, in charge of Mrs. Olin B. Arnold.

Queen Ann Kindergarten, 1932, in charge of Mrs. John Wilson.

¹¹ Principals through whose effort and cooperation these kindergartens were made available were Sarah King, Mildred Baskin and Minnie E. Johnston.

Elma A. Neal, present assistant superintendent of public schools, is ever ready to lend a supporting hand to all kindergarten enterprises. I. E. Stutsman, superintendent, is also a friend of young children. In conclusion I quote his words: "Certainly any one interested in the training of children should be thoroughly in sympathy with the kindergarten movement not only sympathetic but looking forward eagerly to the time when kindergarten service shall be extended to every child in the United States. I believe thoroughly that every one connected with education in San Antonio feels this way. If we do not have kindergartens it is because of the large demand for educational service that is placed upon our relatively small income. The time may come when we can extend to the children of San Antonio a full program of preschool training."

KINDERGARTEN COMMITTEE, TEXAS ASSOCIATION FOR CHILDHOOD
EDUCATION

Hope Wilder, *Chairman*, San Marcos
Mary King Drew, Dallas
Sybil Shedd, El Paso
Erin Stubblefield, Houston
Ima L. Kuykendall, Fort Worth
Helen Ford Waring, San Antonio

Acknowledgments: Contributions to this report have been made by Mildred Baskin, Della Clarridge Gill, Sarah King, Mrs. F. W. McAllister, Hazel James McConoghy, Elma A. Neal, Esther Stafford Snell, I. E. Stutsman, Mrs. I. A. Victor.

UTAH

Figures for 1937-38 listed 104 public and 5 private kindergartens in 12 localities in Utah taught by 63 teachers with kindergarten education. In situations where winter kindergartens were impossible, there were 116 public and 16 private summer kindergartens in 26 different localities. These were held in schoolhouses or in the University of Utah, and were taught by 126 teachers with kindergarten education.

A state law made compulsory the maintenance of at least one kindergarten in each school district of a population of 2,000 and upward.

Three educational institutions in Utah offer kindergarten theory and practice in 1939: University of Utah, Salt Lake City; Brigham Young University, Provo; and Utah State Agricultural College, Logan.

A fifteen week extension course was given by Rose Jones at Brigham City in the summer of 1938 for which State Agricultural College gave five hours college credit.

The National Kindergarten Association has contributed to the extension of kindergartens in Utah. Mrs. C. D. Fox, for many years member of the N.K.A. board, became its state representative in 1927. She cooperated with State Department of Education in establishing summer sessions. The private enterprises had no official supervision from the state department of education, but welcomed cooperation. National Kindergarten Association donated over \$900 for equipment in districts where kindergartens were being established.

Ogden

During 1907-08 there were five kindergartens in Ogden. Over-crowded school buildings and lack of funds caused their discontinuance as part of the public school system in 1922.

In that year Mrs. DeVere Childs opened a training center for students in the normal classes of Weber College and directed it for three years.

Several years later Alice Gray Madsen conducted a private school for a period of five years with from fifteen to thirty children attending. The demand for kindergarten education was met in part by other private schools, one of them sponsored by the American Association of University Women.

Provo

Alice Chapin had a training class in Brigham University at Provo which was continued by Ida Smoot Dusenbury. A demonstration kindergarten existed in 1939 as part of the normal school, with kindergarten theory and practice.

Salt Lake City

By the year 1883 three schools had been established in Salt Lake City. One was a school conducted by Camilla Cobb about 1875 or 1876 in connection with Brigham Young's private school; the second was a private school in Independence Hall taught by Mrs. Marcus Jones in 1881, and the third was established in 1883 by the First Presbyterian Church in connection with its church school, Collegiate Institute.

The kindergarten in Collegiate Institute was taught by Elizabeth Dickey, who had studied in Dresden with Baroness Bertha von Marenholz-Buelow, and in Hamburg with Frau Froebel.¹ She had been sent to Salt Lake City by the Women's Executive Board of Home Missions at the request of the pastor of the First Presbyterian Church and certain of the members who stipulated a kindergarten with Froebelian training.² In connection with the kindergarten Miss Dickey conducted mothers' meetings, a training class, and a day nursery which developed into the Orphans' Home the following year and in 1939 was still in operation as the Children's Service Society of Utah. After four years Miss Dickey's health failed and the kindergarten was closed.

Until 1890 there were no non-sectarian free public schools in Utah, but in that year they were established with J. F. Millspaugh as superintendent. Dr. Millspaugh was interested in kindergarten education.³ On a visit to Denver he was impressed by kindergartens in public schools and in 1893 invited Bessie

¹ Mary A. Parsons, *An Historical Account of the Kindergarten Movement in Utah, September 1883 to September 1897*, on file in Hailmann Memorial Library, University of California, Los Angeles.

