

THE KINDERGARTEN MOVEMENT: AN HISTORICAL
STUDY GIVING SPECIAL ATTENTION
TO THE DEVELOPMENT IN KANSAS

A THESIS

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EDUCATION AND THE GRADUATE COUNCIL OF THE
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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SCIENCE

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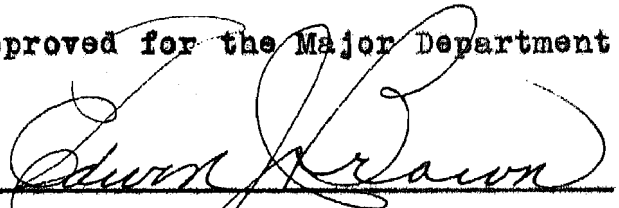
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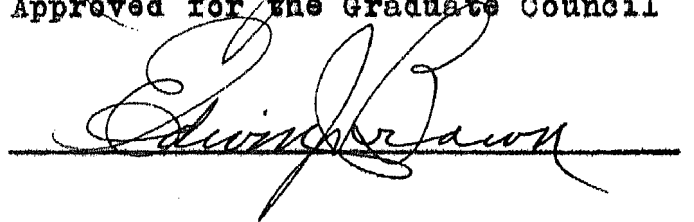
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Chapter I

THE NATURE OF THE STUDY

This investigation has as its main objective the study of the kindergarten movement in Kansas. The purpose is (a) to trace the child education movement from the time of Comenius to the beginnings of the kindergarten under Froebel; (b) to trace the development of the kindergarten in Europe and its early growth and development in the United States; (c) to trace the development in Kansas by means of comparison with a neighboring state, Missouri.

THE SCOPE OF THE STUDY

The scope of the investigation includes the history of a real interest in child education which seems to date primarily back to Comenius and bursts forth into real significance in 1839 when Froebel conceived the idea of the kindergarten and continues down to its development in Kansas. A rather general comparison is made in spans of as nearly five years as is possible in order to note the recent growth.

METHODS OF PROCEDURE

The following questions were used as a basis for procedure:

1. What were the beginnings of child education which seemed to lead directly to Froebel's work?
2. Who were the greatest promoters of the Froebelian Doctrines?
3. How did the kindergarten movement reach the United States?

4. What was the status of the kindergarten movement in the United States up to 1890?
5. Changes in the kindergarten in the United States from 1890 to 1900?
6. What has been the development in Kansas?
7. How does the kindergarten in Kansas compare with a sister state - Missouri? With the United States as a whole?

SOURCES OF DATA

The greater part of the local history of the various kindergartens came from personal interviews with the early settlers and letters from the older citizens of the various towns. Many clippings and articles pertaining to the kindergarten and early education in Kansas were obtained from the files of early newspapers found in the Historical Library at Topeka, Kansas. Mrs. June Chapman, State Secretary of Kansas Kindergarten Association, contributed all of the information for the Topeka Kindergartens with which she was intimately associated for over thirty years.

A questionnaire was sent to twelve different towns for data on early kindergartens.

The Biennial reports of the State Superintendent of Public Instruction of Kansas, and Office of Education reports of the United States, Bulletins and Pamphlets from that Office were all used in obtaining statistics.

TYPES OF DATA

The following types of data have been gathered from the

Biennial Surveys of Education of the State Superintendent of Public Instruction, Topeka, Kansas and from the Biennial Surveys of Education of the Department of the Interior of the United States, Washington, D. C.

1. Number of Kindergartens in Kansas.
2. Number of children enrolled in the Kansas Kindergartens from 1892 to date at approximately five or ten year periods.
3. The training and number of teachers in Kansas.
4. The Curriculum.
5. Comparison of the above with Missouri and with the United States.

PRESENTATION OF DATA

The above data have been collected and made into tables which have an explanatory heading, note, and paragraph of comment. The data are as accurate as the scattered and fragmentary records permit.

Chapter II

HISTORY OF THE KINDERGARTEN

Childhood with all of its interesting phases has not always been the object of as much care and concern as it is today. In the middle ages and even down to the early Colonial age, childhood was a dull uninteresting part of life with little done to develop its possibilities. Children were seen not heard.

John
Amos
Comen-
ius

John Amos Comenius (1592-1670) of Moravia felt that early education counted for much. He thought the early methods of teaching and beginning Latin texts were very uninteresting; and so he wrote the Orbus Pictus - the first illustrated text book for children. Barnard says - "the Orbus Pictus was the favorite book of children for nearly two hundred years."¹ Comenius also wrote the Great Didactic, which secured for him a lasting place in the history of education, which in parts was so far ahead of its time as to appear prophetic.² He believed that "the end of education is social" and that there should be four types of schools - (1) The school of infancy or Mother School where the mother would give instruction aided by pictures, would acquaint the child with his environment; and the child should learn to express himself, (2) the Vernacular School from six to twelve years; (3) the Latin School or Gymnasium for pupils from twelve to eighteen; (4) and finally the College of Light.³

Comenius was much concerned about the health and recreation of the child. He desired attractive school rooms; appreciated

¹ Karl von Raumer, "Comenius, John Amos"; trans. for the American Journal of Education from German; edited by H. Barnard. Vol. V, p. 279.

² Paul Monroe, ed., "Comenius, John Amos (Komensky)" in A Cyclopaedia of Education. Vol. II, p. 139.

³ Ibid. Vol. II, p. 139.

the value of play; and advocated that discipline be administered with "sound judgment" and "modified in form."

Because of the high value which he set upon the child's spontaneous activity and because of his interest in the pre-school period, Comenius has been called "the father of the modern kindergarten."⁴

Although a great educator Comenius had little influence on the education of his time and for two hundred years his advice lay practically untouched. He spent his last years as a "grand and venerable figure of sorrow."

The first of the critical and reformatory pedagogical writers to awaken any large interest was Jean Jacques Rousseau.⁵

Rousseau (1712-1770) advocated developing the child as an individual, not as a stilted puppet or replica of a grown up; but to take the child to Nature and let him learn his lessons from her. His book Emile published in 1762 was written to support the nature theory. It also had a great influence upon Europe since it enlightened the country as to the real conditions of affairs in religious education, served to make the people more critical and also increased the interest in secular education. Rousseau wished to develop the three-fold natures of the child-physical, mental, and moral, abandoning the strict religious instruction and believing in self-activity for development. He anticipated having a well developed man, fully prepared for the conditions and accidents of human life.⁶

Probably Rousseau's writings did more to bring the child into his own than any other single influence. But to him the child's social existence was a necessity for....

