

Association for Childhood Education (ACE) State Kindergarten Histories

Between 1935 and 1940, the Association for Childhood Education (ACE) published four regional histories of kindergartens that profiled each of the 48 states, the District of Columbia, and the territories of Alaska and Hawaii.¹ These accounts document the first communities to establish kindergartens in each state, as well as those that followed, and trace their progress toward incorporation into the public school systems up to the mid-1930s.

Each state or territory profile was written by an individual who was involved in the state kindergarten community and relied to a varying extent on historical documents, interviews, and anecdotes. The accounts differ in their degree of detail and are not consistently verified by citations. Nonetheless, they offer insight into the perspectives of the authors, all of whom were essential to the kindergarten landscape of their state at the time. Often named in these accounts are local activists, including kindergartners, the term for kindergarten teachers that was commonly used a century ago. These women were integral players in establishing, maintaining, and promoting kindergartens. In contrast, most histories of early education in the past spotlight leaders but overlook those who made up the ranks of the kindergarten movement and often make almost no reference to those who represented under-resourced communities.

EXPLORE THE ACE REGIONAL REPORTS AND STATE HISTORIES

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We are grateful to Childhood Education International for granting permission to reproduce these kindergarten histories and extract individual state reports from the regional reports.

¹The Association of Childhood Education (ACE), previously named the International Kindergarten Union, was founded in 1892. In 1946, ACE became the Association for Childhood Education International (ACEI) and is known today as [Childhood Education International](#).

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

[History of the Kindergarten Movement in the Western States, Hawaii, and Alaska](#)



ALABAMA

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 5-7.

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Tuscumbia

The kindergarten movement in the State of Alabama, as in many other states, was initiated as a private enterprise. So far as can be determined, the earliest kindergarten was opened in the year 1896, by Maude McKnight Lindsay, in Tuscumbia, one of the Tri-cities (Florence-Sheffield-Tuscumbia). In Tuscumbia a kindergarten, run on a private basis, has been in existence for a number of years.

Florence

In September, 1898, The Florence Free Kindergarten, the first free kindergarten in Alabama, was begun with Miss Lindsay as its principal. Three months later a free kindergarten was opened in Anniston. The Florence Free Kindergarten, now in its fortieth year, is supported by subscription administered by The Florence Free Kindergarten Club. The club owns the kindergarten building and an adjoining lot which is used as a playground. It is situated in the mill district of Florence and seventy-five children are taken in each year. Three teachers and a nurse are on duty and the kindergarten holds its record of never having closed a day for lack of funds, even during the depression period.

Maude McKnight Lindsay was born in Tuscumbia in the year 1874 and received her kindergarten training under Jeanne P. Cooper of Tuscumbia. She has been principal of The Florence Free Kindergarten since its opening with the exception of two years leave of absence, one because of illness and one spent as a resident at The Elizabeth Peabody House in Boston, Massachusetts. Aside from having given of herself and her efforts untiringly for the happiness and the guidance of the preschool child for nearly half a century, she has brought joy and pleasure to children and adults through her stories and books and her art as a storyteller.

During the World War, government kindergartens were established at each of the nitrate plants at Florence, and there is now one in connection with the T. V. A. school at Plant One.

Birmingham

Shortly after the establishment of the Florence Free Kindergarten, kindergartens sponsored by a kindergarten association were established in a number of the public schools of Birmingham. This was during the superintendent ship of J.H. Philips. Mrs. Phillips, wife of the superintendent, was an active member of this group. These kindergartens were later taken over and supported by the Birmingham Board of Education. The teachers usually received their training at the Birmingham Training School for Teachers. On account of financial stringency these kindergartens were abandoned after a few years. Records of the kindergartens carried on in the Birmingham school system were destroyed when the Central High School burned in 1918.

Soon several private kindergartens of varied worth were opened. Some were conducted by well-trained teachers, others by self-appointed teachers with little training. In many cases the instruction was too formal and academic.

At present Birmingham has ten preschool play centers for white children and five for Negroes. The salaries of teachers are paid by the W.P.A. and supplies are furnished by the mothers' club of Birmingham.

Mobile

The first kindergarten was opened in Mobile about 1900 by Jenny Harris and a Miss Fairbanks, in a public school building occupied by the Boy's Grammar School adjoining Barton Academy. These two teachers started a training school where several young women of Mobile received theory and practice in the methods of kindergarten teaching. Teachers completing this course were placed in charge of the kindergartens as they were opened in and around Mobile.

In 1905 Lovey McKinstrey and Elizabeth Johnston, graduates of the Louisville Free Kindergarten Association Training School, were placed in charge of the Leinkauf Kindergarten as principal and assistant principal. They took in three high school graduates who received method courses and practice teaching. The following year these three students entered the Louisville Free Kindergarten Association Training School and after graduation two returned to Mobile to teach in the public kindergartens. Later a Mobile Training School was opened with Elizabeth Johnston in charge. Five or six students were graduated.

In 1908 Mobile had eight kindergarten, seven in the city and one in the county, each with a principal and an assistant principal. In 1917 Elizabeth Johnston was made the first kindergarten supervisor. She was succeeded two years later by Lucy Rosenguist, a graduate of the University of Chicago. Miss Rosenguist had the supervision of kindergartens and primary grades.

She was succeeded two years later by Alace Porter from the Louisville Normal School. The annual play festival given each year in the city parks of Mobile was the greatest event participated in by all the kindergartens in this city.

In 1925 shortage of funds caused the discontinuance of Mobile's public kindergartens and about eight private classes were formed, some of great and some of lesser worth.

There is no association of private kindergartens in Alabama but a number of kindergartens which are conducted on a private basis function throughout the state. Some of these are taught by trained teachers and some are called kindergartens but the teachers have little educational background.

Some kindergartens are connected with the cotton mills in various places. These are supported by the mill owners and are a part of the mill school system.

The shortage of school funds in the State of Alabama has prohibited the operation of kindergartens and nursery schools for all children of this age, and it is to be regretted that those who most need this instruction and happy environment are those who can ill afford to meet even a small tuition fee.

Chattahoochee Valley, Alabama, and West Point, Georgia

At the point where the Chattahoochee River divides Alabama and Georgia lies the city of West Point, Georgia. The offices of the West Point Manufacturing Company, of which George H. Lanier is president, are located here, but the five mills of the company are located on the Alabama side of the river. Each mill is surrounded by its village. The villages are Lanett, Shawmut Langdale, Fairfax, and Riverview.

It has been the policy of the company since it first built and supported a kindergarten in 1900, to add kindergartens to the old villages and to build a kindergarten in every mill village as soon as the new mill was built. The first kindergarten was built in Lanett. All the kindergartens are operated with emphasis on their standard of excellence rather than low cost of operation. The best architectural talent and professional advice available have been employed in the creation of the kindergarten buildings and their equipment. Buildings, upkeep, cost of operation, equipment, supplies, teachers' and assistants' salaries are paid by the mill. No fee is charged.

From the day the first kindergarten opened in the fall of 1900, when parents led eager little girls in starched gingham and expectant little boys in jeans to the door, up to the present day, the kindergartens have been well attended.

The first of these five kindergartens was opened in Lanett in 1900. It was the brain child and pet of Inez McGaugh, the teacher, and Mrs. George Harris, wife of the superintendent of Lanett Mill. Thirty pupils were enrolled the first year. The kindergarten outgrew its first home and a new and larger building was erected about 1913. Attendance now is about 165.

For a time one room was used for a day nursery. The children came at 6:00 A.M. and were under the care of two nurses, one maid, and one cook. The fee was five cents a day. At 8:00 A.M. they joined the kindergarten children for three hours, then returned to the nursery until they were called for and carried home. However, the kindergarten grew rapidly and soon demanded the entire building.

Each kindergarten, with the exception of Lanett, which is larger, is housed in a bungalow type building with a porch across the front and around one-half of one side and consisting of one large room about 30 x 30 feet, one smaller room, a cloak room, two toilets and a lavatory with drinking fountain. Three sides of the large room are filled with windows with spacious window seats. The kindergartens have standard equipment of tables, Mosher chairs, pianos, sand tables, slides, blocks (two have sets of Hill blocks), dolls, blackboards, display boards. Some have doll houses, tricycles, doll carriages, etc. Any new equipment within reason, may be ordered by the teacher with the year's supplies. Each kindergarten has its own playground with swings, slides, sand piles, and seesaws.

The second kindergarten was established in Langdale in 1902. It, too, was held in a remodeled building originally used as a Masonic hall on what is known as Cemetery Hill.

The third kindergarten was established in Riverview in 1906. It was held in a small remodeled mill cottage near the Riverdale Mill. Twenty-five pupils attended this first kindergarten in a village of about 500 people. Fifty-seven were enrolled for the 1937-38 term.

JANICE REARDEN.

ALASKA

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. p. 67.

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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.

ARIZONA¹

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 5-7.

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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 community 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 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.

Endnotes

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

²Arizona was admitted to statehood in 1912.

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

ARKANSAS

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 7-9.

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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.

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 a first grade teacher in Brinkley Elementary School.

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.

Endnotes

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

²Names 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.

³From 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.

CALIFORNIA

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 9-29.

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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,” 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*. Penciled 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 Semler 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 Semler² 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 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 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 unfaltering 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 Swett⁹, Mary Kinkaid with her Normal High School, and Sarah Cooper and 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 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 Kindergarten, 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, Kindergarten. 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 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 widespread 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.”

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, Emanu-el 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 Kindergartens, 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 Kindergartens 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 kindergartens met and formed a confederation, called the “Associated Kindergartens of Oakland, California,” Grace Barnard having general supervision of the kindergartens.

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 kindergartens!

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 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,¹⁵ 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!¹⁶

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. . . .¹⁷

San Francisco was the first to write kindergarten into her city charter and carried two experimental kindergartens 1880-1886.¹⁸

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.

Nor did the interest of the board end here. In 1886 it made a significant move:¹⁹

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 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 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. 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 Bates²⁰ 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 benefited will not be reached.”²¹

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.

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. . . .”²²

In 1893 came Carolyn N. Alden²³ 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.²⁴

Pomona — 1893

Pomona's start toward public school kindergartens came from Dr. Baldwin, first president of Pomona College, in 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 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 Chas²⁵e 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 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.²⁶

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.*²⁷ Grown weary of waiting for kindergartens to come from unconverted boards of education, the California Congress of Mothers, through its kindergarten department²⁸, 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 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*²⁹

“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 report 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 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 University 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 of³⁰ 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.³¹ Then in 1879-80³² 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.³³

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 the state association was devoted to an account of a program of kindergartners.³⁴ 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 (Broadoaks); 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 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

Endnotes

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

²Appears "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.

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

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 . . .”

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

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

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

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

⁹Roy Clodd 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. HC outlined most of the beneficent laws which have helped to develop 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.

¹¹Page 460.

¹²For 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.

¹³Today’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.”

¹⁵“ . . .Elementary course . . . embraces eight years; and may allot not more than two years for kindergarten instruction.”

¹⁶*Kindergarten Messenger*, July 1878, p. 1.

¹⁷The school did not materialize but a free kindergarten did appear in 1881.

¹⁸This 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.

¹⁹Golden Gate Kindergarten Association report of 1887.

²⁰Elizabeth Bates: *Study of the Development of Elementary Education in Los Angeles City*, p. 74.

²¹Annual Report of Board of Education 1884-85.

²²There were thirty-three elementary schools at that time.

²³Name became Claverie shortly afterward.

²⁴References 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.

²⁵Now Mrs. John Stovall, an officer of long standing, actively engaged in 1940 in present day Golden Gate Association duties.

²⁶An 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.

²⁷*Kindergarten Review*, October, 1915, Vol. 26, No. 2, pp. 73-80, "History of the Movement for State-wide Establishment of Kindergartens in California."

²⁸Mrs. 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.

²⁹From *Sierra Education News*, May 1923, pp. 251-273.

³⁰*New Education*: May and October 1877.

³¹*Kindergarten Messenger*: July 1878, p. 1; *ibid.* Sept.-Oct. 1878, p. 1. Page 18 of this record.

³²Swift: *Emma Marwedel*, pp. 168-171. See page 12, note 6.

³³Later, 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.

³⁴A 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.

COLORADO

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 29-31.

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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 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. GUMLICK

Endnote

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

CONNECTICUT

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 22-28.

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Kindergartens have reached such a sturdy growth in our rugged Connecticut soil that it is difficult to realize that once only a little shoot was planted; it started, took root, grew and became so strong that it threw out new little plants that in turn became strong and productive, until now we find, not one, but many strong kindergartens whose roots are planted deep in the educational soil.

To Dr. Henry Barnard we owe our first definite action regarding the establishing of kindergartens in the State. From 1838 to 1854 he wrote and published in the Connecticut Common School Journal articles on “The need for training mothers and teachers in the proper way of developing young children” .

He learned from Pestalozzi some of Froebel’s principles and saw the value of relating these to existing educational conditions. In 1854 he visited London and saw a demonstration of kindergarten work by Madame Ronge. He was so impressed by this that he sent a report to the Connecticut government saying that it “was by far the most original, attractive and philosophical form of infant development the world has yet seen”. This was thirty years before the first kindergarten was started in Connecticut at New Britain, in the Normal School.

Dr. Barnard organized the first complete system of graded schools ever issued in any state or country. In 1869 he recommended that educational systems “should cover the play period in a child’s life”. He was the first man to decide that the kindergarten should be an organic part of the free state school systems of the world.

In 1881 he published a volume of eight hundred pages — “The Child Culture Papers” — one of the most valuable contributions to the cause of kindergartens and probably one of the most treasured books of the early kindergartners and of the student of kindergarten today. We count Dr. Barnard as one of kindergarten’s strongest advocates in America.

The first definite kindergarten movement in Connecticut seems to have been in the nature of an Association, "The Connecticut Valley Kindergarten Association", founded November 18 in 1882 by Miss Angelina Brooks and Miss Caroline T. Haven. This was designed to cover the territory of Massachusetts and Connecticut along the Connecticut River to New Haven. On this date (1882) about twenty-five kindergartners met at Miss Brooks' invitation to organize. Miss Brooks was appointed its first President, Miss Ella Elder appointed its first Secretary. In 1896 it became a branch of the I. K. U.

MISS CLARA BESSON HUBBARD	MISS JENKS
MR. NEIDLINGER	MILTON BRADLEY
MISS ELIZABETH PEABODY	MISS LUCY SYMONDS
PROF. T. M. BALLIET	MISS SUSAN BLOW
MISS ADELLA WOODCOCK	

This Association was among the first to take the responsibility of bettering educational conditions for little children in the State. It was composed of a body of intelligent, serious workers, alert to bring the best speakers of the times who could give from their rich experience help to the young teachers who gathered eagerly to hear them.

Among those we can mention and many others of great prominence in the field of education.

Miss Brooks was made honorary President of the Association November 11, 1911. The Association ceased to exist November 10, 1928, its existence covering a period of forty-six years. Main reasons for this disorganization: — A multiplicity of associations — a strong State organization in both Massachusetts and Connecticut — an overlapping of interests and a repetition of membership dues.

In 1883, before the establishing of kindergartens in New Britain, Mr. Carroll, Principal, New Britain Normal School, insisted teachers should know children by actual contact; hence grew a model school for observation and practice. Then in 1884 the Normal School at New Britain, under a law giving a Normal School the right to establish any form of a model school for educational purposes, opened a kindergarten as a part of that school, and later in the same year in connection with the New Britain Normal School the State established a kindergarten for the purpose of training teachers for the work. In the report which gives the information occurs the following statement: "There is a growing demand for kindergartens, and for public school teachers who are familiar with the kindergartens." At that time the secretary of the State Board of Education saw a growing demand for such schools.

He believed that "the mental development of a child began very early, and that little children in their sense of form, color and symmetry, their inventive power in symmetrical combinations, could receive in such schools 'industrial instruction of the first order' even though it might be given in connection with supervised play" "The Normal School at New Britain gives training and grants and issues diplomas to those who propose to become teachers. Class courses must not be less than one and one-half years." The success of this venture was so marked that the General Assembly, by Chapter 76 of the Public Acts of 1886, made it legal for the towns to establish and maintain kindergartens, for children between the ages of three and seven.

In Hartford, the West Middle District took advantage of this legislation and established a Public Kindergarten in 1886, and Hartford had the first Public Kindergarten that was established by an Act of the Legislature in the whole of North America. In Hartford some years before any State law concerning kindergartens had been adopted, a local association had opened a Kindergarten School of this character, and became convinced that such schools would be of benefit to all young children.

This kindergarten was at the Morgan Street Mission and Miss Adella M. Woodcock was the kindergartner. Because of the success of this kindergarten, a number of meetings to show the value of the work with little children were arranged in private homes, Mark Twain's being one of them. Because of this, leading citizens and educators appeared before a legislative committee on education and urged a law, not for Hartford alone, but for all the State. In 1888 the district (Brown School) authorized the committees to build a *kindergarten structure* for the school and it was occupied in the following year. This was the *first Public School Kindergarten built* in our country (a picture of this old Chapel Kindergarten is in our possession), and had accommodations for two hundred pupils. From 1886 to 1901 thirteen Public Kindergartens were opened in the various districts of Hartford. At the present time there are twenty Public Kindergartens, and three private at settlements or missions. There are also four FERA Nursery Schools, and one other conducted by the Junior League; also one private Teacher Training School.

In New Haven the first Public Kindergarten was opened in 1884 with two teachers. This was so successful that later a course in kindergarten theory and practice was added to the teacher training department of the grades. In 1890 another Public Kindergarten was opened. Previous to this (date unknown), a free kindergarten had been organized, a philanthropic plan. A Training School for Kindergartners also was opened by Miss Angelina Brooks. A petition of this Free Kindergarten School to the Board of Education that it be accepted by the public school system resulted in its adoption in the spring of 1890. Others soon followed and New Haven now numbers thirty-nine kindergartens, seventy teachers and 2,569 kindergarten children enrolled, besides several small private kindergartens. Until 1898 one session was held in all the New Haven kindergartens.

At that time the plan of holding two sessions with two sets of children was started and still obtains. Much of the success of kindergarten work in this city was due to the efforts of Miss Jessie I. Scranton, a woman of unselfish and untiring spirit, who brought into her work a high courage and inspiration that is still felt in the kindergartens of New Haven.

In September, 1885, a private kindergarten was opened in Bridgeport in a one-room, one-story building, and a department for training teachers according to the "Froebel Method". Its graduates are now teaching in nearly all of the States of the Union and in foreign fields. This school is still in existence, just completing its fiftieth year under the same principalship. During this period other private kindergartens have been started and have gone out of existence, until at this date of 1934 there are only two, one of these quite recent. On November 18, 1897, a Free Kindergarten Association was started at the instigation of this private school, organized and supported by contributions from philanthropic people. Kindergartens were established in three centers — doing excellent work. In 1908 on petition to the Board of Education these Free Kindergartens were made a part of the city public school system. Bridgeport now has thirty-two kindergartens, thirty-four teachers, 1582 children enrolled—in private schools 200 enrollments.

In 1889 a Normal Department of the Norwich Free Academy was opened and ran for seven years; then, the Willimantic State Normal School having started, this department was dropped. In 1891 a kindergarten was established. 'Opportunity for the observation and study of still younger children is afforded by the kindergarten of the Normal School at Willimantic. This kindergarten is now in its third year, and has connected with it a sub-primary room where undeveloped children are taught. Part of this school was used as a Model School.' From 1889 to 1912 there were seven kindergartens, at which time the consolidation of the city and town schools took place. Since then kindergartens have been established in all parts of the town and there are at present fourteen kindergartens, sixteen teachers — nine of them in two buildings, morning sessions in one school and afternoon sessions in another.

From 1890 to 1926 the following kindergartens were opened: Bristol, Terryville, Greenwich, Willimantic, Stamford, Winsted, Litchfield, New London, Groton, New Milford, Waterbury, Stonington, New Canaan, Watertown. The majority of these kindergartens are still in existence. In only one or two cases kindergartens have been discontinued as a so-called economy measure.

On November 10, 1923, the Connecticut State Kindergarten Association was organized through the efforts of Miss Jessie I. Scranton and Miss Fannie A. Smith. This association, numbering sixty-two, is doing good work, as it has been the means of bringing together many of our smaller towns and organizations which otherwise would have little actual contact with the progressive work being done in larger centers. It joined the I. K. U. in March, 1924.

In 1886 establishing of kindergartens was permitted and laws regulating employment of children enacted. In 1896 there were eighty-two kindergartens in Connecticut. In 1934 there are 359 kindergarten teachers and 17,122 kindergarten children enrolled in the State of Connecticut.

A Curious Educational Report was Found from Old Simsbury, Prior to 1882

No person shall be approved as instructor in any district in Simsbury unless he be found on examination to possess handsome attainments in the common branches of education: — reading, writing, arithmetic and English grammar, and shall sustain a good moral character. Must give evidence of belief in the Scriptures of Old and New Testament to be the Word of God, and that man in a future state will receive retribution, of endless rewards and punishments according to their respective characters.

DELAWARE

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 7-10.

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Wilmington

The first kindergarten in the State of Delaware was a private one founded in the City of Wilmington in about 1880 by Miss Negandank, who trained in St. Louis under Susan Blow. Miss Negandank also created a class for the training of kindergarten teachers, and built a school at 913 Gilpin Avenue which was later taken over by Alice Sellers. Miss Sellers conducted the school until 1919 when the Tower Hill School, which incidentally was one of the first to sponsor the progressive education movement, opened a kindergarten into which Miss Sellers' school was merged. This kindergarten has continued as an integral part of the Tower Hill elementary school ever since.

Wilmington Friends School, founded in 1745, although it had advertised a kindergarten class and had employed kindergarten teaching in its primary department about 1885, did not establish its first class until five years later. Katherine Clarke, a graduate of the Chauncy Hall School in Boston, was the first teacher. At the opening, Lucy Wheelock came to Wilmington and addressed an interested group of individuals in an effort to arouse public interest in the formation of kindergarten classes.

In 1892, Miss Clarke started a kindergarten training class, employing Froebel's principles of kindergarten work. The students in her class did practice teaching in the mission kindergartens which were being established throughout the city. This class was discontinued in 1902.

From 1912 until 1929, Friends School had no kindergarten classes, but after a few years prior experimentation, it was decided that the patronage of the school would support a kindergarten. From that time on, the kindergarten movement at Friends School has been highly successful.

While Miss Sellers and Friends School conducted their private kindergartens, a mission kindergarten, known as the Rockford Kindergarten, was instigated and sponsored by Mrs. William Bancroft for the benefit of the children of employees of the Bancroft Mills. Carrie Nutter taught at the Rockford School, which is still in existence, from 1890 until 1929. Later, the Rockford School having proved successful, Kentmere and Woodlawn Kindertartens were opened. The Kentmere Kindergarten is still in operation, but Woodlawn was closed after a local public school offered a kindergarten class. The salaries of the teachers in these kindertartens are endowed by two daughters of the late Mrs. William Bancroft. These kindertartens are not entirely free, each child paying a nominal charge of ten cents per week. If the class limit of twenty five mill children has not been reached, the children of non-employees are admitted on the payment of four dollars per month. A mothers' club was organized and carried on in connection with the kindertartens in a gratifying manner.

In 1891, a kindergarten class sponsored by a group of women from the Westminster Church was started at the West End Reading Room. Frequent endeavor was made to induce the Italian settlement further across the city to send its children. Such efforts failing, in 1911 Mrs. Coleman duPont rented a house in the Italian neighborhood, which became known as the West End Neighborhood House. When this kindergarten was organized, it immediately became popular and was quite over-crowded. During later years, due to the opening of other kindertartens in the vicinity, attendance at the West End Neighborhood House dropped considerably. However, this kindergarten still trains some fifty children each year.

The kindergarten movement steadily winning approval, two other public kindertartens were formed, one by prominent members of St. John's Church, which became known as the Brandywine Kindergarten, and the other by the W. C. T. U. under the appropriate title, "The White Ribbon Kindergarten." In 1893, a committee representing the Provident Society and Associated Charities organized the Lend-a-Hand Kindergarten in the same quarters occupied by the White Ribbon Kindergarten, the latter conducting a morning and the former an afternoon session. Both were taught by Sarah Rumford, who later taught a kindergarten class which the People's Settlement established in 1903. This class continued with a large attendance for eighteen years, but upon the opening of a kindergarten in a nearby public school, the settlement discontinued its class.

Old Swedes' Church, built in 1698, and on which national interest was focused as 1938 commemorated the Tercentenary of the landing of the Swedes in America, started a kindergarten when its new parish house was erected in 1895. In conjunction with this kindergarten, a mothers' club was formed. Both were successful for the term of their existence and were discontinued only when a public school opened in the neighborhood. Alice Hoopes, one of the teachers in chis kindergarten, later opened an exclusive kindergarten school in association with Miss Bradford, and continued it for some fifteen years. Included in the school's curriculum was a course in dancing given by a trained instructor.

The Delaware Kindergarten Association, incorporated in 1893, was largely influential in persuading the department of education of the City of Wilmington to give the association space in available public school buildings, where kindergarten classes were conducted for many years, distinctly separate, however, from the school system. The most successful of these classes originated in the Howard School for colored children, where Mabel Brooks taught a class from 1903 until 1922. The kindergarten was finally assumed by the city, which continues it to the present day.

Another prominent kindergarten for colored children was founded about 1920 by the Thomas Garrett Settlement and is still in existence. In 1919, another kindergarten school for colored children, known as the Primary Circle, was introduced into the elementary schools. This was the first kindergarten to become a part of the public school system. It was not until as late as 1925 that the Bayard School for white children started a kindergarten class. Since that time, kindergarten classes have slowly increased until there is now an average of seven kindergartens in sixteen elementary schools.

Although the kindergarten movement has been slow in public schools, numerous private kindergartens were formed and continue to increase, among the better known being the Ursuline, conducted in connection with the Academy, and Sunny Hills School, which, like Tower Hill School, is known for its progressive methods of education.

Other Cities and Sections

While kindergartens started some sixty years ago in Wilmington, progress was slow in other places in the state. Private kindergartens were formed in Dover and Smyrna, and continued for many years. In 1930, the board of education, after an appropriation by the state legislature, started kindergartens in various schools throughout the state. However, due to lack of state funds, it was deemed inadvisable to continue kindergarten training in public schools, and the state legislature in 1937 set aside no appropriations for their maintenance and operation. The consensus of opinion was that kindergarten and preschool education should be supported by local taxation because, since it would be impossible to provide all sections of the state with kindergartens, the principle of equality of educational opportunity would be violated by the state board urging upon the legislature the establishment of a type of school for a few districts which would not be possible for many districts.

W. P. A. Funds have been used for the past two years in making available several nursery schools in lower Delaware, and since these are proving very successful an effort is being made to make kindergarten training a requisite of each child's education. If the popularity of these continues, it is quite probable that the legislature will see fit, in the future, to set aside the amount necessary for operation of kindergartens. As yet, however, kindergarten training in Delaware is not possible for the masses.

DISTRICT OF COLUMBIA

History of the Kindergarten Movement

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School records in the District of Columbia show that many kindergartens were supported by benevolent institutions and public-spirited persons before their adoption as an integral part of the public school system. Of these kindergartens a number were located in school buildings without cost to those conducting the kindergarten. The first mention of the kindergarten as a possible part of the school system was made in a report by the superintendent of schools in November 1883, in which he states: “The educational division of our Government needs that generous support which will place our schools on the plane of other municipalities where, from their more abundant means, the kindergarten and industrial schools form a practical part of the school economy. Public sentiment is already in favor of the establishment of these schools, the former in sufficient number for all the children from four to seven years of age.”

Early records show that the colored people in the District of Columbia were interested in the promotion of kindergartens for the children of their race before the introduction of this form of training for white children. In a brief history of the beginnings of kindergarten work in the Negro schools (1883) it is suggested that a course of lectures be given on “The Meaning and Scope of the Kindergarten and Its Relation to Primary Work” a suggestion which shows a most intelligent understanding of the subject and of the place of the kindergarten as a fundamental unit in education. In a report for the year ending, June 30, 1888, is found the following suggestions relative to kindergartens for colored children: “Many of our children lack the benign influence of an educated home, hence increased attention and care on the part of the teacher is imperative. Home training must underlie the more formal instruction of the school-hence the great necessity of establishing kindergartens. I therefore recommend that the next teacher appointed have a kindergarten qualification and that the next kindergarten be opened in this building; that the teacher give lessons to the students and illustrate them in the kindergarten. This would insure better primary teachers and lay the foundation for kindergarten training.”

A statement indicating early kindergarten activity in the white schools is found in the records of one of the D.C. churches, showing that a kindergarten was conducted during the years 1891-98 under the auspices of the charity committee of the church, the board of school trustees granting the use of a room in a school building for this purpose.

In the report of the board of trustees of public schools, 1898-1899, is found the following record of the opening of the first kindergarten by public support: "During the year the beginning of a significant extension of school privileges was made by the opening of a few kindergartens. This was made possible by a provision in the appropriations act of Congress for the support of the public schools for the year, as follows: 'For kindergarten instruction twelve thousand dollars.'"

In compliance with this act 16 kindergartens were opened, eight for white children and eight for colored. These were located where vacant school rooms were to be had, it being necessary to rent but a single room. It was understood by Congress when the appropriation was made that this was to be the initial step in the incorporation of the kindergarten work into the public school system, and it was further understood that the experiment, if experiment it may be called, should be made in as many localities as possible. The board of trustees fixed the age of admission to these schools at five years. Although the kindergarten idea as understood by its advocates contemplates the beginning of the training of children by purposive effort younger than five years, it was thought that in the beginning of the work it would be safer to restrict the entrance age to five years. When all of the five-year-old children in a given neighborhood had been provided for, the admission of younger children was permitted.

In October 1899 a director of kindergartens was appointed who took charge of all kindergartens for white children and those for colored children outside the city limits, known as "county school." The following year, when the board of education decided to place each special activity under one director, all kindergartens, white and colored, came under the same supervision. This arrangement continued until 1905, when an assistant to the kindergarten director was appointed to supervise the work of the colored kindergartens. Several years later the white and colored kindergartens were completely separated and a colored director was appointed.

The year 1905 was marked by the introduction of kindergarten training as an elective course in the two city normal schools — one for white and one for Negro students. Thus the kindergarten took its rightful place as an integral part of teacher training. Later when the two normal schools changed their course from two to four years and each became a teachers college, students electing to specialize in early education received training in both kindergarten and primary grades.

Although the number of kindergartens increased slowly, there is a kindergarten today in nearly every elementary school building, or group of buildings, and in some crowded neighborhoods there are two kindergartens in the same building.

Catharine R. Watkins

FLORIDA

History of the Kindergarten Movement

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Jacksonville

A kindergarten association was formed in Jacksonville in 1893. Four kindergartens were opened in the city proper; the Riverside, Springfield, and LaVilla groups were directed by qualified teachers from Chicago. A small training school was established and according to Laura E. Warriner, the subjects taught were “Froebel’s works, psychology, music, Delsarte, art, gift work, and a thesis required on all subjects.” In 1895 a kindergarten class graduated from the training school. In 1897, owing to financial difficulties, the association disbanded and it was not until 1902 that another kindergarten was organized. This free kindergarten, in Fairfield, was established by a group of Jacksonville women.

Among the untiring workers in Jacksonville were Mrs. W.W. Cummer and Mrs. Duncan U. Fletcher. Caroline Bailey was the first director of the Fairfield Kindergarten. She was assisted by Margaret Somerville and others. The money needed to carry on this work was raised by private subscriptions and entertainments. After a few years the support of this kindergarten was taken over entirely by Mrs. Cummer.

In 1905 Mrs. Cummer opened another kindergarten in LaVilla, with Miss Somerville as director, and in 1911 another at Cummer’s Mill with Nan Willard as director. After a year Miss Willard was followed by Ann Stockton, now Mrs. Lawrence Teague. This group was housed in a beautiful building erected on the mill property as a memorial to Mr. Cummer. The children whose fathers worked at the mill comprised the enrollment. Four years later Mrs. Cummer’s beautiful spirit prompted the erection of another beautiful building facing LaVilla Park. Only a few months passed before Mrs. Hoke Sisk was appointed director of another Cummer project in Lackawanna.

During all the years that Mrs. Cummer carried on the work of the kindergartens in Jacksonville, she employed only experienced graduate kindergartners. She provided a musician, one or two assistants, and a colored maid for each school. She required her directors to attend the International Kindergarten Union conventions as well as the Florida Education Association meetings.

It was her policy to pay the expenses of her delegates. Mrs. Cummer spared no expense in giving the little underprivileged children the best that could be had. Mothers' clubs and parent-teacher groups were organized and each month a combined meeting was held. These were the first parent-teacher organizations in the city.

Meetings of the Jacksonville Kindergarten Club were held informally from 1903 until 1911, when a formal organization developed with Laura Warriner as founder and first president. During its first year that the club was a member of the International Kindergarten Union only graduate kindergarteners and the assistants working directly under them were eligible for membership. Methods were studied, practical and inspirational programs were given monthly and much civic work was initiated by these teachers. During the World War the group adopted a French war orphan engaged in Red Cross work, and raised funds through dues and entertainments, for local aid.

These free kindergartens continued until about 1938 when Mrs. Cummer's health failed and she had to discontinue her philanthropic work, which had made for the happiness of a great number of people. The works, gifts, and interests of Mrs. Cummer were wonderful contributions to the entire city of Jacksonville. The influence of her schools touched the lives of many parents and children.

There have been numerous private kindergartens in Jacksonville; they have had the guidance of both trained and untrained directors.

Dade County

Laura Cushman, owner and principal of the Cushman School (private) since its establishment in 1924, gives the following interesting account of kindergartens in Miami from 1916. Three kindergartens were opened that year under the direction of Kate Collier, Tora Barbom, and Laura Cushman. The county school board financed these groups and in the second year of their existence a training class was organized. High school graduates acted as helpers in the mornings and classes in methods, history of education, and handwork were conducted in the afternoons. It was a two-year course which led to a diploma. Mrs. Francis M. Dolan was added to the staff and the training school graduated three classes. The kindergartens grew to such an extent that the graduates were absorbed in the system. For five years the Dade County Board operated this project but in 1921 was unable to continue its support. The kindergarten teachers were offered positions in the school system as primary teachers but they were eager to continue their kindergarten work. They appealed to the board and requested the rooms and equipment formerly used in the public schools. For three years the young women operated on their own initiative; in 1924 the authorities again assumed the financial responsibility and until a few years ago the kindergartens were included in the system. At present the rooms and equipment are furnished by the public schools and trained kindergartners are permitted the use of the rooms, and an increasing number of schools are including these kindergarten rooms in their buildings.

Tampa

Although an exact account of kindergartens in Tampa was not available, we have been advised from an authentic source that there are some twenty private and public kindergartens in the city.

General Facts on Florida's Kindergartens

According to U. S. Bureau of Education Bulletin 1914, No. 2, "Kindergartens in the United States," the earliest public school kindergarten to be established in Florida was in St. Petersburg in 1904. West Palm Beach followed in 1906, Daytona in 1907, and Miami in 1909. In 1912 Tallahassee also had a class, but no data is given in the bulletin regarding the date of its establishment.

The same bulletin reported the following "kindergartens other than public for the year ended June 30, 1912": Deland, Miss Fuqua's Kindergarten; Jacksonville, five free classes supported by mothers' clubs and Mrs. W.W. Cummer, the Riverside Private Kindergarten, Miss Livingston's Private Kindergarten, and a mission kindergarten supported by the Woman's Home Missionary Society of the Methodist Episcopal Church; Sanford the Sanford Kindergarten (private). It might be interesting to know something about the kindergartners' salaries reported in 1912. St. Petersburg reported a maximum of \$800 for its public school kindergarten teachers while Tallahassee reported \$400 as the maximum. Of the classes "other than public" mentioned above, those supported by the mothers' clubs and Mrs. Cummer in Jacksonville reported \$480 as the maximum salary.

One of our earliest records of kindergarten enrollment percentages indicates that in 1914 approximately 2% of Florida's children of kindergarten age were enrolled in kindergartens. Twenty years later, in 1934, the percentage had increased to 5.7%, but in 1936 it had decreased to 1.14%.

The biennial report of the superintendent of public instruction of the State of Florida for the two years ending June 30, 1936, reported kindergartens in the following counties : Dade, 1; Leon, 1; Manatee, 1; Pinellas, 9; Volusia, 1.

Teacher Training

We teachers feel that we must fit ourselves to better meet the needs of the mentally immature child. Our point of view must be broad enough to furnish experience and training that will prove of functional value whenever a child takes up prescribed first grade reading. The kindergarten and first grade at the P. K. Yonge Laboratory School in Gainesville functions to help and advise the experienced teacher. The state university is located in this "central city" and in Gainesville many teachers assemble for summer courses and observation. Charlotte Dunn directs the kindergarten department during both the winter and summer sessions. Appreciative observers go to Miss Dunn for aid with classroom problems. She is ever willing to give of her time and talent and untiring in her efforts to further early childhood education.

Miss Dunn is the Florida field secretary for the National Kindergarten Association and has served on the state Immature Entrants Committee.

The Florida State College for Women is located in Tallahassee, the capital city. For many years this institution has emphasized the necessity of adequate preparation of teachers for kindergarten work. It wants to attract women of fine cultural background to come to its training department; it wishes them to have a spirit of devotion and fellowship to the ideals of the profession and to find in the work a vocation and a satisfying philosophy.

The number of student teachers taking the kindergarten course has increased in the past few years. Both interest and general regard for the work are evidenced through the visits of the college authorities, the increased budget and the parents' good will. The college realizes that a kindergarten should be directed only by well-trained young women, and as a preparatory measure for the public school kindergarten movement they are fitting their graduates to be leaders at the inception of our "kindergartens-to-be."

Available records are limited both in number and authenticity but from the records we have at hand there is evidence that the first kindergarten at Florida State College for Women was under the direction of Maude Schwalmeyer. Miss Schwalmeyer's death in 1937 was felt by the entire college. Elma W. Ealy directed the kindergarten and the training class for fifteen years. Upon her retirement in 1937 Mable L. Simmons was appointed kindergarten director. Miss Simmons' return to the position of preschool director of the Cushman School in Miami prompted the appointment of Elizabeth Lancaster. Miss Lancaster holds her Master's degree from the State University of Iowa and is well qualified to offer an environment in which children will grow and develop in a natural, happy manner.

Plans

Estimating from the 1936 figures quoted by the National Kindergarten Association, there are 59,000 children of kindergarten age in the State of Florida. Less than 1 ½ % of these four-to six-year-olds are in kindergarten. This fact is one of which the peninsula state cannot be proud. However, there are enthusiastic workers whose intelligent forethought and diligent efforts are being combined to bring about a change in our public school system which will eventually lead to the establishment of kindergartens as an integral part of Florida's public school system. Nothing short of tedious legislative measure will bring our hopes to reality, but we are willing to work hard and long to achieve this end.

Since our budget does not include funds for the maintenance of a preschool program, we are following the next best procedure. The Florida branch of the Association for Childhood Education is carrying on work that is far-reaching in its appeal and influence. An Immature Entrants Committee, appointed by the state president, is making investigations and recommendations that are bringing about enthusiasm for the training of young children.

This group of untiring workers prepared and distributed over three hundred questionnaires to first grade teachers in the state. They were anxious to determine to what extent the schools of Florida were providing for immature entrants — for children who are expected to learn to read before they have reached sufficient maturity to insure reading success. Of the one hundred teachers who responded to this inquiry, 85% stated that the percentage of failure was less among children who had attended kindergarten than among those who received no such training. The teachers also stated that three-fourths of the failures (18% of the first grade pupils, or 1386 out of an enrollment of 7759 pupils) were attributed to mental immaturity.

Our school entrance age is six years, or a birthday before January first. Though the school law admits many immature children, it does not interfere with their segregation into special classes for differentiated development training needed before beginning regular first grade work. Our Florida teachers recognize the need for special classes for these children and in a number of schools with more than one first grade the authorities are making provision for the immature child to be met on the level of his needs. The classes are termed junior primary, transition, or pre-first-grade classes. The Immature Entrants Committee is helping to establish these special classes where many possible avenues of growth and self-expression are open to the young child. In most instances the kindergarten would offer this training to the child.

It is our earnest desire to keep the child in advance of failure. We are seeking to show the contribution that this junior primary training makes to first grade and later school achievement. We hope to convince our people through this medium of the need for kindergartens. Our committee wishes to show that the transition groups will give an impetus wherever introduced. A few far-sighted and able superintendents have advocated the adoption of junior primary classes. Indelible impressions have been made where the classes have been inaugurated. They will become a potent factor in the expansion of kindergartens in the state after we have given them an opportunity to prove their value. There is a full realization that much remains for Florida to accomplish. We will combine our thoughts and efforts to reach our goal in the near future.

Mae Knight Clark.

GEORGIA

History of the Kindergarten Movement

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Kindergartens in Georgia have developed through three channels, private schools, mills and churches, and public schools. In three cities of the state, Atlanta, Augusta, and Columbus, kindergartens are now a part of the public school system. As yet the State of Georgia does not contribute any funds for kindergarten education.