² Rev. Robert G. McNiece came from Indianapolis where he knew of kindergarten work. Mrs. E. H. Parsons, a charter member of the church, was familiar with educational ideals of Pestalozzi and Froebel and the early efforts in Boston and New York to establish kindergartens. Mrs. Parsons was very active in the establishment of kindergartens in Utah.

³ He had taught in Collegiate Institute since 1883 and furthermore was married to the eldest daughter of Captain and Mrs. Parsons. Both Dr. and Mrs. Millspaugh were actively interested in securing public kindergartens.

Goodrich from Denver to direct a kindergarten in Salt Lake City which was sponsored by parents.

The same year parents who were interested in extending the influence of kindergarten organized the Salt Lake Kindergarten Association and the following years succeeded in getting a bill through the territorial legislature permitting school boards to make kindergartens part of public schools, though not allowing taxation therefor.⁴

Due to Bessie Goodrich's failing health the kindergarten was closed, but the association persevered in its work of educating the community, determined to establish several free kindergartens to serve as object lessons and thus hasten admission of kindergartens into public schools. In June the association reorganized into the Free Kindergarten Association, with Mrs. John McVicker as president.⁵

A territorial bill had been passed, a strong free kindergarten association had been formed, but the new organization had no kindergarten, and no one prepared to act as director of a kindergarten was available in the community.

About this time, 1894, Alice Chapin, graduate of Miss Garland's Boston Kindergarten Training School and friend and associate of Elizabeth Peabody and Mrs. Horace Mann, visited in Salt Lake City. She was persuaded to give lectures on Froebel's *Education of Man* and conduct a training school under the auspices of the W.C.T.U. of which Mrs. Parsons was president. Several churches, among them two congregational, a Baptist and a Methodist, were induced to start kindergartens to serve as practice schools for this training class. A number of private kindergartens were in operation, one in Rowland Hall, the Episcopal Church school in charge of Bertha Robinson, one in Darlington suburb taught by Emeline Wells, and one under the direction of a Miss Nagel who taught German. Mrs. Henry Newman conducted a kindergarten Sunday School at Iliff Mission and trained Sunday school teachers in kindergarten methods. Mothers meetings and educational lectures were continued and kindergarten methods were carried into primary classes of the Sunday schools in several churches.

In January 1895 a free kindergarten was opened in Odd Fellows Hall under the direction of Blanche Browne. She had been principal of Halstead Street Kindergarten in Chicago and was one of three people chosen to represent free kindergarten work at the World's Fair. When Miss Browne, because of illness, was obliged to return east, Miss Chapin took charge of the work.

The Free Kindergarten Association assumed control of Miss Chapin's training school, retaining her as supervisor of kindergartens, and in the same year opened a model kindergarten in connection with the training school. Mary Vawter, an experienced kindergartner from Indianapolis, came to take charge of this new phase of the work and to assist in the training school. There was a tuition charge for pupils who attended the model kindergarten. Arrangements were made for mothers and others who wished to take special subjects with the training class. Miss Chapin continued the mothers' classes and gave a course in Froebel's *Education of Man*. In June 1897 she graduated her first class.

⁴ The bill was introduced by Hon. C. E. Allen who with his wife was interested in kindergarten education in Utah. They were parents of Judge Florence Allen of the supreme court of Ohio.

⁵ Mrs. McVicker, then Emma Kelly, had been teacher in Collegiate Institute when Elizabeth Dickey's kindergarten was in operation.

Exercises were held in the First Presbyterian Church of Salt Lake City where Miss Dickey had started kindergarten fourteen years before.

In June 1896 the Free Kindergarten Association branch of the International Kindergarten Union was organized with Mrs. E. H. Parsons as president. It sent Miss Chapin as delegate to the National Education Association meeting in Buffalo, New York, in July, where she was introduced by Sarah Wiltse as the "representative of the largest new branch of the I.K.U."

In 1895 the Free Kindergarten Association⁶ succeeded in passing a school law permitting attendance of children four to six years of age, cost to be taken from the school fund of the district.⁷ The committee report also provided that a kindergarten training department be added to the state normal school. Thus Utah, on entering statehood, included kindergarten as an integral part of its school system and wrote this inclusion into its constitution.

When the state legislature convened in 1896, an appropriation to establish a kindergarten department in the state normal school was asked for, with the result that \$3,500 were granted for two years.

Having secured provision for kindergarten as part of public school education in the new state constitution, and an appropriation to establish a training class in the state normal school, the Free Kindergarten Association organized the Utah State Kindergarten Association in order to extend its work throughout the state. Augusta Grant was elected president of the new organization.

To enlist interest of a wider circle, the executive committee issued a circular setting forth the aims of the Utah State Kindergarten Association, which was indorsed by the governor of Utah, president of the state board of education, president of University of Utah, superintendent of Salt Lake City public schools, and many others, including ministers of six religious denominations. A copy was also mailed to each county superintendent of schools.