4 Ilse Forest, Preschool Education. p. 113.

5 Ellwood P. Cubberley. The History of Education. p. 508.

6 Paul Monroe. Op. cit., p. 213.

his individual development.⁷

One of the first influences of Rousseau's work was to psychologize education - to direct attention to child study.⁸

Rousseau believed that if he rejected everything received by his age, and adopted its opposite, he would reach the truth....⁹

Johann Heinrich Pestalozzi (1746-1827) was greatly influenced by Rousseau's Emile and tried to use it in educating his own children, but he did not find it practical. Unlike Rousseau, Pestalozzi dealt with many children, especially did he hold to the belief that beggars might be regenerated through education, and to sustain and to prove this, he spent practically all of his life and fortune.

The two best known books of Pestalozzi were - Leonard and Gertrude (1781) and How Gertrude Teaches Her Children (1801). The former was a very beautiful "story of Swiss peasant life and of the genius and sympathy and love of a woman amid degrading surroundings."¹⁰

Pestalozzi believed:

(1) An all around training must be given; (2) all possible liberty must be allowed to the learner; (3) work is more important than words; (4) the method of learning must primarily be analytic; (5) realities must come before symbolism; (6) organization and correlation are necessary.¹¹

He did as Rousseau, abandoned the religious aim of education and tried instead to reduce the educational process to a well-organized routine, based on natural and orderly development of the instincts, capacities and powers of the growing child.¹²

7 Ilse Forest. op. cit., p. 131.

8 Ibid., p. 143.

9 Henry Barnard. ed., "Rousseau, Jean Jacques", in American Journal of Education. Vol. V, p. 486.

10 Ellwood P. Cubberley, op. cit., p. 539.

11 Paul Monroe. ed., op. cit., Vol. IV, p. 658.

12 Ellwood P. Cubberley, op. cit., p. 541.

He used sense impression as his watchword and said that:

Real education must develop the child as a whole - mentally, physically, morally - and called for the training of the head, and the hand, and the heart.¹³

Pestalozzi had great faith in the guiding teacher. He, himself was like a loving father among a happy family. His fame spread over Europe especially to Switzerland and Prussia.

The elementary schools of the nineteenth century were given an aim and purpose through the new ideas of Pestalozzi.¹⁴

Johann Friederich Herbart and Friederich August Froebel come under the Pestalozzian spell and carried on the new doctrines with ever advancing steps, changing them to fit the age in which they lived.

Henry Barnard, first Commissioner of Education in the United States gives in brief the following story of the life of Froebel, taken from an Autobiography in a letter of Froebel's to the Duke of Meiningen.¹⁵

Fried-
erich
August
Froebel

Friederich Froebel was born April 21, 1782 in the town of Oberweissbach in the Thuringian Forest, Germany. His father was a Lutheran minister. Since Froebel's mother died when he was quite young, he was left to the care of the servants. When he was seven, a step-mother was brought into the family. At first life was happy but when a new brother came - jealousy sprang up, and Froebel was pushed aside with little love and was much neglected for several years. Everything he did seemed to get him in wrong with his parents. Later he was placed in a girl's

¹³ Ibid., p. 542.

¹⁴ Ellwood P. Cubberley, op. cit., p. 543.

¹⁵ Friederich Froebel, "Autobiography" in Letter to the Duke of Meiningen, translated by Miss L. Wheelock; in Papers on Froebel's Kindergarten, republished from the American Journal of Education, Henry Barnard editor. Rev. ed., pp. 17-48.

school. In 1792 he was sent to live with an uncle who was very fond of him. Because his step-mother decided he should not study, in 1797 he was apprenticed to a forester, where he practically wasted three years, as no real instruction was given. The forester gave the father a bad report of young Froebel, which did not help the father's treatment of the son.

Froebel was then sent to his brother at the University of Jena to study architecture. There he met a Professor Gruner who persuaded him to become a teacher. Gruner was a Pestalozzian student, and so for fourteen days Froebel went to Yverdon and studied with Pestalozzi and resolved to return later for further study. On his return to Yverdon he was given a class of thirty or forty boys to teach, then he felt he had truly found something for which he had long sought. Later he was made tutor of three children whom he took with him for a two year study with Pestalozzi. The war of 1813 disrupted the work of Froebel but brought to him one who became a very dear friend - Middendorf by name. -- The letter stops here quite suddenly and the rest of Froebel's life must be gleaned from biographers.

Froebel made many attempts at teaching finally starting the Universal German Institute at Kielhau in 1826 where he trained his pupils in self-expression through play, construction, nature study, romances, and ballads. To popularize his principles he wrote and published "The Education of Man" (1826). Due to unjust criticisms and financial failures, Froebel left Germany and went to Switzerland where he conducted a model school at Burgdorf. While there he realized that education needed a sound

basis. He devised playthings, games, songs and bodily movements which would be of value in the development of small children.

Froebel sought for some word by which to designate the new child of his mind and finally one day in 1838 while out walking, the word kindergarten came to him. This word seemed to convey exactly what he wished - a garden of children with a gardener (the teacher) caring for the young plants, and so in 1840, four hundred years after the invention of printing, at the Guttenberg festival, Froebel presented his new mind child.

Fraulein Froebel who had stood by her husband so courageously through all of his experiences and trials and who had been a true help mate even at the expense of her own health, lived only to see "the Kindergarten idea accepted through the representations of her husband, and parted from him satisfied".¹⁶ This was a severe blow to Froebel but he had to continue. In June 1850 feeling that the institution needed a mother, he married one of his pupils - Miss Louise Levin whom he had known since her childhood. They carried on the kindergarten idea for two years when through a mistaken identity his ideas were prohibited from being spread in Prussia. Over exertion, and worry, likely hastened his death.

Claxton says:

Froebel himself died without having seen his ideas become popular, or his great discovery regarded with favor by either governments or teachers. But his widow...lived to see the principles, to the development of which her husband gave his life, recognized by students everywhere as fundamental in all grades of education; the kindergarten establish-

¹⁶ Mary Mann, - "Lange's Reminiscences of Froebel" Abridged from Dr. Lange's "For the Understanding of Froebel" in Papers on Froebel's Kindergarten by Henry Barnard. Republished from American Journal of Education. Rev. ed., p. 81.

ed as a part of the educational outfit of every progressive country of the world.¹⁷

The theories of Froebel brought much new light on child training and succeeded in bringing to a focus many of the former scattered ideas and thoughts which had been formulated and in some cases had been given a trial.