For twenty-six years effort has been made to pass legislation which would require proper training for kindergarten teachers and provide funds for free kindergartens throughout the state. Though these efforts have not been successful, they have not been entirely fruitless as the 1937 legislature, in passing an extensive educational bill, provided that where money was available it could be used, if so desired, for the education of the five-year-olds. Even though this is a very small accomplishment, it may be an entering wedge for future constructive legislation.

Atlanta

Private Kindergartens. In 1880, Louise Pollock, principal of the Pollock Kindergarten Training School of Washington, D. C., attended a meeting of the National Educational Association in Atlanta, as a guest of Mrs. William Lawson Peel. Through Mrs. Pollock's influence, Mrs. Peel became interested in kindergarten education and donated a room in her home to Hattie Glover for use as a kindergarten for one year.

From 1887 to 1889, there were three private kindergartens in Atlanta; one was conducted by Kittie Roberts, another by May Close, and the third by Miss Stovall in Mrs. Ballard's private school. In 1888, Washington Seminary, then located on Walton Street, opened a kindergarten, the teacher being a graduate of a Philadelphia training school. The same year, Lily Reynolds, a student of Miss Harrison's school in Chicago, directed a kindergarten in Miss Hanna's school on Cain Street and, in 1891, Miss Reynolds organized a kindergarten in West End.

In the summer of 1890, Miss Reynolds and Willette Allen took charge of the summer kindergarten at the famous Chautauqua at Lithia Springs, Georgia. During the summer, Miss Allen was invited to speak to a group of prominent people in Atlanta. Largely as a result of the outstanding work done at Lithia Springs, Miss Allen opened a kindergarten department in the Capital Female College at 28 Capitol Avenue, considered a very fashionable school. The new kindergarten attracted so much attention that Miss Allen was asked to write an article for *The Atlanta Journal*. Later she made monthly contributions to *The Southern Educational Journal*. While still carrying on private kindergartens, Miss Allen and Miss Close volunteered to do kindergarten work in the afternoons at the old Barclay Mission on Marietta Street. This mission, with its many activities, was the beginning of the Sheltering Arms Day Nursery organization.

In 1894, Moore Memorial Church sponsored a kindergarten with May Holderby as director.

In 1895, Miss Allen moved her kindergarten from the Capital Female College to Peachtree and Fourth Streets. In 1897, she established the Atlanta Kindergarten Normal and Elementary School for which she was granted a charter by the State of Georgia. This school was continued until 1918 when Miss Allen became associated with the religious education department of the Southern Methodist Church. Associated with Miss Allen in the early days of her work were Kate Mitchell and Eva Lovett. Mrs. Lovett, now principal of the Lovett Day School, maintains a kindergarten in her school. Before kindergartens were included in the Atlanta public schools, many of Miss Allen's graduates conducted private kindergartens in various sections of the city. It was she who prepared the ground and sowed the seed which, after long years of patient work and sacrifice, is blossoming today in the kindergartens of the Atlanta public schools.

In 1930, Emory University accepted the gift of the charter of the Atlanta Kindergarten Training School, so that Miss Allen's early school became a part of the university and the parent of any future department of kindergarten training in a proposed school of education.

Among other private kindergartens now operated in the city, Washington Seminary and the North Avenue Presbyterian School include kindergarten education in their curriculum.

Free Kindergarten Association. When plans were being made for the Cotton States and International Exposition held in Atlanta in 1895, the committee on education sent Willette Allen and Nettie Sargent, principal of Girls' High School, to study the famous kindergartens of Louisville and to persuade their leaders to send an exhibit and a demonstration teacher to the exposition. They agreed; the kindergarten was housed in the Woman's Building of the exposition and was directed by Mary Hill, sister of Patty Smith Hill. Mary Hill was assisted by Miss Burton and Mrs. Robert Allen.

Interest aroused through this kindergarten exhibit and demonstration, the kindergartens that had been in existence in Atlanta, and the work of Mrs. Z. Adams Cutten of Boston, were responsible for the organization of Atlanta's Free Kindergarten Association. Nellie Peters Black became president of this organization in 1896 and consecrated the remainder of her life to the welfare of children. In 1896, the first kindergarten was opened on Magnolia Street, and in the same year, the Woman's Club sponsored a kindergarten on Hilliard Street. Other kindergartens sponsored by the association were: one on Decatur Street, opened 1896; Plum Street, 1897; Woolen Mills, 1899; Exposition Cotton Mills, 1902; Mary Raoul Kindergarten, Rock Street, 1904; Stewart Avenue, 1909. In 1909 Mrs. H. M. Atkinson donated funds for an addition to Holy Innocent's Mission on 16th Street to be used as a kindergarten. One of the best equipped kindergartens was the Nellie Peters Black Kindergarten in Joyner Park.

Students from Miss Allen's school served as student assistants in the free kindergartens, also in the kindergartens sponsored by the Sheltering Arms Day Nursery organization. Most of the free kindergartens were continued until 1923 when the Atlanta Board of Education added kindergartens to their program of education. When this was done, the Free Kindergarten Association closed its kindergartens, turning over all money and equipment held by them to the Atlanta Board of Education. The Sheltering Arms Day Nursery organization still maintains two kindergartens in connection with the John Barclay Day Nursery and the Cornelia Moore Nursery.

Kindergartens for Negro Children. In the early nineties, Gertrude Ware, a graduate kindergartner and daughter of the president of Atlanta University, a university for Negroes, opened a kindergarten on the university campus. This developed into a training school for Negro teachers. Later the university system was changed and this kindergarten was absorbed and became a part of a modern nursery school. This school is now established on Spellman campus and is operating under a grant of the Rockefeller Foundation.

As an outgrowth of the training school taught by Miss Ware, there was established an organization known as the Gate City Free Kindergarten Association. This organization, composed of Negro women, established and financed kindergartens and day nurseries taught by students under Miss Ware.

Kindergartens in the Public Schools. Most worthwhile projects are slow in their development and attainment of desired ends is often a gradual and tedious problem. So it was a real accomplishment when Atlanta, in 1923, introduced in one sweep forty-four kindergartens into her public schools. Like so many forward moving ideas of the Atlanta public school system, the acquisition of kindergartens dates from the first years of Willis A. Sutton's administration as superintendent. Ethel Massengale, primary supervisor, agreed to take kindergartens under her supervision and has done a most creditable piece of work in their development.

Prior to 1923, only one school in the city was providing space in its building where a trained kindergartner conducted a class supported by the parent-teacher association. This kindergarten was located at Spring Street School, and was one of the four made a part of the public schools in February of 1923, six months before kindergartens were introduced to the system as a whole.

The majority of the trained kindergartners were drafted from private kindergartens, most of which were closed with the introduction of the free classes in the public schools. In most cases these teachers were graduates of Willette Allen's training school. The Atlanta Normal Training School, a local institution, organized a kindergarten training department under the direction of Nan Whitehurst (Mrs. George Ingram). Many of the graduates of this school were placed in the Atlanta system. Much credit for the original equipping of the new kindergartens goes to the parent-teacher associations. In many instances, they were responsible for completely equipping classes. During the depression, the kindergartens continued to function. As an economy measure, it was necessary to increase the number of pupils per teacher. A true indication of the attitude of teachers toward kindergartens was expressed when they voted to take a large increase in an already heavy salary cut in order to retain the kindergartens. Kindergarten is considered the entrance grade of school. The Fulton County system cares for all public education beyond the city limits, the section known as Greater Atlanta. This system does not support kindergartens, but space is provided in several of the county schools for kindergartens. The parents of the children enrolled in the kindergartens provide the financial support.

Augusta

The history of the kindergartens in Augusta dates back nearly fifty years, though for the first few years they were not called kindergartens, due to prejudice against what was termed "play or nursery schools." The kindergarten at this time was a combination of kindergarten and first grade, and was called by the school authorities sub-primary. However, kindergarten methods gained in favor, and in 1888, Davidson Grammar School came boldly out as a real kindergarten and henceforth was called by that name. During the same year two more kindergartens were organized. The Central School Kindergarten and The Fifth Ward School (now the John Milledge school).

In 1889, six kindergartens were operating in the schools of Augusta. The kindergartens were very popular at this time and were thoroughly established as a definite policy of the school system. At the present time, there are nine kindergartens in the public schools of Augusta. Children are admitted at the age of five years, entering the first grade the following year. There are also kindergarten activities not under the control of the board of education: the Presbyterian Mission Kindergarten organized in 1929, and supported by H.P. Crowell; the Bethlehem House Kindergarten for Negroes, organized about 1912 and supported by the Southern Methodist Church; the Lucy Laney Kindergarten, organized for Negro children seven or eight years ago by Lucy Laney at Hains Institute.

Columbus

In the spring of 1894, a small group of women in Columbus formed an organization to minister to the needs of children in the mill district. Plans were made to equip and maintain two free kindergartens. These were opened in the fall of 1895 and were taught by Misses Woodruff and Barlow, Louisville kindergarten teachers. In 1887, a third kindergarten was opened. Columbus girls who had completed the kindergarten training course took over the work.

In 1897, it was decided to open a kindergarten for colored children. The association, which was now called the Columbus Free Kindergarten Association, engaged Julia Clark, a trained kindergartner from Louisville, to teach this kindergarten and train Negro women to teach. These kindergartens, both white and colored, met a very definite need among parents as well as children in the mill districts.

In 1905, the Eagle and Phenix Mills of Columbus established two kindergartens for the children of their employees. These were attractively planned and beautifully equipped. Graduates of the Free Kindergarten Training School were employed as teachers.

In March 1905, a kindergarten was organized in one of the Columbus public schools as an experiment. This kindergarten was financed by the alumnae of the Free Kindergarten Training School and was taught by the supervisor, Edwina Wood. It proved such a success that the board of education decided to try kindergartens in three of the public schools the following year. At the end of that year, kindergarten was included in the curriculum of the Columbus public schools. In 1938, Columbus has kindergartens in eleven elementary schools for white children and in two elementary schools for Negroes.

Milledgeville

The kindergarten was introduced into Milledgeville in a private school in the Wagener home early in this century. In 1903, Nora Treanor was the teacher. This school has been out of existence for many years.

In the Peabody Practice School of Georgia State College for Women, a “pre-school” was opened in 1910. A graduate student from the University of Chicago was permitted to enroll a group of five-year-old children as an experiment. When the experiment was completed, the parents of the town strongly urged that the “pre-school” be continued. Until 1928, that group was taught by the first grade teacher and was not considered a kindergarten. The work was similar to that done by the six-year-old children. In 1928, Mary Reese Bynum became pre-school teacher and supervisor. From this time on more kindergarten work was done, but the children were taught to read and write. In 1935, the name “pre-school” was changed to “kindergarten.” Since then, the five-year-old group has been given only kindergarten work with no attempt to teach reading and writing.

Savannah

Kate Baldwin Free Kindergarten Association. As its name shows, the Kate Baldwin Free Kindergarten Association was begun as a memorial. In 1899, George, Nellie, and Kate Baldwin McCoy, the three children of Mrs. Daniel H. Baldwin (Kate A. Philbrick) decided that as a memorial to their mother they wished something that would live, grow, and be of lasting benefit to human beings. After much investigation, they decided upon the kindergarten and formed the Kate Baldwin Free Kindergarten Association. In October 1899, at Pine and Ann Streets in the section of Savannah known as Yamacraw, the first kindergarten was opened with Martha G. Waring as teacher. Seven training students began their two years' course under the direction of Mrs. Waring. The second year opened with eleven new students. During this second year, the association opened two other kindergartens; one a free kindergarten, the other for children who could pay tuition.

In the next few years, more kindergartens were opened in different parts of the city. In 1901 a kindergarten was opened in cooperation with Trinity Methodist Church. By 1903, this kindergarten was entirely supported by the church, and has since been known as the Louise Walker Kindergarten. In 1901 a free kindergarten was opened in the Chatham Public School. In 1903 South side Free Kindergarten was built and occupied until 1935. By 1904 there were four private kindergartens in operation. These were owned and taught by graduates of the training school. Students of the training school did practice teaching in these private kindergartens as well as the free ones.

In 1903 Mr. Baldwin, in cooperation with the Central Federation, a union composed of representatives of all trade unions in the vicinity of Columbus, Georgia, established a free kindergarten for factory children of Columbus. This was the first attempt made by a trade union to promote such an educational idea.

Martha G. Waring was supervisor of the Kate Baldwin Free Kindergartens from their beginning until 1903. She was followed by Nellie Rubel of Louisville, Susan Speed, and Frances Newton. Hortense May Orcutt became supervisor in 1907 and remained until her death on January 21, 1936. Miss Orcutt was at one time vice-president of the International Kindergarten Union.

After Miss Orcutt's death, the training school was continued only a few years. Then the kindergarten work was revised. The directors of the nine kindergartens now operating in five of the public schools, in a1 accredited private school, in a church, and in a nursery for colored children, meet each week in a study group. Members of the American Association of University Women join this group at various times. It is hoped that these study groups will promote a better understanding of children a11d what modern education offers to meet their needs. The public health nurses, and the W.P.A. nursery schools are other agencies cooperating.

Albany

In 1880 Miss Thornbury operated a kindergarten in Albany. In 1898 Jewel Johnson, a pupil of Miss Allen's school in Atlanta, operated one for two years. From then until 1907 there was no kindergarten in Albany. In 1907 Myrtle Morkley opened a kindergarten, and in 1917 Dorothy Towe opened a kindergarten which has been in existence ever since.

Dalton

The Crown Mill Kindergarten has been in operation for about thirty years. It is entirely supported by the Crown Mill.

West Point

See Alabama, Chattahoochee Valley and West Point, Georgia.

Other Cities

At various times mill kindergartens were operated in Hogansville, La Grange and Athens. Private kindergartens have been in existence in Montezuma, Newnan, College Park, Macon and Sparta. At times trained kindergarten teachers have conducted kindergartens in the Baptist Orphan's Home in Hapeville and in the Methodist Orphan's Home in Decatur.

MRS. R.Y. BECKHAM, Atlanta
EVELYN BIRD, Atlanta
JENNIE DARGAN, Atlanta
MARY DICKINSON, Atlanta
MAMIE HEINZ, Atlanta
ETHEL MASSENGALE, Atlanta
MARY SHEWMAKE, Augusta
MARTHA G. WARING, Savannah
RUBY WILLINGHAM, Milledgeville

HAWAII

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 63-67.

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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.¹ 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 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 \$10,000⁴ 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 1920²¹ 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 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 midmorning 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 subprimary 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.

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.

Acknowledgments: Contributions were made to this report by Nina K. Adams, Ermine Cross, Helen Willis McKay, Ellen Pomeroy, Mrs. F. M. Swanzy.

Endnotes

¹Given with \$300 a year for a time, in commemoration of a son.

²It 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.

³Two 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.

⁴This 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.

⁵The 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.

⁶See page 64, note 4.

IDAHO

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 31-32.

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

Endnote

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

ILLINOIS

History of the Kindergarten Movement

From Aborn, C. D., Marble, S. A., & Wheelock, L. (1938). *The Kindergarten in Illinois. History of the Kindergarten Movement in the Mid-Western States and in New York*. Presented at the Cincinnati Convention of the Association for Childhood Education, April 19-23, 1938. pp. 18-23.

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1874 - 1937

In the “Kindergarten Messenger” for May 1873, there appeared this statement by Elizabeth Palmer Peabody of Boston:

In 1870, I was invited by the Society of Superintendents and Principals to go to Chicago to address them upon “The Genuine Kindergarten.”

This may well be said to be the beginning of kindergarten interest in Illinois. As a result of the interest thus aroused Mrs. Alice Putnam organized a group of mothers and teachers for a study of Froebelian methods and principles. This small group, organized in 1873, was the basis for the very active Chicago Froebel Kindergarten Association which was formed some years later.

In 1874, Mrs. Putnam, with the aid of the mothers whom she had interested, established the first kindergarten in Chicago and, within two or three years, added to it a training class for young women, “The pioneer training school of the West.”

Two years later, the first free kindergarten was opened in Chicago at the Dwight Moody Church. This was a memorial kindergarten, established by Mrs. E. W. Blatchford in memory of her little daughter.

In 1878, Josephine Jarvis who had come to Chicago in the early seventies to familiarize herself with the Froebelian system, established a kindergarten and also got together an interested group of students and began to translate the Froebelian literature. Her translation of the “Mother Plays and Nursery Songs” by Froebel was published in 1878, a short time after her translation of the “Education of Man.”

A mass meeting was called for the citizens of Chicago in the year 1880 to discuss the desirability of opening some free kindergartens in the poorer parts of the city. As the result of this meeting two strong associations were formed in 1881.

The Chicago Free Kindergarten Association was formed to establish free kindergartens and a training school. Under its auspices, ten free kindergartens were begun within the next two years, one under Miss Eva B. Whitmore, who was superintendent of the training school for many years, following the first superintendent, Miss Matilda Ross. In 1890, Mrs. Mary Boomer Page became principal of this school, her Alma Mater.

(In 1893 this was affiliated with Armour Institute where a demonstration kindergarten was held for a number of years.)

In 1881, the Chicago Froebel Kindergarten Association was organized under the able leadership of Mrs. Alice Putnam. When Colonel Francis W. Parker was appointed head of the Cook County Normal School, he invited the Froebel Kindergarten Association to make its headquarters at the Normal School. In 1898, the training school was moved to Hull House at the invitation of Miss Jane Addams in order to “combine sociological interests with educational.” In 1901, conditions made a third change desirable and the school was moved to the Fine Arts Building.

The Cook County Normal School, now “Chicago Normal College” has continued since this early date including kindergarten training in its curriculum. Training for kindergarten teaching also given by the Illinois State Normal University, Normal, Illinois, and the Northern Illinois State Teachers College, De Kalb, Illinois.

Private and Mission kindergartens preceded public kindergartens by many years. Between 1870 and 1880, Illinois had only one kindergarten as a part of a public school system. This was Forestville, Illinois, then a suburb of Chicago, later a part of the city.

In 1883, the Chicago Kindergarten Club was organized through the combined efforts of the Froebel Association, the Free Kindergarten Association and other kindergarten teachers. Miss Elizabeth Harrison, founder of the Chicago Kindergarten College, was made President of this club which met monthly for discussion of educational problems and to listen to general cultural and educational addresses. In 1924, this Kindergarten Club and the Primary Council united to form a new organization, “The Central Council of Childhood Education,” combining the interests of nursery school, kindergarten and the elementary teachers.

Settlements and other welfare institutions early recognized the social value of the kindergarten. In 1883, the central W.C.T.U. established a kindergarten in the Bethel Mission of Chicago, and Miss Mary McDowell, as Superintendent of the kindergarten department of the W.C.T.U., edited a department in the “Kindergarten News” under the heading “W.C.T.U. Kindergartens.”

In 1886, the “Miss Harrison Training School” was opened at the Loring Private School by Elizabeth Harrison, then director of the kindergarten department in the school. From this small group of mothers and teachers, there developed what is now the National College of Education Evanston. Miss Harrison retained her presidency from the founding of the college in 1886 to 1920 at which time she retired and was made president-emeritus while Miss Edna Dean Baker assumed the office of president.

From the time of its organization in 1881, the Froebel Kindergarten Association worked to get kindergartens into the public school system. On June 2, 1886, the clerk of the Chicago Board of Education presented a petition from the Froebel Association, asking for the use of a room in the Brennan public school for kindergarten, the Association agreeing to be responsible for the salaries of the teachers, for the instruction given, and for the equipment. The request was granted and a kindergarten opened the stock-yards neighborhood.

“From the beginning, the school superintendent was willing to have unused rooms made use of by the kindergartens and these were gradually added through the combined efforts of the Froebel Association, the Free Kindergarten Association, and the Chicago Kindergarten College.”

Colonel Parker, principal of the Cook County Normal School wrote in his report for 1888:

“The most important, far reaching educational reform of the nineteenth century is the kindergarten. Mrs. Alice Putman, superintendent of the Chicago Froebel Association, has taught the principles of the kindergarten to successive training classes of this school (the Cook County Normal) and illustrated them in an excellent kindergarten, *without receiving a cent of the county’s money.*”

Interesting phases of the development of kindergarten literature are associated with early days in Illinois. In 1888, the Kindergarten Magazine was founded by Mrs. Alice B. and Miss Cora L. Stockham of Chicago. This remained a Chicago publication until 1906. It developed into the “Kindergarten and Primary Magazine.”

In 1892 Miss Andrea Hofer of Chicago assumed the responsibility of “The Child Garden,” a magazine of story, song, and play which was published for ten years.

“A Study of Child Nature” by Elizabeth Harrison was published in 1890. This was a collection of talks given by the author to mothers and teachers in her training classes and elsewhere, explaining the application of kindergarten principles to the everyday problems of children.”

In 1891, the editors of the Kindergarten Magazine conceived the idea of celebrating Froebel's 109th birthday by a "Froebel Reunion" in Chicago to which kindergarten teachers from neighboring states might be invited as well as those in the city and its suburbs. Among the speakers were Ella Flagg Young, later superintendent of the Chicago Public Schools, Miss Mary McCullough from St. Louis, and Mrs. Hailman from LaPorte, Indiana.

In view of Evanston's enthusiastic appreciation of the kindergarten, it is interesting to read in the Kindergarten Magazine of 1892:

"The public school board of Evanston has given consent to an experimental public kindergarten. If the year's test is a success, there is some promise of the kindergarten being adopted in Evanston"

From pioneer days, Peoria has been most active in kindergarten work. In March 1892, a mission kindergarten was organized through the devoted work of the King's Daughters; this was directed by Florence Bass, graduate of the Chicago Kindergarten College.

For fifteen years, kindergartens were privately supported by this group and by others organized into the Peoria Free Kindergarten Association.

Gradually the use of public school rooms was given and in 1907 all kindergartens including a training school for kindergarten teachers were taken over by the city. The training school from its organization was under the directorship of Miss Lucy Way from Detroit, Michigan, whose enthusiastic loyalty to the kindergarten cause helped greatly in the Peoria schools, where today 1,414 children are enrolled in 21 kindergartens.

August 17, 1892 was a red-letter day for the Chicago kindergartens, as on that day, the Board of Education voted to take over nine of the kindergartens which from 1886 to 1892 had been conducted in public school buildings but supported by the two Kindergarten Associations and the Chicago Kindergarten College. By 1897, there were forty-five kindergartens in the public school system and at the last report Chicago was publicly supporting 326 kindergartens in addition to a very large number of private and mission kindergartens.

The Chicago World's Fair of 1893, the World's Columbian Exposition, gave great opportunity for the demonstration of the kindergarten methods and for much publicity concerning the system of education.

The International Kindergarten Union which had been organized in 1892 took as its special project the giving of as complete an exhibition as possible of the kindergarten and of kindergarten progress. In the "Children's Home" there were model nurseries and kindergartens, exhibits of proper kindergarten equipment with trained kindergarten teachers in attendance at each exhibit to explain the system.

In addition to the exhibits, there was a model kindergarten in operation in which the children of visitors were cared for. The kindergarten Literature Company had headquarters in this building and distributed much literature.

Still another kindergarten was conducted in the Illinois State Building. This was in operation for six months under the auspices of the Froebel Kindergarten Association and the Chicago Free Kindergarten Association.

“To many kindergarteners, the educational congresses furnished the crowning inspiration of the exposition. The International Kindergarten Union held a department meeting in the World’s Congress of Representative Women, to set forth its own work and to discuss topics connected with it...There were two kindergarten congresses under separate management, varying largely in scope and character. The first of these was the special kindergarten congress, presided over by William N. Hailman. The second was the meeting of the kindergarten section of the International Congress of Education, held under the auspices of the National Education Association. This was in charge of Mrs. Ada M. Hughes, president of the kindergarten section of the National Education Association. Both congresses brought an earnest body of workers from far and near, who spoke with sincerity and conviction. Among the speakers were William T. Harris, then Commissioner of the Education, James L. Hughes of Toronto, Mrs. Sarah B. Cooper of San Francisco, Miss Lucy Wheelock of Boston, Miss Anna Bryon of Chicago, Miss Annie Howe of Japan, Miss Mary McCullough of St. Louis, Miss Elizabeth Harrison of Chicago, and Professor Earl Barnes of Stanford University.”

“In 1894 the Chicago Kindergarten Institute was established as a two year training school for kindergarten teachers. It’s Student house was called Gertrude House. Mary Boomer Page, Frances E. Newton, Amalie Hofer, Caroline Cronise and Ethel May Roe were the directors. The Institute co-operated with the social settlement of the University of Chicago, directed by Mary McDowell. At first situated on Chicago’s south side, the Institute in 1902 moved to the North Side.”

In 1894, Miss Harrison and Mrs. John N. Crouse, co-principals of the Chicago Kindergarten College, called together a national convention of *Mothers* (a group of 1200 assembled) in Chicago. (Later, through Mrs. Theodore W. Birney, who was enthusiastic about this first “Mothers’ Convention” called a similar group together in Washington, D.C...this, in 1897, took the name of the “National Congress of Mothers”).

In 1895, the State of Illinois passed a law permitting the establishment of kindergartens in the public schools of the State. Locally, Chicago had had kindergartens since 1892 and Forestville even earlier.

The experimental school at the University of Chicago, under the direction of Professor John Dewey, demonstrated the influence of the kindergarten principles upon primary methods and was “vital in arousing interest in *child study* and in the principles and practices of the kindergarten.” Since its organization in 1901, the School of Education has maintained a kindergarten department. Training in kindergarten methods and principles has been included in the Department of Education, a unit in the division of Social Sciences.

With Chicago’s continuing interest in the kindergarten movement, there seemed need for an additional training school for teachers, and in 1897, the Pestalozzi-Froebel Training School and kindergarten was organized at Chicago Commons under the leadership of Mrs. Bertha Hofer Hegner. When the training school outgrew its quarters at the Commons, it was removed to the down-town section of Chicago, and in 1913, a primary department was added, the name of the training school being changed to “The Pestalozzi-Froebel Teachers’ College.” It now maintains an elementary school which includes a nursery school, a kindergarten, and the first six grades.

By 1899, 63 kindergartens had been established in the public schools of Chicago. At this time a shortage of funds threatened the abolishment of the kindergartens, but by the vote of the people at the spring election (87,000 for its retention, 15,000 against) it was retained.

The churches of Chicago early recognized the value of the kindergarten not only in training the children but in making home contacts. Among others, the Colored Women’s Clubs of Chicago organized nine kindergartens in churches throughout the city during the year 1902.

The struggle to keep kindergartens in the Chicago schools has been one of long standing. In 1902, it was feared that the kindergartens would be given up entirely for purposes of economy but the Kindergarten Review of September 1902 announced, “At last we have definite assurance that all the eighty-nine public kindergartens will open this fall.”

When in 1911 the United States began to get interested in the Montessori system of education, the National Kindergarten Association of New York sent Miss Elizabeth Harrison, then President of the Chicago Kindergarten College, to Rome to study Dr. Montessori’s methods. When Miss Harrison returned to Chicago, she brought with her two young women from Dr. Montessori’s school. Under their supervision a Montessori demonstration school was held during the summer of 1913 at the Chicago Kindergarten College, a school visited by kindergarten teachers and other educators from all over the country. At the of the Bureau of Education, Miss Harrison’s report of her observations in Rome was prepared as Bureau of Education Bulletin 1914, No. 28, “The Montessori Method and the Kindergarten.” Although the Illinois School of law of 1895, permitted the establishment of kindergartens in the public schools of the State, the smaller towns were slow in incorporating it.

“In 1914, outside of the two active areas of Peoria and Chicago with its suburbs, only seven towns of Illinois reported public school kindergartens. The latest state reports credit Cook County with 388 of the 533 public school kindergartens, but it is an encouraging fact that the 145 kindergartens outside of Cook County are spread through 25 counties and 51 towns.”

The School Law of Illinois now reads: “The Board of Directors shall have the responsibility of establishing kindergartens for children from four to six, if the public interest requires it, and shall pay for them out of school funds of the district. If at least fifty persons residing within one mile of the school district, who are parents or guardians of children four or six petition for a kindergarten, it shall be established and maintained if there is average attendance of not less than 15.”

A recent blow to the kindergarten interests in Chicago came in the action of the school board in July 1933. Following a statement made by the president on the need for school economy, a report from the special committee on economy was adopted as Resolution No. 10, Board Report No. 33008. “Kindergarten classes are hereby reduced 50% and attendance limited to one year by any pupil and no children permitted to enter under the age of 5 years. This will mean one teacher to kindergarten room instead of two as in many of the rooms at present. The reduction in the number of kindergartens by 50% will result in the elimination from the system of 300 teachers, about 250 of whom have been in service more than three years. Re-employment will be hastened by giving these teachers opportunity through examination or extension courses to qualify as teachers for the first and second grades.”

“The Superintendent of Schools recommended that the course of study at the Chicago Normal College be changed so as to substitute a Kindergarten-Primary course for the present Kindergarten course. Graduates from the Kindergarten-Primary course will be eligible for assignment to a kindergarten, first, and second grades.”

During this period, each teacher was required to take 80, 90, or even 100 children in two sessions. At present (1936-37) much is being done to relieve the crowded conditions, by this reopening of more kindergartens. Wherever possible, enrollment is being reduced to 75 pupils per teacher, in two sessions.

At the last state report, Chicago had 388 kindergartens with 74,034 pupils. The state of Illinois with a population of 7,817,000 maintains 533 public school kindergartens, 48,165 pupils attend these kindergartens and 494 kindergarten teachers are employed.

EDNA DEAN BAKER.

INDIANA

History of the Kindergarten Movement

From Aborn, C. D., Marble, S. A., & Wheelock, L. (1938). Kindergarten Movement in Indiana. *History of the Kindergarten Movement in the Mid-Western States and in New York*. Presented at the Cincinnati Convention of the Association for Childhood Education, April 19-23, 1938. pp. 53-54.

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Indiana reports kindergartens in the following towns: La Porte, Richmond, Winchester, Hammond, Vincennes, Crawfordsville, Fort Wayne, East Chicago, Michigan City, Evansville, Mishawaka, and Valparaiso.

The Free Kindergarten movement in Indianapolis dates back to 1875 and finds in its pioneer days the name of Miss Alice Chapin and Miss Fidelia Anderson.

Although formal organization of the Indianapolis Free Kindergarten and Children's Aid Society took place in 1882, the preliminary steps were taken a year earlier in the appointment of a committee by the Social Sciences Association of Indiana to consider what could be done to improve the environment of dependent children in the city.

Rev. Oscar McCulloch, who was engaged in the work of organizing the charities Indianapolis, requested the women of that committee visit certain families for the purpose of ascertaining the condition of their children and whether or not those of school age were attending school regularly. As a result of that investigation it was decided to open a kindergarten for little children families living in neighborhood packing houses.

During the summer of that year—1881—by permission of the Board of School Commissioners a trial kindergarten was conducted in the corridor of Public School No. 12 at West and McCarty Streets. This was continued the following winter in a nearby mission church.

This experience convinced those interested that wisely conducted kindergartens would accomplish more real good for dependent children than any other agency. So an organization was affected under the name of the Indianapolis Free Kindergarten and Children's Aid Society in 1882.

The first free kindergarten opened under this organization in 1882 was at the Friendly Inn on West Market Street.

In 1887 there were five free kindergartens with an enrollment of 781.

Mrs. Eliza A. Blaker, who had come to Indianapolis from Philadelphia in 1882 to take charge of a private kindergarten in the Roberts and Hadley Academy, was secured to conduct this first free kindergarten under the Kindergarten Society. She continued as head of the kindergartens in Indianapolis until her death in 1926.

The free kindergartens were supported by private contributions from 1882 to 1901.

Meetings and child study classes were organized for mothers in 1882. Friendly visiting in the homes was instituted in 1882.

The Indiana Kindergarten Training School was founded by Eliza A. Blaker in 1882. Later this became the Teachers College of Indianapolis. The school remained under the direction of Mrs. Blaker until her death in 1926, and later became the School of Education of Butler University of Indianapolis.

GRACE L. BROWN.

IOWA

History of the Kindergarten Movement

From Aborn, C. D., Marble, S. A., & Wheelock, L. (1938). *The Development of the Kindergarten Movement in Iowa. History of the Kindergarten Movement in the Mid-Western States and in New York*. Presented at the Cincinnati Convention of the Association for Childhood Education, April 19-23, 1938. pp. 47-53.

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The people of Iowa manifested interest in the kindergarten movement at an early date. In 1884, Des Moines established public kindergartens and so claimed the distinction of being among the first cities—some claim, the second—in the United States to take this move. There has been progress from that time until the present. In 1936 there were kindergartens in all but ten of the ninety nine counties of the state. This meant altogether 461 kindergartens where 429 teachers were employed, with a total enrollment of 18,251 children.

The records show that in many instances the first kindergartens in communities were private ones. These often were a means of proving to people the value of this form of early instruction and of creating the demand for the incorporation of kindergartens as a part of the regular school systems. Therefore, a true picture of the development of the kindergarten movement necessarily includes some mention of the pioneer work done by the private kindergartens.

Des Moines' kindergartens started as a private endeavor.

“In 1876 Mrs. Ada North, then state librarian, wrote to Mrs. Lucy B. Collins at St. Louis asking her come to Des Moines and start a kindergarten.”¹ Certainly a wise Providence directed the choice this lady; her personality was fascinating young and old feeling the charm of her presence; she was an enthusiastic lover of her work, and brought remarkable talent and inspiring spirit to it; she endeared herself to the people and made many converts to the then new and little-known system of child training. Her little kindergarten flourished, moving from its first room to a better, and finally establishing itself in a home of its own—a cottage built to its permanent abiding place—a cottage which is still pointed out by many a man and woman as “The place where I went to Mrs. Collins' kindergarten.”²

The establishment of public kindergarten in St. Louis evidently influenced their introduction into Iowa. In the report of the superintendent of Des Moines in 1877, he refers to them and recommends to the board that they establish kindergartens in the Des Moines schools, but this was not done until seven years later.

“It was brought about in a natural and easy way. A first primary teacher in the Irving building wanted a year’s leave of absence. Mrs. L. M. Wilson, the principal, had observed for several years that the children who had entered the public school after having attended kindergarten were able to progress much more rapidly than others. She studied the children carefully and decided it would be great advantage to have kindergartens in public schools, where all could have the benefit; so she went to Mrs. Collins and induced her to come in and take the vacant primary room. From September to January Mrs. Collins taught the first primary grade according to the methods then in vogue, using some kindergarten occupation work. Finally, that best of arguments, good work, prevailed, and with the help of Mrs. Wilson she induced the school board to give her permission to equip and carry on a kindergarten for the rest of the year as an experiment.”³

In 1887-88 kindergartens were begun in West Des Moines which was then a separate corporation.

The attitude of the school administration in Des Moines toward kindergartens is reflected in the following quotation taken from the Superintendent’s biennial report for the years 1892-94. “Since the establishment of the kindergartens as a part of the school work of the district ten years ago, the work has continued to commend itself as a desirable and necessary part of a complete system of public education. That the kindergarten is a place for mere play and amusement is now seldom heard; the little workers in full enjoyment of their work, and developing by reason of it, have themselves disproved the assertion. ... The effect of kindergarten principles and of the spirit that prevails among kindergarten teachers upon the life of a school system is wholesome and invigorating. It is of inestimable advantage to the elementary schools to have joined with them a system of teaching whose characteristic tenets favor the study of individual pupils and adapting the treatment of each one to his different capabilities and needs, and which sanctions the discipline of love and gentleness united with due firmness.

Thus, the history of Des Moines kindergartens might briefly be summed up in this statement: A private kindergarten was first established in 1876; the first public-school kindergarten in January, 1884; and kindergarten instruction became universal in September, 1897.”⁴

In the report of the United States Commissioner of Education, 1877, references made to a private kindergarten in Cedar Rapids, organized in 1876 by Miss J. E. Shelton. She had three assistants and there was an attendance of fifty children between the ages of three and eight. In 1877 the report shows that Mrs. C. P. Madeira and Miss Bessie Madeira established a kindergarten. This evidently continued until 1883 or 1884, part of the time at 60 Iowa Avenue.

In 1885-86 the superintendent's report of Cedar Rapids makes the first reference to kindergartens.⁵ This was in connection with the primary department. The term Class C is used for this preliminary work and the program of work indicates a combination of kindergarten and first-grade work.

In 1882 the Commissioner's report shows that Council Bluffs started a public kindergarten in the Bloomer School with Mrs. Sara Eddy in charge. No more reference is made to it in the report until 1897 when there are four kindergartens listed.

In 1889 a public kindergarten was established in Waverly, which was the third in the state according to an early resident.⁶ Marshalltown is credited with having the second public kindergarten in the state, although the Commissioner's report does not list it.

Mr. W.F. Cramer, superintendent of the Waverly schools at that time became interested in that type of education for the child entering school. Under his direction for the spring term of three months, Miss Bessie Hailman, daughter of Professor Hailman, who was the head of the Kindergarten Training School at LaPorte, Indiana, came to Waverly and started a kindergarten in the Washington School on the west side of the river at a salary of seventy-five dollars a month.

Miss Clara Barker worked with Miss Hailman during her stay in Waverly, then the following fall she was given charge of the kindergarten. After that, Miss Mamie Burrington was hired for the work. She had taken the one-year's training under Professor Hailman. The training course at that time was only a one-year course.

Other towns which are given in the Commissioner's report as having kindergartens (probably several were private) between 1880-90 are Boone, Dubuque, Manchester, Burlington, Davenport, Grinnell, Jefferson, Lyons, private kindergarten had been in Burlington as an experiment and in Marshalltown, Oskaloosa, and Sibley. It is interesting to note that the annual tuition charged in Burlington in 1886-87 was \$27; in Davenport \$44.

The following is given as the situation in the state in 1897: "In 1892 a private kindergarten had been opened in Burlington as an experiment and in 1895 one was opened in the public school. This was so popular that in the fall of 1896 two more public kindergartens were opened; and the board and teachers hope soon to have one in every school in Burlington. In Sioux City three kindergartens were opened in the public schools in 1893. There are now six teachers and one hundred and twenty children. The popular feeling seems to be that of indifference and there is a need of much outside work among the mothers. It is to be hoped that in the near future the work will be better understood and appreciated.

“Dubuque has five kindergartens, of which number one is private. In 1893 a public kindergarten was opened, and in the fall of ‘96, three more. Miss L. E. Hosmer, of the Prescott kindergarten, has a large training class, numbering twenty-six volunteer teachers, and besides these there are nine teachers with an enrollment of two hundred and fifty pupils. Oskaloosa has five public and one private kindergarten. Miss May Chilson, the director, has charge of all the work and supplies all the teachers needed from her training class of volunteers. Miss Agnes A. Moore opened a kindergarten in connection with the Webster City public schools in the fall of 1894... At McGregor there is one kindergarten, which was established in 1894. It is granted the use of a room in the public school, but is supported by private subscription. There are forty children in attendance, and Miss Alice M. Clark has charge with three volunteer assistants. Others have applied but have not been accepted. The enrollment is two hundred and eighteen. The mothers’ meetings in connection with these kindergartens have done much toward creating a sentiment in their favor. At Jefferson the work is not purely kindergarten, some primary methods having been introduced. The teachers and patrons are anxious that it should be a true kindergarten work, but the board says, ‘Nay.’ The school numbers fifty with two teachers in charge.

“There are many private kindergartens through the State, one at Corydon... at Council Bluffs ... at Emmetsburg ... Fort Dodge ... Nashua ... Washington ... Glidden and Spencer... at Osage... Altogether I have found 81 paid teachers, 64 volunteer teachers, 55 kindergartens, and an enrollment at 2,000.”

The first kindergarten work in Iowa City was a private venture. “In the summer of 1898 Miss Grace Barrett, daughter of the then Presbyterian minister at Iowa City, returned home, having completed a course in kindergarten training. She at once enlisted the help of several local women in organizing a group of children to form a school. The idea was comparatively new to the community and did not meet with immediate response. However, two of the most interested supporters of the plan (Mrs. W. C. Wilcox and Mrs. Preston Coast, mothers of three-year-olds) resolved to put it through and, making a thorough canvass of probable prospects, succeeded in securing the promise of twelve children. In looking back it seems surprising that so much hostility, mostly from ignorance as to the kindergarten aims and ideals, could have existed among intelligent mothers.”

The work of preparing a home for the school was undertaken by a small group of women and Miss Barrett. . . . Various mothers contributed to the furnishings, even to supplying swings, sand piles and other apparatus for the yard.

“Miss Barrett was highly successful as a teacher and the school flourished and grew in numbers for a year. For some reason, I think an epidemic of some children’s disease, it was not resumed in the autumn.”⁸

The public schools of Iowa City incorporated the kindergarten in 1918 in five buildings.