There were two organizations in the city with almost identical names. *Utah State Kindergarten Association* was formed by members of the Free Kindergarten Association when they wished to extend the influence of their work throughout the state. Both Mormons and Gentiles were members of this group. *Utah Kindergarten Association*, the first president of which was Georgia Fox Young, was organized by Mormon women with the purpose of sponsoring the spread of kindergarten methods for the younger children of the Mormon Church.⁸ Emeline Wells, who had been a member of Bessie Goodrich's training class, was director of the first kindergarten opened by this association.

Utah Kindergarten Association became a factor in the development of kindergarten work in the state. Froebel Society, composed of graduates of the university, consolidated with it and in 1937 broadened its scope under the name of Utah Association for Childhood Education, adding nursery school and parent education to its other objectives. Branches were established at University of Utah; Weber College, Ogden; and Utah State Agricultural College, Logan.

When the kindergarten department was installed in the state university, Emma J. McVicker, member of the board of regents, was appointed chairman

⁶ Mrs. Parsons, as chairman of the executive committee of the Free Kindergarten Association, was asked to act as ex-officio member of this committee.

⁷ Hon. Frank Pierce of the state senate, later assistant attorney general of the U. S., was champion for this bill.

⁸ According to *Deseret News*, official Mormon newspaper.

of kindergarten work; and Mary May, graduate of Chicago Free Kindergarten Association Training School, was selected on recommendation of Utah State Kindergarten Association to direct the kindergarten department. In addition to training kindergarten teachers, she taught mothers' classes. Mary May's assistant was May Anderson who was later succeeded by Sallie G. Scholes.

In 1906 Mary B. Fox of the Chicago Kindergarten Institute became head of this department with Sallie Scholes as assistant. Enrollment increased from twelve students in 1906 to forty in 1915. Mary Fox resigned in 1915 and Rose Jones took her place. Kindergarten and primary departments were merged in 1924 under supervision of Amy Bowman who was succeeded by Hazel Brockbank.

One of the kindergartens opened and supported by the Free Kindergarten Association in a needy section of the city was developed by means of mothers' meetings and work of students from the kindergarten department of the university, who helped organize clubs and sewing classes under direction of Mary B. Fox. It finally became a social settlement under the name of Neighborhood House which in 1939 was one of the main avenues for social service work in the city. Neighborhood House nursery school children had the advantage of a well-equipped nursery school sponsored by the Junior League.

Rowland Hall, Episcopal school for girls, which had maintained a kindergarten in the 1890's, was conducting a nursery school in 1939. In that year Utah had fourteen W. P. A. nursery schools, four of which were in Salt Lake City. A kindergarten department for the training of Sunday school kindergarten teachers was established in Brigham Young University. May Anderson directed the work which was taken over by Rebecca Morris.

In 1897 the state legislature empowered boards of education to establish and maintain kindergarten schools in several school districts. Later an enlarged building program made possible the addition of one or more kindergartens each year so that by 1928 every elementary school in the system had a well equipped kindergarten. Much of the success and progress of kindergartens in Salt Lake public schools was due to the influence and enthusiasm of a Miss Pollock, supervisor of kindergartens in the public schools and her successor Elizabeth Qualtrough. In 1937-38 there were 2297 kindergarten children enrolled in Salt Lake City in thirty-one elementary schools, with forty-three teachers. Teachers were required to hold a certificate from the state normal school or take a special examination under direction of the state board of education.

Acknowledgments: Contributions to this report have been made by Belle Parsons Clewe, Mary B. Fox, Rose Jones, Ethel Paul, Sally Scholes.

WASHINGTON

Interest in kindergarten education in Washington was general around 1894-95 as indicated by the fact that widely separated communities, Everett, Spokane, Tacoma, Seattle, Walla Walla, established free kindergarten associations, several of which maintained kindergartens and training schools.

Bellingham, North Yakima, Sedro Woolley and Snohomish all had kindergartens before 1900. There were fifty-three "other than public" reported in Washington in 1898. By 1912 the number reported to the Bureau of Education had dropped to twenty-five and this number included the Federal kindergarten

on the Tulalip Indian Reservation, as well as those under state control in the normal school at Ellensburg, the school for the blind at Vancouver, and the institution for the feeble-minded at Medical Lake.

In 1896 members of school boards in leading cities were favorably disposed toward kindergartens. A number of them worked actively that year for the passage of the legislative bill which permitted public funds to be applied to the education of children under six years of age.¹

Public kindergartens grew slowly but steadily in Washington. There were three in 1897, twenty in three cities in 1912. In 1917 a permissive bill was passed² which granted districts of first and second classes power to establish and maintain kindergartens for children between the ages of four and six years. It further provided for state aid in maintaining kindergartens and made compulsory the enumeration of all children four years of age in the annual school census.