What is new in Froebel? Froebel's fundamental idea is to educate man for freedom. Rousseau rescued individuality; since his time all education has rested upon the recognition of the individual and the consciousness that the development of self is necessary. The one-sidedness of Rousseau's efforts consisted in this, that he could cultivate men only as men, without reference to society; therefore he did not know what to do with his Emile. Pestalozzi found the means with which to cultivate the intellectual individual.... This insight awakened in Pestalozzi the principle of object teaching...¹⁸

Froebel, while a student at the University of Jena, came in contact with an idealistic philosophy which led him to form a certain important educational conclusions:-

that education is in reality a process of development; that because man is spiritual and therefore creative, his development must be effected by means of creative self-activity; that since his spiritual development is achieved by participation in the organized life of his fellows education must be social, and that the best agency for his development during the early years is the child's own characteristic form of activity, play.¹⁹

Froebel believed that play should be organized; and so he specified two kinds: (1) that play which needs materials - the gifts and the occupations, (2) that play which did not - dramatic games and games of skill. The gifts were organized into a progressive series for sense impressions which gave the basic idea

¹⁷ Philander P. Claxton, "The Need of the Kindergartens in the South" in National Educational Journal of Proceedings and Addresses. 1900, p. 377.

¹⁸ Mary Mann, op. cit., p. 71.

¹⁹ Nina C. Vanderwalker, "Kindergarten, Evolution of" in A Cyclopedia of Education edited by P. Monroe, Vol. III, p. 599.

of them. Froebel felt they were also symbols of universal truths which the children would absorb.

It has been customary to describe three principles as fundamental to Froebel's educational theory - the principle of organic unity, the principle of development and the principle to which is sometimes given the name of self-activity and sometimes the name of inter-action. We are urgent in our insistence that Froebel's educational theory has but one fundamental principle - the principle of self-activity.²⁰

The so called principles of development and organic unity are in reality inter-related aspects of self-activity.²¹

At first Froebel thought the mother should be the child's chief educator until he was seven years of age; however after a dozen years of observation he felt no mother had the strength to do what should be done without assistance. He later felt that after the child was three years of age, the kindergarten could do what the home and the primary school could not.

Froebel's first kindergarten although in a disused powder mill in the town of Blankenburg, Germany was successful at once in spite of its environment. Froebel became as a child with the children, using as his motto: "Come, let us live with our children."²² Alquin believed in the scourge and Dr. Johnson speaks of being beaten, but Froebel changed the idea of punishment.

Miss Vandewalker describes the day in a Froebel kindergarten thus:

- (1) they formed a circle, sang greetings, and gave thanks.
- (2) play period with the organized materials in which the

²⁰ Susan Blow, "First Report" in Kindergarten Reports of Committee of Nineteen edited by International Kindergarten Union, 1913, p. 92.

²¹ Ibid., p. 97.

²² Mary Mann, op. cit., p. 81.

children were taken as a point of departure, and given meaning and relation by Froebel, (3) Nature study, (4) Period of play with organized materials and stories.²³

The keynote of the daily program seems to have been spontaneity and flexibility, rather than guidance and formality, and was designed primarily to lead children to the self-discovery of their own powers, through giving them experiences which would stimulate self-employment along educational lines. The child's fundamental instincts were made the starting point of all adult plans.²⁴

Baroness
von
Bulow

In speaking of the kindergarten, Dr. Cubberley says:

Froebel's writings are so mystical and religious in character that they convey little idea of the kindergarten as it is to-day developed, and the best conception as to his educational theory is found in the writings of those who have interpreted him, rather than in his own books. His greatest interpreter and propagandist was the Baroness von Marenholtz Bulow (Wendhausen) (1810-1903), who expounded his ideas in the leading countries of Europe and after 1870, in a training college in Dresden.²⁵

Baroness Bulow in writing on Froebel's educational views says:

Just as mankind through its stage of unconsciousness was prepared for a succeeding higher stage of development and culture, till it should attain to self-consciousness and knowledge of its destiny, so does the playful activity of the child prepare it for its later conscious existence. But this end will only be accomplished when education holds out to the instinctive feeling and groping of childhood, the necessary guidance and fit material to work on. To do this is the object of Froebel's Kindergarten which follows out in miniature the chief features of the history of the human culture places in the way of children similar experiences, and thus prepares them for and makes them capable of understanding the life of the present day, which is an outcome of the past.²⁶

²³ Nina C. Vanderwalker, "The Kindergarten in Practice," in A Cyclopedia of Education, edited by P. Monroe. Vol. III, p. 600.

²⁴ Patty S. Hill, "The Kindergarten and the Elementary Schools," by Patty S. Hill and C. J. Tracy in Teaching Elementary School Subjects, edited by L. Raper. p. 40.

²⁵ Ellwood P. Cubberley, Readings in the History of Education. p. 645

²⁶ Baroness B. Marenholtz von Bulow, "Froebel's Educational Views," translated from rev. ed., Child and Child Nature, by Alice M. Christie in American Journal of Education by Henry Barnard. Vol. XXX, 1880, p. 100.

Less than seventy-five years ago Froebel's institute at Kielbau was an object of suspicion and of persecution by the Prussian government; sixty years ago his first kindergarten, at Blankenburg was laughed at as a vagary of an old man mildly insane; forty-eight years ago Froebel himself died without having seen his ideas become popular, or his great discovery regarded with favor by either governments or teachers.

The work of Froebel was courageously carried on by his wife with the aid of their good friends Middendorf and the Baroness Bulow. It spread rapidly to all parts of Europe excepting Prussia.

It was a fortunate occurrence for Froebel in 1849 when he met Baroness von Bulow, and she became interested in his work, as she possessed both wealth and influence especially among the nobility. She used the Froebelian methods in the education of her own son and step-sons. She went to England, France, Belgium, Holland and Switzerland advocating the Froebelian doctrines and helping establish kindergartens. Her greatest difficulties were the lack of trained kindergarteners and the cost of getting of the necessary Froebelian materials. The Baroness felt that Paris gave her a ready hearing with a sympathetic ear for the new ideas, which was excelled by few. Italy gladly gave the Baroness a hearing and kindergartens were established in Florence, Venice, Rome and Naples. The strength of the Infant Schools in England caused the acceptance there to be slow and the real Froebelian spirit seemed to be formalized almost beyond recognition.