The beginning of the twentieth century found public kindergartens established in twelve cities, according to those listed in the Commissioner's report. There were 54 schools and 99 teachers taking care of 2,157 children. In addition to these, there were 54 private kindergartens, employing 54 teachers, and enrolling 1,688 children. The public kindergartens which were reported and given in the Commissioner's report were in Burlington, Cedar Rapids, Council Bluffs, Creston, Des Moines, Waverly, Dubuque, Junction City, Marshalltown, Oskaloosa, Washington, West Waterloo, and Webster City. There were undoubtedly others not reported.

In Davenport, according to an early resident, the first kindergartens were established by people from foreign countries (mainly Germany) as private enterprises and were held in churches. "For five or six years they were conducted under the kindergarten association probably during the period 1900-07, the support coming from private subscriptions. During the interval 1906 to 1913 the kindergartens became a part of the public school system."⁹

During the decade 1920-1930 the Iowa School Reports show a gain of 114 kindergartens. Since 1930 there has been very little variation in the number of kindergartens each year.

In the light of comparison with present day education, the objectives in the early days and now appear very different. In the Commissioner's Report of 1882-83, under the heading "Effect of the System," the following is given concerning the kindergarten: "It teaches control of the muscles, giving a graceful and dignified carriage and deftness to the hand, trains the senses, develops the faculties of perception and judgment, cultivates a habit of symmetrical arrangement and classification of objects, and leads to correct expression of thought."

It was customary for many years in those days to have volunteers or cadets in the kindergartens who were receiving training as assistants to the directors. Often a trained assistant was also employed. In most of the kindergartens now there is only one instructor compared with these early days. Some teachers have charge of two kindergartens, being in different buildings morning and afternoon.

Another movement should be mentioned here. For a number of years some schools, both rural and town, have offered a year preceding first grade. This year's work has been called Primer Year, Primary Grade, Pre-primary, One B, or a name which has appealed to the superintendent of the system. The work has been more like first grade than kindergarten work. However, some superintendents have called this grade Kindergarten and may have reported it as such, in which case such rooms would be counted as kindergartens in making up the reports.

Training of Teachers

In 1885 the training of kindergarten teachers was undertaken in Des Moines.

“In September, 1899, the training school for kindergarten teachers became a part of Drake University and was no longer an integral part of the public school system. Thus, the function of training teachers, established as a necessity in the days when it was impossible to get adequate kindergarten training in the regular normal schools, was discontinued as soon as regular institutions of higher learning were ready to take over this work.”¹⁰

Homer H. Seerley, former president of the Iowa State Teachers College, became interested in the kindergarten movement before 1900. In a catalogue of the Iowa State Normal School as early as that for 1894 is found this statement: “Arrangements have been completed to begin instruction in such kindergarten exercises as are adapted to regular primary schools in public school systems.” In 1904 Harriet Elizabeth Gunn, a graduate of Chicago Kindergarten College, 1899, and Teachers College, Columbia University, 1902, was employed to offer the course in training for kindergarten instructors. In 1906 Florence E. Ward, a graduate of the Chicago Kindergarten College, 1903, took charge and remained until April, 1915. The department grew under her supervision.

This department of the Iowa State Teachers College and the one at Drake have been the two training schools in the state which are connected with colleges.

At present the demand in the state for well-trained kindergarten teachers is greater than the available supply.

Legislation

The attitude of the State Department of Public Instruction, as gleaned from the reports of those who were superintendents, was one of interest as early as 1872 when Superintendent A. S. Kissell included an exposition on the kindergarten in his report.

Henry Sabin, Superintendent of Public Instruction, in his report for 1895, says, “We recommend the passage of an act authorizing boards of education at their discretion to establish and maintain kindergartens provided always that the person in charge of the same shall be examined upon kindergarten principles and is fully competent to teach the same.”¹¹

The 26th General Assembly, 1896, authorized the boards of directors to establish kindergartens in independent school districts.

In Henry Sabin's report for 1897 is found the following: "The kindergarten has not taken the place in our schools which its importance demands. It is a matter of record made after careful study of results that in the cities the kindergarten children do better in entering schools than those who have not received such training.

"I would not in the least disparage the worth of the high school or the college, but I look upon the kindergarten conducted in accordance with the spirit and the philosophy of training as of more importance than either of them.

"It may be truthfully said, however, that the kindergarten spirit has changed very largely the teaching of the primary room in all parts of the state."¹²

In the 1920 report, Superintendent Deyoe states that "the kindergarten has become an integral part in the course of study. The classification of pupils and methods of instruction have received the most careful through and practical application by the most skillful educators of the country."¹³

The Iowa Kindergarten Association had tried unsuccessfully in two sessions of the General Assembly prior to 1929 to have a law for their benefit. In 1929, because of the efforts of the state superintendent, Agnes Samuelson; the chairman of the Public Instruction Committee of the Iowa Federation of Women's Clubs, Mrs. W. F. Parrott, her husband, and others, the General Assembly passed a law making it compulsory for a school board to establish a kindergarten on the petition of parents or guardians of twenty-five or more children of kindergarten age. The hope was to establish kindergartens in every country of the state.

Following this act, the peak in the growth of the kindergartens from the standpoint of distribution was attained in 1931-32 when there were 466 in 92 of the 99 counties.

During the years of depression, some places discontinued their kindergarten as an economy measure. In 1934-45, the number increased to 477 in 89 countries, the largest number reported in the records.

This same year, 1935, the Assembly amended the second act concerning the establishment of kindergartens changing "must" to "may" in regard to the petition of the parents of twenty-five or more children. This was brought about over-zealous promoters who solicited signers to the petitions for the establishment of kindergartens regardless of whether these parents had children of the kindergarten age or not.

This amendment may account for the drop from 477 to 461 kindergartens in 1935-36 although the number of counties remained the same. This falling off is so slight that it would indicate that the kindergarten was well enough entrenched in the state and had so proved its worth that even depression and the amendment of the compulsory act did not materially affect the situation.

Parallel with all of this legislation for the establishment of kindergartens were regulations for the certification of teachers who had had the proper training for kindergarten teaching.

Organizations

Since 1907 there has been an organization of the kindergarten teachers of Iowa. The Iowa Kindergarten Association was formed at a meeting of the Northeastern Iowa Teachers Association in Cedar Rapids for the purpose of promoting kindergarten work in the state. In Dubuque, 1909, the Association voted to join the International Kindergarten Union. In 1923 they held a joint meeting with the primary teachers at the Des Moines meeting and that union has continued. The Association has worked on legislation, issued bulletins, conducted columns in the state school journal, and aimed to promote the cause of early childhood education in general.

At present this Association is affiliated with the National Association for Childhood Education as well as the Iowa State Teachers Association. Mrs. Madeline Horn, who has done much in promoting the effectiveness of American Childhood Education, is the president.

Research

One of the significant pieces of research to show the effect of kindergarten education upon children's future development in school was carried on by an Iowa man, Edward W. Goetch, Director of the Placement Bureau of Iowa State Teachers College. This study was made at the University of Iowa. The title of his dissertation is "The Kindergarten as a Factor in Elementary School Achievement and Progress." While educators of the period when kindergartens were first started claimed from observation that children with that training made better progress in the other elementary grades, Dr. Goetch actually proved that such is the case.

The Iowa Child Welfare Research Station at the University of Iowa was established in 1913-14 primarily for research. They have made many studies concerning the early education of young children which are of value to teachers of the lower grades.

LOU A. SHEPHERD.

Endnotes

¹Ross, Marie. "Regarding Iowa Kindergartens." *Kindergarten Magazine*, Vol. 9, .531; September, 1896 - June, 1897.

²Morton, Amelia. "The Kindergarten in Des Moines." *Kindergarten Magazine*, Vol. 12, pp. 328-329; September, 1899 - June, 1900.

³Morton, Amelia. “The Kindergarten in Des Moines.” *Kindergarten Magazine*, Vol. 12, pp. 329-330; September, 1899 — June, 1900.

⁴The author is indebted to A. W. Merrill, Superintendent, and to W. C. Findley, Director of Elementary Education, Des Moines, for much of this information concerning the kindergartens in their city.

⁵The author is indebted to Arthur Deamer, Superintendent of Schools, Cedar Rapids, for this information.

⁶The author is indebted to Miriam C. Hoover, of Columbus, Ohio, for this information. She was an enthusiastic kindergarten worker in Iowa for many years, being director at Waverly and supervisor of the kindergartens in Fort Dodge.

⁷Ross, Marie. “Regarding Iowa Kindergartens.” *Kindergarten Magazine*, Vol. 9, pp. 531-534; September, 1896 — June, 1897.

⁸The author is indebted to Mrs. Preston Coast, Iowa City, Iowa, for this information concerning the kindergarten in her city.

⁹The author is indebted to I.H. Schmitt, Superintendent of Schools, Davenport, for this information concerning the kindergartens in his city.

¹⁰Findley, W. C. “Summary of Establishment of Kindergartens in Des Moines.” Report prepared by W. C. Findley, p. 5, December, 1937.

¹¹*Iowa School Report*, Vol. 27, p. 226.

¹²*Iowa School Report*, Vol. 28, p. 130.

¹³*Iowa School Report*, Vol. 40, p. 75.

KANSAS

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 32-34.

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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 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, play lets 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.

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

Endnotes

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

²Mrs. 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.

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

⁴Author of *In His Steps*.

⁵June 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.

KENTUCKY

History of the Kindergarten Movement

From Aborn, C. D., Marble, S. A., & Wheelock, L. (1938). Kindergarten Development in Louisville and Kentucky. *History of the Kindergarten Movement in the Mid-Western States and in New York*. Presented at the Cincinnati Convention of the Association for Childhood Education, April 19-23, 1938. pp. 54-59.

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“To be a kindergartner is the perfect development of womanliness — a working with God at the very fountain of artistic and intellectual power and moral character. It is, therefore, the highest finish that can be given to a woman’s education to be educated for a kindergartner.” ELIZABETH PEABODY.

“The work we are giving is too difficult and we must devise some plan to hold and stimulate the interest of these children who come here week after week so eager and hungry for something”—This remark, made by one of the workers in the Halcombe Mission Industrial School, was the beginning of the Kindergarten movement in Louisville -just fifty years ago. Already the Kindergarten idea had found its way into the state six years previous to this time. Miss Sallie Adams, after her graduation from the St. Louis Training School, opened a kindergarten in Lexington in September, 1881. And now Louisville was taking the second step in the development of this movement.

A small group of children from three to six years of age, attended the weekly meeting of the Halcombe Mission on East Jefferson Street. To children of this age the needle and thread of the industrial school was too difficult a problem, and yet they persisted in regular attendance. So in trying to solve the problem for these children, too young for the regular industrial school work, an interest was aroused, which resulted in an investigation of the kindergarten idea. Through the kindness and generosity of friends in Utica, New York, sufficient kindergarten materials were donated to meet the needs of these little ones. On Saturday mornings twenty-four small children met with Miss Mary L. Graham, “who truly made the work a labor of love.” So satisfying were the results of the one day a week program that it was wondered what might not be the outcome of daily training in the kindergarten. In time the plans for a kindergarten were presented to the Board of Directors. Already they had a financial burden as great as they could bear, but after a thorough investigation they said: “Open your kindergarten if you think you can meet the expense, but they cost less than almshouses, prisons, and lawyers’ fees. We must convince our good citizens that the kindergarten is an economic plan for prevention of crime and a powerful agent in education and reform.”

So with the approval of the Halcombe Mission Board and through personal efforts of friends and those most interested, sufficient funds were secured to employ a trained kindergartner. Mrs. J. R. Clark, one of the supporters, headed the list of contributors with two hundred dollars, a sum she had planned to use in the purchase of a new fur coat. Miss Susan Tewitt of Cincinnati was called and became the principal of the first free kindergarten in Louisville, which opened February 1st, 1887.

This venture of a first kindergarten was so successful that within a short time the need was felt for an even larger kindergarten and for a training class of young women, providing through them for the care and instruction of a larger number of children, without additional expense. In September of 1887, this rather startling announcement appeared in an issue of the Louisville Courier Journal, *“A Free Kindergarten—Miss Bryan Returns to Her Kentucky Home to Instruct Poor Children; She Will Also Train Young Ladies for Teaching Methods of the Celebrated System.”* So it was that the first kindergarten training class was inaugurated in Louisville under the direction of Miss Anna E. Bryan. Miss Bryan was a Louisville girl and had distinguished herself by the quality and originality of her work in the Chicago Free Kindergarten Association.

There were six in the first training class and the youngest member was Miss Patty S. Hill, now Professor of Education at Teachers’ College, Columbia University.

In November of this same year the Louisville Free Kindergarten Association was organized. Both kindergartens and training classes were under its direction and were financed principally by income from student fees. The purpose of the association was, by means of the training school, to make possible the establishing of free kindergartens in needy neighborhoods of the city. The governing board of this organization consisted of a group of women to whose courage and faith was due much of the success of kindergartens in Louisville. Prominent on the Board were: Mrs. J. R. Clark, Mrs. A. C. Bowser, Mrs. J. A. Carter, Mrs. H. S. Willis, Mrs. Lunsford Yandell, Miss M. L. Graham and Miss Anna E. Bryan. Supplementing the efforts of this Board was an additional Advisory Board of men, who also contributed splendid services in the direction of legislative enactments, financial transaction professional advice.

In February 1888, the call came for a second kindergarten. At the urgent request of Sister Emily, who had charge of the Home of the Innocents, plans were laid for a kindergarten in that institution. Miss Emily P. Beeler served as principal for the first five months and Mrs. Eva Magruda, one of Louisville’s first graduates, took charge in the fall.

“The people of Louisville, seeing the benefits of the training the children of the poorer classes in the free kindergarten, requested that the same training might be provided for their own children in private kindergartens. Through a mistake the private kindergarten was advertised in Miss Bryan’s name, which necessitated her leaving the free work in the mornings in charge of Miss Minor of Chicago, who was called to take this place temporarily, Miss Bryan having charge of the private kindergarten in Cumberland Presbyterian Church, corner of Second and Oak Streets. In the following September Miss Bryan resumed her work with the children in the mornings at the Halcombe Mission in connection with the training class in the afternoon.”

On the graduation of the first class from the Training School in February 1889, two more free kindergartens were opened under the care of the association: the Sunbeam Kindergarten at Twenty-second and Walnut, Miss Finie M. Burton, principal; and the German Free Kindergarten, Clay and Market, Miss Patty S. Hill, principal, until the following fall, when the position was taken by Miss Helen Heicks.

In September, 1889, four new kindergartens were opened: the Stuart Robinson Free Kindergarten, at Sixth and Myrtle, Miss Mary D. Hill, principal; the Knox Colored Kindergarten, at Twelfth and Madison, Miss Emily P. Beeler, principal; the Tobacco Exchange Kindergarten, at Eleventh and Market Streets, Miss Celeste Semonin, principal; and the New Albany Free Kindergarten, Ninth and Oak Streets, Miss Anna E. Moore, principal.

“Work, work, work, until we have the kindergarten for every child” was giving some promise of eventually becoming a reality, for in 1890 three new kindergartens were organized: the Temple Free Kindergarten, Sixth and Broadway, with Miss Anna E. Moore as principal, her sister, Miss Edith Moore, having succeeded her as principal of the New Albany Kindergarten; the Third Street Kindergarten in the Third Avenue Baptist Church, Third and B Streets, with Miss Elizabeth Fulton as principal; and the Parkland Free Kindergarten with Miss Anna E. Henn, principal.

From 1887 to 1890 the work had grown from one kindergarten to eleven, the care of one hundred children to five hundred fifty, and the normal class from six to twenty young ladies.

The superintendence of these kindergartens, together with a growing training department, demanded Miss Bryan’s entire time and forced her to give up her work at the parent kindergarten. Miss Patty S. Hill was then called to fill her position as principal of that school.

Miss Bryan made Miss Hill feel at once that the kindergarten was her laboratory and “even then Miss Hill grasped the significance of purposeful activity and set herself the task of so presenting the kindergarten resources that they would stimulate creative thinking in children.” From the beginning Miss Hill showed an aptitude to depart from traditional procedure. This was encouraged by Miss Bryan. Often she would say, “You do not have to follow Froebel. I want to see what you can do.” Miss Hill feels that as much as she owes to such great teachers as John Dewey, G. Stanley Hall, Edward Lee Thorndike and William Burnham, “her dominating love for children was first directed type of education was being launched, which afforded for self into channels of growth by Miss Bryan’s inspiring vision.”

Before a meeting of the National Education Association in 1890, Miss Bryan read a paper entitled, “*The Letter Killeth*” and Miss Hill illustrated it with charts, “showing how she led children to create their own sequences as a substitute for the dictated forms of the preceding years—”

As a result of this meeting it was “noised about” that something unusual was happening in the kindergarten in Louisville—that a new and interesting expression as opposed to the more traditional orthodoxy of the day. Educators came from all parts of the country to visit the Louisville kindergartens, to study this new type of work and the methods used in preparing teachers. More than three thousand guests were registered in the visitor’s book during the last year that Miss Hill had charge of the demonstration school.

At the close of 1893 Miss Bryan was recalled to Chicago and Miss Hill, though still in her early twenties, was chosen as her successor and became principal of the training school and supervisor of kindergartens. Miss Bryan died in 1901.

The Association, besides raising money for current expenses, had been slowly accumulating a fund with which they hoped some day to purchase their own building. In May 1894 the property on the southwest corner of Floyd and Walnut Streets was bought. The building was large enough to justify the opening of three departments- the free kindergarten for children, the normal training department, and a boarding department for young ladies from a distance who wanted training in the Louisville kindergartens.

The young ladies in the training classes were no longer all Louisvillians or Kentuckians, but were drawn from nearly every state in the Union, also South America, Mexico, and China. Many of them returned home to organize kindergartens in their own home states.

Fifteen months of “close application to study” was required by the course of training to become a Kindergartener. “A necessary and indispensable part of this training is to assist every morning with the children in the free kindergartens, this reducing to practise the theory given and discussed in class.”

The curriculum included a study of Primary Methods, Science, Nature Work, Music, Art, Sociology, Child Psychology, Child Study, Observation and Ethics, Literature, Theory and Practise of Play, and Pedagogy —Ancient and Medieval. Under the latter head were listed as text books the writings of Rousseau, Pestalozzi, Spencer, Froebel, and Herbart.

At this time the Kindergarten was unusual in having organized play, wood work, block construction and sewing. They went on excursions, planted gardens, had first hand experience with pets, nature material and domestic science. Home activities were dramatized. Literature, free expression with art materials, singing and rhythm were all represented in the curriculum. Emphasis was placed on home visits and “Mothers’ Meetings” as a means to encourage closer relationships. At these meetings outside speakers, nurses, doctors and other specialists were helpful in educating the parents to the needs of their children.

In 1895, the Association took under its care three new kindergartens: the Masonic Home Free Kindergarten, Miss Elizabeth Beers, principal; the Merchant’s and Banker’s Free Kindergarten, at Bullitt and River, Miss Elizabeth Aikin, principal; and the Mary Belknap Free Kindergarten, in the Charity Organization Building, Miss Angelyn Benton, principal.

Another step forward in the growth of the kindergarten in Louisville was taken in September 1899 when a Normal School class for colored kindergartners was organized. This was brought about by the interest and efforts of Mrs. Andrew Cowans and the Board from the Northern Presbyterian churches, cooperating with aboard of the most progressive colored people of the city. There were six graduates from this class.

It was not until 1902 that the kindergartens became an integral part of the Louisville Public Schools. “At this time it was inevitable that kindergarten practise should not be thoroughly understood by Public School Administrators, partly because of the recognition of educational value in activities not then included in the Public School Curriculum and partly because Kindergarten Teachers had so recently represented a distinct group.”

At this time the Board of Education took over seven kindergartens. They also opened two new kindergartens in the public school buildings. The expense of the nine was borne by the city. The young ladies in the training school observed and practised in these kindergartens.

By 1909 the Board of Education had increased the kindergartens to twenty two for white children and seven for colored, reaching over two thousand children. Gradually this grew until the year 1929-30 records forty-three kindergartens for white children and seven for colored, reaching a total of three thousand two hundred fifty-seven children.

After twelve years of service to the kindergartens in Louisville, Miss Hill was called in 1905 to become a member of the faculty of Teacher's College, Columbia University, and to introduce there the new ideas in education. She was succeeded by her sister, Miss Mary D. Hill, who "being so closely identified with the program of work pursued in Louisville, came into the situation with no apparent change of Policy."

In 1911 the Kindergarten Association ceased to function as such and the training of Kindergarten teachers became a department of the Louisville Normal School. Miss Elizabeth Breckinridge was principal.

In 1919 the Kindergarten course was changed to a Kindergarten-Primary Course, thus equipping students for teaching both kindergarten and the lower grades. This coordination of the Kindergarten and Primary Grades was an outstanding contribution of Miss Hill and bridged the gap between the Kindergartens and the entire Public School System.

Miss Mary D. Hill died in September, 1916. For nearly thirty years her influence had been predominant in Kindergarten work in Louisville. The school named in her honor now bears testimony to the appreciation of her worth. Miss Louise Dietz, then Supervisor of Primary Grades, was appointed Kindergarten Primary Supervisor and Miss Allene Seaton was made her assistant. Mrs. R. D. Allen succeeded Miss Hill at the Normal School and upon her resignation in 1924, Miss Bianca Esch was appointed to the position. At this time Miss Eliza Hannon was asked to take the position of Kindergarten Critic Teacher in the Normal Training Department. In 1925 Miss Dietz, due to ill health, resigned her position and Miss Allene Seaton, the present supervisor, took over her work.

The work in the Louisville Kindergartens, under the direction of Miss Seaton, has gone steadily forward. Her gentleness, understanding, and unceasing efforts, together with that rich heritage, Louisville's early and lasting interest in the movement, has made the Kindergarten a real factor in the Educational System of the city.

Today there are in Louisville fifty-one kindergartens, which care for approximately three thousand five hundred children. There are also several outstanding private kindergartens. In Lexington there are nine kindergartens in the Public School System, eight for white children and one for colored. There is also a kindergarten in the University Training School and two private ones.

From these two centers, Lexington and Louisville, has radiated the Kindergarten idea into Kentucky. Other large places in the state have not been idle while developments have been going forward in these centers.

It is to be lamented that so few towns in the state have inaugurated the kindergarten as part of the Public School System. But the seed is being sown for this in the way of the small private kindergarten that may be found in many towns both large and small. As yet the state has not included the kindergarten as an integral part of its Public School System. It is still a local enterprise recognized by the state. The boards of education have authority to establish kindergartens if they so desire. Section 4399-50, Kentucky Statutes, provides: "The board of education of any school district shall have the power to establish and maintain kindergartens for children from four to six years of age."

And so, looking back upon these fifty-six years since the kindergarten came into existence in Kentucky, we can see they have not been idle ones. This view of the past opens up new vistas for the future. As in all movements worth while the progress has been slow, but it is a big beginning that has been made. In such, success cannot estimate by tangible results. The influence upon the life of a little child, the joy and happiness created in surrounding that helps him to find himself and take his place successfully in the social set-up, these are the standards by which its success is to be measured, and gives impetus to the work as it passes into the second half of its centennial in Kentucky.

LUCY GAGE.

LOUISIANA

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 21-22.

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New Orleans

“How many kindergartens have you re-opened in New Orleans since the economic situation improved?” To this question, asked us recently by a leader in the field of early elementary education, the answer is, “Not one.” How could we re-open even one kindergarten since not one had been closed?

The kindergarten department of the New Orleans public schools is not threescore years old, having had its beginning in 1876 when the superintendent of schools at that time recommended “that one of the teaching corps of the Chestnut School be selected with special reference to her knowledge of the use of kindergarten methods and materials as an aid in primary work.” From this small beginning the kindergarten department has developed to its present status because, through the years, Orleans Parish School Boards have continued to be most liberal in their policies concerning this department. For over thirty years, when planning for elementary school buildings, the kindergarten has been considered an essential part of our educational program. In the New Orleans school system there are, for white children, fifty-one elementary schools in which there are early elementary grades and to provide kindergarten opportunities for all children in these communities there are seventy-six kindergartens. We are proud of the fact that for many years kindergarten opportunities have been available to all white children between the ages of four and six in New Orleans.

The State of Louisiana makes provision for the use of school funds for the establishment and maintenance of kindergartens for children from four to six years of age but no provision is made by which cities and towns establishing such kindergartens receive any extra aid for maintenance, as all scarce funds are apportioned to the parishes according to the number of children therein between the ages of six and eighteen years. Without extra aid the public schools of New Orleans have supported kindergartens for many years, the cost of maintenance for last session amounting to over eighty thousand dollars.

In our school system we employ an architect who devotes all of his time to the New Orleans public schools with his office in our administration building. The great advantage of this arrangement to us is that it affords opportunities for the educational and architectural departments to cooperate so that children, their needs and purposes have a direct influence on our building programs. Because this policy has been in effect for a long time, all of our new kindergartens are large, with individual cabinets, adequate storage and toilet facilities, large fireplaces, attractive wall decorations that appeal to children of kindergarten age, and uncovered porches opening from the kindergarten rooms. It is possible with our climate, to use these porches for all types of kindergarten activities. To the educational equipment provided by the Orleans Parish School Board much valuable material is added through the cooperation of parent teacher organizations. Recently a number of clubs have purchased individual cribs and cots to provide for the rest periods in kindergartens, thus eliminating the rug-on-the-floor equipment and providing a more healthful and hygienic sleeping situation. In one of the schools the boys and girls of Grade VII genuine, wholesome spirits of understanding and cooperation existing among the various departments of our schools.

It is difficult to isolate for discussion the educational program of the kindergarten as, for a very long time, our kindergarten and primary grades have been unified into a kindergarten-primary department. The members of this department, with a common purpose, are cooperating in a program of experimentation with the present trends and practices in early elementary education. It is our belief that this never philosophy is serving to steer us nearer to our ultimate goal - continuous growth and development of little children, physically, morally, socially, and mentally.

What is the attitude of our community concerning the necessity for and the value of kindergarten age, in our schools beginning at the fourth birthday, has three choices. He may send the child in the morning only, in the afternoon only, or all day. The majority of the children enrolled in our kindergarten remain all day. Is that an answer to the above question?

LOUELLA EGAN.

Acknowledgement: For permission to reprint, the author expresses thanks to the School Executive Magazine in which this article originally appeared.

MAINE

History of the Kindergarten Movement

From Wheelock, L., & Aborn, C. D. (1935). *The Kindergarten in New England*. Presented at the Swampscott Convention of the Association for Childhood Education, June 26-30, 1935. pp. 29-32.

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Sixty years ago — in 1874 — over the horizon of a devoted woman’s effort there arose a light which has never been extinguished in the State of Maine.

Believing that the kindergarten of which she had read brought in its train many transforming helps toward a better life for children, Jane D. Proctor of Portland entered the Garland School of Boston during the time Elizabeth Peabody was lecturing and writing about Froebel’s ideas. Upon graduation she returned to Portland to open a private kindergarten the first city in Maine, so far as known, to manifest interest in the systematic training of children below the usual school age. During those pioneer days Miss Proctor worked zealously. In later life, when body was broken by ill health, her heart was as young as a child’s and her face as happy.

The name of Abby J. Norton is spoken by Portland kindergarten teachers with love and esteem. In early life she was a public school teacher. Upon graduation from Miss Garland’s school she became Principal of a private kindergarten and training class, thus exerting a great influence upon the future public kindergartens of the city.

Through the efforts of Col. Charles B. Merrill — a School Board member — and Sarah M. Taylor — Principal of the public training school — Portland’s first public kindergarten was organized in 1883. Interested people contributed funds for the necessary equipment. Ten years later Mayor James P. Baxter donated five hundred dollars from his salary for the establishment of a new kindergarten, the city co-operating with him by appropriating funds for still another. From that time on new kindergartens were established until today there are fifteen well distributed over the city.

Five years after Miss Proctor began her work in Portland one of her students, Edith F. Smith, opened a private kindergarten in Bangor which continued under various leaders for nearly fifty years. Ten years later, during 1890, a group of Bangor women decided to undertake some form of work “leading to an effectual and permanent betterment of civic conditions”. They decided to establish the kindergarten.

An association was formed whose goal was “one kindergarten in every ward” In those early days the intelligent interest and keen insight of Mrs. Charles Woodman, formerly Edith F. Smith, was invaluable. Half can never be told concerning the devotion and untiring zeal of Mrs. Harriet L. Snow, whose labors of love were not dropped until health forced retirement.

From a summer school of nine little children the kindergarten made its way step by step. Six years after its organization Superintendent Mary S. Snow gave the use of vacant rooms in school buildings and the two well-established kindergartens were housed and heated at public expense. Two years later the School Board assumed their entire support and began the establishment of new ones until today nearly every child enters the first grade through two years of life spent in the kindergarten, thus exceeding the hopes of the early workers.

In 1896 Nellie E. Brown, a graduate of the National College of Education, was secured to conduct one of the two association kindergartens and direct the training class formed five years earlier “to encourage and assist young women to become kindergartners.” This class continued to function for twenty-five years, enrolling a total membership of over one hundred, the majority becoming teachers or mothers. In 1900 Miss Brown became Supervisor of kindergartens, resigning from the work after twenty-six years of unbroken service, having never forgotten the charge given her at the beginning: “Make the kindergarten so good that the public school will want it.”

To draw the curtain at this point would be unjust to those women who wished to undertake work that would “lead to the betterment of civic conditions.” From early times it was the custom to hold occasional mothers’ meetings. In 1911 the work was systematized, monthly meetings being held in kindergarten rooms or in some central place. From various parts of the State, and New England, men and women responded to Bangor’s call: “Come over and help us.” Between that date and the formation of Parent-Teacher Associations in 1921 a total of over twelve thousand parents attended the meetings, the teachers made over ten thousand social calls in the homes and eight thousand returned the calls by visiting the kindergarten. Those were days when the afternoon work was called “some of the city’s best social work.”

Lewiston’s first public kindergarten was established in 1898. At present the city has six such schools supported as a part of the school system. Nearly three hundred children are enrolled under the care of ten teachers whose time is so arranged that they can visit the homes of the children during the afternoon.

The first free kindergarten in Augusta was opened in September, 1906, enrolling forty-five children the first year. The success of this venture was so complete that four others were soon established, leaving only one school district without a kindergarten. Three years ago, by special request of the parents, the Board of Education opened one in this district. Augusta now maintains a kindergarten in each of the grade schools.

There is one Mothers' Club, organized thirteen years ago in one of the kindergartens, that has done worthwhile things, perhaps the most important being that it brings the kindergarten teacher in touch with the mothers, and mothers with one another. It was through the efforts of the club that the city's free dental clinic for school children was established, now financed through the school budget. The first pre-school clinic six years ago was arranged for and carried through by members of the Mothers' Club. The Superintendent says that "these mothers have continued their help through the years in many intimate ways of welfare work."

Until recently Waterville had a private kindergarten, organized many years ago. The first public kindergarten was established in September, 1916, by the Board of Education acting on its own initiative. Such a favorable impression was created that it was followed, late in the same year, by the organization of a second. This kindergarten and a third, established three years later, were the result of petitions presented by parents and friends in the districts where they are located.

In March, 1917, the Governor of Maine, Carl E. Milliken, affixed his signature to a mandatory on petition law. The kindergarten teachers of the State entered heartily into the intense work connected with its passage, assisted by the acting Commissioner of Education, Glenn W. Stackey, legislators, the Maine Federation of Women's Clubs and hundreds of parents. A splendid law was written into the statutes of the Pine Tree State, but cities are few, very few, in Maine and parents in the many towns and rural sections are slow to ask for the blessing that may be given their children.

May the light that first shone sixty years ago burn brighter and brighter till many little children in rural districts are living in gardens of childhood, no matter by what name they are called.

MARYLAND

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 23-24.

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The history of kindergartens in Maryland is largely the history of kindergartens in Baltimore. The first ones in the city were mission and private schools. The Light Street Kindergarten, probably the first, was established by Friends Meeting in the late eighties. Grace Church Kindergarten, held in the Chapel of the Advent on South Charles Street, was opened about the same time, but the records of both were lost in the great fire of 1904. In 1901, under Dr. Van Sickle's administration, kindergartens were opened in the public schools of Baltimore; for nearly twenty years they numbered less than twenty-five. In 1920 supervision was introduced and simultaneously a teacher of kindergarten theory was added to the faculty of the Teachers Training School and a kindergarten practice center was opened. Growth in the number of kindergartens and appreciation of their value increased rapidly and education of the five-year-old child became an integral part of the school system. A kindergarten was opened in practically every school large enough to support one, and all new elementary school buildings had specially designed rooms. In 1931 the services of the kindergarten trained supervisor were discontinued, and in 1933 some small kindergartens were closed or combined (one teacher having two schools), all assistants were eliminated except for kindergartens enrolling ninety children or over. Kindergarten practice centers were discontinued. At present no special kindergarten training and little experience is given teachers assigned to these classes. For the benefit of those interested after-school demonstrations are held and experienced teachers may have a period of nine weeks assistantship before teaching.

Training

The first training class was opened by Laura Beatty, assisted by Miss Cenas and later by Elizabeth Silkman who finally became its director. The school, known as the Affordby School, was closed in 1922.

The first training school, known as The Baltimore Training School for Kindergartners, was instituted through the efforts of a group of forward looking citizens who had been inspired by the zeal of Mrs. Henry Woods. She had studied with Froebel and had been governess to the children of the German royal family before her marriage to a professor of The Johns Hopkins University. Dean Griffin of the university and Elisabeth Gilman, daughter of President Gilman, were for many years connected with the school. Caroline M. C. Hart was invited to become director of the school in 1892 and was assisted by Mary Adair. For ten years Miss Hart labored and was instrumental in establishing kindergartens in the public schools. The teachers trained under her supervision taught in these as well as in the private and mission schools of the city and state. Miss Hart was followed by Emma Grant of Salisbury, one of her pupils, who was director until 1909 when the school was closed.

In 1918 Goucher College graduated its first class of kindergarten-primary trained students who had specialized in the education of young children under Stella A. McCarry. These students had their practice experience in the kindergartens and primary grades of the public schools and upon appointment taught in them.

Maryland College for Women at Lutherville has had a kindergarten education department for several years and continues its work in this field.

Organizations

The first organization known as the Froebel Club was organized in 1893 and was followed by the Kindergarten Association. In 1907 the Association was reorganized under the name of The Baltimore Kindergarten Club and became a potent factor in keeping the kindergarten a living issue in the city. It, with the Maryland Association for Kindergarten Extension, was largely responsible for the opening of a kindergarten department in the Teachers Training School of Baltimore and for bringing a kindergarten supervisor to the public schools. In 1923 this club became The Baltimore Kindergarten-Primary Club and worked to interest primary teachers as well as to aid in correlating the work of kindergarten and primary grades. Keeping abreast of the times, in 1935 the club again changed its name and as a branch of the Association for Childhood Education (international) is known as the Baltimore Association for Childhood Education.

The Maryland Association for Kindergarten Extension began its work as a committee of The Baltimore Kindergarten Club. It was known as the Kindergarten Propaganda Committee and served as such for one year when it became the Maryland Association for Kindergarten Extension. These two bodies working for the same end, the spread of knowledge of the kindergarten, and the maintenance of standards, greatly influenced kindergarten education in both city and state and through their united efforts brought the convention of International Kindergarten Union to Baltimore in 1919.

The Maryland Association for Kindergarten Extension, two-thirds of the membership of which consists of representatives from organizations interested in welfare of young children, is still working to disseminate knowledge of and arouse interest in the education of young children throughout the state.

The public school kindergarten teachers, feeling the need, formed an independent organization known as the Baltimore Public School Kindergarten Association. Through this association and the Baltimore Kindergarten Club outstanding workers in the field were brought to Baltimore each year for series of lectures and by means of such contacts the teachers were kept aware of the current thought and practices in the education of young children. This association was discontinued when supervision of kindergartens was introduced.

Other Cities

The first kindergarten in the state and south of the Mason and Dixon Line was opened at Sparrows Point on order of the governor. A private kindergarten had been started by two members of the Maryland Steel Company for the young children of their employees. This kindergarten was held in a room of the public school of the town and when some question arose regarding the legality of such a procedure, appeal was made to the legislature. The pen used by Governor Latrobe in signing the petition approving its maintenance is one of the treasures of the kindergarten. He opened other kindergartens at that time in Catonsville, Mt. Washington and Highlandtown, the last taken, was taken over by the city when Highlandtown was annexed, the other two were discontinued.

The Maryland State Normal School (now the Maryland State Teachers College) at Towson maintained a kindergarten on the campus of the school for a number of years. Because of the greatly diminished budget it was discontinued.

Montgomery County, with eight kindergartens, maintains the only other public kindergartens in the state.

Private Schools

There are a few mission and parochial kindergartens and one is in practically every private school.

FRANCES M. BERRY.

MASSACHUSETTS

History of the Kindergarten Movement

From Wheelock, L., & Aborn, C. D. (1935). *The Kindergarten in New England*. Presented at the Swampscott Convention of the Association for Childhood Education, June 26-30, 1935. pp. 5-22.

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The first kindergarten was established in Boston in 1860 by Miss Elizabeth Peabody, and her sister, Mrs. Mann, in a house on Pinckney Street. This kindergarten was continued until 1867 when Miss Peabody went to Germany to study further the “new education” in which she was so deeply interested. In 1872 Mr. John Philbrick, Superintendent of Boston schools, sanctioned the opening of an experimental kindergarten in a public school building on Somerset Street, no longer in existence. After two years the kindergarten was closed for financial reasons. One “graduate” of that kindergarten is still living.

In 1887 Mrs. Pauline Agassiz Shaw, a great-hearted philanthropist, deeply interested in educational progress, opened two “free kindergartens”, one in Jamaica Plain and one in Brookline. Later, others were established in Cambridge and Boston, until in 1883 Mrs. Shaw supported thirty-one free kindergartens. Mrs. Shaw was ably assisted by Miss Laliah Pingree, who supervised and directed the activities and arranged courses and cultural subjects for the teachers.

In 1887 Mrs. Shaw wrote to the School Committee of Boston, asking that they investigate the value of kindergarten education with a view to its adoption into the public schools. The committee to whom the matter was referred made a favorable report, and the fourteen kindergartens with more than 800 children enrolled, which Mrs. Shaw was supporting in Boston, were incorporated into the school system in September, 1888.

At this time Miss Pingree was elected a member of the School Committee and also given the title of Supervisor of Kindergartens. Under her able and effective guidance the department grew to such an extent that it was deemed advisable to institute the position of Director of Kindergartens. In January, 1895, therefore, Miss Pingree resigned as Supervisor and Miss Laura Fisher of St. Louis was appointed Director, which position she held until 1906.

The early nineties mark an epoch in the kindergarten life of Boston for then, at the invitation of Miss Fisher, Miss Susan E. Blow first came to give a course of lectures to teachers. For several years Miss Blow made an annual visit, giving courses on the Bible, great literature, psychology, and history, as well as on methods and practices of kindergarten work.

In 1906 Miss Fisher resigned and was succeeded by Caroline D. Aborn, who retired in 1933. The present Director is Lillian B. Poor. The department at present consists of 178 kindergartens, 11,942 children, and 326 teachers.

No account of the kindergarten work in Boston would be complete without mentioning briefly the Normal Training Schools, which contributed to its development and to the “spread of the gospel” in America and other countries. The establishment of the kindergartens as a part of the public schools in 1888 was followed almost immediately by the introduction of kindergarten training into the Boston Normal School.

The course was first established by Miss Laura Fisher, who was succeeded by Miss Harriette Niel and later by Miss Mary C. Shute. In 1924 the Normal School became the Teachers College of the City of Boston and Miss Shute continues as head of the department of Kindergarten Education.

Boston has had the advantage of several private Normal Training Schools and is proud of the large number of graduates who have done outstanding work in practically every State in the Union, also in foreign lands. In 1868 Madame Mathilde Kriege and her daughter came from Germany to Boston, opening afternoon and evening classes for the training of kindergarten teachers. This is believed to be the first training school. In 1872 one of her graduates, Miss Mary J. Garland, opened a training school on Beacon Hill. Honorable mention can only be made of other schools, as Miss Lucy Symonds’, Miss Anne Page’s, Miss Laura Fisher’s, and Miss Harriette Niel’s. At present there are the Perry Normal Training School, the Lesley Training School in Cambridge, and the Wheelock School, whose founder and present head is Miss Lucy Wheelock.

A normal training class was opened in January, 1893, in Lowell in connection with a kindergarten in the training school building on Charles Street. This is believed to have been the first class of the kind in New England, the kindergartners of this section having been trained before this time in private schools in Boston. Its success here was immediate. Its graduates proved to be well equipped for their work. The demand for their services in Lowell and elsewhere was great and they were elected here in such rapid succession that in 1896 the city had twelve kindergartens with twenty-five teachers. The first public kindergarten was opened in Lowell in 1892. The number is now increased to twenty kindergartens with 740 children enrolled.

The kindergarten in the Bridgewater Normal School was established in 1895 under the direction of Anne W. Wells. This developed into a flourishing Kindergarten-Primary Department. Miss Wells retired in 1930 and was succeeded by Mary L. Marks, who has a fine group of students working under her guidance.