The 1936 *Report of the Superintendent of Instruction for the State of Washington* makes the following statement:

The State Board of Education . . . directed the State Department of Education to set up standards to govern and foster the establishment of public kindergartens on a state-wide basis. These standards were approved by the State Board at a meeting in June 1936 and have been published in bulletin form. . . . Every effort is being made to encourage the establishment of public kindergartens on a state-wide basis.

In 1938-39 thirty-six cities, towns and communities in eighteen different counties claimed state apportionment for kindergartens.

At present there are three state teachers colleges in Washington, all of which maintain kindergartens and educate teachers for kindergarten-primary work.

Bellingham

The only kindergarten in the city is in Campus School at Western Washington College of Education. The first kindergarten in the college was organized in 1918 with Helen Tompkins as teacher. She was referred to as "sub-primary assistant." In 1920 the term "teacher of pre-primary" was first used, and is still used in the catalog, although for all general purposes the five-year-old group is known as kindergarten. Priscilla Kinsman, from University of Chicago, taught this group from 1924 until 1937 when Synva K. Nicol took charge. In 1928 the college was designated as one of the schools in Washington to prepare kindergarten teachers.

Cheney

A kindergarten was established in the laboratory school at Eastern Washington College of Education in March 1937 under direction of Clark M. Frasier and supervision of Jessie I. Lane.

¹ *Second Annual Report of Seattle Free Kindergarten Association.* (Copy in Hailmann Memorial Library, University of California, Los Angeles.)

² At instigation of National Kindergarten Association through efforts of Parent-Teacher Association. Clara Meisner of Ellensburg was in charge.

Ellensburg

In 1899 a kindergarten was established at Washington State Normal School,³ supported entirely by the normal school until 1917 when revision of the school law gave state support for public kindergartens. Since that time its support has been shared with Ellensburg public schools.

In 1906 Clara Meisner came to Ellensburg to direct kindergarten. She served for thirty-two years, first as kindergarten teacher in the normal school, later as kindergarten-primary supervisor. In connection with her work she invited mothers to meet to study questions on child training. As a result, a permanent mothers' club was organized in 1907, an outgrowth of it being a Parent-Teacher Association in 1922. Largely through her efforts the 1917 permissive state law was passed. Subsequently she gave much time and effort to assisting cities in organizing kindergartens and educational clubs.

Everett

Everett had a revival of interest in kindergarten about 1921. In 1937 there were six kindergartens conducted in public schools.

Seattle

The earliest kindergartens in Washington Territory of which record is found⁵ were opened in Seattle in 1882, one by Mrs. C. A. Blaine from Boston, and one by Mrs. Frank Guttenberg.⁶ Mrs. Guttenberg conducted her session entirely in German. In the same year the kindergarten system of education was explained to the public school board.⁷ In 1885 Grace C. Thorndyke started the first kindergarten which used the Froebelian system.⁸ She was a graduate of California Kindergarten Training School, made famous by Kate Douglas Wiggin. Both in 1892 and 1893 Superintendent Frank J. Barnard in his annual report urged establishing kindergartens in all public schools in Seattle.⁹

Influx of settlers following the beginning of Washington's statehood in 1889 brought influences from the East. Seattle Free Kindergarten Association was organized in 1894¹⁰ at the instigation of Mrs. C. E. Dewhurst, who came to Seattle from Pennsylvania and Chicago. Two public meetings of citizens were held to discuss the desirability of free kindergartens. So enthusiastic and generous was the response that a school was opened in the fall and maintained for three years, during trying times of nation-wide depression and while the city was still struggling with debt following a disastrous fire.

³ A bulletin, *Education of Kindergarten-Primary Teachers*, published by the normal school in 1934, includes the following statement: "For thirty-five years the Washington State Normal School at Ellensburg has expressed its belief in the importance of public education for the preschool child by maintaining a kindergarten and giving kindergarten training to its students."

⁴ The name was changed in 1937 to Central Washington College of Education.

⁵ The *Report of the Commissioner for the U. S. Bureau of Education 1897-98*, Vol. 2, p. 2546 under "Statistics of Public and Private Kindergartens in the United States 1873-76" lists one kindergarten, one teacher and twenty-five children for Washington in 1875. No other kindergarten is listed until 1887, and no other record of this kindergarten in 1875 has been found.

⁶ Annie Burt Bowden: *Early Schools in Washington Territory*, p. 226.

⁷ *Seattle School District Record No. 1*, February 14, 1882.

⁸ Annie Burt Bowden: *Ibid.*, p. 227. C. B. Bagley, *History of Seattle*, p. 169.

⁹ *Annual Report of Seattle Public Schools 1884-94*, p. 123. *City Superintendent's Report*, July 1, 1893.