The kindergarten reached the United States of America in 1855 through the efforts of Mrs. Carl Schurz who had been a pupil of Froebel. Coming from Germany to Watertown, Massachusetts, she

desired to give her own children the Froebelian training, and so she enrolled her own children with their cousins in the first United States Kindergarten. Later she moved to Wisconsin where the movement spread rapidly, and ten more kindergartens were opened among the Germans.

Eliza-
beth
Peabody

In Boston, Miss Elizabeth Peabody (1804-1894) sister of Mrs. Horace Mann came under the influence of Froebel's writings and through studying them decided to open a kindergarten. This was in 1861; however, after a year she decided that she knew too little about the kindergarten; and so she went to Europe to study a year with Fraulein Froebel. During that year Madame Kriege and daughter, both pupils of the Baroness von Bulow, opened a Froebel Kindergarten in Boston. Upon her return from Europe Miss Peabody decided to write and to lecture on the kindergarten and let others do the directing. It was through her influence that the first public kindergarten was opened in Boston in 1870. This led to the ready establishment of many others. The Froebelian Society started in England as a result of Miss Peabody's work. She also published the "Kindergarten Messenger" for several years, thus spreading the kindergarten idea and doing much to educate public opinion and thought.

Miss Peabody through her literary ability made many friends who advised her to write, as they felt that she had unusual quality and talent, but she continued to spread the kindergarten gospel. The debt of the Froebelian Kindergarten in America to Miss Peabody is great. During the last years of her life she was very frail but nevertheless she encouraged the

kindergarteners to the day of her death which came in 1894 after ninety years of usefulness.

Susan
Blow

The kindergarten movement spread westward in the United States and in Saint Louis found an ardent supporter in Miss Susan Blow, (1843-1916) of a wealthy, cultured parentage and a lady having had the advantage of much travel. She consulted Dr. William T. Harris then head of the Saint Louis Schools, and also the Board of Education as to the worth whileness of her desires. They decided that after a year of special study, Miss Blow might be given a room in which to try the new kindergarten venture.

Miss Blow spent the year in Boston studying under Miss Boelte a pupil of Fraulein Froebel.

The opening of the public kindergarten was epoch making. It was the first great and permanent step in the establishment of the kindergarten as an integral part of the school system.²⁸

Along with the kindergarten, Miss Blow conducted a training class, which contained many wealthy young women who took the training for the pleasure they received from it. For two years Miss Blow financed her own work; however, it finally resulted in the public school kindergartens in the Saint Louis system.

As yet Froebel's Mother Play had not been translated into English; as the different parts were needed, Miss Blow with the aid of one of her pupils did the translating.

There were many obstacles which come up in the course of the kindergarten progress as it was a new venture and subject to all the beginning trials. Miss Blow with the true pioneer

²⁸ Laura Fisher, "Susan Elizabeth Blow", in Pioneers of the Kindergarten in America authorized by International Kindergarten Union, Prepared by the Committee of Nineteen, p. 188.

spirit kept bravely on and succeeded in instilling into her students the new ideas which carried on in spite of all the discouragements.

By 1880 there were fifty-two kindergartens in Saint Louis taught by the trained teachers of Miss Blow's classes. In 1884 Miss Blow withdrew from the kindergarten work and four years later moved to Boston where she continued to study all the new psychology, philosophy and methods. Although seriously handicapped by delicate health, her personality was of the radiating, vitalizing type which drew and held her students. "Her's was a life of consecration, from youth until the end."²⁹

Miss Blow was Froebel's greatest interpreter. She gave many lectures explaining his ideas; mainly the one that:

completely raised self-activity or self-consciousness is the basis and the goal of education. It is the explanation and the goal of the world in which man lives - that divine event toward which creation moves.³⁰

The last years of Miss Blow's life, found her with the Graduate Department of the New York Kindergarten Association where she lectured to kindergarteners; not only on Froebel's work but on cultural subjects which she believed as essential as other things. She continued until her death in 1916.

William
T.Harris

William T. Harris (1835-1908) came from Connecticut to Saint Louis. The date given most often is 1857. He became a leader in education as the Superintendent of the Saint Louis schools. He grew intensely interested in the kindergarten movement and came to believe it to be "...the embodiment of a spiral conception of education."³¹

²⁹ Ibid., p. 192.

³⁰ Laura Fisher, op. cit., p. 196.

³¹ Harriet Niel, "William Torrey Harris" in Pioneers of the Kindergarten of America prepared by the Committee of Nineteen, p. 174.

Dr. Harris's foresight, as to the merit of the kindergarten was justified by each of the successive seven years in which Miss Blow freely and wisely tested the philosophy in observation, practice, and experiment. The plan was lighted by philosophy in observation, practice, and experiment. The willingness to have the work confirmed or condemned at the bars of practical daily testing with children.³²

Under the guidance of Dr. Harris and of Miss Blow - for the achievement is inseparable - the kindergarten entered the field of education with high banners flying.³³

It is difficult to estimate the service for advancement rendered to the kindergarten, even when he became United States Commissioner of Education. Sutton says; "Harris was America's first educational philosopher."³⁴

The Philadelphia Exposition (1876) had a "Centennial Kindergarten" which attracted thousands of visitors and caused the rapid spread of it. Philanthropic societies, Missionaries and Charity workers took the idea up and established kindergartens all through the east. The Woman's Christian Temperance Union and the Chautauqua especially spread the kindergarten and were instrumental in the opening of many in the larger cities.

In writing of Colonel Francis W. Parker (1837-1902) Cubberley says "It was ... he who insisted so strongly on the Froebelian principle of self-expression as the best way to develop the thinking process."³⁵ To Colonel Parker the kindergarten owes a great debt for his insistence. He worked first near Boston then came to Cook County (Chicago) Normal School

³² Ibid., pp. 180-181.

³³ Ibid., p. 182.

³⁴ William S. Sutton, "Harris, William Torrey, in a Cyclopedia of Education, Vol. III, p. 220.

³⁵ Ellwood P. Cubberley, Public Education in the United States, p. 328.

as the Principal for sixteen years. He aroused interest in the educational world by showing what could be done by treating the child sympathetically and by seeing education as from the child's standpoint.

Emma
Marwedel

The far western development of the kindergarten started through the efforts of Miss Emma Marwedel who had been brought to the United States by Miss Elizabeth Peabody. Miss Marwedel tried her venture in Long Island but it was a financial failure. She went to Los Angeles in 1876 and established^a Training School. Later she opened training schools in Berkley and Oakland; but in the end her identity was lost although her great influence lived on.