Another potent factor in the growth of the kindergarten movement was the Eastern Kindergarten Association, which was formed in 1890 with Miss Mary J. Garland, Principal of the training school bearing her name, as first president. The object of the Association, as stated in the constitution, was to bring its members into relation with each other and to diffuse a more thorough knowledge of kindergarten principles and methods. It is of interest to note that Miss Elizabeth Palmer Peabody, then 86 years of age, and Mrs. Quincy A. Shaw were honorary members; also that at one of the early public meetings Miss Helen Keller was present with her teacher and that “her sensitive face showed deep interest in the exercises”.

The list of eminent lecturers who addressed the Association bears witness to the earnestness of its members to enlarge their own knowledge of educational thought and of those problems affecting social as well as educational life. Among these were Dr. Samuel Eliot, Professor Josiah Royce, Kate Douglas Wiggin, Dr. Stanley Hall, Elizabeth Harrison, Hamilton W. Mabie, Susan E. Blow, Professor George H. Palmer, Dr. Gulick, Patty S. Hill, Professor Earl Barnes, Rev. Edward Everett Hale.

In 1912 by vote of the Association the name was changed to Boston Froebel Club and its object extended to include “the discussion of educational problems and to further the interest of child welfare”. After ten years of activity and at the time when the International Kindergarten Union was stimulating the formation of State Associations, the Boston Froebel Club voted to merge with the Massachusetts State Kindergarten Association on April 1, 1922.

Boston was the center of kindergarten influence in the early years and many superintendents in surrounding towns throughout the eastern part of the State became converted to the cause and kindergartens were generally opened in the larger towns. The testimony of the progressive superintendent of Brookline, Mr. Samuel T. Dutton, is of special interest. He says in his report of 1891: “It is to be sincerely hoped that, in due time, every primary school may be equipped with a kindergarten. The discoveries made by Froebel relative to the philosophy of infant education are destined to be of far greater value to modern civilization than those of Bell or Edison.” In 1892 Superintendent Dutton says again: “If it is fitting that a modern school system should consider the physical and moral well-being of the child, it is also important that the curriculum, in its early stages, should be adapted to the wants of childhood, that it should be broad, free, and elastic, giving a large place to bodily and sense activity. Such a system is found in the kindergarten.

It is the broadest and wisest conception of infant training ever invented and is determined to become a chief cornerstone in the education of the future. “ In another report Superintendent Dutton stresses the importance of co-ordinating the kindergartens and the primary grades. He says: “It has long been claimed by those who have considered these questions that there should be no break between the kindergarten and lowest grade in the primary school, and that the principles upon which the kindergarten is based are the true doctrines upon which all school work should be conducted. This would imply that there should be no sudden change in the character of exercises. If songs, games, stories, and manual exercises are truly educational for children of four years old, they must be so for those of a year or two older. If freedom and self-activity are to be fostered at one stage, they should not be discarded at other times.”

The kindergartens of Brookline have always been warmly supported by parents and there has been constant growth. During the financial depression the kindergartens have been maintained at full efficiency, with high promise for the future, due to the loyal support of Superintendent Caverly and the school principals.

The first kindergartens in Cambridge were established and maintained by Mrs. Pauline Agassiz Shaw who, in her days of affluence, remembered her early associations in Cambridge. In 1882 the first kindergarten and day nursery was opened on Putnam Avenue in Cambridge by Miss Laliah Pingree (Mrs. Shaw’s representative). Of the thirty-one kindergartens which Mrs. Shaw supported in 1883, three were in Cambridge. One of our kindergartens still retains her name. Some Cambridge ladies supplied funds for a fourth kindergarten at that time. The educational value became more and more apparent each year and in 1889 the School Committee assumed the kindergartens as part of the public schools in Cambridge. At present, in the twenty-three primary schools of Cambridge, there are nineteen kindergartens.

One of the first kindergartens established in the United States was organized at West Newton in the private school of Mr. Nathaniel Allen in 1864. Mr. Allen’s brother had been in Germany in the interest of education and was so enthusiastic about the philosophy of Froebel and Pestalozzi that on his return to West Newton he encouraged the opening of a kindergarten in the Allen School. Through the influence of Baroness Marenholz von Bulow, Mrs. Louise Pollock was sent from Germany to be the first teacher. After a few years Mrs. Pollock went to Washington to open her own school, but the kindergarten was continued in West Newton for several years, during which time out-of-doors work with the children was emphasized, and kindergarten principles were incorporated in the teaching of the primary grades.

About this time Horace Mann was living in West Newton. Mr. Allen was a member of his family, as was also Miss Elizabeth Peabody, Mrs. Horace Mann’s sister. This group of educators doubtless strengthened the interest in kindergarten ideals.

The first public kindergartens in Newton were opened on April 10, 1893. They were established through the influence of the Superintendent of Schools, Mr. George I. Aldrich. In his report to the School Committee he commented on the fact that the opening of public kindergartens had been delayed so long, when for so many years there had been such an opportunity to observe a kindergarten in West Newton. The expense was doubtless the reason. In the report of the chairman of the School Committee in 1893 he says: "With special satisfaction we record the establishing of kindergarten school in this city, as a regular grade, preparatory to the primary, as the primary is preparatory to the grammar; with teachers as carefully trained for this as for the other grades, we are confident that the benefit of the early kindergarten training will extend throughout the entire school system." In the spring of 1893 two kindergartens were opened; the following school year six more were added; in 1894—95 two more, and in 1895—96 again two, making a total of twelve by the end of the school year, June, 1896. Since then one at a time has been added as need has arisen.

Miss Fanniebelle Curtis was the first Supervisor in Newton and later held the important post of Supervisor of Kindergartens in New York City. During the war Miss Curtis organized the Kindergarten Unit in France and spent much time overseas during the war and for a year thereafter. She will always be remembered as a great leader. She has had several very able successors in Newton through whose efforts the kindergarten has been firmly established there. The work of the kindergarten and primary grades is becoming more correlated and the teachers more co-operative in studying the problems of childhood education. There are now twenty kindergartens in Newton, which fulfills the slogan, "A kindergarten for every child."

The kindergartens of Wellesley were established as a part of the public school system in 1899 and have continued in existence ever since that time. This first venture was initiated by Professor Marshall Perrin, then Superintendent of Schools, to see if the town wanted kindergartens. This first public class, taught by Miss Olivia Hazelton, had an enrollment of seventeen pupils. The group assembled in cramped quarters and the equipment was decidedly limited. However, the citizens have seen the value for when, in 1933 in the interests of economy, there were those who advocated giving up the kindergartens, the parents and teachers of the town were able to save them for the children. The need is shown, for today there are eight public kindergartens with a total enrollment of 176 pupils.

The first private kindergarten was started as early as 1876 and there have been several such groups during the past sixty years. At present there are three nursery schools under private ownership. In 1912 a kindergarten was opened in the Nehoiden Club for 'children on the hill', through the efforts of Professor Katherine Coman and Professor Katherine Lee Bates of Wellesley College. They secured the interest of a generous friend who financed the scheme. The kindergarten outgrew its quarters and the next step was the building of the Anne L. Page Memorial on the Wellesley campus near a grove of native trees, with space for a garden and playground.

The building is ideal for its purpose and provides rooms for a kindergarten, a primary grade, and a large play room. The affiliation with the Department of Education of Wellesley College gives Wellesley students who major in Education an opportunity to observe in this progressive school under the direction of Mathilda M. Remy. From 1922 to 1929 summer courses were offered, sponsored by Boston University, giving an opportunity to teachers all over the country to study the development and needs of early childhood.

The annual report of the city of Somerville in 1888 states: “Kindergartens established this year have proved valuable additions to this work (work of the primary schools) although in the main they are overflow classes from the crowded primary schools. We have not yet felt that our finances would warrant their establishment for scholars under the school age.” Until the year 1893 the question of incorporating the kindergarten in the school system seems to have been a source of much debate. The Superintendent of Schools in his various reports urged this incorporation. He recommended the kindergarten for its work in art, manual training, social training and moral training. The debate was finally won in favor of the kindergarten for, in October, 1894, it was voted “that the School Board of Somerville recognizes the kindergarten as part of its school system, that District committees be authorized to establish kindergartens in their respective districts upon the approval of the School Board”. In the spring of 1895 two kindergartens were opened and two more were soon added. In 1896 the school report says: “Trained kindergartners and assistants are employed. The teachers are expected to devote such parts of their afternoons as are not occupied in school work to home visits. The average age of the children is four years.” The 1901 report stated that any suggestion for discontinuance of the kindergarten “met with strenuous opposition”. Due to crowded conditions and finances, there were no more kindergartens opened until 1921, when three more were added. Then the number of kindergartens advanced rapidly so that as a result at the present time, 1934, there are sixteen in operation. The average registration at each individual kindergarten ranges from fifty to one hundred pupils. The necessity for two sessions is therefore obvious. When the kindergartens were put on a two-session basis, the salary of the kindergartner was put on a par with the elementary school teacher. The kindergarten is perhaps the most popular institution in the city and any suggestion of its discontinuance in 1934, as well as in 1901, would without a doubt again “meet with strenuous opposition”.

In September, 1893, four kindergartens were opened in Salem under the auspices of the Salem Kindergarten Association. This association was formed by a group of influential people in the city who realized the need for these schools. Rev. Edwin P. Farnham, president of the association, with the counsel of Miss Lucy Wheelock, organized these kindergartens and interested many people in their support. In 1894 the city of Salem made these kindergartens a part of the public school system and established three more in a short time.

Another, in connection with the Training School of the Salem Normal School, was opened later and was partly supported by the State. Normal students preparing to teach in elementary schools are given opportunity to observe kindergarten methods in this class. In 1900 the kindergartens were closed because of need for economy in school expenses, but the parents and other interested citizens protested so effectively that they were reopened in 1901 and have been a part of the school system since that time.

In 1896 the first public kindergarten was opened in Malden and two more added in 1897 and 1898. In 1911 Superintendent George E. Gay reports five kindergartens and says: “The kindergartens are well patronized and are well taught and managed. They seem to fill the demand for such instruction in the parts of the city where they are situated and are accessible for small children from all parts of the city except Belmont Hill and Linden. Kindergartens are increasing in number and influence in nearly all portions of the country and are recognized by all students of education as an important part of the school system. They do not take the place of the school, much less do they take the place of the home; they supplement the home and they prepare for the school. On the moral side they bring the child into sympathetic relations with beauty and truth; on the intellectual side they give the primary and fundamental ideas concerning number, color, and form. They teach by rousing to self-activity; they train by directed effort often repeated. They bring the child into harmony with nature and man.”

The first kindergarten in Marblehead was opened in 1893. A very enlightened Superintendent, William Gifford, in his report of that year quotes from Dr. MacAllister, former Superintendent of Schools in Philadelphia: “More can be done to implant the seeds of character between the ages of four and six than all that can be accomplished later.” He pleads for “wise and systematic direction of the ceaseless formative activity of the child at an earlier age than that at which he enters the primary school”. He asks: “Can Marblehead afford to delay longer to furnish her children so valuable a means of education?” Marblehead heard and a kindergarten was granted. The good work has gone on and there are now three kindergartens to meet the needs of all sections of the town.

In the mill cities of New Bedford and Fall River the interest in establishing kindergartens was created by a philanthropic desire to make a better and more abundant life possible for future citizens. In New Bedford Mr. and Mrs. Charles F. Hersey of the City Mission held a public meeting in 1897 at which the cause was presented. Two kindergartens were made possible under the auspices of the Mission. In the same year public kindergartens were opened in three centers and were permanently adopted into the public school system in 1899. In 1909 the entrance age was raised to five and children of five and one-half were enrolled under the name of sub-primary, with a more definite course of study and a little formal arithmetic.

This name was changed to advanced kindergarten in 1922 on recommendation of Dr. Frank E. Spaulding of Yale, who made a survey of the schools in that year. He also recommended a part-time kindergarten supervisor. Until that time Miss Josephine B. Stuart, the assistant superintendent, had charge of the kindergartens. Mrs. Mary Howard French was named full-time Supervisor in 1923 and still continues at her post. The growth has been constant and there are now fifteen kindergartens with sixteen teachers, and seven teachers on substitute list. Children who will be five by December 31 are now allowed to enter.

The late Mrs. Spencer Borden did much for the kindergarten cause in Fall River. It was in her home that the Free Kindergarten Association was organized. She entirely equipped five kindergartens and gave generously to all. In the annual school report for 1915 she is called Fall River's "Patroness of Kindergartens". The School Committee placed bronze tablets in those kindergartens which she had equipped or partially equipped. This contribution to the city of Fall River was in memory of her son, Brooks Borden. As in other cities, Fall River had but a morning session for the children. A Mothers' Club was organized in each kindergarten and meetings held at regular intervals. When two sessions were held in the kindergartens, each teacher was allowed a halfday each week for visits to the homes. In a city where children whose parents represented twenty-one nationalities and where in one kindergarten eleven nations were represented, the home visiting was of great importance. Miss Robertson was made Supervisor in 1915. In 1931 for financial reasons the kindergartens were closed. In 1934 a Survey Board appointed by the School Committee made the following recommendation: "We recommend the re-opening of kindergartens or provision of other types of pre-primary education. In a city in which English is not used in hundreds of homes, children need preparation for formal instruction before admission to primary grade classes." As a result of this recommendation twenty pre-primary schools are now in operation.

Worcester Public School Kindergartens opened in 1893 with six classes, all held in primary rooms. The teachers carried on their handwork in a quiet corner and shared with the primary teacher the teaching of songs and games. Nature talks were a prominent part of the program. In 1894 the first "pure" kindergarten was opened with forty four-year-old children. By 1898 five more classes had been opened. Mrs. Mary Hammond Barker was made a Supervisor. There were 500 children. First Grade children came to the kindergarten room for fifteen to thirty minutes in the afternoon for nature, handwork, talks, stories, sand-table work, etc. Quoted from a School Committee report: "Words for first grade reading and written work are taken from this source by many first grade teachers." This is interesting because the last modification of time schedules restored the work done by kindergarten teachers with children from the first grade. There were two motions to eliminate kindergartens, one in 1900 by a member of the School Committee on the basis of cost, and one in 1909 to close two small classes. At both times petitions from parents defeated the motion.

Since 1905 kindergarten teachers have been appointed on an examination and experience rating, on the same basis as all elementary teachers. Since 1920 the salaries and hours of work of kindergarten teachers coincide with those for elementary teachers.

From 1923 to 1928 a building campaign was undertaken and specifications drawn up for special treatment of kindergarten rooms, “to be provided in all new buildings and all enlarged buildings”. In the fall of 1932, with a change in administration and with the pressure of the taxpayers most keenly felt, the mayor announced that school expenses must be cut by one-third. This would have necessitated the closing of the kindergartens, since they are not protected by State law. The protesting petitions of over 1000 parents were instantaneous and overwhelming. Within a week the mayor announced that “all the present features of the educational system were to remain intact” In 1934 there are 2461 children enrolled in eighty-three classes, with sixty-four appointed teachers and thirteen assistants.

Since January, 1876, there have been free kindergartens in the little village of Florence, Massachusetts. These were established by Mr. Samuel L. Hill, a man of broad philanthropic ideas, who possessed ample means. His interest in kindergartens was the result of a conviction that the early training of the child is of great importance in the development of those qualities of good citizenship so necessary to the welfare of the community.

The first kindergarten in Florence was organized by a trained teacher, who opened a class for fifteen children in Mr. Hill’s own parlor. The school soon outgrew these quarters and was moved to a large room in an office building. Later a two and one-half story building, modern in every way, was erected for kindergarten purposes. This building was planned for fresh air and sunshine. There were plants on the inside during the winter and numerous gardens on the grounds which were cultivated during the spring and summer. The children prepared the soil, planted their own seeds, and cared for the plants. The program at that time was in keeping with the practice of the Froebelian schools in Germany.

The development of the kindergartens of Florence is inseparable from the name of Miss Caroline T. Haven, who became the Principal of the kindergarten shortly after it was established. Her name is associated not only with the kindergarten but also with a movement for the co-ordination of the kindergarten with the primary school. She early sensed the importance of providing for continuity of growth throughout the early school years of the child.

At his death Mr. Hill left a large endowment in the hands of a Board of Trustees, making it possible for all Florence children to attend kindergarten free of cost. Florence has the honor of establishing the first free endowed kindergarten east of the Mississippi.

With Florence taking the lead there followed a movement for the promotion of kindergartens throughout the Connecticut Valley. This found expression in the organization of the Connecticut Valley Association of Kindergartens in 1882. A meeting of those interested was called by Miss Angelina Brooks and heartily supported by Miss Haven. From the time of its organization the Connecticut Valley Kindergarten Association became a power in sponsoring the kindergarten cause throughout New England. The name of Angelina Brooks stands with that of Caroline T. Haven as a leader who did much to strengthen the kindergartens in New England and indeed throughout America. In the constitution of the Connecticut Valley Association we find its purposes stated in the following words, “to promote sympathy and helpfulness among its members; to work in such a way as to enlarge public sentiment and interest in kindergartens”

As early as 1892 a kindergarten was organized in the model school connected with the Normal Training School of Westfield. The kindergarten which first became a part of the Normal Training School has continued to serve as a training school for kindergarten teachers until the present time. After six years the School Committee of the city of Westfield authorized the first public kindergarten. At the present time Westfield has a kindergarten operating in every city school with the exception of one.

In 1893 the first kindergarten in Springfield was organized and housed in the old Pynchon Elementary School near Court Square. Opening with an enrollment of twelve children it soon increased to thirty-seven. This kindergarten was supported entirely by the private subscriptions of a small group of Springfield citizens. On the vote of the School Committee a part of the Pynchon building was set aside for this purpose. One year was sufficient to prove to the citizens of Springfield the value of this training for young children.

At the end of its first experimental year the Springfield School Committee voted to include the kindergarten as a definite part of Springfield’s educational program. From that time on they have grown steadily. There are at present twenty-nine classes enrolling approximately twenty-four hundred children each year.

As new school buildings are erected special attention is given to the planning of kindergarten rooms. Large sunny rooms provide a happy environment and space for all types of activities. When a general program of curriculum revision was undertaken in 1924, a course of study for the kindergarten became an integral part of each course for elementary grades.

In times of economic pressure Springfield has practiced necessary economies. At no time has the kindergarten suffered more than any other department of the school. Kindergarten teachers meet the training requirement for all elementary teachers and are on the elementary salary schedule.

Springfield looks upon its kindergartens with pride and is confident that they make an important contribution to the education of the children of the community. It has come to be regarded both by parents and teachers as the beginning of the child's school training.

The Pittsfield Kindergarten Association established the first private kindergartens in that city during the year 1895.

This was under the supervision of Mrs. William L. Adam, who served the kindergarten without salary from 1902 to 1910. In 1902 the kindergarten classes were taken over by the city of Pittsfield and continued to be a part of the public school system until April, 1934, when a drastically curtailed budget was the cause of their being dispensed with temporarily.

Pittsfield citizens look forward to the time when the improvement of the economic situation will make it possible to restore the kindergartens to the school system.

North Adams also established kindergartens as a part of the public school system in 1895. Five kindergartens are at present included in the organization of the schools of that city. They have always had the hearty support of the North Adams citizens and during the current depression there has been no movement toward their elimination. From the beginning of the North Adams Normal School, the kindergarten department has been an important part of the Normal Training School. The North Adams Teachers College continues this training with the young women whose major interest is teaching children of kindergarten-primary age.

Kindergartens were introduced into the public school system of Holyoke in 1897. At that time three classes were opened. Others followed until at the present time Holyoke has eight kindergartens each organized with two sessions, one group in the morning and another in the afternoon. There is an enrollment of approximately four hundred pupils and Holyoke looks forward to a steady growth in this department.

At various times changes have been made in kindergarten policies to meet the standards set up by the best school systems. In 1923 there was a complete reorganization. From that time on classes have been in general two-session, one-teacher kindergartens. In addition to this change classrooms were remodeled, the best modern equipment provided, and the program of work revised.

In preparation for this reorganization a carefully prepared course for kindergartners was given by a member of the faculty of Yale School of Education and paid for by the School Department.

Holyoke is convinced that the kindergarten is an integral part of the school system and as necessary to child development as other classes. The kindergarten teachers receive the same salary as the primary teachers. During the present economic crisis, when the cause of education has suffered in many places, there has been no move against the kindergartens of that city.

The first kindergarten was organized in West Springfield in 1898. Later four additional kindergartens were established. A serious cut in the budget caused the School Committee of that town to discontinue the kindergartens in April, 1932. Up to the present time none has been reopened.

In 1899, the following quotation is found in the Annual Report of the Superintendent of the schools of Chicopee : “The establishment of two kindergartens, which will cost \$1,000 a year, marks an era in the history of our schools to which in future years we shall look back with feelings of satisfaction that we did not longer neglect an imperative duty.” After thirty-five years these words seem to have been prophetic. Even during the present financial strain, Chicopee has made no move to sacrifice the educational opportunities of its youngest children. At present there are three kindergartens in operation in that city. All are housed in rooms specially designed for kindergarten classes.

Mr. John J. Desmond, Jr., Superintendent of Chicopee schools, makes the statement that a marked difference is noted in Grade One between children who have had preliminary training in the kindergarten and those who have had no such training. He regards the kindergarten as an essential part of the public school system, and believes that it should receive equal consideration with each other department of the Chicopee public schools.

In the year 1909 kindergartens became an integral part of the Greenfield public schools. There are at present seven kindergartens whose enviable reputation for a high educational standard may be the cause for their continuing to be a permanent part of that school system.

MICHIGAN

History of the Kindergarten Movement

From Aborn, C. D., Marble, S. A., & Wheelock, L. (1938). Kindergarten Education in Michigan. *History of the Kindergarten Movement in the Mid-Western States and in New York*. Presented at the Cincinnati Convention of the Association for Childhood Education, April 19-23, 1938. pp. 30-37.

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State Development

The word “kindergarten” comes to us from Germany but as we search the records we find that the desire to create “child gardens” was present in Michigan in the pioneer days long before the term “kindergarten” had become familiar.

Wherever homes and families gathered there soon appeared some large hearted motherly or fatherly spirit who recognized the need for places where little children could grow and develop in joyous wholesome fashion. As early as 1830 we find Miss Elizabeth Williams of Detroit opening an Infant School “to make children happy.”

Throughout the State the same pattern of development appears; first, the little private home kindergarten; then the mission school with volunteer teachers; finally the public school with fully trained and certified teachers. Froebelian materials and methods marked all of the early kindergartens but gradually science, philosophy and psychology brought about more liberal practices until today Michigan kindergartens are noted for their progressive form of education.

As the early kindergartens were privately supported, so too were the first teacher training institutions, but now every state normal college has its kindergarten department and in the state university as well, early childhood education holds an important position.

From the beginning kindergarten teachers organized in groups for purposes of professional improvement. At first many of these kindergarteners considered themselves a unique body to whom the term “teacher” should not be applied. But as the principles which they advocated began to be adopted in succeeding departments of the school and as their own methods became modified by modern psychology, and science, kindergarten and primary teachers gradually united in various local organizations throughout the state. These eventually culminated in a large state organization. The Michigan Association for Childhood Education, which includes teachers from all of the primary grades and is a strong and active branch of the National Association of Childhood Education.

Private and Philanthropic Kindergartens

In tracing the growth of kindergarten in Michigan, we found that many of the first kindergartens were opened in private homes where half a dozen or more little children were brought together for a few hours of activity. Perhaps a mother had recognized the need of her own little child for intercourse with other children of an equal age and for training in habits which could not be developed otherwise. Perhaps she wished to extend the privileges which her child enjoyed to other little ones whose need for childlike activities had not been met in their own homes.

These first little schools did not have trained teachers. But sympathy for little children and a desire to understand their nature and needs enabled these early teachers to bring to their small pupils a measure of freedom, activity and joy in an era when restraint and adult standards of behavior were imposed on even the youngest members of the family.

For those with some insight into child nature the philosophy of the Froebelian kindergarten came as a great beacon light. Here was both a philosophy and a method of instruction, a source of guidance for their groping instincts. Though formal and restricted in many ways these early kindergartens were far in advance of anything that had been previously known.

In the year 1870, the German American Seminary of Detroit brought a teacher from Germany to conduct a kindergarten. The Detroit Free Press gave a quaint description of the procedures. "No books are used but pupils may have slates, nothing but straight lines being drawn. The exercises consist of well devised plays in which deportment, walking, sitting and bearing are learned."

The first kindergartens were attended by children from privileged homes only. We find them in many sections of the State. The little town of Coldwater reports a kindergarten in the Select School of Miss Rocellana Parish Holmes which she conducted from 1870 to 1885. Grand Rapids which was one of the early centers of kindergarten influence records a private kindergarten in 1874 under the direction of Miss Mary Hyde.

But soon the value of the kindergarten for all children was recognized by philanthropic men and women and kindergartens for the underprivileged were opened in settlement houses, in churches, in vacant stores or office buildings.

In Grand Rapids in 1884, a Free Kindergarten Association was organized and a free kindergarten established. Miss Elizabeth Taylor Gray from the Garland Kindergarten Training School of Boston was in charge. Another established by a Circle of King's Daughters. This was the nucleus for the Bissell House Settlement which for twenty years carried on various forms of neighborhood settlement work. Gradually the public schools incorporated kindergartens, public branch libraries, physical education, domestic science and mothers' study groups, thereby supplying many neighborhood needs which the settlement house had previously provided.

The first kindergarten Jackson was organized by Alathena R. Field for charitable purposes sometime prior to 1893. At that time there were no kindergartens in the public schools so there were numbers of children who paid well for their privileges along with many who paid a penny a day when they were able. The Day Nursery and Free Kindergarten Association were responsible for the first Tag Day in Jackson.

Repeatedly the kindergarten has led the way in providing for the needs not only of the child in the kindergarten but of the home and family as well. The early kindergarten teachers, who taught only in the morning habitually visited the homes of their little pupils in the afternoon in an effort to gain understanding of home conditions, to give sympathy and counsel and to provide help in time of need. That the kindergarten teacher was an influence in the community is evidenced by stories such as this. "John," says the mother of a kindergarten child, "you better clean up the backyard for the kindergarten teacher will be coming around pretty soon and she won't like to see all those tin cans lying around."

Today public kindergartens have two sessions in order to accommodate more children. The teacher's time for home visiting is therefore curtailed. But on the other hand, social consciousness of need has been awakened, and other trained workers have been added at the public expense. Now the public health nurse, the visiting teacher and the social worker go into the home. Family needs are being more adequately met. Funds are being provided, not by the philanthropic efforts of a few but through the contributions of many by way of community chests, family services, mother's pensions and now by social security taxation. But still to the kindergarten sponsors and teachers belongs in large measure the credit for developing efforts to establish a better environment for the growth and development of young children.

Public Kindergartens

The change from private or philanthropic kindergartens to public took place gradually. The requests for admission of kindergarten children increased too rapidly to be met by private homes, settlement houses or churches. The public schools were first asked to provide rooms only. Equipment and salaries of teachers were secured by private contributions. While this kind of support was adequate, community spirit and an appreciation of the value of the kindergarten was developed through the efforts of parents to provide equipment and living salaries for teachers.

A typical experience is that of Miss Elizabeth McCrickett, one of Michigan's leaders in the kindergarten movement. She tells the story in these words.

"One bright Sunday afternoon in September, 1900, Superintendent E. E. Ferguson took me to the little Ann Street School, the home of the first kindergarten in the public schools of Sault Ste. Marie, Michigan.

“This small two-room building with windows on all sides, had the advantage of isolation and privacy so the children did not disturb any or come in contact with the older children.

“Superintendent Ferguson informed me that if I could convince him and the public that the kindergarten was a necessary part of childhood education would champion the new movement.

“With no equipment or furniture except a large stove, every ounce of ingenuity and strength was taxed to meet the needs of the eighty children who enrolled the next morning. With a courage born of zeal, I went to work with a will, and soon help came from many sources. The children brought their own toys, pencils, and paper. Mothers made rag rugs, fathers brought sand for the sand pile in the yard, merchants responded generously to my request for kinds of waste materials and Mr. Ferguson sent curtains to make the bare rooms more ‘home-like.’

“At a party, one night, one of the prominent business men said that the schools had no right to add to the tax burden by establishing nurseries in the schools and paying for expensive nursemaids.

“Since I was the expensive nursemaid, getting \$40.00 a month for nine months (\$360.00 per year), I had a splendid opportunity of inviting him to visit the kindergarten so he could see what we were trying to do for the children. He, with several of his friends, came the very next morning. They became so interested that they offered to supply any little things that I needed. I told them very frankly that what we needed most was a piano. In a few days, to everyone’s surprise, a fine new upright piano came, with the request that as it was a gift to the children of the kindergarten it was not to be taken from them for the high school.

“The generous gift, expressing the appreciation of the business men of the city, was proof of one more lasting victory for childhood.”

Such experiences have been many times repeated throughout the State. Michigan school laws had long provided funds for the education of children between the ages of five and twenty-one years. The five year olds had been cared for in beginners’ rooms which sought to prepare children for standard first grade work. Gradually as kindergarten grew in favor they took the place of the sub-primary rooms. Muskegon claims the honor of being the first city in the State to introduce kindergartens as part of the public school system. In 1884 two public kindergartens were established in this city. Grand Rapids came next in 1886. Others followed in rapid succession.

Many of these kindergartens were established on petitions of parents. Public opinion and the attitude of superintendents become increasingly favorable toward public kindergartens.

In the report of Superintendent Kendall of Saginaw for 1891, we find these sentiments expressed:

“The kindergarten is rapidly coming to be recognized as the broad foundation upon which the future growth of the child should be based.

“It aims to train the moral and physical nature as well as the intellectual at a time when the child is most easily impressed. It deals with the untrained, undeveloped powers of the child.

“It enables children to think and act clearly and readily and to regard the rights of others. It also cultivates the love of the beautiful and it helps to undo what has been wrongly done before school life begins.

“One need only observe the difference between children entering the ordinary primary school who have had training in a good kindergarten and others who have not, to realize how much genuine development is brought about by kindergarten methods.”

In 1891 a permissive state law was passed giving children of four years of age the right to attend kindergarten in districts where kindergartens were maintained.

The compiled laws of 1929 record complete authority for the establishment of kindergartens for children between the ages of four and seven throughout Michigan. These reads as follows: “The district board is authorized and empowered to provide a suitable room or apartment for kindergarten work, and to supply their district with the necessary apparatus, appliances and teachers for the instruction of children in what is known as the kindergarten method.

“In districts where provision is made for kindergarten work all children between the ages of four and seven years within the district shall be entitled to instruction in the kindergarten department.”

Teacher Training

The training of teachers was one of the major problems of the early kindergarten movement. The first teachers came from Boston, Chicago and St. Louis with an occasional mention of some directly from Germany.

These teachers were inspired with pioneer zeal.

The value of their principles was recognized by frequent invitations to give talks to other interested persons.

In Grand Rapids during the summer of 1884 Dr. W. N. Hailman gave a course of lectures and lessons for teachers. These teachers fired others with their enthusiasm for the cause. From that time the light of kindergarten education continued to burn with steadily increasing strength in this city. In 1884 a Free Kindergarten Association was organized and after kindergarten was established. In 1891 the Grand Rapids Kindergarten Association was organized “to interest the general public in the kindergarten as a new form of education for little children.” In March of this year the members circulated a petition asking for the establishment of kindergartens in all the public schools.

This was presented to the Board of Education who in response expressed the willingness in the future to give preference to teachers who had received kindergarten training. To meet this need the Kindergarten Association organized a study class of thirteen young women for the study of kindergarten principles under the leadership of Mrs. Constance D. Rourke. In June of the same year, 1891, the Association called Mrs. Lucretia Willard Treat, a graduate of Miss Susan Blow's Training School of St. Louis, to conduct a free kindergarten and training classes for teachers during the summer. As a consequence many public meetings were held in addition to the training classes and in July a Mother's Club, one of the first child study clubs in Michigan, was organized.

Mrs. Treat proved a powerful leader and in September the Grand Rapids Kindergarten Training School was established with thirteen students enrolled. By June of the following year, 1892, thirty-one students were recorded. Until her death in 1904 Mrs. Treat was one of the outstanding National leaders in kindergarten education. Calls for her help in establishing kindergartens came from all parts of Michigan and from many other states. Her influence was broad and lasting. She is still held in loving regard by many. The training school of which she was principal will belong remembered as one the leading schools of the Froebelian order in the United States.

In Detroit the Industrial School organized a class for kindergarten teachers in 1890. This provided a year and a half in kindergarten training and a half year in primary work.

In Muskegon in the same year, 1890 a training school for kindergarten teachers was opened with Miss Ada Van Stone Harris as principal. This was a part of the City Normal School which continued until 1915.

The story of the change from private kindergartens to public has been repeated in regard to the training institutions for teachers. About 1900 the State Normal colleges began to introduce kindergarten to the training institutions for teachers. About 1900 the State Normal Colleges began to introduce kindergarten training departments. As these departments increased in size and strength under the leadership of brilliant and devoted women, the private schools recognized the broader opportunities which the state schools could offer. The private schools had performed the pioneer work. The seeds which they planted have developed into a permanent and powerful phase of education throughout the entire state of Michigan.

Today's four state teachers' colleges have strong early elementary departments in which the preparation for kindergarten and primary work is on an equal and integrated basis.

Michigan State Normal College was the first to open a kindergarten. This took place in 1888 under the supervision of Miss Nina Vandewalker with Miss Mary Lockwood as director. A brief course in kindergarten theory, organized at this time, was expanded into a complete course in 1909.

In 1900 Northern State College which prepares teachers for the Upper Peninsula established a kindergarten in connection with the training school. It is interesting to note that Central State Teachers College at Mt. Pleasant had its beginning as a teacher training kindergarten in a public school in 1900. Western State College at Kalamazoo opened a kindergarten department in 1905, one year after the college was established.

With State recognition of the kindergartens came higher requirements for teacher training. In 1918 a high school education and an additional two years requirement was raised to three years of training in a recognized teachers college. This year, 1936, a state act went into effect requiring four years of college training, including a degree. This means a high standard of teaching in the kindergarten of Michigan.

Leaders of Public Education

Included in the names of those who have carried the torch of public kindergarten education in Michigan are many of national as well as state repute. We found Miss Elizabeth McCrickett starting the first kindergarten at Sault Ste. Marie in 1900 and by her abounding enthusiasm and tireless efforts winning the support of the skeptical and disapproving business men. In 1902, again we saw her leading an intensive campaign in Bay City and winning the kindergarten cause with the Board of Education. Since then she has traveled far throughout the states carrying her message to thousands of teachers. At present she is serving the Michigan State Teachers College in Ypsilanti.

Miss Lucy Gage is another prominent figure. It was she who changed the kindergarten training at Western State Teachers College in Kalamazoo from a conservative to a liberal point of view. She put into practice the principles of John Dewey whose student she had been and thereby demonstrated the open-minded flexibility of kindergarten leadership. She was responsible too for unifying the kindergarten and first grade in the college for she was firmly convinced that philosophical and psychological principles which apply to the education of the four and five-year-old child apply to the six and seven-year-old child as well. These principles are gradually being accepted as the basis for all education.

The name of Miss Helen R. Emmons will always be associated with Central State Teachers College at Mt. Pleasant. Here she served first as kindergarten critic teacher in 1917, then as head of the kindergarten, first grade department, from 1926 until her death in 1933. Her dynamic personality was recognized throughout the state and the Helen R. Emmons Club of kindergarten students at Mount Pleasant is a living tribute to her enthusiasm and leadership.

To Miss Edith Adams belongs the honor of establishing the first kindergarten in the city school of Ypsilanti in 1909. Parents were opposed that only fifteen children were enrolled. Miss Adams walked the streets of the neighborhood seeking children of kindergarten age. These children she followed to their homes where she convinced the parents of the educational value of the kindergartens. Today the demand for admission of children to kindergartens in Ypsilanti is greater than can be met.

In addition Miss Adams has been an instructor in the College since 1906. In that capacity she has trained over 6000 young women.

Changes in Form of Education

The change from the Froebelian and the formal teacher-directed type of kindergartens to the informal type with more childlike opportunities for growth commenced about 1900. The influence of Miss Patty Hill, Dr. William Kilpatrick and other exponents of John Dewey's philosophy strongly affected kindergarten practices in Michigan. Gradually the teacher-centered kindergartens became child-centered. Large blocks replaced the tiny gift blocks. Toys, large crayons, paint brushes, hammers and saws took the place of sewing cards, paper folding and weaving mats. Creative expression replaced dictation. But the great Froebelian principles of experience, activity, earning by doing, interdependence and the brotherhood of man still stand as the great foundation stones of kindergarten education.

With the change in kindergarten methods of teaching came a closer union between kindergartens and primary grades. Kindergarten principles of education and many of the kindergarten activities were introduced into the first grades. Educators and school administrators soon realized that the child needs many avenues for growth besides that of reading. With this realization came the appointment of early elementary supervisors whose task was to coordinate and unify the work of the kindergartens and the primary grades. Among these supervisors were Miss Annie J. Blanchard of Grand Rapids appointed in 1910 and Mrs. Dessalee Ryan Dudley of Battle Creek who assumed the supervision of kindergartens as well as primary grades in 1913.

Professional Organizations

Union of kindergarten and primary teachers in professional organization followed as a natural sequence to the union of kindergarten and primary grades. Grand Rapids was one of the leaders in this movement. In 1917 the first grade teachers were invited to become members of the Kindergarten Club. From that date the organization increased rapidly in size and strength and later second grade teachers and others interested were included in the membership.

It was largely through the influence of the Grand Rapids Kindergarten Club that a strong state organization was formed in 1924-25 with Caroline Sibley (of Muskegon) as President. She was followed by Miss Charlotte Pope of Grand Rapids. This state Kindergarten Union has now developed into the Michigan Association for Childhood Education with twenty-nine branches and one thousand five hundred and fifty-eight members. Those who have served this organization as state presidents are: Miss Elizabeth Webster 1927-29, Miss Eleanor Troxell, 1929-31, Miss Nelle Haley 1931-33, Mrs. Dessalee Ryan Dudley 1933-35, Miss Roberta Hemmingway 1935-37.

Michigan has taken a prominent part in the affairs of the National Association for Childhood Education. She has twice had the honor of acting as hostess to the National Convention of the Association: first in Detroit in 1922—and six years later in Grand Rapids in 1928. Many Michigan women have held prominent positions in the National organizations.

That kindergartens are recognized as an integral and valued phase of public education in Michigan has been demonstrated by the facts that they have been maintained throughout the depression in all the large centers of Michigan and in nearly all of the smaller ones. At no time has there been any movement to curtail or discontinue kindergartens as a department of State education.

The State approves them, the state provides for them and the people desire them. Michigan believes in her kindergartens.

ELIZABETH WEBSTER.

MINNESOTA

History of the Kindergarten Movement

From Aborn, C. D., Marble, S. A., & Wheelock, L. (1938). History of the Kindergarten in Minnesota. *History of the Kindergarten Movement in the Mid-Western States and in New York*. Presented at the Cincinnati Convention of the Association for Childhood Education, April 19-23, 1938. pp. 42-46.

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From the fact that Minnesota covers an area larger than that of the six New England states, and that to each state has been allotted a limited number of pages for its report, it is clearly evident that the compiler must aim for accuracy and brevity rather than for completeness in recording the introduction, spread, and present status of the kindergarten in the North Star state.

The first kindergarten in Minnesota was established at the Winona Teachers College (then the Normal School) in 1880. To Irwin Shepard, then President of the Normal School, is due the credit of this progressive venture. While attending the Centennial Exposition in Philadelphia in 1876, he had visited the demonstration kindergarten there and been much impressed by it. In introducing the kindergarten at Winona he declared that he “hoped that the kindergarten spirit would in time permeate the whole elementary school.” The teacher of this first kindergarten was Mrs. Sarah C. Eccleston, a graduate of Miss Burritt’s training school in Philadelphia. Later Mrs. Eccleston organized the first kindergarten in the Argentine, and was appointed General Inspector and Organizer of Kindergarten and Training Schools throughout that country.

Among the many well-known kindergartners who contributed to the progress of the work at Winona were Miss Angeline Brooks (for a brief period); Mrs. Eudora Hailmann under whom the first training class was graduated; Mrs. Harriet Donovan (Mrs. H. Choate of Winona) whose exhibit of kindergarten handwork was awarded first prize at the Froebel Institute of North America, convening at New Orleans the winter of 1885.

In 1889 Miss Kate C. Ernst (Mrs. Edward Lees) reorganized the course of study; she was a graduate of Miss Susan Blow. In 1894 came Miss Lillian Blaisdell; in 1895 Miss Nora Atwood, both graduates of Miss Wheelock’s training school. This period was characterized by the establishment of a kindergarten-primary requirement for students of this department, with preparation for teaching in both fields, by the introduction of enlarged materials with freer type of works, and the extension of the course from one year to two.