¹⁰ *First Annual Report of Seattle Free Kindergarten Association*. (Copy in Hailmann Memorial Library, University of California, Los Angeles.)

The association became incorporated in order to handle its affairs more expeditiously. It struck the word "free" from the name to emphasize educational rather than charitable nature of the work. Ellen Creelman was secured from California Kindergarten Training School on Silver Street in San Francisco, to direct the kindergarten and training school which were opened the same year. Through efforts of the association, and by reason of Miss Creelman's intelligent interpretation of educational principles, citizens petitioned the public school board in 1897¹¹ and the kindergarten was adopted by an unanimous vote.¹² Since that time kindergartens have continuously been part of the public school system of Seattle. Feeling its purpose had been accomplished, the kindergarten association disbanded.

In his annual report for 1915-16, Superintendent Frank B. Cooper wrote at the time of Miss Creelman's retirement:

Interest in kindergartens in Seattle has been fostered largely by the able and untiring efforts of Miss Ellen Creelman who taught the first (public) kindergarten opened in Seattle and later taught and supervised the increasing number of kindergarten teachers until the movement was accepted as an established policy in the schools. She then withdrew to devote all her time to her kindergarten training school.

Miss Creelman continued with the training school until 1918.¹³

Kindergartens expanded slowly because of crowded conditions in schools and because of expense. In 1912 the Seattle School Board went on record as favoring a plan of establishing three kindergartens a year.¹⁴ This policy was interrupted during the World War.

Agencies which were particularly active in their attempts to get kindergartens into school buildings were local parent-teacher associations, patrons of schools, local improvement clubs, Federation of Women's Clubs, and principals of buildings.

In 1919 Helen M. Reynolds became head of the department of primary grades. Later the title was changed to Executive Director of Kindergarten-Primary Education. She entered at a critical time, but by her understanding, courage and tact succeeded in breaking down barriers which were isolating the kindergarten and led teachers through difficult years of re-evaluating methods. Under her guidance teachers worked out a tentative kindergarten curriculum. Her own *Course of Study in Terms of Children's Activities* helped clarify methods of interpreting educational principles for both kindergarten and primary teachers, and was an entering wedge for unifying their practice. Use of kindergarten methods and equipment was encouraged in primary grades.

Kindergartens increased in number gradually but consistently even during the last depression, until they were in all public schools. By 1936 there was provision for every five-year-old child in Seattle. In order to accomplish this some kindergarten and first grade groups were combined in a non-reading program for part of the day. This furthered unification of kindergarten and first grade point of view.

¹¹ *Seattle School District Record No. 4*, p. 205.

¹² *Ibid.*, p. 220.

¹³ Miss Creelman retired to California where she lives at present.

¹⁴ *Seattle School District Record No. 9*, p. 298.

Private Kindergartens in Seattle. Well-directed private kindergartens have been a valuable influence. In early days kindergartners were among very earnest supporters of the free kindergarten movement. Rapid growth of the city gave rise to private schools to supplement public facilities which were being continually outgrown. As kindergartens expanded in public schools and as special preparation was required for teachers the number of private kindergartens decreased but standards improved. Schools that survived did so because they were needed in their communities or because the teachers were professionally minded and alert.¹⁵

Spokane

Kindergartens were accepted by the public school board of Spokane in 1897.¹⁶ They increased rapidly to thirteen in 1900 but subsequently were withdrawn from the schools and never restored. There were private kindergartens in Spokane¹⁷ from time to time, one public kindergarten in Spokane County in 1927-30, and two in Spokane County 1938-39.

Tacoma

The first private kindergarten was opened in Tacoma by Ione Dunlap who was succeeded about 1890 by Charlotte Lay Dewey. The following year Olive Norton, from a normal school in Denver, Colorado, also started a private kindergarten.

In 1895, some public spirited women, inspired by Mrs. L. P. Bradley, sister of Miss Dewey, organized the Free Kindergarten Association and persuaded the school board to allow them use of a room in one of their buildings on the outskirts of the city. Here the association established the first free kindergarten, equipped it and engaged Olive Norton as teacher. For five years they supported the kindergarten until the school board took over the salary of the teacher and the kindergarten became part of the public school system. During this time Miss Dewey carried on a training school for kindergarten teachers from which a number of students graduated. She exerted a strong influence in the state until forced by ill health to retire.

There came a time when a new high school was needed in Tacoma. Funds were low, economy was necessary in all departments, so the kindergarten was dropped. Nothing was done about it from 1903 until 1919 when a school was established in Old Town for the purpose of giving underprivileged children an opportunity to enter primary grades with standards approaching those of children from better homes or from kindergartens. Between 1921 and 1924 kindergartens were established in three public schools but subsequently closed.

At present there are four kindergartens operating in public school buildings, room and equipment supplied by the school board, but salary of teacher paid by the Parent-Teacher Association.