Through Mrs. Kate Douglas Wiggin in 1878 a pupil of Miss Marwedel and Mrs. Susan B. Cooper, the kindergarten spread and thrived in California. At the end of the first ten years the graduates of the California Kindergarten Training School at San Francisco were teaching in thirty-two kindergartens of San Francisco and Oakland - and had started the work in thirty-three towns of the state, besides two in Nevada, and one each in Washington territory, Texas, Arizona, British Columbia and Utah.

The South was very slow to promote the kindergarten. Commissioner Claxton³⁶ in 1900 at the National Educational Association gave a survey of the need in the South for help in the establishing of kindergartens. He declared that the South with its poor whites and negroes had a problem unlike any other section of the United States. He contended that it was a great

³⁶ Philander Claxton, "The Need of Kindergartens in the South" in National Educational Proceedings and Addresses. 1900. p. 382.

field full of needy children; that the slow growth was due to the absence of large cities, social ideals and conditions. There were a few excellent private kindergartens.

In 1892 the Froebelian methods met with a critical yet practical eye in none other than Miss Anna E. Bryan (1857-1901) of Louisville, Kentucky. Miss Bryan after studying in Chicago, returned to her native city and started a kindergarten teacher training school in September 1887. She possessed an unusually charming personality which drew many pupils. She was also original and experimented in her work by departing from the old Froebelian principles and allowing her pupils the same privilege in their practice teaching.

Patty S. Hill in speaking of Miss Bryan's work says: "Each kindergarten was a laboratory in which the director was working out her individual convictions. The day for the supervisor's visit was eagerly anticipated: we gladly demonstrated for her criticism."³⁷

The day's work was then discussed by all, the progress noted, and new ideas were recorded. The problem was to make the kindergarten a more vital functioning part of the educational system. For several years the educational world showed little interest, in the struggle in the Kentucky Training School. Finally Colonel W. T. Parker of Chicago and a Dr. W. Hailmann of Dayton, Ohio, came to investigate the work. "They gave their hearty approval, encouragement, and criticism; insisting, that the changes, crude as they were must be written up and the

³⁷ Patty S. Hill, "Anna E. Bryan," in Pioneers of the Kindergarten in America, by the Committee of Nineteen, p. 226.

gospel spread."³⁸

Miss Bryan wrote up her work and gave the paper at the National Educational Association Meeting in St. Paul in 1890. Colonel Parker also secured the articles for the leading educational magazines of the day.

In 1893 Miss Bryan went to the University of Chicago for a year of study where she met John Dewey. He had just recently come to the Department of Education there. Mr. Dewey investigated Miss Bryan's work and saw a future in it. He assisted her in assuring the teachers of Chicago that there was a need for a reconstructed kindergarten and so opened an experimental kindergarten in connection with his department.

Miss Bryan lived to see the transformation in Louisville and in Chicago University, and today the departments of kindergarten of the leading universities are directed by her graduates. Her health failed, and in 1901, she died. Mr. Dewey says: "Had she lived ten longer, the education of young children would have progressed much more rapidly."³⁹

Thus was started the real break from the conservative Froebelian Kindergarten - with John Dewey. G. Stanley Hall and Patty S. Hill as its greatest exponents in the beginning twentieth century.

John Dewey (1859--) "believing that the public school is the chief remedy for the ills of organized society..., tried to

³⁸ Ibid., p. 228.

³⁹ Patty S. Hill, op. cit., p. 230.

to show how to change the work of the school so as to make it a miniature of society itself."⁴⁰

Education, therefore, in Dewey's conception, involves not merely learning, but play, construction, use of tools, contact with nature, expression and activity, and the school should be a place where children are working rather than listening, learning life by living life, and becoming acquainted with social institutions and industrial processes by studying them.⁴¹

Through the above statement, if adopted, can be seen the breaking down of the Froebelian principles, and it was expressive of the new liberal kindergarten.

G.
Stanley
Hall

G. Stanley Hall (1806-1924) contributed to the new cause by his child study. He wished to better understand the development of child personality; and so made an extensive study through observation. This study naturally centered around the kindergarten child and did much toward awakening people to the necessity of training children as children and not as adults - to let them live in a natural atmosphere.

During the eighties and the early nineties, kindergarten procedure was considered the ideal which school practice should imitate. It was not until about the middle of the decade between 1890 and 1900 that criticisms of importance began to be heard. The smallness of the kindergarten material was declared to be injurious to the growing nerves and detrimental to youthful eyes. The art teacher began to question the value of the customary gift and occupation exercises as a basis for the art work of the grades, and the physical training teacher to express dissatisfaction with many of the games. All of these quoted the psychologist as their authority.⁴²

...Fifty years after Froebel's death, we find a system grown up, rigid in its adherence to line and form inflexible in method, and exclusive and autocratic in its philosophy

⁴⁰ Ellwood P. Cubberley, op. cit., p. 782.

⁴¹ Ibid., p. 782-83.

⁴² Nina O. Vande Walker, The Kindergarten in American Education, p. 243.

of education.⁴³

No one seems to be able to explain how formality with the symbols crept into the kindergarten. It was not Froebel's idea. His kindergarten was a living with the children.

Maria
Mon-
tessori

While America was going the Froebelian way, Europe was gathering a new inspiration for childhood education; Maria Montessori (1870---) introduced a system of her own ingenuity into a school, which after much difficulty in gaining permission, she established in Rome, Italy, January 1907 as the "Casa dei Bambini" or the Children's Houses.

Miss Stevens in writing of Montessori and her methods says: In her, one finds the individualism of Rousseau without its isolation; the sense training of Pestalozzi, enriched by most accurate exercises to develop the powers of perception, leading to the apperception of Herbart; Froebel's belief in self-activity, in the value of play, in the development of instincts and impulses into habits, brought into conformity with modern psychology and child study and freed from symbolism; the patient work of Pinel, Itard, Seguin with idiots and defectives, enlarged and adapted to normal children. Add to this, long years of study and practice as an anthropologist and a physician in clinics and hospitals; finally years of testing her theories in an asylum and a social settlement with material of her own invention.⁴⁴

Montessori with the insight of a physician has gone deeper than Froebel. She showed how to help the child master himself as a physical being in his environment. She believed that the teacher should be in the background and only serve as a guide. She had no place in her curriculum for the fairy story or for imaginative development.