From Mrs. Alice H. Putnam's training school in Chicago came Miss Lucy Browning; from the Chicago Kindergarten College, Miss Rebecca Martin. The number of students increased.

In 1910 Miss Alma Binzel and Miss Bertha Schwable conducted the department; in 1913 Miss Julia Wade Abbot was directors, with Miss Schwable, Miss Mary Holmes, and Miss Edith Dixon on her staff. In 1915 Miss Louise Sutherland, with Miss Holmes and Miss Schwable carried on the department, and Miss Sutherland and Miss Schwable are now in charge of the work. The last three groups are graduates of Teachers College, Columbia.

The Winona Teachers College more than twenty years ago established a kindergarten for four-year-olds, thus providing for pre-kindergarten training. Winona graduates have been very active in kindergarten extension; one of them opened the first kindergarten in South Dakota, another the first kindergarten among Indian children at Santee agency, while still another organized the kindergarten in the School for Feeble-Minded Children at Faribault.

The public schools of Winona have maintained kindergartens for approximately forty years.

In Mankato, the State Teachers College (then the Normal School) established the kindergarten department in 1894. To quote from the catalogue of that year, "The Kindergarten, in its connection with the Practise School, furnishes afield for observation of methods and child-study for teachers, and gives them opportunity to see the practice of the Froebelian philosophy and it beautiful results in the work with little children as a preparation for their future school work." Mr. Charles H. Cooper was President of the Normal School at this time, and should be given credit for thus early showing confidence in the kindergartens and its constitution to early childhood education. For many years, the public schools of Mankato have maintained kindergartens influenced no doubt by the progressive actions of the Normal School.

Miss Margaret Barr was the first director; in 1896 Miss Martha V. Collins took over the work, and with Miss Alice Williamson carried on the department until her retirement a short time ago. Miss Anna M. Wiecking is principal of the College Elementary School at present. The course has been called Kindergarten Primary for a long time.

In many cities the pioneer work has been done by the private kindergartner; this is true in Mankato, and in Rochester, as well as many other places. In Mankato Miss Viva Boyd (Mrs. Boyd) had a kindergarten sometimes in her own home, sometimes in the basement of a church. In Rochester, Miss Quilliard of Duluth, and Miss Jones of Michigan were the first to venture. In 1920 their material was donated to the public schools and enough more purchased to open kindergartens in all public schools. We owe a debt of gratitude to such pioneers, for the monetary returns were negligible, and the hardships many.

Many sections of Minnesota are so largely rural in character that in the one and two room schools, even in the consolidated schools, it is hard to provide proper accommodations for the kindergarten. In many localities a Spring Kindergarten is maintained providing for six or eight weeks of kindergarten for the children who enter the first grade in September. These sometimes result in the adoption of the kindergarten as a part of the regular school organization, but not always. However, there is great demand for kindergarten-trained primary teachers in towns where a kindergarten is thought to be too expensive.

St. Cloud Teachers College, in the northern part of the state, very early had a kindergarten department; among those whose efforts helped to make it a successful part of the college course were Miss Sarah B. Goodman, and Miss Beulah Douglas; Miss Douglas was very active in kindergarten extension, and until her death was a strong factor in everything concerning it. Miss Frances Neale now carries on the work.

The State Teachers College at Duluth has included kindergarten training as part of its curriculum for a long time. Miss Culkin is now director. At the Bemidji Teachers College we have Miss Trix Barbour, and at Moorehead there has always been appreciation of the value of the kindergarten.

The great area north and west of Duluth where the famous iron mines lie is called "The Range." The Messaba and Gogebic mines drew to that region hordes of workers of every race and language and very early, progressive superintendents realized that the very nature of the situation made the kindergarten vitally necessary. Hibbing, Virginia, Nashwauk, Buhl, Deer River, Grand Rapids, to mention a few of the locations, there were often twenty nationalities represented, and the kindergarten was the only solution of the language problem. The flow of tax money from the mines poured into the school coffers in a copious golden flood, so it was possible to erect schoolhouses with every provision for modern demands, and the most-to-date equipment. The little Finns, Poles, Lithuanians, Russians, Hungarians, Czechs, Slovenians, to mention a few of the nationalities, attended kindergartens which were lavishly furnished with the very best of modern equipment, with well-trained teachers to conduct them. Kindergarten Mother's Meetings were often the first and most successful means employed to reach the older generation and make its members conversant with American ideals of education and behaviour. In the frontier lumber regions the same held true, for Minnesota had immense forests as well as mines in that region called "The Range."

The three cities of the first class in the state are Minneapolis, St. Paul, and Duluth. In all three the sequence of private venture, philanthropic support, then public school adoption was the rule.

In Duluth the first private kindergarten was opened in 1889 by Miss Alice Butchart, who carried on a two year training course for a few pupils, in addition to the kindergarten. Soon there were other private kindergartens, one of them located in the home of Mrs. Hannah Brown Bishop, a graduate of Mrs. Alice H. Putnam's school in Chicago. In 1891 the President of the Board of Education appointed a visiting committee made up of prominent men and women whose duty it was to visit the schools and make such suggestions to the Board as might be helpful. In their letter to the Board the following suggestion was made: "There is need of such a department as the kindergarten in our public schools. The subject has already been considered in many cities and is even now agitated in many more. Where this department has been introduced, the very best results have followed, and the benefits have reached into the homes of the masses. The addition of the kindergarten is just what is needed to make our system complete. It is not difficult for children taught by good kindergartners to make rapid progress through the grades.

In 1892 the city established the Duluth Normal Training School, with Miss Ada Van Stone Harris as Principal and Primary Supervisor. The first public school kindergarten was opened in 1892, with Miss Lucy Peekham in charge. Miss Mary S. Clarke followed Miss Harris; later the city training school was discontinued. In 1917 Miss Ethel Salisbury was Kindergarten-Primary Supervisor, and in 1919 Dr. Mary Dabney Davis brought to Duluth her dynamic personality and inspiration. There are now kindergartens of a most progressive type in the public schools of Duluth.

The kindergarteners of Duluth owe a debt of gratitude to Miss Caroline Barbour, head of the kindergarten department of the Normal School (now Teachers College) of Superior, Wisconsin, just across the long bridge from Duluth. Miss Mary Clarke, after attending the convention of the International Kindergarten Union (now the Association for Childhood Education) organized the Duluth Kindergarten Club, and very soon with Miss Barbour's co-operation, the kindergarteners of Superior joined the organization, which for twenty-seven years was known as the Duluth-Superior Branch of the I.K.U. The club was characterized by a marked degree of vitality and initiative which made its influence felt in holding together, through many vicissitudes, the kindergarten forces of the two cities.

In 1921 it was found necessary to separate the two clubs because of difference in state needs. The present club, the Duluth Branch of the Association for Childhood Education, has a membership of over two hundred kindergarten and primary teachers.

Early in 1892 St. Paul opened the first public school kindergarten in the Sibley School, credit for which experiment is due to Superintendent Charles B. Gilbert. In his report for 1890-1892 he says, "Last February, in pursuance of an act of the Board, a single kindergarten was opened in the Sibley School, not as an experiment, for the kindergarten is not an experiment, but as an object lesson to the people of St. Paul. This kindergarten proved so attractive that it was visited by such large numbers that it became necessary to limit the visits to two days in the week."

To quote further, “The demand for the establishment of kindergartens throughout the city has been universal and the board of inspectors has most widely planned to introduce them into as many schools as possible next year. I look upon this as the most important step in education ever made in the city since the first organization of public schools.” The following is a statement of his profound conviction: “There is a further advantage to the city from the introduction of kindergartens, to which I wish to call your attention. Aside from the immediate effects upon the children, the kindergarten spirit is so different from that which is all too prevalent in schools that its introduction into the lowest grade in any building must inevitably work a revolution. We need it all through.”

Miss Sarah C. Brooks was Primary Supervisor, and became almost sympathetic and wise supervisor of the kindergartens also. There was a Teachers Training School for some years, with Mrs. V. K. Hayward as the “Model Kindergartner.” She was followed by Miss Mary McCullough who remained until the training department was discontinued.

In 1892 there were nineteen kindergartens; twenty-four in 1894; in 1937 there are sixty-four, one in every school except one space does not permit.

In 1892 Miss Sophie Borup was made kindergarten supervisor, and served with notable wisdom and efficiency until her death in 1933. Miss Elizabeth Newton is now carrying on Miss Borup’s work in the same fine spirit. In 1920 the St. Paul Kindergarten Club was organized, although long before that time the kindergartens of St. Paul and Minneapolis used to have occasional meetings, often in celebration of Froebel’s birthday. In 1935 the club invited the Nursery School and Primary teachers to join, and became the St. Paul Branch of the A.C.E.

In Minneapolis as early as 1887 there were kindergartens both mission and private, supported by churches or interested parents. Some of the names associated with these early efforts are those of Dr. and Mrs. John Ogden, Miss Hattie Twitchell, Mrs. Odum, Mrs. Holbrook, and Mrs. Mary Chamberlain Mathes. The latter carried on a small training school and several of her graduates did notably successful work. Dr. David Kiehle, of the Department of Pedagogy, University of Minnesota, was a firm believer in the kindergarten, and included it in the curriculum of the University summer school session, and brought Miss Lucy Wheelock from Boston to conduct the course.

In 1892 a group of public spirited citizens who were determined that the kindergarten should become a part of the public school system and thus available to every child, organized the Minneapolis Kindergarten Association, and the Minneapolis Kindergarten Association Normal School. Among those who were active in this organization were Mrs. Charles Keyes, Mrs. Thomas Lowry, Judge Robert D. Russell, Mrs. Jacob Cook, Mrs. Luth Jaeger, Mrs. Andreas Ueland, Dr. Marion D. Shutter, and Mrs. Thomas Gerald Winter. Mrs. Winter was president of the Association until its disbanding in 1905.

The Association supported many free kindergartens and the training school. The school was organized in the fall of 1892 by Mrs. Elsie Payne Adams, from Mrs. Alice H. Putnam's school in Chicago. In 1893 Miss Jean MacArthur also from Mrs. Putnam's school took charge of the training school and the supervision of the kindergartens where the students acted as student-teachers. In 1896 Miss Stella Louise Wood, also from Mrs. Putnam's school, succeeded Miss MacArthur.

In December, 1896, Superintendent Charles M. Jordan offered to the Kindergarten Association the use of a room in the Sheridan School for a kindergarten, and the offer was eagerly accepted. The Association provided the equipment, two experienced teachers, and everything possible to make this first public school kindergarten a success. Miss Ella Foote was director, Mrs. May Morehouse Bennett the assistant, and from the first the venture was successful. The Mother's Meetings were very popular, and were the means of so deeply interesting one of the mothers, Mrs. Margaret Barry, that later she was instructed in establishing a Neighborhood House, supported by the League of the Catholic Women and the Community Fund, which is called Margaret Barry House in her honor.

Two or three more public school kindergartens were opened, half of the expense being borne by the Association, half by the school board. Matters were at a standstill when Miss Elizabeth Hall was elected Elementary School Supervisor. She brought to the attention of the school board the need for more kindergartens, was most definite and practical in stating the number of children involved, the cost of equipment, the room available and the teachers qualified to take charge at once. The number of kindergartens increased rapidly. Dr. Frank Spaulding was the next superintendent, and succeeded in providing kindergartens for virtually every public school.

In 1905 when the kindergartens had been made an integral part of the public school system, the Kindergarten Association feeling that its purpose had been accomplished, disbanded the organization, and turned the training school over to Miss Wood; later the name was changed to Miss Wood's Kindergarten Primary Training School.

The Institute of Child Welfare was established at the University of Minnesota in 1925, under a grant from the Laura Spelman Rockefeller Foundation, for the purpose of conducting a Nursery School of psychological research in the field of early childhood; Dr. John Anderson is head of the Institute, and Dr. Josephine Foster, director of the Nursery School and Nursery School Training. About two years after the opening of the Nursery School a kindergarten was added to the Institute, with Miss Neith Headley as kindergartner, and teacher of kindergarten principles and technic in the College of Education. Dr. Foster and Miss Headley are co-authors of "Education in the Kindergarten."

In 1893 Miss Jean MacArthur organized the Minneapolis Froebel Club, which club has had a continuous existence since that time, and is now the Kindergarten-Primary Section of the Minneapolis Teachers League, and a Branch of the A.C.E.

In the late nineties Mrs. Thomas Gerald Winter was instrumental in organizing the Kindergarten Section of the Minnesota Education Association, now a part of the Elementary Section of the M. E. A.

In both Minneapolis and St. Paul there have been times when the kindergarten has been threatened because of false ideas of economy, but the Parent Teacher Associations, the Minneapolis Teachers League, and the intelligent public at large have rallied to its support, and at the present time it seems to be firmly entrenched in its rightful place as an integral and vitally important part of the system of public education.

STELLA LOUISE WOOD

MISSISSIPPI

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. p. 25.

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Mississippi is just emerging from a period of depression and its system of public instruction has been seriously crippled through the lack of funds. There is no record of kindergartens in the public schools or of a permissive law for their establishment. Private kindergartens are becoming popular in many sections of the state.

Mississippi State College for Women

Kindergarten instruction as an anticipated course in the Mississippi Industrial Institute and College (now Mississippi State College for Women) was listed in the Enabling Act of 1884. The original charter provided among other things “for instruction in normal school methods and kindergarten.” This provision was continued in all acts passed relative to the college for many years, but due to lack of funds and teaching space, such instruction was not made available during the first twenty years or more of the college’s existence.

As a matter of fact, during the first decade of the college repeated recommendations were made by the presidents for the training of teachers in kindergarten. There was, of course, the regular normal course outlined in the catalog from the beginning of college, but there is no special mention of the kindergarten until the year 1911, when a graduate of the University of Chicago Kindergarten College was added to the staff of the Model School. This marked the beginning of kindergarten instruction in the Mississippi State College for Women and this course has been continued without interruption since that date.

MISSOURI

History of the Kindergarten Movement

From Aborn, C. D., Marble, S. A., & Wheelock, L. (1938). A Short Resume of Kindergarten Development in the State of Missouri in the Past Ten Years. *History of the Kindergarten Movement in the Mid-Western States and in New York*. Presented at the Cincinnati Convention of the Association for Childhood Education, April 19-23, 1938. pp. 37-38.

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Estimating from the 1930 United States census, there are one hundred and sixteen communities that have a sufficient number of children of kindergarten age to maintain one or more kindergartens. According to a kindergarten survey made by the State Department of Education in 1930, there are twenty-two communities with public school kindergartens (St. Louis, Kansas City, Kirksville, Boonville, Jefferson City, Maplewood, Delta, University City, Clayton, Wellston, Kirkwood, Normandy, Jennings, Webster Groves, Salisbury, Dexter, Brook field, Joplin, Harrisonville, Carrollton, and Maryville), and six communities with tuition kindergartens in the public schools (Trenton, Monett, Ferguson, Neosho, De Soto, and Joplin). This did not include the teachers' colleges. All five institutions (Warrensburg, Kirksville, Maryville, Springfield, and Cape Girardeau) include tuition kindergartens in their training schools. However, these kindergartens do not accommodate all of the children of kindergarten age in the respective communities. This is shown by the fact that in Kirksville, where one of the teachers' colleges is located, there are four public school kindergartens located in grade buildings; and further shown by the fact that in Springfield, Missouri, where a teachers' college is located, on account of the kindergarten waiting list being so long, there are many enrollments at the birth of the child.

According to the December number of Missouri Schools, there are twenty-eight public school systems offering kindergarten education during the school year 1935-36. According to the biennial report of the National Office of Education, there are thirty-five schools in the state offering kindergarten education in the school year of 1936-37. This includes communities with tuition kindergartens or with an insufficient number of kindergartens.

St. Joseph is mentioned in this list. It would take thirty kindergartens to adequately kindergarten St. Joseph. This school year, this community has three public school kindergartens; two public nursery schools; one kindergarten and nursery school, run by the City Board of Missions and the Methodist Church; three tuition kindergartens.

This shows how badly school patrons want kindergarten education. Local school authorities hesitate to add this expense when the school budget often does not provide adequate salaries for the grades already established. A law that would allow state funds to be used for kindergarten purposes, would help this situation very materially.

The Joplin Public Kindergarten was founded seven years ago and each year has seen progress with increased interest and enrollments.

The kindergarten is sponsored by the Joplin branch of University Women and the League of Women Voters in cooperation with the Board of Education. It is under the direction of a board of directors composed of three women from each of the two sponsoring organizations and the School Board furnishes the rooms, water, heat and janitor service. An accredited Kindergarten teacher is employed to teach two classes — one in the morning and one in the afternoon.

The Kindergarten founded in 1930, is affiliated with the National Kindergarten Association. First grade work is not duplicated.

It is the dream of the two sponsoring organizations to have free public kindergartens in all the schools in Joplin, but at present a small tuition charge is made in order to pay the teacher's salary. The organizations keep the equipment replaced and up to standard.

Tuition kindergartens in the public school have proven successful in Missouri, especially where all children of kindergarten age have been able to attend. This has been accomplished on a co-operative basis by some organization or public spirited individual — individuals paying tuition for children whose parents were not able to pay. Where such kindergartens have been established, they are still functioning or they have grown into public school kindergartens. In the fall of 1931, one small co-operative public school kindergarten was established under the auspices of the Parent-Teacher Association. A morning session was held for one group of children and an afternoon session for another group. A well qualified kindergarten teacher taught the two sessions. She was paid by the parents. The School Board furnished a large room, well suited for kindergarten purposes; also light, heat, and janitor service. The manual training boys made much of the equipment. Interested mothers added other necessary equipment. This project was so successful that in the spring of 1935 a special tax for kindergarten purposes was levied. North Kansas City now has five public school kindergartens, with two sessions each.

The size of a school does not seem to effect the establishment of kindergartens. As in Fairview District, St. Louis County, which is not an incorporated town, four kindergartens of one session each are functioning.

If we could find some way to co-ordinate all agencies and organizations working for Kindergarten extension in Missouri, we would be able to accomplish much for the cause. The National Congress of Parents and Teachers, Federated Clubs, The Association of University Women, The Women's Christian Temperance Union, The Association for Childhood Education, The American Legion, and the National Kindergarten Association are the organizations that deserve credit for working for the establishment of Kindergartens in Missouri.

MONTANA

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 34-35.

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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 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.

Endnotes

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

NEBRASKA

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 35-38.

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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 school'. 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 preschool 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

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 38-39.

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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 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.

Endnotes

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

²From 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.

NEW HAMPSHIRE History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 32-35.

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On May 6, 1879, the first private kindergarten was conducted in Concord, with Miss Jane D. Proctor as teacher. The list of pupils includes the names of the most distinguished families in the city. This private school was very successful for many years. Concord was the pioneer city of the State to introduce kindergartens as a part of the public school system. The first kindergarten was opened in 1891 with an attendance of twenty-six pupils. From that time there was a steady growth, until five were in successful operation. In 1895 Miss Jane Proctor opened a private training school, and in 1901 Miss Helen Southgate was appointed training teacher in the Franklin School. This class was continued until 1906. Miss Southgate was Supervisor of all kindergartens from 1902 to 1904. The second kindergarten was opened in September, 1892, with a very large attendance. The third was installed in September, 1895, with Miss Jane D. Proctor as Principal and an enrollment of thirty-six pupils. The next year Miss Proctor began her private Kindergarten Training School and this was successful for several years. The fourth was opened in September, 1896. The fifth was established in West Concord in 1897. The next year a petition was presented to the School Board asking that another kindergarten be opened. This was granted and in 1900 a new kindergarten was established. The kindergartens were now demonstrating their right to a place in the public school system. In 1901 Miss Helen Southgate was appointed the Training Teacher for those studying kindergarten in the Franklin Training School. In the spring of 1902 the Training School was transferred to the Dewey School. There were eleven in the first class that graduated in 1903. 1930 marked the thirty-eighth year of kindergarten in Concord with a steady gain in growth and development from an average of twenty-six in the first year to an enrollment of 350 in the eight kindergartens. This is proof that the work done in the kindergartens is worthy of our best support. In 1934 we have eight kindergartens and thirteen teachers.

Nashua was the next city to have the honor of introducing kindergartens in their public school system. Ever since 1893 kindergartens have been included in the school system. Now there are five kindergarten groups in five buildings with as many teachers.

The first kindergarten in Portsmouth was established in private school in 1889. This kindergarten continued for three years. Later another private kindergarten was maintained for about the same length of time in the Morgan School. Then in 1895 at the January meeting of the School Board a vote was passed to put the kindergartens on trial for six months. At the end of that time the desirability and need* became so evident to the citizens that, without a dissenting vote, the kindergarten was made permanent. In September 1898, Miss Bertha A. Colburn was elected Director of the Portsmouth kindergartens. The two kindergartens were made an integral part of the school system in June, 1898, and additional kindergartens were opened that fall. There are at present in the Portsmouth public schools six kindergartens employing six teachers and one assistant. During this period of thirty-six years, Miss Colburn has very faithfully filled her position as director. Her loyalty and devotion to the cause have been a great inspiration to all younger teachers.

The first kindergarten in Manchester installed by the public schools was opened in the fall of 1908. From this time on there was a slow growth, one new kindergarten being opened every few years as the need for it became apparent.

The Superintendent reports that in 1924 there were twelve schools in which kindergartens were located; within two years they were increased to nineteen. When the depression hit the country, it was found necessary to curtail. The enrollment of the kindergarten was decreased by refusing to admit four-year-old children. Now the entrance age is four and one-half years. At present there are fifteen kindergartens in the city.

In Keene there has been a kindergarten department in the Keene Normal School since 1911. In the Normal School at Plymouth there has been a model kindergarten for several years.

For the past six years since 1928, under the Home Economics Department of the University of New Hampshire, at Durham, a nursery school and kindergarten has been conducted on the campus. Previous to that time there has been a local Durham Kindergarten Association that has struggled to provide pre-school guidance for very young children. This fall, 1934, the university has taken over full financial responsibility of the school. The mothers of the children are members of the Durham Kindergarten Association and still co-operate in working out policies for the school.

NEW JERSEY

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 25-31.

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New Jersey's interest in kindergartens, from the earliest authentic records, began a quarter of a century after the establishment of the first kindergarten in America at Watertown, Wisconsin, in 1856.

In the half century which has since passed, the kindergarten movement has gradually come to be recognized as an important part of the system of education. The following quotation from a letter written by the supervising principal of Princeton expresses the feeling throughout the state in regard to kindergartens: "In our community this work plays a very important part to kindergartens: "In our community this work plays a very important part and parents have accepted it as an important unit in the work of the school. I cannot speak too enthusiastically concerning our kindergarten work and consider it an excellent medium for introducing children to school work."

Paterson

As early as 1883, Superintendent of Schools Clarence Meleny began to show concern for the methods of teaching children in primary grades. He was concerned not only because 90% of all Paterson children were enrolled in the primary grades, requiring the largest part of appropriations and supervision, but also because at that time 45% were repeaters in the first grade. Moreover, he felt that inadequate attention was given to the physical health of the primary child.

He was appointed, at the state teachers association, chairman of a committee to inquire into faces relating to kindergartens already established in Philadelphia, Chicago, and Boston. Seven young teachers were encouraged to take a course of instruction given by Mrs. Meleny, who had studied under Madam Kraus in the New York Training School for Kindergartens. The classes organized in 1887 marked the pioneer stage of the kindergartens in the state.

Speaking of present day conditions, John R. Wilson, the present superintendent says: "Kindergartens are not required by law in New Jersey, but Paterson is one of fortunate cities in the state in having kindergartens provided by the board of education. All are well-equipped and provide excellent training for children."

Trenton

The first kindergarten in the public school system of Trenton was opened in the Charles Skelton School in the year 1888. Nellie Bodine, a young and enthusiastic primary teacher, and T. M. White, principal of the school, became very much interested in kindergarten work. They visited kindergartens in Philadelphia and determined to try the method, bearing the initial expense themselves.

In 1891 a kindergarten was opened in the city training school. Growth of kindergartens was slow, but after repeated recommendations of two succeeding superintendents, there were, in 1904, 656 pupils enrolled in the kindergartens, and a supervisor of kindergartens was appointed. Mary Windsor was the supervisor from 1903 to 1905. From 1905 to 1914 the kindergartens were most ably supervised by Stella McCarty, and from 1914 to 1936 by her very worthy successor, Bertha Barwis.

In 1934, after a prolonged depression, the city was forced to economize in school expenses by reducing the number of kindergarten and by rising school expenses by reducing the number of kindergarten teachers and by raising the entrance age for the children in the kindergarten to five years.

In 1936, there were 1,419 children in Trenton kindergartens, taught by twenty-five teachers.

Egg Harbor

On December 2, 1889, the supervising principal, H. C. Krebs, informed the board of education that provision would have to be made for a large number of children of school age, who at present could not be enrolled because of lack of room. He recommended that this provision be a kindergarten. The board went to the city council with a request for an appropriation to establish such a class. The council granted two hundred dollars as an initial sum for this purpose.

A committee of the board was then appointed to get in touch with a kindergarten training school in Philadelphia, to find out what furniture and materials would be needed, and get estimates for the same. The kindergarten was opened January 6, 1890, for children who were five years of age. Both German and English were spoken and used in their games, songs etc. The principal of this kindergarten received only \$35.00 per month and the two assistants \$8.00 each.

The school system has maintained a kindergarten continuously since the time of its establishment.

Plainfield

From a mere handful of children who first met in the auditorium of Bryant School forty-six years ago, Plainfield kindergarten classes have spread to ten schools of the city. The present enrollment is 569 children of four, five, and six years of age. The first kindergarten teacher was Cora F. Cadmus, a graduate in 1886 of Madame Kraus' Teacher Training School.

In the reports of the Board of Education 1896, 1897, 1898, Plainfield is mentioned as one of the first towns to have "pure kindergartens", i.e., those which adhered strictly to the kindergarten principles of the day.

It was said that the kindergarten in its true form is the wisest, most perfect school that has ever been devised.

Essex County

Kindergartens were established in the towns of Essex County as follows:

	Year	<i>Kindergartens Now</i>	<i>Teachers</i>	<i>Children</i>
Caldwell	1893			
Glen Ridge	1895			
Nutley	1895	5	5	222
Bloomfield	1897	9	18	725
Newark ¹	1897	100	98	7,227
Orange	1899	6	12	495
South Orange	1899	9	Not reported	Not reported

Hoboken

Very early in the history of kindergarten German-speaking residents at Hoboken made attempts to carry on the kindergarten program that had just become popular in Germany. The first kindergarten was opened in 1898. At present there are nine public schools, with a kindergarten in each.

New Brunswick

Introduction of the kindergarten into the school system of New Brunswick was due to the activity of Angelina Wray, author of Jean Mitchell's School. For a year, Miss Wray met with primary teachers every two weeks, instructing them in such phases of kindergarten work as could be introduced with profit in the first year work. In 1900 the first kindergarten in New Brunswick's public school was organized with a class of fifty children, and a waiting list of applicants for admission.

An item of special interest is the fact that the salary of the kindergarten teachers was higher than that of the teachers of the first seven grades, ranking next to that of the high school teacher.

Bound Brook

A committee was formed by the board of education for the purpose of attending to the establishment of a kindergarten. At the next board of education meeting, a number of the citizens appeared to register a protest against the board's engaging a teacher to entertain children under five years of age.

However, the proposed kindergarten was established and a teacher employed in 1898. The kindergarten still continues with enthusiastic attendance.

Atlantic City

For two years 1906-1908, Atlantic City experimented with sub-primary classes, the work being almost identical with the kindergarten procedure of the time. Some teaching of reading and writing was included. These classes paved the way for the organization of kindergartens in 1908 in eight public schools, which are still continuing in spite of difficulties due to the depression.

Haddonfield

The first kindergarten in Haddonfield was organized in 1908. Kindergartens were also established in several neighboring suburban communities. These were continued until the years of the great depression when unfortunately they were closed. Realizing that children of five or more years of age need special training in making adjustments to school before actually being placed in the first grade, pre-primer classes or reception grades have been substituted for the kindergartens. Whether these grades are a worthy substitute for kindergarten or not has not been reported.

Elizabeth

Kindergarten teaching began in Elizabeth on September 1919, and has been continuous since that date. From an initial enrollment of 404, there are now 1036 children enrolled with 23 teachers.

Teacher Training

In regard to the training of the early kindergarten teachers of New Jersey, it may be noted that the direct influence of the founder, Frederick Froebel, can be traced through his followers at work in New York and Philadelphia. Froebel's philosophy as well as his procedures were accepted and practiced unquestioningly in the early kindergartens.

However, as the need for adjustment to American conditions, especially in the light of the changes in social adaptations, became apparent, New Jersey teachers became aware of the trends and kept in line with the changing educational policies.

Formerly the kindergarten training was limited to that for teaching in kindergarten only. Today the training includes the larger field for teaching in kindergarten and the first four grades, a procedure which is more than justified by results. Today the large majority of the 764 teachers of the 38,526 children in New Jersey public kindergartens are graduates of the four sense teachers colleges which offer kindergarten-primary training.

State Teachers Colleges

Of these, the oldest is the State Teachers College at Trenton, founded in 1855 as a normal school. In the catalog of 1889, reference is made to the modified kindergarten system which was meeting with great success. A very brief reference to a kindergarten course is made in 1898.

The first mention of a specialized kindergarten department occurs in the catalog for 1904, when an instructor in kindergarten methods, Grace Wood, was employed. Previously, Miss Wood had been listed as "Supervisor, Primary Department". In 1932 this title was changed to "Chairman of the Kindergarten-Primary Curriculum." The first description of a two-year required course in kindergarten-primary education was in 1917.

In 1929 the length of training for teaching in the kindergarten-primary grades was extended to three years, and in 1935 to four years. After 1939 no training for kindergarten-primary grades will be less than four years in any New Jersey state teachers college.

From 1903-1937, 736 students have graduated from the Trenton kindergarten-primary curriculum. The present enrollment of students is 87. There is a high percentage of placement of graduates of this curriculum. The college maintains a demonstration kindergarten, with an average of thirty children.

The City Normal School of Newark was taken over by the state department in 1914 and converted into a state normal school, and is now a teachers college. The catalog listed graduates under the title "Kindergarten."

Since 1914, 597 students have graduated from this department. The present enrollment in the four classes is 89 students. Records show a high percentage of placement of these students in teaching positions.

Conferences on early childhood education have been held yearly beginning April 27, 1934, at New Jersey State Teachers College, Newark, and have been planned and directed by the kindergarten-primary department of the college.

These conferences have brought together a large number of persons interested in the problems of early childhood, viz., superintendents, principals, supervisors, members of parent-teacher associations, nursery school teachers, and the classroom teachers of the elementary schools in this area.

The Jersey City Normal School, now a teachers college, was opened in 1929. From the day of opening the kindergartens and primary grades have been extremely popular. Literally hundreds of children are on the waiting list, many being turned away disappointed. There are now three demonstration kindergartens.

The State Normal School, now a state teachers college, at Glassboro was opened in 1923. The kindergarten used for demonstration purposes, with an average enrollment of fifty, is located in the town of Glassboro. About twenty students graduate each year from the kindergarten-primary training department.

The first student branch of the Association for Childhood Education in New Jersey was established in Glassboro in May, 1936, with approximately 35 members.

Teacher Training

Much of the credit for the improvement in New Jersey in training teachers for the kindergarten-primary grades is due to the supervision furnished by the state board of education.

R.L. West, now president of Trenton State Teachers College, during his previous position as Assistant Commissioner of Education in charge of Teacher Training, began a complete revision of courses of study. His successor in office, E. F. Bunce, now president of Glassboro State Teachers College, continued the reorganization of the curriculum. During this period the kindergarten-primary course of study has been extended from three to four years. Committees appointed from the various state colleges have organized the new curriculum in relation to changing social conditions. An innovation in student teaching, being experimented upon for the first time (1937-1938) is a new course known as a "practicum." Much time is spent in the college demonstration school, in observation of demonstrations by expert teachers, and in conferences conducted by members of the college faculty. The purpose of the practicum is to provide opportunities for students to gain a broad overview of the whole teaching situation, and also to acquire a better concept of the importance of a close coordination of principles of teaching with the procedures of teaching. This new plan has many excellent features.

Professional Organizations

At present there are nine associations in the state devoted to the improvement of education of preschool children. Many are now branches affiliated with the Association for Childhood Education, but were originally organized as kindergarten associations. A state branch of the Association for Childhood Education was organized in 1937.

Buildings and Equipment

In the fifty years of New Jersey's kindergartens possibly no aspect reflects greater change than in that of equipment and materials. Fads may come and go, but Froebel's principle of self-activity is still fundamental in selection of appropriate educational equipment and materials.

In regard to the kindergarten room, which usually has been the most attractive in the building, the tradition is still maintained. Possibly the most outstanding example of this is the kindergarten room in the recently-built Woodrow Wilson School in Westfield. This room is the last word in essentials for the ideal room including hygienic conditions, artistic appearance, and adequate furnishings of materials and equipment. Equipment and materials are selected with reference to present standards of developing the whole child.

* * * *

New Jersey has reason to be proud of the work done for young children by means of kindergarten education. There has been a steady growth during the fifty years since the introduction of Froebel's plan of education. State leaders readily recognize this fact. They also recognize the fact that many improvements should be made in existing conditions. To further necessary improvements, ways and means are being sought to restore the kindergartens closed by the depression; to improve the quality of instruction in many of the reception grades in the state; and in general, to make kindergarten education possible for all children of New Jersey of four to six years of age.

No history of New Jersey kindergartens should be concluded without mention of those leaders of vision who saw the values of kindergarten education and who hoped to see a kindergarten for every child in New Jersey:

Clarence Meleny, Superintendent of Education, Paterson, 1883-88.

Stella A. McCarty, Supervisor of Kindergartens, Trenton, 1904-14.

Bertha M. Barwis, Kindergarten-Primary Supervisor, Trenton, 1914-36.

Ella Hamilton, Kindergarten-Primary Supervisor, Atlantic City.

Endnotes

¹ Newark instituted the first examination for kindergarten teachers in 1899.

NEW MEXICO

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 39-40.

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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.

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

Endnotes

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

NEW YORK

History of the Kindergarten Movement

From Aborn, C. D., Marble, S. A., & Wheelock, L. (1938). History of Kindergartens in New York State Outside of New York City. *History of the Kindergarten Movement in the Mid-Western States and in New York*. Presented at the Cincinnati Convention of the Association for Childhood Education, April 19-23, 1938. pp. 62-67.

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Interest in the education of young children found very early manifestation in New York State. The State School for Feeble-minded in Syracuse organized by Edouard Seguin in 1855 introduced kindergarten methods in 1868, this department being still in operation. In 1878 a kindergarten was opened in the Western New York Institute for Deaf Mutes at Rochester. In Batavia Institute for the Blind a kindergarten was opened in 1880. The Oswego State Normal and Training School opened its kindergarten department in 1881, and a grade school in New Rochelle maintained a kindergarten in 1885. In addition to these kindergartens supported wholly by public funds, the kindergarten departments at Fredonia State Normal School opened in 1881, and the State Normal School at Albany in 1885 received their support partly by tuition and partly by public funds.

To inhabitants of New York State it is a matter of interest and not a little pride that there existed in 1828 in Albany, New York, a school for children with ages ranging from 2 to 7 years, and referred to as "A Seminary of Infant Education." The enrollment reached 145, of which 100 were in regular attendance. "The object of the school," quoting from the first annual report, "is to furnish gratuitous education to infant children of the poor. But parents able to pay should do so." The tuition varied from twenty-five cents to one dollar fifty per quarter, according to ability to pay.

To Rochester goes the honor of having the first system of kindergartens in supported public school interests are so closely merged that it is difficult to read into the records where so-called "free kindergartens" leave off and the public school work begins. In Rochester, for instance, in 1887 though the influence of Mr. Henry Lomb, President of Mechanics Institute, a kindergarten in charge of Miss M. E. Tooke was started in one of the public school rooms and conducted at the expense of the Institute. Out of this grew a kindergarten association which immediately organized a training, giving their time as assistants in exchange for their training class. Six pupils undertook the course of training, giving their time as assistants in exchange for their training. At the end of year the results and good effects had been so convincing that the Board of Education admitted it to be an advance in educational method and voted to adopt it into the public schools.

So in the fall of 1888 six public kindergartens were started simultaneously with the six young ladies trained by the Association as kindergartners. With the adoption of kindergartens into the public schools, the association disbanded. In 1892 a Supervisor, Miss M. L. Madden, was placed in charge.

In the six years following the kindergartens had grown to need a force of 37 teachers. The reports of Superintendent S. A. Ellis for 1883 and 1884 show that he was preparing the soil of Rochester's mind for the introduction of kindergartens into the public schools.

His messages bear the influence of Dr. William T. Harris, who, at that time as President of the National Education Association, and as Superintendent of the first school system in the country to establish kindergartens, was leaving no stone unturned to impress upon school superintendents the importance to the young child of kindergarten training. There are in Rochester at present 43 kindergartens and 63 teachers, with Miss Mabel Simpson as Director of Kindergartens and Grades.

Here it may be said that to Dr. Harris, to Andrew S. Draper, who was for years New York State Superintendent of Public Instruction, and to C. W. Bardeen of Syracuse, publisher of "The School Bulletin," is due lasting credit for the spread of kindergartens in the cities, villages, and rural districts of New York State.

Albany is credited with the second public school kindergarten in upstate New York. Through the efforts of Charles W. Cole, Superintendent of City Schools, and Miss Crannell, Principal of the teachers training class, kindergarten methods were introduced into the public schools in 1885 with highly satisfactory results, and in 1888 regularly equipped kindergartens were established. To Albany also goes the honor of forming the first kindergarten association in the State. This enthusiastic group brought to the city, among other noted leaders, Miss Angeline Brooks, Miss Lucy Wheelock, Lucretia Willard Treat, and Emily Poulsson. Later, courses in graduate work were given by Miss Laura Fisher and Miss Susan E. Blow. At present, Albany has 31 kindergartens with 1000 pupils in attendance.

Utica was the third city in the State to include kindergartens in its public schools. There being no available space in school buildings, a hall was rented, provided with necessary furniture and appliances. Miss Anna C. Boardman, a graduate of Albany Normal School, was placed in charge in 1892. In September 1894 a training class was organized, located in the Century Club with Miss Maria E. Barker from the Grand Rapids (Michigan) Training School as instructor. Later, this training work was taken over by the Board of Education and conducted as a department of the City Training School for Teachers. Mrs. Mary Stone Gregory followed by Miss Barker as Supervisor, and Miss Rosemary Baum was successor to Mrs. Gregory. At present, Miss Ruth Anderson is director of kindergartens and first four grades. The kindergartens now number 20.

Kindergartens at Niagara Falls were started in 1889 under the auspices of the public school system. At present, under supervision of Miss Amelia Wenzel, the kindergartens number 24.

The Buffalo Free Kindergarten Association was organized in 1891, the second kindergarten association to be formed in upstate New York. Four kindergartens were started under its management, the number being gradually increased to 12. In 1895 the Common Council, under the recommendation of Superintendent Emerson, appropriated sufficient funds to pay the salary of the head teacher in 8 of these kindergartens. In 1894 one kindergarten was allowed to occupy a room in the school building, and with this entering wedge the kindergartens by degrees were installed in the public school buildings. In 1989 the Board of Education fully adopted the kindergartens into the public schools of Buffalo.

Miss Ella C. Elder was brought in 1892 from Florence, Mass., to supervise the Association Kindergartens and to be principal of the training school. When the public school system took over the kindergartens, Miss Elder was retained as supervisor.

Untiringly and efficiently, Miss Elder worked until she had the pleasure of seeing a kindergarten in every school district. She resigned in 1920, respected and admired for her strong and gracious personality, her scholarship, her dignity and refinement, her sound judgment, her high ideals and the success of her work. Miss Mary E. Watkins has succeeded Miss Elder as Director of Kindergartens. Buffalo has 90 kindergartens, 140 teachers, and 7000 pupils.

The Schenectady and Binghamton kindergartens in 1892 became part of the public schools after private kindergartens had been carried on for several years. Each city now maintains 20 kindergartens.

Miss Mina Colburn organized a private kindergarten in Jamestown in 1890. Interest in kindergartens was at once aroused. The Jamestown Free Kindergarten Association was formed and one kindergarten was opened by this body. The work was soon taken over by the Board of Education, with Miss Colburn as Supervisor. The Jamestown program of mothers' meetings held each month and conducted by the teacher in charge was considered a model for teachers in other kindergarten systems to follow.

Following the tradition of nearly all cities in the United States, Syracuse cradled the early kindergartens in philanthropic endeavor. From 1889, the Women's Educational and Industrial Union had maintained a kindergarten to help working mothers, and since 1890 through the generosity of Mrs. Frederick R. Hazard and the Solvay King's Daughters, a kindergarten had been supported in one of the public schools. In 1893 these generous and far-seeing women opened a training school for kindergartens in the same building, with a graduate of the Kraus-Boelte School in charge. The Board of Education contributed toward her salary. In 1895 this successful kindergarten and training school was taken into the public school system, and six additional kindergartens were added. At the end of this school year, however, the training class was discontinued, to be re-opened in the fall of 1898 as a part of the City Training School.