Acknowledgments: Contributions to this report have been made by Amanda Hebel, Jessie I. Lane, Elizabeth Neterer, Synva K. Nicol, Olive Norton.

¹⁵ Some private schools which have maintained kindergartens over a long period of time have been those conducted by Helen Bush, Cymbra Daniels, Jennie Holbrook, Annie Peppard, Pearl F. Piper, St. Nicholas School and Carrie Wiltheis.

¹⁶ *Report of U. S. Commissioner of Education 1897-98.*

¹⁷ It is interesting to note that of the three private kindergartens listed in the *United States Bureau of Education Bulletin for 1912*, only one reported special preparation by the teacher and that one required graduation from the Armour Institute.

WYOMING

There are records ¹ of kindergartens in Wyoming as early as 1885 but none that lasted for any length of time. In 1905 Casper had a public kindergarten, Lauder one in 1910, Rawlins and Thermopolis one each in 1912. By 1921 there were fifteen public kindergartens in the state in three cities. Even in 1932 Wyoming was holding its own with one-fourth of the cities over 2500 population having kindergartens. A few years ago a number were discontinued because of the cost, but some have been reinstated. At present three cities have public kindergartens.

The law governing the establishment of kindergartens was passed in 1895 and revised in 1899, 1910 and 1920. The entire expense for establishing and maintaining kindergartens must be borne by each local district.

HAWAII

Kindergartens are not yet part of Hawaii's public education system, but an extensive organization, Free Kindergarten and Children's Aid Association of the Hawaiian Islands, maintains ten kindergartens which enroll 1001 children, and in addition sponsors a variety of activities which relate to child health and education. Whenever one of their agencies—crèche, orphanage, park, playground—becomes too large to handle, it is turned over to proper authorities, or if it is not worth the cost, discarded.

In the beginning kindergartens were sponsored by the Women's Board of Missions for the Pacific Islands. Memorial bequests, endowments, trust funds, helped support the work. For many years private subscriptions and donations were obtained by personal solicitation. Pledges were secured, entertainments and concerts given. Annual dues were three dollars in 1895, later reduced to one dollar, with life memberships fifty dollars. From 1917 to 1931 the city and county donated six hundred dollars a year toward salaries of playground workers with a donation for the kindergartens. The kindergartens have long been included in the United Welfare Drive. In 1938 they received \$20,000.

The first kindergarten was started in 1892 by Frank Damon who had come in contact with Frobelian influences during a trip around the world. The school was held in his home in connection with a Chinese mission. Later it was moved to Morgan Hubbard Memorial.² The school started with eleven children from two to eleven years of age. By the end of the year there were fifty-seven names on the roll. Two girls with bound feet were carried back and forth by their fathers. Equipment consisted of chalk, erasers, red seeds and blocks.

In 1893 kindergartens for Portuguese, Hawaiian and Japanese children were opened, two of them in Queen Emma Hall, a former residence of Queen Emma.

Harriet Castle Coleman, writing to the Women's Board of Missions for the Pacific Islands, said, "We can take up the Kindergarten work here that has already been started . . . and make a strong system of it that will embrace all of the nationalities that dwell together on these shores." The Women's Board welcomed the suggestion and in 1894 a kindergarten department was organized. The public responded so generously to the board's efforts that within a year this

¹ Report of U. S. Commissioner of Education.

² Given with \$300 a year for a time, in commemoration of a son.

department was incorporated² into a separate division and became the Free Kindergarten and Children's Aid Association of the Hawaiian Islands.³ It received its first donation, the S. N. Castle Memorial Fund of \$10,000,⁴ took over the four kindergartens then in operation,⁵ and selected Hannah B. Eastman, Golden Gate Kindergarten Association, San Francisco, to superintend the work. Miss Eastman was followed in 1896 by Frances Lawrence, who served from 1935, to whom the success of the association is largely due.

Between 1896 and 1899 three kindergartens were opened, among them the first plantation kindergarten at Ewa, all expense borne by the Ewa Sugar Company. About this time J. B. Atherton gave a new building for the Portuguese kindergarten—the first building owned by the association.

Buildings used by the free kindergarten were rented in some cases while in others they were lent or given to the association. At present the kindergartens have five buildings of their own.

Julia Abbott from the U. S. Office of Education, when a delegate to the Pan-Pacific Educational Conference in 1920, said, "The work of the Free Kindergarten Association here represents the best type of the most modern kindergartens in the States . . . The materials used are all of the most modern type and the methods are the most approved. Hawaii is the most brilliant laboratory in the world for studying human reactions by actual experiment." Barbara Greenwood, from the kindergarten department of Los Angeles Normal School, a delegate from the International Kindergarten Union, said, "I find the kindergarten work here very interesting and of a remarkably high quality."