43 Patty S. Hill, "The Kindergarten and the Elementary School" by Patty S. Hill and C. Tracy, Ch. II, p. 40 in Teaching Elementary School Subjects edited by Louis Raper.

44 Stevens, Ellen Yale, "The Montessori Method and the American Kindergarten" in MOCLURE'S MAGAZINE. Vol. XI (Nov. 1912), p. 80.

Madame Montessori's views of childhood are in some respects identical with those of Froebel, although in general, decidedly more radical. Both defend the child's right to be active, to explore his environment, and develop his own inner resources through every form of investigation and creative effort. The children are not taught in groups in Montessori's school. The teacher works with individuals.

Both Montessori and Froebel agree to the training of the senses, but the former has a more elaborate scheme and more direct than Froebel's. The series of objects Froebel designed were for a broader and more creative use by the children but did not train the senses as carefully.

Both systems agree on physical training, which Froebel accomplishes through group games with imaginative or social content, while Montessori emphasizes special exercises for separate physical functions.⁴⁵

Compared with the kindergarten, then, the Montessori system presents these main points of interest; it carries out far more radically the principle of unrestricted liberty; its materials are intended for the direct formal training of the senses; it includes apparatus designed to aid in the purely physical development of the children; its social training is carried out mainly by means of present and actual social activities; and it affords direct preparation for the school arts. The kindergarten on the other hand involves a certain amount of group teaching, in which are held - not necessarily by enforcement of authority, confessedly, when other means fail - to definite activities; its materials are intended primarily for creative use by the children and offer opportunity for mathematical analysis; and its procedure is rich in resources for imagination.⁴⁶

Professor Holmes of Yale suggests an inter-weaving of the Froebelian and Montessori materials. This is the situation as

⁴⁵ Maria Montessori, The Montessori Method, translated by Anna B. George with an introduction by Prof. Henry W. Holmes, p. XXII.

⁴⁶ Maria Montessori, op. cit., p. XXX.

may be found to-day in many kindergartens.

The Montessori method swept to the United States in 1914, but the years have shown that as Cubberley says: "based on an outgrown faculty psychology, a psychologically unsound plan for sense training, and involving a too early start in the formal arts of learning, the method has been generally decided to be distinctly inferior to the modern Americanized Kindergarten."⁴⁷

Today Madame Montessori may be found in Italy working with Mussolini along secondary school lines.⁴⁸ At first America adopted the Montessori in toto, but the years have shown that her plans did more to stimulate thought and discussion along kindergarten lines than to change the system completely.

Miss Anna Bryan left a progressive devoted willing scholar to carry on in the person of Patty S. Hill (1868---). Today she is probably the best known kindergartener in the United States.

Miss Hill enrolled in Miss Bryan's training school in Louisville, Kentucky in 1887, and graduated in the first class. She was then placed in charge of the demonstration kindergarten and allowed to experiment with actual materials and to let children do creative thinking.

In her speech "The Letter Killeth" at the National Educational Association in Chicago, in 1890, Miss Bryan was assisted by Miss Hill as a demonstrator. The fame of the new methods spread rapidly and educators came from all over the country to

⁴⁷ Ellwood P. Cubberley, op. cit., p. 322.

⁴⁸ ----- "Madame Montessori and American Imitators", in ELEMENTARY SCHOOL JOURNAL, Vol. XXX (April 1 '30), pp. 570-1.

study and observe.

When Miss Bryan was called to Chicago in 1893, Miss Hill was given her place as head of the training school. Every summer found Patty Hill going far and near to study any new methods or ideas which might help her. It was thus that she studied with G. Stanley Hall and John Dewey.

Hall especially stressed health and desired to make the future kindergarten a "Paradise of Health."

His interest in the school as an environment of health, happiness and beauty, with proper ventilation, lighting and cleaning are being realized in beautiful sanitary buildings all over America.⁴⁹

Dewey helped to reconstruct a new order out of the old through his theories of life and of education as a part of life.

In 1905 Dean Russell called Miss Hill to Teachers College, Columbia University; here an interesting situation was to be found -- Susan Blow was there representing the conservative kindergarten and Patty Hill of the liberal kindergarten was brought to the campus. Miss Blow attended many of Miss Hill's classes and lectures, desiring to gain all the light possible and to have an open mind for progress. It is to Patty S. Hill that education to-day owes the greatest progress and change in the last two decades in the kindergarten movement.

In closing an interview in 1927 Miss Patty Hill, she says:

A hard fight for every inch gained? Yes, indeed. There has been opposition at every turn... But it is only a beginning we have made after all; in spite of our records and our measurements and everything - there is so much yet to do! Children - I wish I could stay in the kindergarten forty years more!⁵⁰

⁴⁹ Patty S. Hill, "Changes in Curricula and Method during the past Twenty-Five Years in Primary Education," in National Education Proceedings and Addresses, 1925, p. 468.

⁵⁰ Beulah Amidon, "Forty Years in Kindergarten" in SURVEY, Vol. LVIII (Sept. 1, 1927), p. 623.

The fore going survey of the kindergarten has served to show the three distinct phases through which Patty Hill says it has passed, as well as those who have influenced the movement:

In the first period the kindergarten was far in advance of current education and was struggling to voice a superior message. The second period was one of arrested development, when the kindergarten fell in love with itself, and formalism threatened further development and progress. In the third period the kindergarten was torn by opposing factions within itself, one in favor of radical reconstruction, the other fearing the results of any attempts to improve upon the theory and practice of Froebel and his immediate followers."⁶¹

GENERAL SUMMARY OF THE KINDERGARTEN IN THE UNITED STATES

Since the introduction of kindergarten into the United States in 1855 by Mrs. Carl Schurz, it has been the object of much controversy and been tossed about, established and disbanded according to the finances and very often according to the whims of the people. Today, Dr. John Cooper says, it now appears to be an integral part of the school system in many American cities.

The Report of the Commissioner of Education for the year 1897-98 Vol. II, Chapter LIII pages 2537-2579 - Public and Private Kindergartens gives the following interesting table and comments:

⁶¹ Patty S. Hill, "Kindergartens Yesterday and Tomorrow" in National Educational Association Proceedings, 1916, p. 294.

Table 1 -- showing the growth of kindergarten movement in the last 25 years. The public and private kindergartens are combined.