Miss Maude C. Stewart left her position as kindergarten head of the Plattsburgh State Normal School and assumed charge of the training work and the practice department. In 1903, upon the resignation of Miss Anna Flannagan, who had served as supervisor since 1896, Miss Stewart was given the directorship. This two-fold work has been carried on under her leadership until June 1936 when she retired from teaching. A kindergarten in every grade school has been the record for 20 years, the kindergartens now numbering 45 with a teacher list of 60 and 2300 pupils. Miss Stewart's successor in supervision is Miss Rosamond Praeger, who combines that position with the directorship of Child Development and Parent Education. Miss Beatrice Brenner, assistant in kindergarten training and supervision, now has charge of the kindergarten training department in the City Normal School. Reminiscent of earlier days, a frequent and most welcome guest was Miss Blow, whose Cazenovia home, but a few miles from Syracuse, made possible many informal visits. Her lectures, kindly criticisms, and advice, needless to say, have remained a bright spot in the local work.

In the field of private work, a kindergarten was started in Syracuse in 1875 by Mrs. M. C. Still and this department together with the training class for young ladies was continued until 1893.

Below is a copy from the Syracuse Journal of 1878 which quotes a paragraph from Reverend W.F. Craft's lecture on "Childhood." "The kindergarten will be recognized as one of the most potent educators of the age. The true kindergartner wisely uses the natural instincts of childhood, and, as the surest and best means of education, calls into action those instincts which educators less patient, less far-seeing, have always thought it necessary to suppress by force. The true kindergartner lovingly makes the play of children their road to improvement. It is indeed time that people generally began to understand the Christian truth that young minds are to be treated rationally and to be treated according to their own laws of existence and growth. When this is understood, a monument will have been raised to the memory of Froebel more enduring than marble."

Keble School, a private school for young ladies, added a kindergarten and training class in 1893 under the direction of Mrs. F. M. Clarke, and this department was continued until the close of the school in 1904.

New Rochelle and Rensselaer in 1893, North Tonawanda in 1894, Olean in 1895, Troy in 1896, Auburn in 1897, Watertown and Amsterdam in 1892, helped to fill the roster of cities with kindergartens in every grade school. Miss Frances Crawford with her splendid work begun in Cohoes in 1892 was known throughout the State for her leadership in the kindergarten cause.

Four kindergartens were opened in Yonkers in 1896. The work has gone steadily forward under the supervision of Mrs. Agnes Dieffenbacher See and the kindergartens number 24.

Kindergarten teachers in all large centers have since the introduction of kindergartens banded together in associations for professional study and mutual betterment. During an annual meeting of the State Teachers Association held in Rochester in 1910, a kindergarten department of the Association was organized. This department was changed in 1919 to the Kindergarten Association Section of the State Teachers Association. The purpose of this newly organized body was the further extension of kindergartens throughout the state. The membership included all local and County organizations. Miss Ida Isdell was the first chairman of this section. “Anxious to get and glad to give” was the slogan of the Association, and so it remained throughout the years of its activities. In 1933 the Association merged with the nursery school and the lower elementary grades to form a State branch of the National Association for Childhood Education.

The great victory for New York State in its work for little children is not only the presence of kindergartens in 57 out of a total of 60 cities in the State, but villages numbering 162 maintain kindergartens with a registration of 12,000, and here let it be said that the discontinuance of kindergartens during the depression years was almost negligible. There is a kindergarten registration in rural schools of 2,057 children; 30 kindergartens in Orphan Asylums and other benevolent institutions throughout the State serve the needs of little children. There is also in this field of childhood interests an estimated number of 50 private kindergartens.

A permissive law making easy the establishment of kindergartens in New York State schools was passed by the Legislature in 1893. This law permitted children to enter kindergarten at four years of age. Rochester has been the only city that has adhered to the letter of the law on the question of age entrance, allowing two years in the kindergarten and entrance to the first grade at six.

Other cities and villages have inclined to one year in kindergarten with entrance into first grade at six. State aid for schools has up to the present time begun with first grade, so that kindergartens have been deprived of that financial advantage from the State. For ten years an effort has been made to get through the Legislature a law granting State aid for kindergartens. This obviously would influence the placing of children in the grades for which their age growth calls, and would go far toward preventing failures in first grade. All constructive forces throughout the State are at present working to get this bill granting State aid to kindergartens through the 1937 Legislature.

Dr. Ruth Andrus in 1928 was appointed State Director of Child Development and Parent Education. In this capacity, she has been a splendid help to young children, their parents, and their teachers, not only in New York State but in a national way.

In the field of teacher training agencies, Fredonia and Oswego in 1881 organized kindergarten training in their State Normal Schools, and Albany Normal School followed in 1885. Within a few years, kindergarten training departments were included in all the State Normal Schools and Colleges. When the State Teachers College at Albany in 1905 changed its function from elementary to secondary teacher training, the kindergarten department was closed. Oswego kindergarten department was discontinued in 1933. In addition to these agencies for kindergarten training, there were 9 city training schools whose curriculum included preparation for kindergarten training. They were: Albany, Buffalo, Cohoes, Jamestown, New York City with 3 schools, Rochester, Schenectady, Syracuse, and Yonkers. The Syracuse Training School has expanded into City Normal School and follows the courses laid down for State Normal Institutions. It remains the only City Training School in the State, outside of the State Normal Schools and Colleges. As head of the kindergarten training in Rochester City Normal School, the name of Miss Mary Jean Miller has for 30 years been a watchword throughout New York State. When the Normal School in Rochester was discontinued in 1932, Miss Miller retired from public school work, and with characteristic enthusiasm at once turned her attention to the field of parent education.

Many cities of New York have throughout the years shared with other cities of the United States and Canada the privilege of entertaining the International Kindergarten Union, — later to be known under the more inclusive title of “Association for Childhood Education.” But it was within the Empire State that the most memorable episode in the annals of the Association meetings occurred, namely, the birth of the Association itself. It was at Saratoga Springs, during the 1892 meeting of the National Education Association that The International Kindergarten Union was organized. During the first years of its existence the members of the Executive Committee were frequently called together to plan for the welfare and growth of this new organization. The first general meeting, however, was not held until February 1896 at Teachers College, New York City.

This report would not be complete without a tribute to the magazines that upheld with untiring zeal the early kindergarten cause in New York State. The New York State Educational Journal, established by the State Teachers Association in 1872, began at once its commendation of the kindergarten in its editorials.

After 2 years this magazine was taken over by Mr. C. W. Bardeen of Syracuse, under the title of “The School Bulletin.” Miss Elizabeth Peabody was an enthusiastic contributor of kindergarten editorials, and articles sent by workers of national reputation in the kindergarten field found a welcome in the numbers of this magazine. Reports of all kindergarten meetings were eagerly collected by Mr. Bardeen. It is impossible to overestimate the immense value of this paper to kindergarten progress at this time.

The Kindergarten Messenger, the earliest and during its existence the only kindergarten periodical in America, was started in Cambridge, Mass, in 1873 by Elizabeth Peabody. In 1881, Mr. Bardeen became its publisher and issued it for 2 years under the title of "The New Education," with W. L. Hailman as editor, after which it was merged with the New England Journal of Education.

The Kindergarten News was published at Buffalo by Lewis H. Allen and was called into existence in October, 1891, to forward the interest of the Buffalo Free Kindergarten Association. It soon grew into a national publication of the widest circulation, and its intimate paragraphs with news of kindergarten personalities in the early nineteen hundreds are among the prized possessions of kindergartners who were young in the work at that time. The Kindergarten News was taken over by Milton Bradley Company of Springfield, Mass., in 1895.

MAUDE C. STEWART

NORTH CAROLINA

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 31-37.

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As a result of a brief survey of the state, the following information concerning the kindergarten movement in North Carolina was compiled. Reports show that the earliest date for organizing regular kindergarten work was 1885 (53 years ago) when a kindergarten was established in Asheville. Since that time kindergartens have waxed and waned with no definite line of succession through the years visible in the history of the movement. The gaps at frequent intervals during the fifty-three year period make it quite impossible to report a development of the kindergarten movement in this state. It seems more apropos to discuss this kindergarten and that, as the records clearly show that it is a case of a kindergarten “here and there” or “now and then”, an elusive sort of thing rather than a continuous and consecutive growth through a period of years. The difficulty has been, of course, the fact that no state-wide program of preschool education has ever been in operation in North Carolina. The only legislation in effect has been of a permissive nature only, and no state funds have been provided for the support of preschool education.

However, certainly since 1888, the kindergarten movement has been in the minds of certain leaders, the idea has been kept alive, and during this period there has been an ever-increasing interest in the establishment of a definite program of kindergarten education. Evidence of this interest at the present time is shown by the following facts:

There are in operation various types of private kindergartens in different sections of the state, located, of course, in large urban centers and in winter resorts.

Private schools include the kindergarten age in their enrollment.

In large industrial centers and in mill villages the day nurseries enroll children of kindergarten age.

Public schools in the state have organized junior first-grade classes made up of pupils not mature enough to enter into the activities of the regular first grade. Curriculum development for this group has been on the kindergarten level.

The “Beginners’ Day Programs” are established as a state-wide plan for all public schools in the state. This is a day set aside in the late spring when children of kindergarten age are invited to visit the first grade they will likely attend the following year.

Special programs are planned for the introduction of the child into the school as well as for the teacher to become acquainted with the child and his parents.

In many communities the first grade teacher visits the homes of the preschool children who may enroll during subsequent years.

The above practices have been observable in many schools for the past few years and have served to tie up the interest of the preschool child with the activities of the school through these home and school visits.

The meaning of first-grade reading, the meaning of reading readiness, and an understanding of the term maturation in relation to child growth and development have greatly concerned teachers of young children in this state.

The training school in one of the teachers’ colleges in the state has organized and conducted for the past two years a kindergarten class. This venture is supported in part by tuition. The teacher is a member of the training school faculty and uses the kindergarten classes for demonstration and student practice purposes.

The above statements represent outcomes of the work in the kindergarten field up to the present time. To further clarify and make more significant the achievements of the kindergartens which have been largely responsible for the present interest among educational leaders in kindergarten education, a summarizing statement is presented. This statement includes: a brief history of the kindergartens in Asheville, one of the outstanding achievements in kindergarten work in the state; approximate number of kindergartens now operating; difficulties and handicaps in progress; problems and obstacles to overcome; and future needs and how they may be met.

Asheville

Beginning with a small private kindergarten organized and financed by a group of interested women in 1888, kindergarten work grew until there were nine kindergartens and eighteen teachers at the opening of the 1923 term.

Sarah Garrison of New York City established the first kindergarten on Battery Park Hill. This was probably a missionary enterprise and was in a factory district of the city. Then Jessie Slack caught a few children in a small room over a store on Patton Avenue near the center of town, and when the class was graduated four free kindergartens were opened in the poorer sections of the city, enrolling more than 300 children.

A little later George Pack donated \$2,000 in memory of a member of his family. With this and other donations a model kindergarten building was erected and fully equipped. A small number of interested women by soliciting funds financed the kindergarten and paid the teacher.

Also about this time a free kindergarten association was formed for the purpose of promoting more kindergartens.

A training class was established later (about 1891-92) under the leadership of Mrs. O. M., Quayles of Grand Haven, Michigan, and after her Charlotte Latham was in charge.

The next kindergarten to be organized was at Woolsey called "Sarah Garrison" in honor of the first kindergarten teacher. A gift of \$275.00 yearly for ten years by a Mr. Cone, a citizen of Asheville, helped materially at this time. A few years later a kindergarten was established over a store at Riverside in a cotton mill district.

The kindergartens were established as a part of the public school system in 1907, and all property acquired by the Asheville Free Kindergarten Association was deeded to the city public school system with the agreement that kindergartens were always to be maintained in the public schools. As buildings were completed, kindergartens were opened in Ashland, Park, Murray, Orange, Montford, and in the three schools of West Asheville. About this time Bertha Payne Newell, of Colonel Parker School in Chicago, became supervisor of kindergartens, remaining for a number of years and conducting a training class.

Beginning in 1921 the Asheville Normal College offered summer school training classes for kindergarten teachers under Marion Hanckle, Trix Barbour, Mary Jacobs, Irene Hirsch, Mary G. Waite, Mary Leeper, and others.

It was the determined and enthusiastic group of kindergarten leaders in Asheville who were largely responsible for the enactment of the present legislation concerning kindergartens.

From the Public School Law of North Carolina, Codification of 1923:

Sec. 40. Kindergartens may be established. Upon a petition by the board of directors or trustees or school committee of any school district, endorsed by the county board of education, the board of county commissioners, after thirty days' notice at the courthouse door and three other public places in the district named, shall order an election to ascertain the will of the people within said district whether there shall be levied in such a district a special annual tax or not more than fifteen cents on the one hundred dollars worth of property and forty-five cents on the poll for the purpose of establishing kindergarten departments in the schools of said districts. The election so ordered shall be conducted under the rules and regulations for holding special tax elections in special school districts, as provided in article 18 of this chapter.

At such elections those who are in favor of the special tax shall vote a ballot on which shall be printed the words, 'For Kindergartens,' and those who are opposed shall vote a ballot on which shall be printed the words 'Against Kindergartens.'

If a majority of the qualified voters shall vote in favor of the tax, then it shall be the duty of the board of trustees or directors or school committee of said district to establish and provide for kindergartens for the education of the children in said district of not more than six years of age, and the county commissioners shall annually levy a tax for the support of said kindergarten departments not exceeding the amount specified in the order of election.

That said tax shall be collected as all other taxes in the county are collected and shall be paid by the sheriff to the treasurer of the said school district to be used exclusively for providing adequate quarters and for equipment and for the maintenance of said kindergarten department.

Asheville was the first city in the south with the exception of two cities in Georgia to support a system of public kindergartens in connection with the public schools.

The department remained part of the school system until 1930, when it was discontinued as an economy measure. The Attorney General ruled that the kindergartens had been operated illegally unless they had been approved by a vote of the people. Later the Supreme Court of North Carolina handed down the opinion that the city of Asheville must continue kindergartens as a part of its public school system. Accordingly the kindergartens were reopened but only for one year as the city in 1931 became virtually bankrupt and the entire school system keenly felt the results. Since that time no pressure has been used to force the city to abide by the ruling of the Supreme Court.

In 1914 a kindergarten class operating by private donations was taken over and conducted as a part of the public school system in Washington, N. C. However, this venture was short-lived as the kindergarten class was discontinued in 1918 .

Number of Kindergartens

The approximate number of kindergartens now operating at the following places during 1938-39 is: Asheville, 7; Winston-Salem, 5; Greensboro, 4; Charlotte, 4; Salisbury, 3; Raleigh, 3; Durham, 3; High Point, 2; Gastonia, 2; Elizabeth City, 2; Concord, 2; Rocky Mount, 2; Shelby, 2; Greenville, 2; New Bern, 1; Goldsboro, 1; Pinehurst, 1; Kannapolis, 1; and Washington, 1; a total of 48. Reports show that the number of years the separate kindergartens have been in operation ranges from two to thirty-eight, and also that every known type of kindergarten program has representation in some form or other.

Difficulties and Handicaps to Progress

Lack of appreciation of the needs of the preschool child on the part of parents as well as education leaders, which shows up in the form of indifference to plans for meeting the needs of growing boys and girls of preschool age, has presented a most difficult situation with which to deal. Tradition still has a firm grip and greatly influences the thinking of those charged with the responsibility of providing adequately for the needs of the preschool child.

The belief that a child's education begins at six years of age is yet strong in the land.

A second handicap to progress is the lack of a unified kindergarten-primary grade program. The kindergarten curriculum should meet the growing needs of boys and girls of kindergarten age level (and that on the individual child basis), and the first grade curriculum should develop next steps in the growth of each individual pupil, and so on through the other grades — a continuous, progressive, unbroken program based upon the needs of the child at each growth level.

This particular handicap is disappearing in some instances due to the fact that kindergarten and primary teachers are uniting in professional study through the activities of the Association for Childhood Education of which they are members.

Problems and Obstacles

One of the chief problems in kindergarten education as revealed by the reports from the private kindergartens in the state is that of making provision for the enrollment in kindergartens of a larger percentage of children of kindergarten age. This involves the matter of legislation through which kindergartens in public schools may be provided.

A second problem has to do with the training and certification of kindergarten teachers. Reports show that this is a real need since the curriculum in the private kindergarten is largely determined by the kind and types of training of the teachers. Methods and procedures have undergone many changes, and the modern kindergarten is very different from the kindergarten of ten or twenty years ago, as one may observe in visiting the kindergartens now operating in this state.

One of the best trained kindergarten teachers in the state in her report expresses the need for organization and concerted effort in the formulation of plans and procedures to govern kindergarten programs. In furtherance of this idea the report shows that the Charlotte Kindergarten Association has recently affiliated with the local branch of the Association for Childhood Education.

Future Needs and How They May Be Met

The reports from the kindergartens failed to offer constructive suggestions for future improvements except through statements which implied needs, rather than plans for meeting those needs.

From the individual reports three were selected as presenting significant trends; excerpts from these follow:

The kindergarten at the Curry Training School of the Women's College, University of North Carolina. The kindergarten was opened in September 1936. This department was created at the request of interested parents and friends. There had been a nursery school in connection with the home economics department for a number of years, and the need was felt for a kindergarten to fill the gap between the nursery school and the first grade. Also, the education department of the college was desirous of having a preschool group in connection with the training school.

The enrollment was limited to twenty children the first year, and it has never gone beyond twenty-two. We try to keep the proportion of girls and boys as nearly equal as possible. Children are admitted at the age of five and stay one year unless it is deemed advisable for a child to continue a second year. Nursery school children are given preference to other children. Nursery school age is three to five years. There are no district school boundaries for kindergarten; however, we encourage the enrollment of children in our district. Children are registered a year or more in advance. At present we have some applications for the 1940 term. There is a fee of forty dollars for the year or twenty dollars a semester.

The Metropolitan Reading Readiness Test is given to each child at the dose of the year and this is checked with the Detroit Kindergarten Test, given early in the school year. The results of these tests and records of the children entering the first grade at Curry School are given to their teacher. They are given other first grade teachers when requested. We find that the kindergarten children, as a rule, are in the most advanced group in their grade.

Letters are sent to the parents at the end of each semester, giving information about the progress of the group, and conferences are held with the individual parents and the teacher several times a year. A study group of interested mothers of kindergarten children has functioned for two years.

The Twaddell Primary School Kindergarten, Durham. The kindergarten is just one of the classes in my school. It was organized in September 1934. We do all we can to aid the kindergarten child to establish habits and attitudes which will make his later school work a pleasure. We give preparatory work in the school subjects to the children who are going to return to our first grade. We do not allow others to take this, since they are thereby too much accelerated for the work of first grade in public schools. Almost any good kindergarten which confines itself strictly to the kindergarten curriculum will establish such habits of attention and concentration that the children who have had such training will need to go at a more rapid pace than is ordinarily done in public schools.

While some first grade teachers deplore having a few kindergarten children who are accelerated, I am sure they would welcome a class full of children who had had such training. The answer to this, of course, is public school kindergartens.

The Kindergarten School, High Point. Since girlhood I had longed to have a kindergarten of my own. After teaching first grade for fifteen years I decided in 1932 I would organize a school. I had seen the need to provide the necessary step from the home to the more formal program of the first grade. I was late making my decision, and on the opening day I had enrolled only four pupils. To my delight eight children registered the first day, and in a few weeks I had enrolled twenty-two, this being my capacity for that year.

For my building, I had a very attractive bungalow, the front of which was a large room with a sun parlor at one end. The end and one side were all windows and one side eastern exposure, giving me plenty of sun and light. My playground was shady. My equipment was limited. I had a piano, Victrola, toy orchestra, clay, picture books, a few dolls, doll bed, stove, baby carriage. For outdoor playground I had developing swings, tricycles, wagons, and a few other toys.

The term of 1937-38 I had an enrollment of eighty-eight pupils and a faculty of seven teachers. I have moved into much larger quarters. I use five rooms — one a very large room with adjoining room which can be used as one. At first I only enrolled children from the ages of 5 to 6. Now I take them from 4 to 6.

I have developed a nice playground. I have a large plot sanded and rolled, then grassed. Here I have five sand boxes, real “merry-go-round”, pens for rabbits and several acting bars. In another plot I have the entire ground cemented, and this leads to the cemented driveway. Here they play on wheel toys. I have boats on wheels, airplanes, wagons, automobiles, go-carts, twenty tricycles, baby carriages, scooters — in fact, all toys I can find. The front yard we use for home making. We have large mats we spread on the ground. The toys consist of an open four-room house, doll furniture, stoves, dishes, tables, doctors and nurses outfits, etc. We have outdoor work tables for drawing, tea parties, working with clay, blocks, etc. We do not have outdoor chairs and have to move them from the inside. I hope this term I can add outdoor chairs.

We have flowers, plant bulbs, a strawberry patch, a cherry tree and a plum tree. When weather is suitable, all work possible is done outdoors. We try to meet the needs of the children. We show them the beautiful in all things. We help them to be happy and willing to share with others.

The information concerning the kindergarten movement in North Carolina has been compiled from reports gathered through a brief survey. It will have served its purpose if, through the making of these reports, there has been aroused a renewed interest in the educational needs of the young children of our state; an interest that will result in a definite plan for these children and a conversion of that plan into action.

HATTIE S. PARROTT.

NORTH DAKOTA

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 40-41.

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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

Endnote

¹ This 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.

OHIO

History of the Kindergarten Movement

From Aborn, C. D., Marble, S. A., & Wheelock, L. (1938). The Kindergarten in Ohio. *History of the Kindergarten Movement in the Mid-Western States and in New York*. Presented at the Cincinnati Convention of the Association for Childhood Education, April 19-23, 1938. pp. 9-18.

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Ohio has been a banner State in kindergarten development.¹ The recent survey made under the direction of Miss Margaret Trace, Supervisor of Kindergartens in Cleveland, reports at least 25 of the smaller towns support one or more kindergartens. Far-sighted and able Superintendents have advocated the adoption of kindergartens into the school system. A specially valuable statement of the worth of the kindergarten training is found in the report of Dr. Harold Maurer of Garfield Heights given January 17, 1937, when the Board of Education unanimously adopted a resolution establishing kindergarten classes for children living in this school district. In a circular prepared for the parents, he writes: "Few people question the importance of the first year in a child's school life. . . During this period children learn to adjust to group interests and activities, to acquire basic habits of industry, to assume little responsibilities, to observe carefully, to hear correctly, to speak distinctly, to make decisions of their own, to have the satisfaction of making things and performing activities in an orderly fashion. . . It is not primarily the obligation of the kindergartner to teach reading or any other school subject; it is rather her duty to develop within each child the ability and power required to meet new situations."

A notable feature of the early work in Ohio is the cooperation of the mothers who early formed Mothers' clubs to join with the teachers in the training of children in the kindergarten way of life. Later, these clubs joined with the Parent-Teacher Association, giving great impetus to the progress of that body in the State. The kindergarten in many communities secured also the interest and support of men and women with the philanthropic impulse. The reports from Cincinnati and Cleveland give us the names of some of those who helped to establish kindergartens in their communities and so lay foundations for better citizenship.

Toledo

In Toledo the Libbey Scholarship Fund has been used for fifteen years to pay the expenses of two kindergarten teachers at some summer school. These teachers return with much enthusiasm and inspiration and a willingness to share what they have gained with others in the department.

Dr. Mary Law of Toledo trained many teachers in the Law Froebel Training School which functioned until 1920. Under her guidance, work with mothers became a strong factor in the extension of the kindergarten movement in Toledo. At one time 5000 children were registered in the kindergartens of that city. The depression cut out the four-year-olds from the benefit of the kindergarten training and the staff was reduced from 100 to 85 teachers. At the present time there are kindergartens in 50 buildings, 80 teachers, and an enrollment of 3500 children.

Columbus

Columbus, the capital of Ohio, has the distinction of having had the first kindergarten in Ohio, if not in America. Authentic reports point to the fact that Caroline Luise Frankenberg, who had taught at Keilhau for six years under Froebel's direction, introduced the kindergarten in that city in 1858.

Columbus is also the home of the first training school for kindergarten teachers in the State of Ohio. Mrs. Anna B. Ogden was the pioneer in this work in the early 70's. With her departure from Columbus, the work fell into oblivion until 1889, when a group of public spirited women comprising the kindergarten committee of the Women's Educational and Industrial Union revived the interest and established the kindergarten that made the first indelible impression upon the community. It developed so rapidly in usefulness that a Normal Training School was opened in 1894 with Mrs. Willard Treat as director. Encouraged by the success of the several mission schools where students of the training classes found opportunity for practical demonstration, the kindergarten association turned its attention to the public schools. To its individual and united effort, Columbus is indebted for the historic position of first city in Ohio to introduce kindergartens in the public school system.

In 1897 lack of funds necessitated their discontinuance. From that time until 1912, when the kindergartens were reinstated in the public schools, the success of the work was due to the devotion and financial generosity of Mrs. Louisa Stafford who had been an enthusiastic member of the Kindergarten Association since its inception. In 1932, owing to the need for retrenchment caused by the World War depression, the 22 public kindergartens were again abolished and have not yet been re-established.

In 1931 a kindergarten was added to the department of elementary education in the Ohio State University in Columbus and has since come under the supervision of the director of University schools, Dr. Rudolph D. Lindquist. Under the guidance of Dr. Laura Zirbes and Dr. Lindquist the kindergarten evolved as an environment in which children should grow and develop in a natural, happy manner; in which they should develop ideals of co-operation, independence, and creativeness; and in which they should be normal functioning members of society. These have never failed to be the objectives of the school.

Fremont

Fremont has an especially interesting report prepared by Mrs. Clara Ross Stull, the mother of three children and one of Ohio's pioneer kindergartners. She reports six kindergartens in a town with 13,000 population. She says they weathered the depression on an economy basis: "the children were taught how material from home could be made over into toys, such as boxes for doll furniture, round ones for drums and clocks.

Printers, stores, and factories gave us waste material, strips of paper, samples of wall paper, oil cloth, and leather."

Dayton

Kindergartens were opened in the public schools of Dayton in 1896 and were a recognized part of the school system for thirty-six years. As each kindergarten was opened, an association of the mothers of the children in that district was organized.

In September, 1896, the first kindergarten training class was organized in the Dayton Normal School. This feature of teacher training was continued as a phase of the Normal School work until the school merged with the Dayton Teachers College in 1932.

Kent

At Kent State Normal School kindergarten work began in 1913 in charge of Miss Clara Hitchcock. In 1926 a Kindergarten-Primary Department was organized, offering a four-year course for the preparation of teachers for kindergarten and grades I, II, and III, with the degree of Bachelor of Science in Education. During this period the name Normal School has been changed to *College* and recently to *University*.

In September, 1927, the first kindergarten was established in the public schools of Kent. The town is small and the one kindergarten with an enrollment of 90 children, two sessions, and one teacher seems to be adequate for the needs.

Oberlin

The Oberlin Kindergarten-Primary Training School was established in 1894 with Miss Belle Goodman in charge. In 1900 a Board of Directors was formed and in 1912 the school was incorporated. In 1915 Miss Clara May became principal and served until the school became part of Oberlin College in 1933. The work is now carried on as a major in the education department of the College.

During all these years kindergarten advantages have been offered to Oberlin children free of charge. At present a kindergarten serving thirty-seven five-year old children is maintained by the college as a demonstration and student teaching Center.

Athens

The oldest university west of the Alleghenies is located in Athens, a city of some 7500 inhabitants in southeastern Ohio. Ohio University began its work in teacher training in September, 1886, by offering two courses, an elementary and an advanced course. In 1902 the State Normal College of Ohio University was founded by the State legislature. A Kindergarten Department was established in the College in 1907 and has continued as an integral part of Ohio University. There are now two demonstration and practice kindergartens maintained by the University for students in Kindergarten-Primary Education.

Cleveland

The earliest record of the kindergarten movement in Cleveland names a certain Miss Marston as the pioneer, at some date previous to 1875. In 1877 Miss Augusta Mittleberger founded her famous private school and, only a year later, introduced the first kindergarten connected with any Cleveland school. Because of this fact and her unfailing support of the cause, Miss Mittleberger was the central and dominant figure in the early history of the kindergarten in Cleveland.

It was in 1886 that the Young Ladies' League of the Y.W.C.A., later the Cleveland Day Nursery and Free Kindergarten Association, opened its first free kindergarten at Perkins Day Nursery, now known as the Samantha Hanna Nursery. It followed, as a matter of course, that a free kindergarten was introduced whenever a day nursery was opened. The history of the development of these day nurseries and free kindergartens is interesting indeed. Each year from 1886 to 1913 a new center was opened or a former center transferred to a new location. Generous sums of money, as well as gifts of land and buildings, were contributed to the cause by several of Cleveland's well-known philanthropists.

Ultimately the increasing demand for trained kindergarten teachers led to the organizing of a training school by the Association. The first one, established in 1890, proved a failure after two years of inexperienced management. After a period of discouragement, the Association sought the expert advice of Elizabeth Harrison, then principal of the Chicago Kindergarten College, and in September, 1894, the Cleveland Kindergarten Training School in affiliation with the Chicago College started on its long career of usefulness in the training of young women to meet the rapidly expanding need for competent kindergartners. In 1910 the affiliation with the Chicago College was severed and the Training School became an independent institution. The class enrollment steadily increased and the graduates found positions almost immediately in the Cleveland public school kindergartens, as well as in other cities and states and even in foreign countries.

The Day Nursery Association maintained, as one of its committees, a group of women whose interest centered largely in the work of the Training School. This forward-looking group felt that the scope of the school should be increased and every effort should be made to set up a curriculum that would be fully accredited towards a degree in Education. To this end, the curriculum and the name of the school were both changed to include preparation for primary grades as well as for kindergarten. In 1923 the Association opened the first nursery school in Ohio and training for nursery schools was also added. In 1927 negotiations with Western Reserve University were undertaken and the old Training School became the Division of Nursery, Kindergarten, Primary Education of the University, bringing with it one hundred and twenty-five students.

Parallel with the development of the training work has been the development of the kindergartens as an integral part of the public school system. In 1896 a levy for the establishment of kindergartens was approved and soon six classes were opened. Miss Virginia E. Graeff was the first supervisor of the public school kindergartens. She resigned in 1903 and was succeeded by Mabel MacKinney, who had served as principal of the Kindergarten Training School from 1900 to 1903. In 1919 Margaret A. Trace, formerly the assistant principal in the Kindergarten Training School, was appointed Supervisor and holds that office at the present time.

With the growth in the scientific and philosophical interpretation of child nature has come a corresponding change in procedure, in equipment, and play materials in the kindergartens. A long term building program has provided comfortable, spacious, and artistic rooms. A generous budget (up to the time when the depression necessitated a program of economy) has made possible the elimination of old and outworn equipment and supplies and the substitution of the larger and more progressive materials such as floor blocks, physical apparatus, toys, easels, low cupboards, etc.

While Cleveland has no compulsory kindergarten law, the enrollment has in many instances surpassed the accommodations. Each one of the 115 public school buildings now has a kindergarten with a morning and afternoon session. As in many other cities, a reduced budget during the depression necessitated drastic curtailment in many departments and the kindergarten assumed its share. Some assistants were eliminated and teachers were asked to carry a larger enrollment alone. While this has had its disadvantages, there have also been some compensations. Teachers have not only learned to use their time to better advantage, but the children have learned to assume more responsibility and have thereby grown in initiative and independence. Having weathered this financial gale and with a past record of commendable achievement as preparation for future school success, the kindergarten has reason to enjoy a feeling of security as an integral part of the school system.

Cleveland Heights

In September, 1916, two kindergartens were established in Cleveland Heights with an enrollment of seventy-eight pupils. At that time the population numbered about six thousand; today the number has climbed to fifty-five thousand. There are now eight kindergartens, twelve teachers, and approximately 475 kindergarten pupils.

MARGARET A. TRACE.

Cincinnati

Among the forerunners of kindergarten development in Cincinnati were a number of devoted and enthusiastic women alert to social problems. In 1875 Miss Helene Goodman, who had studied with Madame Kraus-Boelte, established a private kindergarten. Various prominent citizens today recall their kindergarten experiences in those early years under the direction of Miss Rice, Miss Katherine Dodd, and others. The Glenn Industrial Home of the Methodist Episcopal church opened a free kindergarten in the poorer district of the city with a training course to prepare its teachers. Previous to these, however, in the earlier seventies, the movement for the development of German kindergartens was initiated by Miss Henrietta Trenk, who had studied kindergarten methods in Germany under Pastor Ruff, a great friend of Froebel. She had that passionate enthusiasm for the work that possessed the early pioneers in the field. After her marriage she and her husband, Mr. A. E. Wilde, established a book shop, still in existence, for distributing kindergarten literature and materials.

Mrs. Wilde also organized a Kindergarten Association to sponsor and support free kindergartens in which German was spoken. Mrs. Dressel, who had studied kindergarten methods in Germany, directed the first kindergarten. After some years its funds and equipment were turned over to the newly organized Free Kindergarten Association. A second German Kindergarten Association was formed somewhat later by Mrs. Leopold Markbreit. This association supported five kindergartens, later assimilated in the broader public school movement.

On the thirteenth day of December, 1879, at the instigation of Mrs. Wayland R. Benedict, a group of earnest, benevolent women met for the purpose of furthering the welfare of little children in the poorer districts of the city. The Cincinnati Free Kindergarten Association was organized at a meeting held December 19th with Mrs. Alphonso Taft as president, Mrs. J. D. Brannon as secretary, and Mrs. Robert Hosea as treasurer. The following extract is taken from the first paper presented by the president:

Our constitution defined the object to be the establishment of free kindergartens in Cincinnati. It is hoped the time is not far distant when kindergarten instruction will be provided freely for all classes in Cincinnati.

The laws of Ohio at present forbid the use of public funds for the education of children under six years of age. A tedious process of legislation would be necessary to effect this. If the little ones who wander neglected in our streets are to be reached by this method, private benevolence must come to the rescue. We therefore appeal to the friends of education and humanity to help us in this effort. It is to be on the broad basis of the public schools, without distinction of race, sect, or nationality.

During January and February, this association held fortnightly meetings and on March first, 1880, the first free English-speaking kindergarten in Cincinnati was opened in the old Spencer House on the riverfront. Through the recommendation of Miss Susan E. Blow, a great kindergarten pioneer, one of her teachers, Miss Shawk, was selected to inaugurate the work and became the first principal of the training school.

As the success of this kindergarten was demonstrated, other kindergartens were opened in various parts of the city. Later, for the purpose of encouraging the formation of more kindergartens without incurring additional expense, the Kindergarten Association volunteered to organize and supervise kindergartens supported by other organizations and to furnish assistants when possible without expense provided the selection of the director was approved by the Association and the kindergarten conformed to its standards. The kindergarten at the Bethel, the Cincinnati Orphan Asylum, the Elizabeth Gamble Deaconess Home and in other centers thus became affiliated with the Association. The Southwest Kindergarten, supported by the United Jewish Charities of the city, was established for the children of the foreign population.

In January 1880, Dr. William T. Harris, Superintendent of the St. Louis F. schools, afterwards United States Commissioner of Education, gave a lecture in Cincinnati on the kindergarten work as established in St. Louis, emphasizing the necessity of adequate preparation of teachers for this new line of educational work. A training school for kindergarteners was organized in 1880 by the Cincinnati Kindergarten Association shortly after the first free kindergarten was opened. Free as well as pay courses were offered and students received their practice teaching as assistants in the kindergartens.

The first year four young women, selected from a number of applicants for training, agreed to give their time and services for a year in return for the training received. With the graduation of the first class from the Cincinnati Kindergarten Training School in 1881 the Froebel Club was organized, its membership consisting of members of the faculty, the graduates, and mothers.

At the end of the first year of its existence the Cincinnati Free Kindergarten Association had over three hundred members. Included in the list are to be found the names of Miss Annie Laws, Miss Fanny Field, Miss Elsie Field, Mrs. Thornton, Mrs. Benedict and Mrs. Hartman, all of whom continued active in the work from the early years of its organization.

At the end of her second year in office, 1883, Mrs. Taft resigned as President because of temporary residence abroad, and Mrs. J. D. Cox became President. After serving three years Mrs. Cox's resignation was accepted and Mrs. Taft, who had returned to Cincinnati, was again elected President and continued in that office until 1891. Miss Annie Laws then became President and with the exception of two years remained in office until her death in July, 1927. During her absence, in which she gave her capable services to the international Kindergarten Union to help perfect that organization, Mrs. H. C. Urner and Miss Fanny Field served in turn as presidents.

The passage of the Kindergarten Bill at Columbus in March, 1892, made it possible for a board of education of any first or second class city in Ohio to establish kindergartens in connection with the public schools for children between the ages of four and six. In 1894, the Cincinnati Kindergarten Association was incorporated under the laws of Ohio with all corporate rights and powers.

A nucleus for a permanent fund was started with four bequests. From time to time generous additions were made to this fund which later was used to establish the Annie Laws Memorial in the Teachers College of the University of Cincinnati. Four scholarships were also established at that time.

In 1905 kindergartens became an integral part of the public schools of Cincinnati, supported by public funds; the training school became affiliated with the University of Cincinnati, and a close co-operation united the interests of the University, the Board of Education and the Kindergarten Association. The Training School of the Kindergarten Association was recognized as the official Kindergarten Training School of Cincinnati. The first public school kindergarten was under the direction of Miss Frances Le Voy, who later was an instructor in the training school.

Under the wise direction of Franklin B. Dyer, Superintendent of the public schools at the time, and of his successor, Randall J. Condon, the number of public school kindergartens steadily increased while the kindergartens, supported by other organizations, still held their place as helpful forces in the community. Even during the years of the great depression, the Cincinnati kindergartens were kept intact through the cooperation of Superintendent Edward D. Roberts, his administrative staff, the teaching personnel and the Parent-Teachers Association, together with the invaluable help of Dean Louis A. Pechstein of the Teachers College.

In 1911, the International Kindergarten Union came to Cincinnati. Through the splendid planning organized by Miss Laws, and with the hearty co-operation and support of everyone connected with the educational and civic movements of the city, the delegates to the meeting were comfortably housed, delightfully entertained, and stimulated for further work with little children.

From the first the kindergarten movement attracted young women of fine cultural background who came into the kindergarten training in a spirit of service, and who found in this work both preparation for a vocation and a satisfying philosophy of life. Throughout all the years of kindergarten development in Cincinnati a marked spirit of fellowship and devotion to the ideals of the profession has been evidenced among the graduates and actively maintained in the Alumnae Association.

In 1904, a reorganization of the Froebel Club resulted first in a Directors Club which formed the nucleus of the present Cincinnati Kindergarten Alumnae Association, formally organized as such in 1906. In 1900, the Kindergarten Student Club became a recognized unit in the Training School as a laboratory for the course in child welfare organization, taught by Miss Laws. While this club has functioned continuously as a student activity, it has likewise maintained study groups, under faculty guidance. The Students Club and the Alumnae Association became affiliated with the International Kindergarten Union in 1908. Later, Pi Theta, an honorary fraternity in the field of childhood education, was organized by the students. The Alumnae Association endowed a kindergarten scholarship and in addition annually awards the Randall J. Condon Memorial Prize to the senior student who best represents the ideals of the kindergarten.

The principalship of the Training School, following Miss Shawk's resignation, was held in turn by Mrs. E. D. Worden, Mrs. Florence Bratten, Miss Harriet Pearl Carpenter, Mrs. Cornelia E. James, Miss Susie F. Tuite, Miss Mina B. Colburn, Miss Julia S. Bothwell, and Miss Lillian H. Stone.

Miss Carpenter came to Cincinnati from the Chicago Normal College for kindergartners, at that time one of the outstanding training centers in the country. She and her sister, Miss Carolyn, brought to their work all the inspiration, the high standards, and the philosophic concepts fostered by the Chicago school.

In 1901 Miss Mina Colburn was called to the principalship of the Training School. Miss Colburn was a graduate of the Chicago Free Association Kindergarten Training School and also of Teachers College, Columbia University. She brought to the school the newest methods and techniques which she had gained through her study and research in child-study and child-psychology. Under her direction the training work made great progress and University professors gave progress and University professors gave courses carrying University credit. In September 1905 the Training School was reorganized and Miss Colburn was made Superintendent of Kindergartens, a position which included the supervision of all the newly established public school kindergartens and the kindergartens under the association. Miss Julia S. Bothwell was then appointed Associate Superintendent in connection with her duties as head of the Training School faculty.

In 1907 Miss Lillian H. Stone, graduate of the Wheelock School and Normal College, was of principal. She met with great tact and diplomacy the problems which confronted the Association, of maintaining a private training school with its ideals and social advantages, while securing for the students the educational opportunities of a large municipal university.