Honolulu Kindergarten Training School was inaugurated in 1894 and continued until 1926 when Territorial Normal School instituted a preschool course under supervision of Frances Lawrence with Kinau Kindergarten as demonstration school. Although the legislature authorized an appropriation of \$1,500 for the establishment of a kindergarten in the new normal school in 1909, through some technicality the appropriation was not procured.

Mary Ely of Chicago lectured and gave kindergarten demonstrations in the fall of 1920 at Castle Memorial Kindergarten, and during the summers of 1920-21 the association and normal school cooperated to offer kindergarten courses in the territorial normal school. Cooperation between the two organizations increased until normal school courses were accepted for students in kindergarten training school. In 1931 the union of University of Hawaii and Territorial

² It was incorporated August 23, 1895, with its own constitution and by-laws. The charter was signed by James A. King, minister of the Interior; S. B. Dole, president of the republic of Hawaii; Francis Hatch, minister of foreign affairs, and Wm. O. Smith, attorney general. The charter was granted for a term of fifty years and expires in 1945. Amendments to the constitution and by-laws were adopted October 4, 1895.

³ Two outstanding women in the financial affairs of the association were Harriet Castle Coleman, to whose untiring zeal as financial secretary in the beginning the association owes its very existence; and Francis Mills Swanzy, who carried the responsibility of the presidency for twenty years. Other presidents were: Mrs. C. M. Hyde, Mrs. A. B. Wood, Mrs. E. B. Waterhouse, Mrs. Theodore Richards, Mrs. Geo. F. Straub, Mrs. Wallace R. Farrington, Mrs. William McKay.

⁴ This fund was given in commemoration of a son, Henry, and a granddaughter, Dorothy, who tragically met death at sea when returning to Hawaii from a visit to Germany.

⁵ The enrollment of the original kindergartens was strictly by nationalities—Chinese, Hawaiian, Portuguese, Japanese, but by 1896 segregation by nationalities was given up. The number was limited to fifty pupils to avoid overcrowding, but with 500 on the doorstep clamoring for admission, the rule was often broken and in 1900, 524 were enrolled in the six schools then in operation.

Normal School resulted in the kindergarten curriculum being absorbed in the kindergarten-primary courses.

Attempts were made by the Free Kindergarten and Children's Aid Association to have kindergartens included in the public school curriculum. Vaughn MacCaughey, superintendent of public instruction, approved the idea but support was not given.

Introduction to the legislature of a bill providing for ten or a lesser number of kindergartens in the public schools was made in 1929 and received more favorable reception than before but it was tabled in the finance committee.

The 1937 report of the president of the association stated in connection with the observation that the charter would expire in 1945, "Optimists calculate that the inclusion of kindergartens in the regular curriculum of Public Instruction is only five or six years away; they estimate that the peak of enrollment in the primary grades will have passed and there will then be plenty of room for us without an expensive building program."

Welfare Agencies in Connection with Kindergarten. The Sanitary Department of Free Kindergarten Association was organized in 1897 because of children's many skin diseases and danger of contagion for both teachers and children. Milla Johnson, a trained nurse, as inspector, cared for simple cases at the schools and saw that more serious ones had the attention of a physician. General habits of cleanliness, both by personal care at school and by visits and instruction of parents, were stressed.

From 1906 for thirty-one years the Free Kindergarten Association turned the care of its children over to public health and Palama Settlement nurses; but an epidemic of measles in 1937 made it imperative to have a special nurse, so since that time the United Welfare Fund has financed nursing service for the kindergartens.

Mid-morning lunches were introduced into the school because many children were found to come without breakfast or were improperly nourished. These were so satisfactory that a noon meal was added which, however, proved impractical and has been discontinued. Both at first were free but later a few cents were charged. In 1923 the board of directors tried a tentative nutrition program which led to the engagement of a special nutrition worker. In 1925 the Junior League took over this work as one of its projects with a full-time nutritionist in charge. In 1937 the United Welfare Fund made it possible for the kindergartens to take it over themselves. At present every child receives a mid-morning luncheon whether or not he can pay for it; he is weighed and measured once a month and the records charted. The nurse or nutrition worker contacts parents to locate the causes for and correct serious deviations from normal. Every child receives eye and tuberculin tests and must be vaccinated, immunized, and given a thorough physical examination. A free clinic is held once a year to care for those who cannot otherwise have the services of doctor or dentist.

In 1899 Castle Home for Children was established and the property given to the association in charge of the department for Children's Aid. In 1901 Mary Castle Day Nursery was opened and maintained by the association for two years as a creche for working mothers.

In 1910 and 1911 the playground movement was started by the association and the first public playground opened. Definite steps were taken toward the

establishment of a chain of playgrounds throughout the city. At this time all kindergarten directors and playground workers were graduates from the Home Training School. The management of the playgrounds was carried by the association with Frances Lawrence in general charge until they were taken over by the Recreation Commission in 1922.