Year	Kindergartens	Teachers	Pupils
1873	42	73	1,252
1874	55	125	1,636
1875	95	216	2,809
1876	130	364	4,090
1877	129	336	3,931
1878	159	376	4,797
1879	195	452	7,554
1880	232	524	8,871
1881	273	676	14,107
1882	348	814	16,916
1884	354	831	17,002
1885	415	905	18,832
1886	417	945	21,640
1887	544	1,256	25,925
1888	521	1,202	31,227
1892	1,311	2,535	65,296
1898	2,884	5,764	143,720

Read thus: In 1873 there were 42 kindergartens with 73 teachers and 1,252 pupils in the United States.

In 1897-98 fifteen states had kindergartens in connection with the public school systems authorized by state laws. Fifteen states supported kindergartens under general municipal powers granted by their charters of incorporation. For the training of kindergarteners, there were departments or classes in nineteen states, sixteen of which were in the above two groups.⁵²

In 1903 there were 4,000 kindergartens in 900 cities and villages; -- Nine hundred were private, six hundred charitable, and two thousand five hundred were public. Two hundred thousand children were enrolled.⁵³

⁵² "Public and Private Kindergartens" in Report of the Commissioner of Education for the year 1897-98, Vol. II, Chapter LIII, pp. 2837.

⁵³ Nina C. Vandewalker "Five Years of Kindergarten Progress" in Report of the Commissioner of Education for the year ended June 30, 1913, Vol. I, Chapter VII, pp. 147-156.

At the end of the next ten years there were 8,880 kindergartens in 1,015 cities -- 700 private, 567 charitable, 7,600 public with not quite 30,000 children enrolled in the private and charitable, and 276,000 in the public, giving a total of 306,000 children in the kindergartens. Wisconsin had the greatest number of cities with kindergartens - 142, with Michigan a close second with 128.⁵⁴

In 1903 there were over ninety training schools that were private or charitable in character and only about fifty that were supported by State or city funds. 1913 saw seventy private or charitable training schools and nearly ninety supported by public funds; a proof of the kindergarten gaining in the favor with the public. During these years in New England, the kindergarten barely held its own; the Southern states increased, but the greatest growth was in the Central West.⁵⁵

Miss Vandewalker⁵⁶ in writing of the progress of Kindergarten Education in 1922-24 says: marked progress has been made in the field of kindergarten education during the period from 1922 to 1924. There was an increased enrollment, a more careful adjustment between the primary and kindergarten, better trained teachers and more literature was being published on the subject.

A total of 555,830 children were enrolled, while it was

54 Nina O. Vandewalker, op. cit., pp. 147-156.

55 Ibid., pp. 147-156.

56 Nina O. Vandewalker "Progress in Kindergarten Education" in Biennial Survey of Education 1922-1924. Department of Interior, Bureau of Education, Bulletin, 1926 No. 23 pp. 215-234.

estimated there were 4,765,661 children in the United States between the ages of four and five years or only eleven and seven tenths per cent of these enrolled in the kindergartens. The gain in enrollment was represented by thirty-nine states and the District of Columbia.

There were one hundred fifty-five institutions in the United States which gave kindergarten training: - seventy-nine state; twenty-five city; fifty-four by private funds.

The loss in the Western States due to agricultural depression in 1920 to 1922. A steady gain was recorded for the South.

In the early days of the kindergarten it was often in the school but not of it; due to the marked difference between it and the primary grades. The advance of psychology has caused a change from the Froebelian material to that which corresponded to the child's development. More kindergarten teachers are taking both the kindergarten and primary training. Kindergarten children are given mental tests to place them more quickly and to help eliminate failures. The past few years has shown a greater unification in the kindergarten - primary curriculum. Only four states have not yet adopted kindergarten laws. ⁵⁷

A movement was started for the establishing of rural kindergartens and in 1923-24 showed Iowa with eighteen kindergartens in consolidated schools in fifteen counties.

The Biennial Survey of Education 1926-1928 Bulletin 1930, No. 16 Chapter XXI pp. 499-500 says: The number in average daily attendance in the kindergartens has increased 30.6 per cent since 1922.

The actual number of kindergartens in all cities with more than 10,000 in population is fewer than the number

⁵⁷ Nina C. Vandewalker, op. cit., pp. 215-234.

reported in 1926.... The 1928 schedule states that the number of kindergartens shall be the same as the number of buildings housing kindergartens. These cities reported 7,521 kindergartens in 1926, and 7,007 in 1928. The number of teachers increased from 9,657 to 10,096 and the average annual salary of the kindergarten teacher from \$1,717 to \$1,818 during this two year period. In 1922, four per cent of those in average daily attendance in regular day elementary and high schools were in kindergartens, and in 1928, 4.26 per cent, although the proportion of children of kindergarten age in the general population has been decreasing during this period. 58

The latest statistics available on kindergarten education were given by Dr. Mary Dabney Davis of the Office of Education in an editorial in the *School and Society* for August 27, 1932. Dr. Davis says: There are 723,423 kindergarten pupils enrolled in the public schools of the United States; a thirty per cent increase between 1922 and 1930. There are 39,663 children enrolled in private kindergartens. These constitute about one-third of the four and five year old children of the cities according to the 1930 census.

Out of the 590 cities with a population in excess of 10,000, only twelve have indicated that kindergartens will be eliminated, and only thirteen have indicated that the regular programs will be modified. The number of cities between 2,500 and 10,000 population which have kindergartens has not been estimated, but 14 have indicated they will close their kindergartens and three will modify their kindergartens. This would make only twenty-six cities intending to eliminate kindergartens. 59

The kindergarten has passed through two stages in its more than seventy-five years in the United States; the first stage was a philanthropic one which helped the children of the poor

58 "Kindergartens" in Biennial Survey of Education 1926-1928. United States Department of the Interior, Office of Education. Bulletin 1930, No. 16, Chapter XXI, p. 500.

59 "Kindergartens Education in the United States," in *SCHOOL and SOCIETY*, Vol. XXVI # 992 (August 27, 1932), pp. 269-270.

and needy; the second stage was to give to the children of the upper classes better educational advantages. The last fifteen years the kindergarten has dove tailed more and more with the primary education to develop the initiative in the education of the child, and to lessen the rigidity of the old primary education.

The seventy-five years have brought great changes to kindergarten education, but progress has always been its watchword; and none can deny that the kindergartens of today have revived and truly voice the motto of Froebel, the kindergarten father. "Come, let us live with our children."