During the early period of kindergarten expansion certain names stand out the fine, constructive work done. Susie F. Tuite, Ella Cox, May Bishop, Mary Eaton, Carrie Coney, Louise Hartmann and May Cochnower were among the able kindergarten directors who gave assistance in the Training School; the longest term of service being that of Miss Bishop. Later Josephine Simrall, Grace Anna Fry, Ada Rankin, Charlotte Garrison, Elsie Hobart, Maud Summers, and Matilda Remy were on the staff. Miss Ella J. Wilson was for many years the efficient registrar.

Upon Miss Colburn's resignation in 1909 Miss Bothwell was appointed Supervisor of Public School Kindergartens, a position she held much success and distinction until her retirement in June 1937. Miss Grace Anna Fry became supervisor of the kindergartens maintained by the Association. As supervisor, Miss Bothwell further developed the high standards of work, not only of the kindergarten teachers, but also of the General Federation of Mothers Clubs. The first Mothers Club was organized in 1889 by Miss Susie F. Tuite. Others rapidly followed and under the direction of Miss Laws and the Kindergarten Association, these Mothers Clubs were organized into the General Association the Cincinnati Kindergarten Mothers Clubs, later in 1916 becoming the Federation of Mothers Clubs of Cincinnati and Vicinity. The organization is now actively a part of the larger movement—the Parent-Teacher Association.

In September, 1914, the Cincinnati Kindergarten Training School was officially recognized by the Ohio State Department of Education, thus making it possible for its graduates to receive state certification.

In 1926, by the joint action of the Cincinnati Kindergarten Association and the Board of Trustees of the University, the Training School was taken over by the University and incorporated as a department in Teachers College.

In this reorganization as a new department of Teachers College, Dr. Ruth Streitz, a nationally known leader in Progressive Education, was called to be co-ordinator of Kindergarten-Elementary programs. Miss Grace Anna Fry became head of the kindergarten training program. Due to her continued effort, the spirit of idealism of the Training School has been maintained and the loyalty of the Alumnae conserved. Another sympathetic touch came from the fact that Miss Josephine Simrall was now Dean of Women of the University, and ever ready to co-operate. In keeping with the Cincinnati plan for a fifth year of teacher training, Dr. Mary G. Waite, with a wide experience in the field of Childhood Education, became supervisor of student teaching in the Kindergarten Primary program.

Primary education had been developed in turn by Miss Mary Webber of Teachers College, Miss Allie Hines, Primary Supervisor in the city schools, and Miss Matilda Remy, an Associate Principal of the Training School. After the transfer to the University, Miss Frances Jenkins of the college staff, further extended this phase of the program. Miss Hines's experimental work on reading, readiness, and Miss Jenkins's continued scientific studies of reading served to correlate further the Kindergarten-Primary movement.

The vitality and inclusiveness of the early work in the Cincinnati Kindergarten Association is shown by the many lines of activity which it initiated. As these varied interests developed, they were taken over by other groups of public-minded citizens.

To the Association, however, is given credit for the inception, not only of the Kindergartens and Mothers' Clubs in Cincinnati and vicinity, but also of the Departments of Home Economics and Child Care and Training, a part of the School of Household Administration in the University of Cincinnati. The training of leaders in this last field is under the guidance of Dr. Ada Hart Arlitt.

A number of privately maintained nursery schools and kindergartens are now in operation in Cincinnati, and their usefulness is enhanced by the Discussion Groups of the Mothers' Training Center.

The Cincinnati Kindergarten Association still has its corporate existence under the presidency of Miss Alice Laws. It maintains the Henrietta Fleischman Kindergarten in the Children's Convalescent Home of the Cincinnati Orphan Asylum, as a tribute to a loyal member of the Board, who for many years was chairman of the visiting committee of the Association.

In 1928, during a period of expansion by the University of Cincinnati, the Teachers College which had been under the joint control of the Cincinnati Board of Education and the University Board of Trustees, became solely the responsibility of the University. The new Teachers College was built by the citizens of Cincinnati as a tribute to the work in teacher training. Due to the efforts of Dean Pechstein and the friends of kindergarten education, a Memorial to Annie Laws was included in the inscription:

The Annie Laws Memorial
DEDICATED TO
Annie Laws — Humanitarian
THE LAWS AUDITORIUM
THE SOCIAL ROOMS
THE KINDERGARTEN PRIMARY ROOMS

A great movement is always expressed in the lives of those who give themselves in its service. The beautiful Annie Laws Memorial of Teachers College stands as a tribute to the life work of Annie Laws, and embodies the development of the kindergarten movement in Cincinnati. It is fitting to mention here that in 1924, the University of Cincinnati had recognized the achievements of Miss Laws by conferring upon her the honorary degree, Master of Education.

The most recent forward-looking movement to be organized among the Kindergarten-Primary teachers, is that of the Cincinnati Council of Childhood Education. This organization has taken the initiative in bringing the forty-fifth annual convention of the A.C.E. to Cincinnati in April, 1938.

GRACE ANNA FRY.

Endnote

¹ A complete record of the establishment of the kindergarten in various communities and of the progress of the movement to the present time is on file at the A. C. E. headquarters in Washington, D. C.

OKLAHOMA

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 42-44.

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Private kindergartens were reported in Indian Territory for several years beginning 1883¹, but neither Oklahoma nor Indian Territory appeared often in reports for the 1890's. In 1900 Guthrie reported five public school kindergartens², 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

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.

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 advalorem 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 is 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 to the sophomore, 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.

Acknowledgments: Contributions to this bulletin have been made by James B. Boren, W. Max Chambers, H. W. Gowans, George D. Hann, J. R. Holmes, Charles P. Howell, Mrs. Joy Morris, Martha O. Rinsland, Nora A. Talbot, Susan R. Thompson, John Vaughn, H. E. Wrinkle.

Endnotes

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.

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

OREGON

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 44-45.

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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 I 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.

PENNSYLVANIA

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 37-45.

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Erie

The first kindergartens were started in Erie in 1900. Previous to that, the kindergarten service was supported by the Womans' Club in part and the remainder by the school district. The report of the kindergarten supervisor, Mabel Corey in the spring of 1901 included the following: "For the past year we have had three kindergartens under the board of education in Erie — two with average attendance of 40 and one with 20. We have six kindergarteners for these schools. At the present writing we have not sufficient results of the effects of the kindergarten in its relation to grade work to present for consideration. In Erie, as yet the exceptional child is the one who attends kindergarten. The majority of small children who enter the primary grades have not had kindergarten training. We would not consider it to be a fair test until at least half of the children who enter primary grades will have done one year in kindergarten."

The total salaries for the six kindergarten teachers with the supervisor was \$1276 for 1900-1901. This clearly indicates that part-time teachers were employed. In 1902-03 one kindergarten teacher as director and one as assistant were the only ones named in the report. The same conditions existed in 1905. By 1907, the kindergarten enrollment was only 78 pupils.

It was not until the inauguration of parent-teacher associations in 1911 that kindergartens began to increase in number and enrollment. The September enrollment for 1925 was 785; in 1935 it was 1,025; in 1938 it was 905.

The lower birth rate, unemployment in our industrial city, and the many families on relief who cannot furnish proper clothing have reduced the attendance materially. At present we have kindergarten service offered in 21 schools by 22 teachers. Several of the teachers serve two of the smaller centers. If the enrollment is over fifty, we allow one teacher for full time and one for half time; if over 75, two full-time teachers are appointed. Our kindergarten outline calls for development with four definite objectives in mind — physical, mental, social and emotional.

As Martin P. Chworosky, adviser of the course of study aptly states in preface: “It is the business of the teacher to guide the children into such units of work that they will be stimulated to engage in a wide variety of activities; games, manual work; expression in song, story, and dance; using various mediums to develop their ideas, such as paper, wood, clay, paint and dramatization. When children are engaged profitably in self-initiated activities, the teacher will find ample opportunity to enrich the children’s experiences by unfolding to them through song, story, etc. the cultural heritage of the race.”

G. O. MOORE.

Philadelphia

The development of the kindergarten in Philadelphia begins with the demonstration kindergarten at the Philadelphia Centennial Exposition in 1876. A glowing account of this kindergarten appeared in the Philadelphia Ledger, September 11, 1876.¹ After telling of the wonderful effect upon the interested spectators of the children’s absorption in their work and play, the article, concluded as follows: “Will not our enlightened Board of Education, if only as an experiment, bestow on us two kindergarten rooms, and thus make a centennial gift to the people of Philadelphia worthy of the epoch which commemorates the birthday of our nation?” It was not until 1887 that kindergartens were introduced into the public schools. Ruth Burritt had conducted a kindergarten at the Philadelphia Exposition and had made a deep impression upon those who had observed the demonstration. After the Exposition closed, she remained in Philadelphia and opened a kindergarten and a kindergarten training school under the auspices of the Society of Friends in the Race Street Meeting House. Elizabeth Peabody writes in the *Kindergarten Messenger*: “A class of ladies, mostly Friends gathered to learn of her the truly divine art of developing children before they should be sent to a book school.”

The introduction of kindergartens into the public schools was due to the efforts of a remarkable woman, Anna Hallowell, a member of a distinguished Quaker family. In 1879 Miss Hallowell interested a group of people in supporting a free kindergarten which was housed in a public school building. Other kindergartens were opened and in 1881 the Sub-primary School Society was organized, which was responsible for the support and general conduct of the kindergartens. These free kindergartens made such an excellent record that, in 1882, public funds were made available for their partial support. In 1886 more than half of the annual expenditures were met by public funds. Miss Hallowell, the first woman member of the board of education, was instrumental in having the kindergartens made a part of the public school system in 1887.

The kindergartens under the Sub-primary School Society were expected to maintain a daily average attendance of twenty-five children to one teacher. When the kindergartens were transferred to the board of education, the board was subject to some pressure on the score of numbers. It was held by many that kindergartens were expensive luxurious and that if they were supported out of public funds the attendance required by the Sub-primary School Society should be increased in order to reduce expenses. It is to the credit of the board of education that it refused to yield in this matter. Twenty-five children to each teacher, with an age limit of from four to six years, became the rule.

At the present time, the number of children in a class is limited to an enrollment of thirty-five children in the morning session and thirty in the afternoon session. Five-year-old children are given first place, but when there are accommodations, four-year-old children attend the afternoon session.

In 1899 there were 146 kindergartens with 205 kindergarten teachers and 6,429 children in average daily attendance. At that time the kindergarten teachers taught only in the morning and conducted mothers' classes and did home visiting in the afternoon.

With the growth of the kindergartens it was found necessary to have the kindergarten teacher conduct classes for two groups of children, the older children attending a three-hour session in the morning and the younger children attending a two-hour session in the afternoon. At the present time there are 382 kindergarten classes with an enrollment of 11,613 children, taught by 195 kindergarten teachers.

It was early recognized that the kindergartens needed supervision by a trained specialist. In 1884 the Sub-primary School Society created the position of superintendent of free kindergartens, and Constance Mackenzie was appointed to fill the new position. When the kindergartens became a part of the public school system, Miss Mackenzie was made director of kindergartens. She was succeeded by Anna W. Williams in 1897. Julia Wade Abbot became director of kindergarten education in 1924.

Work With Parents. The first recorded mothers' meetings were held in February and March 1884. In 1886, under the auspices of the Sub-primary School Society, Sarah A. Stewart of Milwaukee gave courses of lectures for mothers in different localities throughout the city. These lectures developed a broader concept of the place of the kindergarten in the education of all children. Until this time there had been a tendency to regard the kindergarten as a philanthropy, only needed by children in the poorer districts of the city. The growing interest in meetings for mothers is shown by the fact that in 1897, in thirty-five kindergartens monthly meetings were held by the kindergarten teachers.

Kindergarten Training Schools. The first kindergarten training school was established by Ruth Btirritt in 1876. In 1879 Mrs. VanKirk opened a school in which most of the kindergarten teachers in the free kindergartens were trained. In 1886 the Sub-primary School Society believed that the training of kindergarten teachers should be a part of its responsibility and a new training school was opened with Sarah A. Stewart as principal. When the board of education took over the kindergartens in 1887, the training of kindergarten teachers became a department of the Girls' Normal School with Miss Stewart in charge of the kindergarten department. In 1889 she was succeeded by Anna W. Williams who in 1902 resigned to become director of kindergartens. Miss Williams was succeeded in the Normal School by C. Geraldine O'Grady, and when she resigned, Mary Adair took her place.

In 1894 a kindergarten training school with Lizzie O'Neill as principal was opened under the auspices of Temple College, and in 1895 Miss O'Neill was succeeded by Hildegard Hering. This developed into the Kindergarten Department of Temple University under Lucinda Mackenzie in 1905 and is now the Department of Early Childhood Education, under Emma Johnson. In 1904 Miss Hart's school was founded by Miss Carter. Miss Hart was succeeded by Adelaide T. Illman.

In 1936 the Illman School became an integral part of the University of Pennsylvania, and is known as the Illman-Carter Unit for Kindergarten and Primary Teachers.

Organizations. The pioneer kindergarten organization, The Society of Froebel Kindergartners, had its origin in 1874 in meetings held monthly by Mrs. VanKirk, Miss Gay, Miss Pratt and Miss Alter. This was the earliest effort to band together a group of women who belonged to a profession as yet unrecognized. The monthly meetings of this association were devoted to lectures, readings of educational material from current periodicals, and discussion.

In 1892 the Philadelphia branch of the International Kindergarten Union was organized. It was Sarah Stewart who had suggested the formation of a national kindergarten organization at the meeting of the National Education Association in 1892. When the International Kindergarten Union was organized, Sarah Stewart was made first vice-president.

In 1898 Philadelphia entertained the International Kindergarten Union. Of this meeting Constance Mackenzie writes: "To this convention with its discussion of almost all stages of human development as, problems to be met equally by the kindergartner or the university professor should, I believe, be assigned the credit of the first conscious recognition by many kindergartners and teachers of the oneness of educational principles."

In 1935, the Philadelphia branch of the national organization became the Philadelphia Association for Childhood Education, and included in its membership nursery school, kindergarten, and first, second and third grade teachers.

JULIA WADE ABBOT.

Pittsburgh

The first organized effort for the establishment of public kindergartens in the Pittsburgh district occurred on November 30, 1892, when a group of public spirited women, who had been interested in the education of little children by Mrs. Z. A. Cutten, a trained kindergartner, met and took steps to further such a movement. The following statement of their purpose shows that their motivating impulse was philanthropic: “For the moral, mental and physical training of poor and neglected children under the age of seven.”

Their educational ideals were also sound, since they established at once a training school for kindergarten teachers so that the quality of the work done should be high. The first kindergarten was opened in the Franklin Public School building on January 23, 1893, two children appearing on the first day. This was instituted an unusual plan which served the city in the matter of kindergarten education until April 1912, when a newly organized school system, uniting what had been the two cities of Pittsburgh and Allegheny into one city, Pittsburgh, took over the kindergartens. This plan was to secure support from local school boards in the matter of providing rooms, heat, light, and janitor service, and occasionally, supplies.

From the central boards of education in the two cities, appropriations were secured which covered the cost of teachers’ salaries but the actual management of the kindergartens rested in the Pittsburgh and Allegheny Free Kindergarten Association. This was a unique service at a time when there were great differences in educational opportunities in various parts of the city, with little central council. Thus from the very beginning the kindergartens were uniform in ideals and in the opportunities they offered children and mothers, held together and inspired by the leadership which the Kindergarten Association provided.

While the original impetus for kindergartens was philanthropic, it was very soon recognized that they gave also a fine intellectual training, and the more favored portions of the community were soon demanding this education for their children. The Pittsburgh and Allegheny Free Kindergarten Association, during the nineteen years of its active service, did a magnificent piece of work in spreading the kindergarten ideals. There was a real necessity for much effort to secure funds, since the expenses of the training, supplies and other incidental expenses had to be met outside of the appropriations which were being received from the school boards. The Association was one of the recognized agencies in the city making regular appeals for funds. Membership dues, benefits, memorial kindergartens, all brought in some revenue, and the newspapers were generous in their publicity. Early in the movement permissive legislation was needed, and this the Kindergarten Association obtained.

The record is a rich one of service of all types, and in April 1912, when the kindergartens were made an integral part of the Pittsburgh school system with their management vested in the board of education, the Association had a very well coordinated unit to turn over, one of which it was justly proud and one the school authorities welcomed for its good organization, its standards, and its ideals. During these nineteen years the kindergartens had grown from one center with an initial enrollment of two children to 106 centers with 111 kindergarten teachers and 55 assistants, enrolling 8226 children annually. Perhaps because of its philanthropic background, or, it may be, because of its early recognition of the necessity for a close tie between the home and the school, the Pittsburgh kindergartens have always had as part of their regular program a feature which is seldom found in public school kindergartens. One-half day each week, by board action, is specifically assigned for community work, which includes home visitations, and meetings with mothers. The parent-teacher movement grew out of the pioneering work of this type and parent education is furthered by it.

With the taking over of the kindergartens by the board of education, the Kindergarten Association did not go out of existence since during the years of its activities it had accumulated funds to the amount of \$15,000, and the income for these funds was still to be administered. It has therefore ever since carried on certain supplementary activities which have been of great help to the kindergarten teachers in the city. It maintains a fund for payment of carfare on excursions, for payment of mothers' meeting expenses, for providing of Christmas toys for underprivileged kindergarten children, and for professional advancement of the kindergartners in this community.

Through the years with the gradual passing away of those who had been pioneers in this field, and with no prospect of new members, the personnel of the Association gradually dwindled. It seemed wise to unite the remaining membership with the organization made up of the active teaching force in the Pittsburgh public schools, and this was done in April 1934, with the Pittsburgh Kindergarten Association as its title.

At the present time its statistical records show one nursery school with one teacher and one assistant, 112 kindergarten centers with a live enrollment of 8,144,121 teachers, 13 assistants, one supervisor, and one director.

In writing the history of such a movement it is difficult to know how to give adequate acknowledgment to the individual women who have been responsible for the success of the work. A list of names gives little idea of the work which actually has been done and does not make particularly interesting reading, but it must be recognized that it is entirely due to the devotion, ideals, and active service of many different people serving in their various capacities that contribute to a final worthy whole. It seems therefore only fitting that at least some of the outstanding people should be mentioned specifically:

Mrs. William A. Herron, *First President, 1893-1903*

Mrs. James I. Buchanan, *Secretary, Second President, 1903-1927*

Mrs. Frank T. Hogg, *Third President, 1927 until the union of the two organizations*

Mrs. William McCracken, *Secretary*

Mrs. Z. A. Cutten, *Founder*

Georgia Allison, *Supervisor*

Elizabeth Culp, *Training Teacher*

Harriet Neil, *Supervisor and Training Teacher*

Alice N. Parker, *Supervisor and Training Teacher*

Ella Ruth Boyce, *Director of Kindergartens*

In the communities surrounding Pittsburgh the kindergarten movement has fluctuated. During its active propaganda years the Association established many kindergartens in nearby communities, some in public schools and some in missions. In many of the neighboring communities kindergartens have been established by the educational authorities, Rankin, Edgewood, and Sewickley having the longest continuous history of public school kindergartens. In two of the communities the effort which was made to establish kindergartens has a rather interesting history. Both in Beaver and in Wilkinsburg, a women's club made a great effort to have kindergartens opened in the public schools, and in neither community were they successful, until women pledged to the establishment of kindergartens were elected to the school board. In both cases they were able eventually to establish them. In the school year 1936-37, the latest available statistics show that there were 23 public school kindergartens in Allegheny County, outside of Pittsburgh, with an enrollment of 1411, located in the following centers: Aspinwall, Bellevue, Crafton, Dormont, Edgewood, Edgeworth, Ingram, Mt. Lebanon, Rankin, Sewickley, Wilkinsburg, Wilmerding.

Private kindergartens have flourished from time to time, both in the city's private schools and as separate enterprises, but there is no record which will give any adequate history of them. At the present time, there are very few, and these small in size, since the public kindergartens are adequate in type and breadth of opportunity.

The building department of the Pittsburgh public schools has adopted a policy which provides for every new school beautiful and commodious kindergarten suites with very satisfactory provision for all types of kindergarten activity. With the completion of the building program which has been adopted and is now under way, the kindergarten system of Pittsburgh's public schools will offer complete kindergarten service to the city.

ELLA RUTH BOYCE.

Scranton

Kindergarten classes were conducted in private homes in Scranton as early as 1875-76.

In January 1893, the organization of the Free Kindergarten Association took place in the home of Mrs. Thomas Dickson. For several years a group of representative men and women financed free kindergartens. In May 1898, they secured an appropriation of one thousand dollars from the board of control for the support of these classes. In October 1899, the resolution appropriating three thousand dollars “toward maintaining four or more free kindergartens, the same to be managed by the Scranton Free Kindergarten Association in conjunction with the City Superintendent of Schools and Board of Control,” was adopted. Three kindergartens were established with Susan W. Underwood of the Free Kindergarten Association as supervisor.

By 1904 eight more classes were opened. The first public school kindergartens were given the following names in honor of people who had promoted kindergarten education in this country and abroad: Emilie Poulsson, Maria Kraus Boelte, Martha Worcester, Susan Blow Marenholz, Elizabeth Peabody, Lucy Wheelock, Froebel.

In June 1905, Elisabeth F. Rice succeeded Miss Underwood as supervisor.

From time to time the board of education acted upon requests from citizens for new kindergartens and established classes in every section of the city. Because of the lack of space in the school buildings, many of the first kindergartens were housed in rented rooms. At one time, in 1917, although the directors approved of the establishment of two additional kindergartens, only one was opened because a desirable place could not be found for the other. After elementary school additions and junior high schools were erected, kindergartens which had been located in rented rooms, portable buildings, and basement rooms, were moved into regular school rooms.

In 1919 the kindergartens were placed on a new time schedule. Afternoon sessions were established and the classes were divided into two groups. The younger children were admitted to the afternoon session, the older ones to the morning session which was of longer duration. Promotions were made twice a year.

In 1933 the annual promotion basis was inaugurated. Children were admitted in September providing they would be five years old before the following March; promotions to the first grade were made in June.

Miss Rice retired from school service in November 1933 and was succeeded by Ruth Phillips. At this time there were thirty-six public school kindergartens equipped with much of the modern kindergarten materials.

In September 1934 Miss Phillips was appointed to supervise in the primary grades and kindergartens.

Throughout the years of the depression and of decreased birth rate, none of the kindergartens were closed, but many teachers have been obliged to teach in one kindergarten during the morning session and in a different school during the afternoon session. (In some of these schools, however, the attendance has increased sufficiently to warrant the return to a regular full time schedule.)

Since 1935 the board of education has established kindergartens in three additional school buildings, making a total of thirty-nine public school kindergartens in Scranton.

The kindergarten course of study is built around the natural interests of children. It is designed to give the children rich and varied experiences and opportunities for individual and social development.

Well equipped nursery schools are operated in two public school buildings under the sponsorship of the Scranton school board by W.P.A. funds.

The Scranton Froebel Club was organized on April 21, 1898.

In May 1915 the constitution and by-laws were revised with the following as objectives of the club:

“First — To secure the cooperation of kindergartners in the city and vicinity for educational and social improvement.

“Second — To afford opportunity for discussion and interchange of current kindergarten literature and news, and to secure and uphold a high standard of efficiency for kindergartners.”

The name of the club was changed to the Scranton Association for Childhood Education on May 6, 1936, and at that time membership was opened to any person interested in childhood education.

Through the efforts of the club, Patty S. Hill, Mary Dabney Davis, Marjorie Hardy, Mary Leeper, and others have been brought to Seranton audiences.

In 1925, during a Pennsylvania State Education Association meeting held in Scranton, December 29-31, the Kindergarten-Primary Round Table became a department of the P. S. E. A.

Wilkes Barre

The church and charitable organizations first became interested in kindergartens in Wyoming Valley. Duties were undertaken personally because they lacked the many trained workers now employed. The Free Kindergarten of Wyoming Valley sprang largely from seed sown through the early efforts of women who were interested in foreign children. This idea was enthusiastically nurtured by other fine women of the Valley who were also interested in character building.

In May 1894, thirty or forty women of the community led by Hannah James, librarian of the Osterhout Library met in the public library to discuss establishment of a kindergarten association. The first free kindergarten was opened October 1894 in an empty store room on North Main Street with fifty children. This was a private institution maintained by subscriptions of private individuals. Membership in this organization cost \$3.00, and it was figured that the expense of each pupil would be about \$25.00 per year. Solicitation was made for funds to carry on the work. As the work became better known, greater interest was taken in it by the people of the community. In June 1895 reports were read at the first annual meeting of the Kindergarten Association, showing the attendance averaged 49 pupils, with an enrollment of 54.

The First Methodist Church of Wilkes Barre sponsored the Midvale Kindergarten held in an empty house. The Height Settlement, now the Georgetown Settlement, sponsored a kindergarten held in an empty storeroom. The Westside Settlement Kindergarten, formerly called the Marilia Bennett Kindergarten, came about this time and also one in Swoyersville and Edwardsville.

Four of these kindergartens were in the Kindergarten Federation. Monthly meetings were held by the Association and reports of the teachers read and discussed and recommendations made. Many times delegations from the Association visited school board meeting to ask to have kindergartens placed in the schools, but crowded conditions in the schools was given as the reason for refusal — also non-compulsory law about kindergartens and lack of knowledge of the value of kindergartens among the directors.

Finally, in 1903, two of these kindergartens were moved into the public school buildings. These were still visited by the Association members.

In 1905 Superintendent James M. Coughlin invited Mary Morgan Ayres, who had organized and was in charge of public school kindergartens in Bound Brook, New Jersey, to come to Wilkes Barre to look after the kindergartens as they developed in the public schools. He added two new ones that year. Through newspaper articles, talks at teachers' meetings, conversation in the homes, and visits to kindergartens knowledge of the value of kindergartens was spread.

During all this time the mines were working full time, many families were coming here, and the schools stayed crowded, with no empty rooms for kindergarten. Gradually the mines lost their top speed, families moved out of the Valley, the school building program increased, and empty rooms became available for kindergartens. We now have twelve kindergarten rooms with twenty four different groups. We have a beautiful new kindergarten in a new school and will have another one ready this winter.

I want to pay tribute to the scores of understanding and sympathetic women who, in the early days, shouldered the burdens, maintaining and equipping the kindergartens. This was at a time when facilities in public school systems were lacking because of the rapid rise in school enrollment.

When I came to Wilkes Barre, I gathered the teachers of the Association kindergartens and the public school kindergarten teachers for a fortnightly meeting. As new kindergartens opened, the teachers came. We exchanged ideas and studied outlines — discussed all phases of the work.

When we celebrated the 100th anniversary of kindergartens, we had forty of those in our town and outlying districts, some married and raising families, but all at one time in active service in kindergartens as teachers in this section.

MARY MORGAN AYRES.

Endnote

¹See page 55.

RHODE ISLAND

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 28-29.

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The first kindergarten in Rhode Island established as a part of the public school system was in Newport in 1882. It had to demonstrate its value to a public questioning the added expense, but finally it was warmly approved and adopted into the school system.

In Pawtucket the first kindergarten was established in 1889 by the School Department.

Introduction into the public school system of Providence was more gradual. The work of proving the educational value of kindergartens was almost wholly performed by the Providence Free Kindergarten Association. Members of this Association, ardent believers in the Froebelian methods of training the child, maintained kindergartens at private expense until they were proved successful and finally accepted by the city as a part of the public school system in December, 1886. The increase in kindergartens in Providence was slow. Even as late as 1898, owing to lack of funds, it was decided to eliminate the kindergartens from the school system; but, owing to the loyalty of the teachers who taught one month without recompense and to the parents who by this time were firm believers in this department of the school system, the authorities were prevailed upon to reconsider their decision. So the kindergartens have been continued and there are now forty-six in Providence alone, and new ones are being added each year.

In looking back over the history of these kindergartens, two earnest, devoted women have stood at the helm: Miss Bessie M. Scholfield, who was the Providence Supervisor from 1902 until her death in 1911, and Miss Julia Pepper, her successor, who devoted her life to the work and who passed away in March, 1934.

SOUTH CAROLINA

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 45-49.

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Charleston

The initial effort to introduce kindergartens into South Carolina was made in Charleston in 1873 when the first kindergarten was established by Isobel A. Smith in her school, which at that time occupied the building later used by the gas company as an office. Florence Bruns, a native of Charleston, was in charge. Mrs. Bruns had studied for a year and a half under a Miss Smith in New York' who had been a pupil of Madame Kraus-Boelte.

Three years later, in 1876, the Orphan School Kindergarten was opened in the Charleston Orphan House, under the supervision of Miss A. K. Irving with Miss Griffith as teacher-followed later by Miss King.

A private kindergarten also was opened in Charleston in 1876 by Fannie DeSaussure and continued for ten years, until given up on account of her ill health.

About this same time a kindergarten department was added to the Charleston Female Seminary by Henrietta Aiken Kelly. From her efforts grew the Kelly Alumnae Association which has the distinction of having established the first free kindergarten in the state. This was in the northern portion of the city in what was then, in 1894, a cotton mill section. Miss Kelly also established a training class for kindergartners, the first successful one of its kind in South Carolina, with Mrs. L. H. Jesunofsky of New York as director.

The Froebel Academy, a training school and kindergarten, was opened in Charleston in 1894 by Wilheimina Schleppergrell, but it lasted only one year.

A second kindergarten association also grew from the interested activity of the Charleston Female Seminary. This was the South Carolina Kindergarten Association, organized by Miss Schleppergrell, who served as its first president.

The original minutes recorded the first meeting as follows: “The first regular monthly meeting of the South Carolina Kindergarten Association was held on March 6, 1894, at the hall of the Charleston Female Seminary ... This was followed by a lecture written by Mrs. Kate Douglas Wiggin, ‘The Kindergarten in Relation to Social Reform,’ which was read by the president. There were thirty-seven members present.” It was granted a certificate of incorporation January 24, 1901, and gave as its purpose “to maintain a training school for kindergarteners, and one or more free kindergartens, and to promote the knowledge of Froebel educational principles.”

An amendment was added to this charter January 20, 1931, which changed the name to Free Kindergarten Association of Charleston, South Carolina. This association in 1895 established a free kindergarten in the eastern portion of the city. In October 1896 a training class was added to this work with Evelyn Holmes of Mystic, Connecticut, as director in which capacity he served for eighteen years. There were twelve in this beginning class and the kindergarten was used as a practice school.

The Normal Training School for Kindergartens was later established by Ida M. Lining, and a model kindergarten was conducted in connection with it.

In addition to these several free kindergartens in Charleston there were many private ones being conducted. Among the most prominent of these was the kindergarten department of Charlotte H. Ford’s School on Chalmers Street. The kindergartens of Charleston have made a very definite and splendid contribution, not only to Charleston, but to the entire state, through their constant and unceasing effort to emphasize early childhood education. Their activities include clinics; lectures; picnics; observance of May Day; requests to ministers for special sermons on childhood; musicales; providing and furnishing cribs at travel stations; holding mothers’ meetings; pageants; having fathers’ night, children’s festivals, and scores of other features which help to finance and keep up public interest in kindergartens. The names of Alice Tiedeman, Mary C. Jacobs, Carrie T. Pollitzer, Mrs. Jacob S. Raisin, Mary Barnwell, Eleanor Wagener, Mrs. George Grice and others are all familiar ones in the history of Charleston kindergartens.

A complete scrapbook of clippings, articles, pictures, programs, and minutes has been kept by the Charleston Association and is most valuable and interesting.

Columbia

In 1877 a kindergarten in connection with a training school was started at the Columbia Methodist College by Carolina Putnam, of the Boston Training School but this only lasted about two years. A graduate of this school, Helen McMaster, conducted a private kindergarten in Columbia for many years.

In 1898 Minnie Macfeat, a pioneer in childhood education in South Carolina, established a kindergarten in Richland Mill, Columbia, which became the nucleus of a system of kindergarten operated by the mills the next year in the villages around the city. Prior to this time, in 1895, Miss Macfeat had opened a private kindergarten for the afternoons, since she was engaged in public school teaching; and later, from 1897 until 1900, she conducted a private kindergarten in what is now referred to as old Columbia College. As an outgrowth of her work in Columbia the Columbia Kindergarten Association was formed and was largely instrumental in nurturing the interest in the kindergarten until it became, after an itinerant existence, a part of the Columbia public school system, housed in the Children's Clinic and taught by Emma Lou Schirmer until her recent death. The work goes on, supported by the school district, and is now under the direction of Hope Lumpkin.

Rock Hill

In 1900 Winthrop College, in Rock Hill, organized a department for the training of kindergarten teachers, and Miss Macfeat accepted the invitation to make charge of it.

During the thirty-one years of her service in this capacity there were numbers of students who took kindergarten training at Winthrop College.

Through her influence and efforts to secure funds, the superintendent of public schools and the cotton mill presidents operated several kindergartens in the cotton mill areas in the vicinity of Rock Hill. These were discontinued during the recent "financially lean years." Since the death of Miss Macfeat in 1931 the department has been in charge of Mabel Moorer.

Greenville

About the same time that Winthrop College added a Kindergarten Department one was also added in the Greenville Female Academy, later Greenville Woman's College, and an old catalog mentions the first graduate in 1901. There was one graduate each in 1902 and 1903, none in 1904, but proportionately larger classes afterwards.

Other Cities

In 1875, almost simultaneously with the initial effort in Charleston, a kindergarten and kindergarten training school were opened in the Williamston Female College, in the northwestern section of the state, by Franciade Wagner, who was from Charleston. This continued a success for several years.

By 1900 there were several kindergartens in the upper section of the state. These were mostly cotton mill areas and included Greers, Pelzer, Pacolet Mills, Laurens, Seneca, and Union. The mills put up separate buildings and equipped and supported the work generously. Salaries were on a par with those paid the public school teachers.

Names associated with these include Clara O’Grady, Ethel Ludlav, Eleanor Ball, Lily Doyle, and Agnes Robertson, all graduates of the South Carolina Kindergarten Association Training School. Two other graduates, Mattie Seabrook and Emma Lou Schirmer, were in charge of free kindergartens in Barnwell and Columbia, respectively; and another graduate, Adele Minahan, was active leader for the group which secured the passage of a kindergarten permissive act in 1913. A report of 1908 says: “We now have a list of thirty-three kindergartens — nineteen free and ten private for white children; and four free for colored children, two of these being in Charleston.”

Quoting from the General School Law this act says: “Any County Board of Education throughout the state, upon recommendation of district trustees, whether known by that name or another, whether created by general or special Act, shall have power to establish and provide for kindergartens for the education of the children of not less than four years of age within their respective jurisdictions, but no child under the age of six years shall be counted in the average attendance of any public school district when public school funds are to be apportioned to the several school districts.”

Although, according to records of many sources, including reports from the state superintendent’s office at that time, there is evidence of great interest and concentrated effort on the part of childhood educators around the turn of the century, there has never been any widespread program of kindergartens in the state. This is particularly true of free kindergartens.

The annual report of the state superintendent of education for 1896 mentions “A most interesting paper on kindergarten work,” read by Mrs. M. A. Huiet at a teachers institute in Edgefield. The report goes on to say that “after she finished reading she illustrated her work by giving a lesson as she would to children. She showed very clearly that she knows her work well, and I have no doubt but that she is prepared to do great good.”

In 1936 a survey was made of the state to determine how many kindergartens were being conducted and where located. The tabulation for seventeen counties showed a total of thirty-four of which only seven were public. These were located in Charleston (3), Columbia (1), Wellford (1), Tuckahoe (1), and Olympia (1). Only three counties are represented in this free group — Charleston, Richland and Spartanburg. This survey showed an enrollment of 749 children. A quotation from page seven of this report says: “Since practically all of the kindergartens, or at least most of them, are private, there is no contribution from public funds and hence must be paid for by parents on a per-pupil enrolled basis. This varies from \$3.00 to \$8.00 per month, with the greater number charging from \$4.00 to \$5.00 per pupil per month.”

The list of private kindergartens included in this survey were: Aiken, Marion Ballard; North Augusta, Mrs. R. DeTreville; Beaufort, Elizabeth F. Bond; Charleston, Anna Belle McInnis, and Louise Hanahan; Walterboro, Amelia S. Fraser; Darlington, Love L. Cannon; Dillon, Elizabeth Blizzard; Summerville, Mrs. A. L. Pengelley; Georgetown, Charlotte V. Kaminiski; Fountain Inn, Dom Dick Fowler; Orangeburg, Mrs. Sims; Columbia, Ila E. Boinest, Lucile M. Lindsay, and Louly Shand; Spartanburg, Mrs. Theodore Godfrey, Mrs. Z. L. Madden, and Mrs. Robert E. Patterson; Woodruff, Ruby Jones; Kingstree, Helen Smith.

“In the case of the few public kindergartens which operate as part of the public school system the salaries are comparable with those paid the teachers in the same schools.

“In addition to the public kindergartens housed in the public school buildings, several of those paid for by private funds are given space, where available. Others are housed in the homes of the teachers, some in community houses, one in an empty storehouse, one in a room in a courthouse, others in Sunday school rooms and parish houses and several are housed in rooms especially built for the purpose in the yard or near the home of the teacher.

“With but two or three exceptions the reports indicate that the yearly session is nine months. Two are given as five months and another as six and a half.

“The longest length of service reported was from Charleston. The Kelly and Church Street Free Kindergartens date back to 1891. The next oldest are the one at Winthrop established in 1899, and Miss Shand’s in Columbia in 1902. Others have been in operation from a few months to twenty years.”

In a more recent survey (September 1938) made of towns of 1,000 or more population, sixty-three preschool programs were listed. This includes seventeen W.P.A. nursery schools, eight public and thirty-eight private kindergartens. Thirty-one counties of the forty-six in the state are represented.

Of the eight public kindergartens three are in Charleston, two in Rock Hill, one in Columbia, and two elsewhere. This survey did not include several mill villages where it is possible that there are free public kindergartens.

Since no preschool work is included in the public school financial budget there has never been any official requirement for reporting the work and hence a lack of unity in recording what has been accomplished.

This brief sketch is inadequate, and many important phases in the historical development of the work omitted, no doubt, but it is offered in the hope that needed corrections may be made in a permanent history of the entire movement in the state.

MARTHA THOMAS

SOUTH DAKOTA

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 45-48.

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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 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 193 5-36 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.

Acknowledgments: Contributions to this report have been made by C. A. Beaver, E. B. Berquist,

Edna J. Durland, Katherine Feyder, Mary Greenwood, H. W. Hartman, J. F. Hines, P. M. Hutton, A. J. Lang, Edith Pearson, Dorothy D. Rice, Barbara Smith, F. A. Strand, Lida M. Williams.

Endnote

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

TENNESSEE

History of the Kindergarten Movement

From Aborn, C. D., Marble, S. A., & Wheelock, L. (1938). The Kindergarten Movement in Tennessee. *History of the Kindergarten Movement in the Mid-Western States and in New York*. Presented at the Cincinnati Convention of the Association for Childhood Education, April 19-23, 1938. pp. 59-62.

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Kindergartens have been a part of the public school system in only two cities, Knoxville and Kingsport, and even these have been closed in recent years. In the early days of the kindergarten movement in this country, Tennessee, like many of the other states, began to organize private kindergartens. Available records are very inadequate but as far as we can discover, the first kindergarten was begun in Knoxville about 1890 and was supported by a kindergarten association.

During the years that followed the private kindergartens seemed to build up an appreciation of the value of the kindergarten so that when the Summer School of the South, in Knoxville, was organized “in response to a demand from the progressive teacher of the South for a summer school of high grade,” courses in kindergarten education were included. The Summer School of the South made an outstanding contribution during the decade of its organization and service. Dr. P.P. Claxton, superintendent of the Summer School and an ardent supporter of the kindergarten movement, succeeded in bringing to Knoxville as lecturers or instructors, some of the most prominent kindergartners, psychologists and philosophers of that day. Several came for successive summers thereby giving continuity to their work.

The earliest course of study was planned to “refresh” teachers already in service to help primary teachers understand and appreciate the kindergarten and so stimulate mothers and club women to organize more kindergartens. Much emphasis was put upon observation and participation in the “model” kindergarten. The teachers gave “practical demonstrations of the principles and theories advanced in the various classes in the department.”

A photograph in one of the early announcements shows the kindergarten being held in the University gymnasium. Teachers, students, assistants and children are seated in a circle and a crowd of interested observers, both men and women, are looking on from the balcony.

A later course of study shows the change in emphasis from helping the experienced teacher to preparing prospective teachers.

For four successive seasons, 1905, 1906, 1907, and 1908, the Summer School of the South was host to the Southern Kindergarten Association, the purpose of which was “to discuss problems of kindergarten work and to make plans for the more general introduction of kindergartens in this section.”

Some outstanding kindergartens were invited to make addresses and take part in the discussions. These included Miss Elizabeth Harrison of Chicago and Miss Lucy Wheelock of Boston.

When the Summer School of the South became a part of the University of Tennessee, the kindergarten teacher training work was continued in the summer sessions. Excellent teachers continued to come from many parts of the country to help with the work. In 1927 the courses were integrated with those of Early Elementary Education. The Demonstration Kindergarten was continued until 1930 when it was supplanted by a nursery school which served as a laboratory in child development for the Department of Home Economics.