A branch of Children's Aid known as the Committee on Home Placing of Dependent Children was formed in 1912. Later the name was changed to Welfare of Dependent Children (1916). As it became difficult to fulfill conditions the department was given up.

Henry and Dorothy Castle Memorial Free Kindergarten. When Mrs. S. N. Castle wished to build a memorial to her son and granddaughter⁶ she turned for advice to a friend of the family, John Dewey of University of Chicago. His ideas of education so appealed to her and her family that Mrs. Castle asked him to incorporate a kindergarten in his Pedagogical School in Chicago at her expense and to select a teacher to be prepared under his supervision to organize the Henry and Dorothy Castle Memorial Free Kindergarten in Honolulu along the same lines.

Accordingly a Miss La Victoire who studied in the newly organized sub-primary department of Pedagogical School came to Honolulu in 1900 and directed Henry and Dorothy Castle Memorial Free Kindergarten. It is still serving thousands of children, their parents and student teachers. Miss La Victoire was succeeded by Cora Panabaker, who, because of ill health, resigned in 1902, succeeded by Ermine Cross.

The first printed report of the school in 1901 said, "Children of the Hawaiian race predominated, followed by children of the Chinese, Japanese, Portuguese, German-American, Norwegian, Jewish and French in diminishing numbers." Within a few years enrollment increased to one hundred children to meet growing needs. More spacious verandas were added to the original building and two roomy open-air pavilions built on the premises.

Dr. Dewey had outlined education as a cooperative society on a small scale, the school itself being a form of community life. From the beginning the plant of the Castle Memorial Kindergarten was equipped with means for sociological activities, such as care of chicken, rabbit, and pigeon families; raising alfalfa, buffalo, grass, corn, and peanuts as food for pets; preparing, serving and clearing away simple mid-morning lunches; sweeping crumbs from around the tables; washing and ironing tea towels; moulding and baking clay flower vases.

In September 1922, a first grade was added in order to build on what had been accomplished in language and social response. The kindergarten children's understanding of English was greatly in advance of their ability to express themselves in even very simple sentences. In order to encourage them to use that language when the imitative and habit-forming periods were strong, a group of three-year-old children was enrolled in September 1923. To meet the problem of bringing child health up to required standards a baby clinic was organized, presided over by Dr. Larsen of the Queen's Hospital, assisted by Miss Boran, kindergarten nurse. Weekly nutrition classes for the parents were carried on by Mrs. Russell of the Junior League.

⁶ See page 64, note 4.

In 1927 a nursery school was added, taking children as young as eighteen months. Elinor Brown from Columbia University directed the nursery school, followed by Alida Shinn. Enrollment in both schools reached one hundred and eighty with a waiting list of over one hundred.

In the development of this memorial, tribute must be paid to Harriet Castle Coleman, George and William Castle, and Tenney Peck, daughter, sons and nephew of Mrs. Castle; to Ermine Cross, director of the kindergarten and largely responsible for the success of the undertaking; and to Adeline Babbitt who succeeded Miss Cross.

Hilo

In April 1895, at the instigation of Mrs. John Scott and after many meetings of a committee appointed by the Women's Board of Missions of the First Foreign Church, Hilo Free Kindergarten was started. It opened with twenty-three pupils and grew to an enrollment of eighty, under highly recommended graduate teachers. Until 1918 finances were provided by people of the community. From that date until 1936 the Hawaii Island Welfare Bureau financed the work. When the bureau decided it could no longer carry this work the kindergarten committee formally sent its resignation to the Women's Board of Missions. The following fall the teacher who had been in charge of the school for eight years opened a private kindergarten in the building.

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ALASKA

A kindergarten which continued for a number of years was started in Fairbanks, Alaska, in 1919, due to the influence of Ellen Creelman who spent a winter there. It was taught by Alma Bixby.

According to records in the office of the Commissioner of Education, Territory of Alaska, public kindergartens were established in Juneau in 1921, in Ketchikan in 1924, in Fairbanks in 1938 and in Anchorage in 1939.

Kindergartens are established by local school boards with the consent of the commissioner of education.

PIONEERS

Pioneers of the kindergarten, varying in circumstances and ability, held in common certain outstanding qualities.

They espoused a cause which held a spiritual element that kindled an unquenchable flame of devotion—a cause which called for unceasing, joyous service, all day and every day; for love and infinite patience with child life; for courage and tenacity to carry on in the face of hardship and misunderstanding; and for abiding faith in the rightness of that which they did!

These pioneers were professionally minded; always in the front ranks at civic gatherings, social betterment undertakings and educational conferences.

Missionaries? Definitely! Grown selfless in their devotion! Visionaries? Perhaps! Yet their dreams became social settlements, playgrounds, child study circles, a mighty Congress of Parents and Teachers; their ideals and labor a transforming force in the whole of life's educational processes!