The first public kindergarten was organized in Knoxville in the early years of the present century. The exact date is not known, but resolutions on the death of Miss Sara Grigg, January 30, 1914, in the minutes of the City Board of Education reveal the fact that she had for many years been in charge of kindergarten work in the city, and that for the six years preceding her death she had been “Supervisor of the kindergartens in the city public schools.”

Kindergartens were operated at Bell House and at Van Gilder Schools. In April 1916, at a called meeting of the Board it was voted to abolish “kindergarten schools as there is no legal warrant in law for using funds of the Board of Education to teach children outside of legal school age.” At the same meeting the Board passed resolutions to “strongly petition the next Legislature of Tennessee to pass a law empowering the municipal corporations of the State, in the discretion of the city councils, to appropriate money raised within their limits for the employment of teachers for children under the age of six in what is known as the kindergarten—” An appeal from the Central Mothers’ Association Gilder, caused the Board to take the matter to the City Commissioners and in June, to the Board begging for life for the two kindergartens at Bell House and Van Gilder, caused the Board to take the matter to the City Commissioners and in June, 1916, the Commissioners agreed to appropriate sufficient money for the running of the two kindergartens hitherto in the system, the money to be appropriated from the regular funds of the city and not from the Education Fund.

In the spring of 1920 the Board adopted the policy of having kindergarten assistants and directors, who had neither directed kindergartens before nor had special training in a regular kindergarten training school, enter a training class for kindergarten teachers under Miss Sarah Cummings.

A trained kindergarten supervisor, Miss Christine Ferry, was employed over a period of three years, 1924-27. Miss Ferry was a graduate of the Wheelock Kindergarten Training School, and was an experienced kindergarten teacher.

The peak of the public kindergarten program in Knoxville was reached in 1929-30 when there were nineteen schools in operation. The staff consisted of a director, and in schools having an enrollment of 45 or more, an assistant. Directors were required to have a high school education plus at least one year of special kindergarten training.

Assistants were expected to have at least one summer term in special kindergarten training above high school.

In two-teacher schools having more than 45 children enrolled double sessions were held. In one-teacher kindergartens double sessions were felt to be necessary when the enrollment exceeded thirty.

Enrollment was not to fall below 25 and average daily attendance below 15—and teachers were expected to remain in the buildings until 2:00 P.M. to assist the Principal. Expenditures for salaries in the year 1929-30 amounted to \$22,057.00.

When the depression years came on the city was faced with the question of whether to make much-needed repairs on school buildings or to continue the kindergartens. Two women on the Board fought for retaining kindergartens, three men voted it down. The Board, however, voted to allow any vacant rooms in school buildings to be used if “patrons would finance salaries and supplies.”

To quote from the records: There was a “belief on the part of the School Board that the kindergarten is less essential than other phases of school work.” “We abolished all except one in September, 1931. A school building had been donated years ago on condition that a kindergarten be maintained there.”

This kindergarten at Pickle School (Girls Trade School) was maintained through last year, 1935-36. The emergency nursery school which is now housed in the building is holding the property for the school Board.

The Tennessee Congress of Mothers and Parent Teacher Associations with the assistance of the National Kindergarten Association worked for a long time to secure the passage of a permissive kindergarten law. Mrs. Eugene Crutcher, for many years president of the Tennessee Congress of Mothers and Parent Teacher Associations, gave the following in one of her reports: — “It was in 1913, that the Tennessee Congress of Mothers and Parent-Teacher Associations determined to push the kindergarten law, which was introduced to the legislature and passed the lower house when a disruption occurred between the two bodies and our bill was shelved.” However, their efforts were rewarded when in 1917 the following permissive, though ineffective, law was passed:

CHAP. 25, SENATE BILL No. 290, 1917

An Act to amend an Act entitled “An Act to establish and maintain a uniform system of public schools” to authorize the cities and towns of the State having free public schools to provide kindergarten schools as a part of the free school system thereof, and to fix the age limits of pupils thereof. Sec. 1. Be it enacted by the General Assembly of the State of Tennessee, That Section 51 of Chapter 25 of the Acts of 1873, which is the Uniform Public School System Act, passed March 6, 1873 and approved March 17, 1873, be and the same is hereby amended by adding at the end of the sentence which terminates with the words, “Standard of Scholarship” of the following provisions, “and also foster and encourage the development of young children to establish kindergarten free school provided however, that the governing officials shall have the authority to fix the age limits of all pupils who attend any of the public schools of such cities, and that such municipalities shall receive their distribution of school funds on the basis of the other free public schools of the State, and the provisions of this Act shall not affect the authority of such officials.”

Sec. 2. Be it further enacted, That this Act take effect from and after its passage, the welfare of the people requiring it.

Passed March 1, 1917

In 1926 the City Federation of Parent-Teacher Associations launched a campaign for kindergartens in Memphis. Literature was distributed and talks were given to awaken interest and co-operation. Five Associations combined forces and opened the first kindergarten, September 13, 1916, at LeRoy Pope School. When seventy-two 5-year-old children were enrolled there was neither room nor equipment available for this number. One teacher served the group by having a morning and afternoon session. The Pope Association bought the equipment and five Associations paid the teacher’s salary. Two weeks later a second kindergarten was opened at Idlewild School. Miss Dorothy Block, a trained kindergartner, generously gave her services for the first year. Idlewild Parent-Teacher Association provided the equipment. The following year another kindergarten was opened. Year by year the number was increased until in 1928 there were fifteen kindergartens. Since the depression the number has decreased to eight.

From the beginning the superintendent of the city schools has co-operated with the movement, assisting in the selection of places and providing the best rooms available. The Board of Education has helped by furnishing supplies. Miss Mary Leath, primary supervisor, has been of inestimable assistance by helping with the selection of the teachers, conducting study classes and supervising the kindergartens. It was due to Miss Leath’s earnest efforts that the meeting of the International Kindergarten Union was brought to Memphis in 1930.

Nashville, Chattanooga and other cities have had for many years a number of private kindergartens. Nashville has nine settlement or philanthropic kindergartens. Outstanding among the private kindergartens of this city is Peabody Demonstration Kindergarten which is connected with George Peabody College for Teachers. During the summer of 1914 Dr. Bruce Payne, president of Peabody College and Dr. Carter Alexander, director of the Demonstration School, invited Miss Meredith Smith, Instructor in Kindergarten-Primary Department Teachers College, Columbia University, Miss Ruth Harris Proal and Miss Mildred D. Julian, two successful teachers who were doing graduate work at Teachers College, Columbia University, to come to Peabody to organize a kindergarten and to give teacher-training courses in kindergarten education. Excellent courses in early childhood education are being given at Peabody College today. No one has made a more outstanding contribution to the success of this work than Miss Lucy Gage. She continues to be a source of inspiration to teachers, not only of Tennessee but of the entire United States and many foreign countries.

Present Situation

The foregoing shows that the kindergarten is not yet established as an integral part of public education in Tennessee. Although the situation may seem dark and discouraging in many aspects, there are still signs of promise on the horizon. There are twenty-seven Federal Emergency Nursery Schools in Tennessee. It is believed that the nursery school will become so permanent a part of the public schools that there will soon be a felt need on the part of the people for the kindergarten to bridge the gap between the nursery school and first grade.

ANNE PEAVEY

LOUISE TARPLE

TEXAS

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 48-54.

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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.

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 Paso²

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.

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 ostentatiously 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. Knox, principal of Navarre School, gave financial and moral support to the movement. A Mrs. White from Chicago was the first teacher.

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.

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.

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.

Endnotes

1 Texas 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.

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

3 Vandewalker: The Kindergarten in American Education.

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.

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.

UTAH

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 54-58.

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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 kindergartner 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 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.

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 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 Lizabeth 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.

Endnotes

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. Millsbaugh were actively interested in securing public kindergartens.

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.

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.

VERMONT

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 50-54.

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In a brief history of the kindergartens in Vermont, it is of first importance to speak of the legislative act, an account of which is found in the Senate Journal of 1886, which says that Mr. Bunker from the Committee on Education reported a bill, S-153, “an act to allow all towns and school districts to aid kindergarten schools”. This was read the first and second times under suspension of rules, read the third time, and passed.

The first States to enact such laws making it possible to organize kindergarten training courses in supported teacher training institutions were Connecticut, Indiana, and Vermont in the early eighties.

The first public kindergarten in Burlington was established in 1895 under Miss Laura Ryan. The kindergartens have increased to date until we now have seven public and one private one.

In Montpelier a public kindergarten was started in 1901 and still continues. The public kindergarten of St. Albans was open for many years but was closed in 1918. There are two private kindergartens at present.

Vergennes has one Nursery School. St. Johnsbury has one private kindergarten. Barre has two private kindergartens.

The kindergarten in Brattleboro has been a part of the public school system from the school year 1926—1927 through the year 1932—1933. At the end of that year it was necessary on account of the financial situation to give it up. Since that time we have a kindergarten supported by funds subscribed by the public and under the auspices of the Brattleboro Woman’s Club. The school is under the control of the Superintendent of Schools. For many years there has been in Brattleboro a free kindergarten supported by the Thompson Trust and under the control of the Woman’s Club.

The first kindergarten in Bennington was started about forty years ago. At first it was a private institution. Some time between 1895 and 1900 it was taken over by the School Department and there was a kindergarten in each of two school buildings. During the school year 1933—1934 there was only one kindergarten and the teacher was paid by funds raised privately, although the kindergarten was carried on in the school building and provided with supplies out of the regular school budget. This year, 1934, the two kindergartens formerly carried on have been re-established on a regular basis.

Superintendent of Schools Willard A. Frasier says: “I wish to call the attention of the School Board to the importance of establishing free kindergartens as a part of the public school system. I am satisfied that in so doing we are serving the best interests of the city. The kindergarten is not a matter of experiment; it is based upon well-settled principles and abundantly justified by its results.

Common sense and common observations bear witness that unwholesome and debasing conditions, moral and physical, work directly to the child’s undoing, while those of an opposite character work steadily and surely to the building up of true manhood and womanhood. The kindergarten, while moulding the emotional nature of the child, fits him for doing all his later school work more effectively.”

VIRGINIA

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 49-50.

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Richmond

The beginnings of the kindergarten movement in Virginia were inspired, as in many other states, by the interest of mothers in their own and other's children. In the winter of 1899-1900 Sally Fairchild, a trained kindergartner from Boston, Massachusetts, spent some months in Richmond and gathered together a group of young mothers and a few teachers to whom she gave a course in the theory of the kindergarten and a study of kindergarten games.

As a result of this study an organization known as the Richmond Education Association was formed, composed of parents and teachers. This group made a distinct effort to interest the public in the work of the schools and especially favored the introduction of kindergartens. A few private kindergartens were opened and one housed in a church building and supported by Grace Arents of Richmond was a philanthropic venture. A public kindergarten still bears the name of Grace Arents.

In 1901 Alice Parker, a graduate of the Phoebe A. Hearst Training School in Washington, D.C., opened a kindergarten training class in Richmond and it was about this time that kindergartens were introduced into the public schools.

When Miss Parker left Richmond, after a few years of service, Lucy S. Coleman assumed the leadership of the training class and carried it on successfully until the work was taken over by the city in 1916.

The kindergartens in Richmond have increased in numbers and are an essential part of the public school system. They are closely affiliated with the first grades and many teachers have been trained for both situations.

At present, as an economy measure, the training work has been discontinued by the city and students must now go to the state teachers colleges or to other states for kindergarten training.

Norfolk

Another Virginia city which came to be a center of kindergarten interest was Norfolk. Lillian Wadsworth started the first training class and supervised several kindergartens in the early 1900's, but there seems to be no record of the exact date. Again, as in Richmond, a group of public spirited women sponsored the work.

In 1919 the six or eight private kindergartens were taken over by the city. Kindergartens increased in number and became very popular. Unfortunately, under the shadow of the business depression, they were discontinued, as an economy measure, in 1933.

Lynchburg

Virginia has not many kindergartens in the state as a whole. Lynchburg has maintained public kindergartens for several years and their number seems to be increasing. There are a number of private kindergartens scattered here and there, but it does not seem possible to obtain any complete record of their number or location.

Farmville

Kindergarten-primary training is offered in two of the four state teachers colleges. The State Teachers College at Farmville, then a State Normal School, began to offer kindergarten training and operate a kindergarten in 1903. At first this training was entirely for the kindergarten without any experience in primary work, but later a kindergarten-primary course was established.

Harrisonburg

Harrisonburg, then a state normal school, now a teachers college, opened a kindergarten-primary course in 1909.

Radford

Radford, another state teachers college, maintains a kindergarten, but only as a center for observation.

Had it not been for the depression, which affected so seriously schools all over the land, Virginia would probably have held its own in maintaining kindergartens and might have made some progress. As it is, the nursery schools are being established more readily than the kindergarten as they are a vital part of the relief programs of the national government. However, they serve to call attention to the great need for emphasis on early childhood education, and, possibly, they may open the way for an extension of the kindergarten in coming years.

GRACE MIX

WASHINGTON

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. pp. 58-62.

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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.

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 passed 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.

Ellensburg

In 1899 a kindergarten was established at Washington State Normal School, 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 found were opened in Seattle in 1882, one by Mrs. C. A. Blaine from Boston, and one by Mrs. Frank Guttenberg. Mrs. Guttenberg conducted her session entirely in German. In the same year the kindergarten system of education was explained to the public school board. In 1885 Grace C. Thorndyke started the first kindergarten which used the Froebelian system. 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.

Influx of settlers following the beginning of Washington's statehood in 1889 brought influences from the East. Seattle Free Kindergarten Association was organized in 1894 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.

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 1897 and the kindergarten was adopted by an unanimous vote. 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.

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. 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.

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.

Spokane

Kindergartens were accepted by the public school board of Spokane in 1897. They increased rapidly to thirteen in 1900 but subsequently were withdrawn from the schools and never restored. There were private kindergartens in Spokane 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 Lone 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 Hebler, Jessie I. Lane, Elizabeth Neterer, Synva K. Nicol, Olive Norton.

Endnotes

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.

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 *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.

⁵ Annie Burt Bowden: *Early Schools in Washington Territory*, p. 226.

⁶ *Seattle School District Record No. 1*, February 14, 1882.

⁷ Annie Burt Bowden: *Ibid.*, p. 227. C. B. Bagley, *History of Seattle*, p. 169.

⁸ *Annual Report of Seattle Public Schools 1884-94*, p. 123. *City Superintendent’s Report*, July 1, 1893.

⁹ *First Annual Report of Seattle Free Kindergarten Association*. (Copy in Hailmann Memorial Library, University of California, Los Angeles.)

¹⁰ *Seattle School District Record No. 4*, p. 205.

¹¹ *Ibid.*, p. 220.

¹² Miss Creelman retired to California where she lives at present.

¹³ *Seattle School District Record No. 9*, p. 298.

¹⁴ 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.

¹⁵ *Report of U. S. Commissioner of Education 1897-98*.

¹⁶ 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.

WEST VIRGINIA

History of the Kindergarten Movement

From Watkins, C., & Wheelock, L. (1939). *History of the Kindergarten Movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania*. Presented at the 46th Annual Convention of the Association for Childhood Education, Atlanta, Georgia. pp. 50-54.

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Early Private Kindergartens

The kindergarten movement in West Virginia divides itself into three phases. The first of these covers the period prior to 1919 and chiefly concerns private kindergartens. These, by their very nature, defy enumeration since they require no official sanction, are registered with no central body, and their names as well as activities are narrowly localized. They may be part of a commercial institution or housed in the parlor of a home. They may be in charge of a trained kindergartner, of a primary teacher without kindergarten training, or of a person whose only qualifications are an interest in little children and a belief in her ability to work with them, the latter being day nurseries in fact rather than kindergartens.

As to the number, nature and distribution of these prior to 1919, as well as the names of those responsible for them, there is no information available. It is certain, however, that they were few in number, being restricted to a half-dozen of the larger cities and towns, and included only children of the wealthier families. The City of Charleston has known a kindergarten of some sort for nearly forty years, — there being one in the private school of Sherrad Adams about 1900. Whether any existed in other cities of the state prior to this we have been unable to learn.

The number of children reached by such private schools was negligible. Their importance lies in the fact that a few parents were willing to patronize them, and in the extent to which their existence aroused in the public a desire for public kindergartens.

Kindergartens in the Public Schools

It is apparent that some degree of kindergarten consciousness had been awakened, at least among educators, by 1899. In that year, during the administration of State Superintendent R. Trotter, the legislature made legal provision for kindergartens in the public school system as follows:

“Be it enacted by the legislature of West Virginia:

1. That the board of education of any school district in which there is a city, town or village, of one thousand population or more may establish in connection with the school of such district a kindergarten to which may be admitted children between the ages of four and six years, under such regulations as may be prescribed by law for the admission of youth to the other schools of such districts.
2. Every person employed as a teacher in such kindergarten shall either hold a diploma from a kindergarten college, or, in addition to holding such a certificate as is required of other persons employed as teachers in the schools of this state be duly examined as to the kindergarten methods and theories, in such manner as the board of education may prescribe.”

Acting under this provision, some boards adopted the policy of establishing a kindergarten when a certain percent of the parents in any school community requested it, provided the local board of education felt there were sufficient funds available.

A kindergarten was conducted in one of the schools of Charleston Independent District from 1904 to 1906 under City Superintendent George S. Laidley. During the World War an armor plate plant was erected at South Charleston, and a kindergarten was incorporated in the government school of that area. Yet up to 1919 the public kindergarten had not become established. In that year, during the administration of State Superintendent M. P. Shawkey, the state law was being revised. There was a request from the north-central part of the state that the legal provision for kindergartens be included in the new law, and this was done. In February 1923, under City Superintendent S. E. Weber, kindergartens were placed in two of the Charleston schools. A year or so later Superintendent O. G. Wilson put them in the Fairmont schools. Under superintendent Githens the first kindergarten was opened in Wheeling in September 1926. These were all located in cities having independent district boards and being the wealthier school districts. By 1932 we have knowledge of public kindergartens throughout the state as follows: Charleston, 14 (3 of which were in Negro schools); Wheeling, 5; Fairmont, 3; South Charleston, 1. This proved to be a peak as the following year all except those of Wheeling were doomed to be swept away under an inundation of unfavorable circumstances. In Ohio, Wheeling when the parents, aided by Charles Seabright, a board member, who had been instrumental in first establishing kindergartens there, protested against abolishing them.

Two legal and one economic factors combined to wipe out existing kindergartens at this time. The economic factor was common to the country as a whole, but in West Virginia it was intensified and complicated by legal factors. Up to this time the school unit was the magisterial district, governed by a district board of education and financed through local taxation, supplemented in some districts to a small extent by state aid. Supervision rested in county superintendents and in a state superintendent. The larger cities, however, held legislative charters and operated as independent school districts.

In 1933 the school districts were abolished by legislative act and all schools were placed under county boards of education — the county unit system — with the larger part of operating expenses furnished by state funds. The purpose of the county unit was two-fold: first, to secure larger school funds_ for those districts poor in taxable resources; second, to secure greater uniformity among all the schools of a county.

This was at first a tendency, if not an actual policy, on the part of some of the new boards to place the urban and rural schools on the same standard so far as possible; and since revenues were low, the kindergartens, located in cities, were discontinued. Thus the leveling process, for the time being at least, worked to the disadvantage of the city schools which had been able to progress more rapidly because of their greater taxable resources. Had there been an insistent and organized demand on the part of parents (as at Wheeling), it seems possible that means might have been found to continue existing kindergartens, although a second legal factor entered here to further complicate the problem.

A constitutional amendment limiting the tax rate on real and personal property became effective just at this time, but no new taxing powers had been granted to the municipalities. Thus while the communities were relieved of a large part of the school tax formerly levied locally, revenues were curtailed not only by the lower valuation of taxable property due to the economic depression, but also by reason of the limited rate which could be levied, so that even though a city might have desired to maintain its existing school standard there was the question as to its financial ability to do so.

Recently there have appeared indications of a more liberal attitude on the part of boards in considering the respective needs of urban and rural schools, and as improving economic conditions are furnishing larger revenues richer curricula should be possible. As already mentioned, Ohio County, in which the city of Wheeling is located, did find means of continuing its kindergartens and now stands as the only place in the state in which public school kindergartens are operated. The past year it had five teachers conducting seven kindergartens in which nearly 300 pupils were enrolled.

Private Kindergartens Again to the Fore

With the closing of public kindergartens it was inevitable that many private kindergartens should spring up, since a certain demand for them already existed. Some few trained kindergartners were determined to carry on their work, some organized their own school in preference to turning to other fields, other individuals seized upon the kindergarten as a commercial venture at a time when positions were scarce. Many of the ventures, undertaken without sufficient training or equipment, were doomed from the start. Others are filling a need in their communities and finding sufficient patronage to struggle on. We know of three in Charleston, three in Huntington, one in Clarksburg, and at least one in Wheeling, but to ascertain the exact number now in existence would require a state survey. However, since a properly conducted kindergarten, privately owned, can cater only to the wealthier portion of the community's families, it is probable the total number is less than that of the public school kindergartens in operation in 1932.

The Public's Part in the Kindergarten Movement

The public itself has been slow to recognize the need of the kindergarten as a part of the educational system. Reflecting this, the boards have been slow to establish them, quick to curtail them when operating budgets were being considered. The kindergarten is confused with the day nursery, or is looked upon as an opportunity to start the child's formal schooling before the school age has been reached. The kindergarten's real function is not known or understood. Educators rather than parents were responsible for most of the progress that was made in public kindergartens. And yet there does exist some kindergarten consciousness. Much of this is found among the higher educated and, usually, wealthier families. Since these are the ones who can and are often willing to patronize the private school for their own children, the kindergarten has had a longer continuous record in private schools than in public.

Some of our more progressive educators are pointing out the value of preschool education, and some publicity work has been undertaken in the state by the National Kindergarten Association, but appreciation of the kindergarten's value in so far as the public is concerned is still largely confined to members of such groups as the American Association of University Women and the Junior League, to readers of such magazine as *Parents'*, and to the parents of those children who have already had some kindergarten experience.

The Future

The private kindergarten will continue to exist as it has in the past, so long as it fills a community need not found in the public school, or provides some richer and fuller experiences demanded by wealthy or progressive parents. In fact, we have several examples of such kindergartens continuing to serve their community while those of the public school were in operation.

The public school kindergartens will return. Already small groups of parents are taking counsel together, seeking ways and means of bringing them back. County boards are again considering them and will begin to place them here and there where there is need and demand, without waiting until there are sufficient funds to place them in all schools. Wealthier communities, able to support them, will agree to an extra levy if this be necessary. Thus will the number increase until the kindergarten becomes in fact an integral element of the school system, for it is significant that those communities which have had public kindergartens are the most eager for their return. Then the history of the public kindergarten may be written. Until then the history of the kindergarten movement in West Virginia must continue to be, as in the past, primarily a record of individual effort on the part of those who have ventured to organize the private kindergarten in the various communities.

HALLENE M. DICK.

COMPILER'S NOTE: Lack of available data necessarily restricts this to an individual view of the kindergarten situation rather than an authentic history of the development and growth of the kindergarten movement within West Virginia. The only official source of information consists of such references to kindergartens as may be gleaned from the reports of the state superintendents of schools. This report is therefore limited to the writer's personal knowledge of the situation, supplemented by such information as could be obtained from educators near at hand.

There may be errors due to faulty memory, conclusions may be based upon hearsay rather than fact, and many who have pioneered and labored go unnoticed and unmentioned — particularly in the field of private kindergartens.

WISCONSIN

History of the Kindergarten Movement

From Aborn, C. D., Marble, S. A., & Wheelock, L. (1938). Kindergarten Education in Wisconsin. *History of the Kindergarten Movement in the Mid-Western States and in New York*. Presented at the Cincinnati Convention of the Association for Childhood Education, April 19-23, 1938. pp. 23-30.

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(See footnote 1)¹

History gives the State of Wisconsin the distinction of establishing the first kindergarten in the United States. Wisconsin has pioneered in many social and educational undertakings, but from the standpoint of emphasis upon pre-school training, no movement could have been more prophetic than that tiny beginning in Watertown eighty-odd years ago.

An interesting event took place in that little city on May 2, 1929, when a memorial tablet was dedicated in honor of Mrs. Carl Schurz. The tablet reads:

In memory of Mrs. Carl Schurz (Margarethe Meyer Schurz), August 27, 1833 —
March 15, 1876, who established on this site the first kindergarten in America, 1856.²
Dedicated by the Saturday Club women of Watertown, Wisconsin.

The outdoor part of the service was immediately followed by a meeting in a nearby hall where Dr. Joseph Schafer, Superintendent of the Historical Society of Wisconsin, gave the address.³ It was in 1849 that Mrs. Carl Schurz, then a girl of sixteen, took a course of lectures that Friedrich Froebel gave in Hamburg to help the cause of the “new education,” as it was then called, of which kindergarten was the first step. “It was not until August, 1856, that Carl Schurz brought his wife and child to Watertown, Wisconsin. Here four little cousins came daily to play with Agatha Schurz, then three years old. As winter came on, the children of relatives and friends wished to join the group, so Mrs. Schurz opened a German-speaking kindergarten in a little building in town, as it was easily accessible to the children there. Thus was created *the first kindergarten in America in November, 1856*. Even though its life was a short one, the fact that Mrs. Schurz’s kindergarten was the first to be established in this country gives it an important place in educational history.”

The history of the pioneer efforts in private, in philanthropic, and in public kindergarten education is not only the story of the gradual establishment of kindergartens throughout the State but of the personalities of public-spirited men and women whose vital enthusiasm and spirit of service in behalf of child welfare gave the impetus wherever the idea of kindergarten was introduced.

A factor largely affecting the growth of kindergartens in Wisconsin is contained in the Constitution of the State which says that “the legislature shall provide by law for the establishment of district schools which shall be free to all children between the ages of four and twenty years.” By this law all children over four and under twenty have a right to schooling at public expense and the four-year permissible age has been, therefore, a potent factor in the expansion of kindergarten in the State as well as well as a problem of under-age crowding in the primary grades.

The last decade of the nineteenth century was noteworthy for the rapid establishment of kindergartens in the cities of ten thousand or over, but among the smaller towns and villages there were very few. Since the beginning of the twentieth century, however, the scientific study of children, of their health needs, of the philosophy of education as development, and of the great importance of specially skilled teachers able to cope with the problems of early education, has created the demand for more and more kindergartens. Another law was enacted in 1919 called “The Mandatory-on-Petition Law” —

(9) KINDERGARTEN. Any board which has control of primary grades may, and upon petition of the parents of twenty-five children, more than four and not more than six years of age, must establish and maintain a kindergarten, provided such parents reside not more than one mile from the school building. Such kindergarten shall constitute a part of the public school of the district.⁴

Since this law went into effect, a number of rural communities have taken advantage of it and in 1931-1932 there were reported by county superintendents eighty-three kindergarten teachers under their supervision, and eighteen kindergartens in State graded schools. The report filed by the city superintendents from the ninety-two city school systems in the State show that eighty-two of these have kindergartens, a very good record.⁵

It is characteristic of kindergarten growth in Wisconsin that all but seven of her seventy odd counties have kindergartens, a widely scattered distribution of which typical illustrations have been selected from practically every section. Brief sketches of organizations and special training schools which have done effective work in the development of kindergartens have been made also. There are nine State Teachers Colleges in two of which, at Milwaukee and Superior, special departments offer kindergarten-primary training. The other Teachers Colleges, with the exception of one, have kindergartens as an integral part of their demonstration schools.

Vital statistics, both reminiscent and historical, have come from the four corners of the State, interwoven with the records of valiant leaders and pioneers in education who were seeking even in those early years to discover and promulgate what the scientific twentieth century recognizes as essential to all later development, a right start in pre-school education.

Milwaukee

Milwaukee, which was the earliest center for the dissemination of kindergarten ideas, reports the development of kindergartens in the most famous of the German-English private schools, the Engelmann School, the development of mission kindergartens; the establishment of the public school kindergartens; and the provisions for the training of kindergarten teachers for the public school and the organization of the teachers' club.

“Very early in the fifties the establishment of a kindergarten was agitated in Milwaukee, but without results. The movement did not assume tangible form until 1872, when the *Milwaukee Frauenverein* took the matter in hand and determined to open a kindergarten. The Board of the Engelmann school have set apart two rooms for the purpose, the first kindergarten (German) incorporated in a school in this State was opened by the Kindergartenverein under the direction of Miss Dethloffs.

“William N. Hailmann, the friend of Engelmann and his successor in the office of director of the Academy, has been one of the most devoted apostles of the great Froebel to be found in the American educational world. His lectures, his writings, his kindergarten seminary did much for the dissemination of Froebel's ideas. The early kindergarten of the Engelmann School first turned the attention of the people of Milwaukee in this direction. From this city the gospel of the kindergarten went to the western cities of the United States. We may well be proud of the part our Academy has had in this great work.”⁶

Milwaukee was one of the first cities in the United States to make the kindergarten a part of its public school system. It was evident to all who had given the subject serious thought that the work as then planned for the first years of school was not adapted to the needs of these young children legally entitled to school privileges. The school authorities recognized the educational value of the kindergarten, and in 1880 recommended its adoption as a part of the Milwaukee public school system. But it was not without great effort that its introduction was finally effected. It was a comparatively new institution, not generally known or understood, and to the public at large the benefits derived did not seem commensurate with the expenditure. After much deliberation, upon the recommendation of Superintendent James MacAlister and Joshua Stark, President of the School Board, a trial kindergarten was established by the Board in 1880 in connection with the Milwaukee City Normal School. This experiment was successful and the following spring the School Board passed a resolution making the kindergarten a part of the public school system.

The resolution also included a provision for the maintenance of a public kindergarten training class, which was supervised by Miss Sarah A. Stewart who later founded the International Kindergarten Union. She was an enthusiastic disciple of Froebel and imparted to her students much of his spirit and teaching. To James MacAlister, William E. Anderson, his successor, Joshua Stark, and Sarah A. Stewart, Milwaukee is indebted for the broad and solid foundation upon which its public kindergartens were established. Since the establishment of the first kindergarten in 1880, the number of kindergartens has increased to eight-five and the enrollment in them to nearly 9000.

A history of the Milwaukee public kindergartens would not be complete without mentioning the Froebel Union, Milwaukee's representative kindergarten association. The Froebel Union was organized the same year that the public school kindergartens were established. In 1918 the name was changed to the Milwaukee Kindergarten Association.

In 1885 the State Normal School at Milwaukee was established and the city normal school which had been training the kindergarten teachers was absorbed by it. In 1893 a kindergarten was added for purposes of observation and student teaching, with Miss Alma Binzel as its first director.

In the fall of 1897 Miss Nina C. Vandewalker was called from the State Normal at Whitewater, Wisconsin, to direct the Kindergarten Department of Milwaukee Normal School. She remained as head of the department for twenty-three years, leaving for Washington, D. C., in 1920 to become Kindergarten Specialist in the United States Bureau of Education. During this long period of able service Miss Vandewalker was instrumental in establishing numbers of kindergartens in cities and towns throughout Wisconsin and in bringing about better legislation concerning the kindergarten and the certification of kindergarten teachers.

In 1920 Miss Louise M. Alder was called to succeed Miss Vandewalker. In the fall of 1926 the Kindergarten and Primary Departments of the school were merged and have since formed the Kindergarten-Primary Division.

Superior

In the introduction of kindergartens into public schools the first steps were, as a rule, private kindergartens for the children of the well-to-do, and the mission kindergarten for the underprivileged supported by the association of public-minded, philanthropic men and women. However, this was not the case in Superior, still a pioneer city in the eighties, for there is no account of either mission or private kindergarten in the development of its educational facilities. When the several sections of Superior were organized into one city, the nine schools came under the jurisdiction of the newly established Board of Education and in the first annual report of the Board in 1893, there were already nine public school kindergartens with an enrollment of some 500 children and a regular supervisor to whose record of achievement the first Superintendent of Schools, A. W. Rankin, appends this comment:

“I am sure that students of education will be interested in the report of our kindergartens. When the Board of Education for the united school districts of Superior first took office, they found kindergartens *already established* in the city. No department has produced more beneficial results.”

Today, the public schools of the city — eleven in number — have kindergartens with a total enrollment of 589. In their long history there has never been a question of their discontinuance. Curtailment of funds and equipment and lessening of salaries have been, as elsewhere, the problem of the kindergarten teachers. But a recent building, the Dewey School, has beautifully planned, extensive kindergarten rooms, modern in every respect and several other schools have new additions in which modern kindergarten-primary grades are housed. This is a tribute to the abiding faith of the citizens of Superior in the importance of early training and to the understanding and appreciation of the administrators of Superior Public Schools.

The Superior State Normal School was established in 1896 and in September, 1902, Miss Caroline W. Barbour of Chicago, Illinois, formerly supervisor of kindergartens in Helena, Montana, was invited to establish a kindergarten in its training school with the purpose in view of making it eventually a special training department for the northern section of the State. Under Miss Barbour’s direction the kindergarten took its place as a demonstration of the free, less traditional type of kindergarten procedure, and became an integral part of the training school organization. In 1909 a Kindergarten Training Department was organized.

This department, together with the earlier one at Milwaukee, became the special training centers issuing diplomas for kindergarten teachers in the State.

Madison

Madison is the capital of the State and the seat of the State University. The University carries a laboratory elementary school during the summer session which includes a kindergarten.

In an old annual report of Madison’s public schools, it is interesting to note that in 1881 a committee of teachers was giving consideration to the topic, “The Kindergarten in relation to the primary school,” but nothing was done about it for more than ten years. In the annual report for 1892-93 there occurs a paragraph explaining the purpose of the kindergarten and another paragraph stating that one would be opened the following fall in one of the ward schools. Today there are kindergartens in all the public schools of Madison with a total enrollment of 1064 and an average attendance of 790.

Watertown

“The city of thrift and beauty,” as its slogan reads, had the honor of being the first town in America to open a kindergarten as has been described in the introduction. However, kindergartens were not established in the public schools until 1922. There are now three kindergartens with an enrollment of 190 children, caring for the four-year-olds in the morning and the five-year-olds in the afternoon.

LaCrosse

With regard to the history of the kindergarten in LaCrosse and vicinity, it is most interesting to note that the same German influence and interest which was so prevalent in the beginnings of the kindergarten movement in Wisconsin was also felt here. Miss Theresa Doerflinger opened a private kindergarten in 1878; there are people now in LaCrosse who attended that little school.

The pioneer in kindergarten work among the English-speaking population was Miss Anna Knutesen, starting in 1891. She also formed a mothers' class and out of it developed the Free Kindergarten Association. Another outgrowth of that class was the formation of a Child Study group, sixteen in number, who were to study education in general and Froebel's principles in particular. It is most interesting to learn that this group lasted for twenty-five years.

In April, 1898, in a letter to the daily paper a member of the LaCrosse Free Kindergarten Association writes: “It is greatly to the credit of the citizens of LaCrosse that, during the financial panic through which we have just passed, this work should not only have lived but have steadily grown; it is encouragement to the Association to persevere and an assurance that with the return of better times the work may still further extend.”

In the State Teachers College at LaCrosse the kindergarten was established at the same time that the school was built, 1909. It has ably served as a demonstration of pre-school education for the students in the elementary courses and for practice.

Oshkosh

The kindergartens have been in the public schools for many years, and the work of the kindergarten and primary grades has been well co-ordinated.

In 1921 Oshkosh Normal School issued a bulletin in commemoration of the first half century of its existence. President Albee writes in this bulletin: “Of the introduction of the kindergarten it is said to be the first one officially and directly connected with any State Normal School in the United States.”

Appleton and Fond du Lac

The Pestalozzian Institute in Appleton had a kindergarten in 1870 when David Starr Jordan was its president. Later, public school kindergartens were established and there are now sixteen trained teachers in charge of seven hundred children. The security of the kindergartens in Appleton is the result of outstanding work by teachers and administrators. Fond du Lac has a good kindergarten record with a Mothers Union which was organized so that mothers and teachers might study kindergarten problems together.

Lake Michigan coast cities

Practically all of the Lake Michigan coast cities, thriving centres of industry, have kindergartens in their public schools. The Manitowac kindergarten teachers have recently issued a very complete and well illustrated bulletin on the kindergarten which is an excellent study of the modern kindergarten curriculum.

The Sheboygan teachers have also published a bulletin for parents on the aims of the kindergarten. The introduction says: “The kindergarten teachers present this booklet with the hope that it will help tell how the kindergarten educates. Many people are under the impression that the kindergarten is solely for the purpose of joyous play. Children do play — which is the best type of education for little children. Through it a child is persuaded to use all his energy, so as to work better, to want to know more, and to behave better.”

Kenosha was early in its adventuring in kindergarten education. Through the early efforts of a prominent resident, Col. Michael Frank, and later of the well-known Mrs. Mary D. Bradford, who became Superintendent of Schools in 1910, kindergartens have been maintained in spite of the depression and its demands for economy. With Mrs. Bradford’s election as Superintendent, kindergarten extension progressed rapidly.

“Sub-primary” rooms were discontinued and additional kindergartens to the three already opened were established in the older schools and in new schools as rapidly as they were constructed. This expansion was continued under the superintendency of Guy F. Loomis, a staunch friend of kindergarten education, until in 1937 we find a kindergarten in every elementary school in the city. The early Mothers’ Meetings, in connection with the kindergartens, formed the nucleus of the Parent-Teacher Association of the present day at Kenosha.

Yet not as easily as these brief sentences might indicate was the cause of kindergarten education promoted in Kenosha. Just as Colonel Frank had to fight his way through repeated defeats to secure free education for children between the ages of four and twenty years, so were there times when only the staunch championing of Mrs. Bradford saved the day for the kindergarten children in Kenosha.

At one time when the people were asking for a new school building, the mayor of the city appointed a committee headed by himself to survey the need for another building. The worthy executive declared that the primary rooms could be filled to capacity by screwing down extra seats in all available spaces, and by sending home the “babies” (meaning the kindergarten children). In this way he insisted the necessity for a new building would be eliminated.

Mrs. Bradford’s answer to the attack was brief but forceful: “The Mayor proposes to cut out the kindergartens, to turn out the four and five-year-old children, for whom the Board hires ‘nurses’ at \$60 a month; then, he says, there will be enough room without a new building. By the law of Wisconsin, all children over four years of age and under twenty years of age have a right to schooling at public expense. A child cannot profitably be started in what is commonly regarded as regular school work before the age of six or seven. To attempt such work before that age is a waste of time, if not a positive detriment later. Now we are told that we must shut the doors of our schools in the faces of six hundred little ones and say, ‘No entrance here!’ What do the voting fathers (suffrage was not a privilege of women) of these six hundred children say to this proposition? I believe that fathers had rather drive on unpaved streets for a while longer than to see the thing happen that was proposed in the Common Council last night. I believe that all tax payers of Kenosha realize that proper educational advantages for the children of this city take precedence in importance over all other interests. Our average citizen must be a good citizen if our city is to advance toward better things. It is education that raises the efficiency of the average citizen and that education is effective that begins with the little child.”

Public sentiment was aroused; the kindergartens were perpetuated and today kindergarten education is a vital part of the educational system of Kenosha.

Many of the smaller towns in Wisconsin support kindergartens. Among them are Eau Claire, Wausau, Ashland, Stevens Point, Reedsburg, Whitewater, Elroy, and Whitehall.

CAROLINE W. BARBOUR

Endnotes

¹ Miss Caroline W. Barbour, Chairman, wishes to express appreciation to her numerous co-workers, to the Department of Instruction at Madison, and the special contributors who acted as a State committee in the work of gathering this data: Miss Grace O. Nelson, kindergarten teacher in the Milwaukee Public Schools; Miss Jane E. Vernon, Kindergarten-Lower Primary Supervisor, Kenosha; Mrs. John Otten, formerly kindergarten instructor in the State Teachers College, LaCrosse; Miss Louise M. Alder, Director of the Kindergarten- Primary Department, State Teachers College, Milwaukee.

²Year 1856 established by Wisconsin History Survey; “Reminiscences of Carl Schurz,” New York, 1907, and “Intimate Letters of Carl Schurz,” 1929.

³Elizabeth Jenkins, “How the Kindergarten Found Its Way to America,” reprinted from “Wisconsin Magazine of History,” Volume XIX, No. 1, September, 1930.

⁴Section 40:22, Curriculum.

⁵“Our Schools and Teachers,” a bulletin of the Wisconsin Education Association, 1925-35.

⁶The 50th Anniversary Jubilee Celebration Booklet of Engelmann School. May, 1901.

⁷Nina C. Vandewalker, “The Kindergarten in American Education,” p. 22.

WYOMING

History of the Kindergarten Movement

From Greenwood, B., & Wheelock, L. (1940). *History of the Kindergarten Movement in the Western States, Hawaii and Alaska*. Presented at the 47th Annual Convention of the Association for Childhood Education, Milwaukee, Wisconsin. p. 63.

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There are records¹ 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.

Endnote

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