Chapter III
 HISTORY AND STATUS OF THE KINDERGARTEN IN KANSAS

No definite records can be found to tell just where or by whom Kansas received the impetus which has given her some prominence in the kindergarten field. This impetus maybe due to the influence of the Saint Louis Kindergarten center, or it may have been the result of the western sweep of the kindergarten movement with its strengthening work in the spread of child education.

The following table gives the first available records:

Table 2 -- Statistics of Kindergartens in the United States 1873 to 1892 inclusive¹

Kansas	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1892
1. Number of Kindergartens	1	-	2	3	3	-	3	3	4	2	2	16
2. Number of Teachers	-	-	3	5	5	-	7	5	9	3	4	19
3. Number of Pupils	-	-	65	76	116	-	135	134	156	61	65	569

The Kansas school public has been slow in recognizing the value of early education for children. Yet because a few leading educators have had vision, exerted much energy, and spent much time, the years have brought decidedly progressive steps in child education in Kansas. This progress may best be seen by comparing Kansas with Missouri and with the United States as a whole.

¹ Adapted from the Report of the Commissioner of Education for the year 1890-91, Vol. II, pp. 777-783.

The records do not show where the first kindergarten was in Kansas; neither do they tell what the nature of this first venture was.

Table 3 -- Summary Statistics of Kindergartens in 1892²

Private Kindergartens ^a			
	Kansas	Missouri	United States-Total
1. Number of Kindergartens	10	7	852
2. Number of Teachers	13	9	1602
3. Number of Pupils	355	113	33637
Public Kindergartens			
1. Number of Cities	4	2	137
2. Number of Kindergartens	6	83	459
3. Number of Teachers	6	261	935
4. Number of Pupils	214	6890	31659

^aNumber of private kindergartens whose address was furnished to Bureau but who failed to respond to inquiries

Kansas	Missouri	United States	Total
28	2	1148	

Kansas ranked high in private kindergartens in 1892, but very low in public kindergartens. Missouri had succeeded through the efforts of Susan Blow and Wm. T. Harris in spreading the gospel of child education. The Missouri public school recognized the value of child education enough to allow over six thousand children to be its recipients through the schools, against the two hundred fourteen children who were benefited by the public school kindergartens in Kansas.

² Adapted "Kindergartens" in Report of the Commissioner of Education for the year 1890-91 Vol. II, pp. 777-783.

Kansas
City,
Kansas

The early records of the kindergarten work in Kansas City, Kansas are very few and in general are incomplete. The following taken from Chapter XVI. The History of Wyandotte County and Kansas City, Kansas, tells of some very interesting efforts:

A worthy institution of learning not connected with the free-school system is Fowlers' Free Kindergarten at 301 North James Street in Kansas City. This school was founded and established in 1883 by Miss Anna Fowler, daughter of George Fowler, of the firm George Fowler and Son, pork and beef packers. Miss Fowler afterward married Prof. Frederick Troutan of the Dublin Schools in Ireland, and now lives with her husband in that old city on the Emerald Isle. Mr. George Fowler purchased the lot on which the kindergarten building now stands for \$3000, and erected the house - a two story brick - at the cost of another \$3000, and he supports and maintains the school of an expense of \$1000 per annum. The school is taught ten months in each year, and all is free - there being no tuition or other expenses for the pupil to pay. The school is held in the second story of the building, which was fitted up for the purpose. The average attendance of the pupils during the last school year was thirty-eight. Mrs. Alice Cheney is principal of the school.³

The paragraph says the school closed with an "English feast" for the year 1890. Just what this so-called "feast" was is not made clear. An industrial, or sewing school established by Mrs. George Fowler was held downstairs. This school was maintained by Mr. Fowler at an expense of between \$300 and \$400 a year.

The Commonwealth of January 29, 1885, a Topeka newspaper, in an editorial on the kindergarten says:

The Samaritan Mission in Kansas City, in Wyandotte county has been, we believe, the first in the state to establish and successfully maintain a free kindergarten school in Kansas. Two years have elapsed since that school was started in the very worst place in the state. The result has been phenomenal, in bettering not only the condition of the child-

³ "The Kindergarten" from Chapter XVI in Wyandotte County and Kansas City, Kansas, Chicago, Ill., The Goodspeed Publishing Co., 1890, p. 321.

ren but parents have been influenced to a marked degree.⁴

The Wyandotte Gazette, Feb. 23, 1883 spoke of Miss E. P. Newcomb as the Superintendent, and there seemed to be some agitation over the fact that many were desiring to make the Mission on the same basis as charitable institutions supported by the State. Further information could not be found.

From the above items it may be believed that Kansas City, Kansas was one of the pioneer cities in private kindergartens.

Kansas City in 1927-28 had twenty-five kindergartens with one supervisor, fourteen teachers, and a total enrollment of 1,247. The seed sown in the early days has resulted in one of the strongest kindergarten systems in the state.

Emporia,
Kansas

A very interesting kindergarten was started in Emporia, Kansas as early as 1861 according to Mrs. Ella Murdock Pemberton who is now in her seventy-seventh year --

We were anxiously watching the stage as it was reported the Teacher was coming. We were quite astounded when she arrived with two trunks. Of course we were curious to know how any teacher could have need of two trunks. One was taken to her room and we found it contained her wardrobe, but the other was taken to the little old Stone School. When the trunk was opened, we found it contained beads, blocks, colored papers, rings, and pictures, - the Froebel material. She taught us with these. It was nothing like the way beginners had been taught before. There were not so many pupils. Miss Copley was a graduate of an Eastern School. The kindergarten belonged to the City School System but was later merged with the State Normal System. Miss Ellen Plumb became the Principal of it. I later taught in the Training School.⁵

The above interview was verified by Mrs. Nellie Storrs Newman a class mate of Mrs. Pemberton's, now in her seventy-ninth year. The date Mrs. Newman believed to be 1859, and there

4 "The Kindergarten" in THE COMMONWEALTH, Topeka, Kansas (newspaper) Thursday Morning, January 29, 1885.

5 Personal Interview Mrs. Ella Murdock Pemberton, 1403 Neosho St. Emporia, Kansas, Nov. 14, 1932.

were between fifteen and eighteen pupils. She thought Miss Copley was a graduate of a school in Michigan. In speaking of the kindergarten as taught by Miss Kuhlman at the State Normal, Mrs. Newman said, "it seemed unusual to see the bus come along and gather up the little three, four, and five year olds to take them to kindergarten."⁶

The Fifteenth Annual Catalogue of the State Normal School, Emporia, Kansas, 1881-82 gives the following:⁷

This department was organized by the Principal of Training, on the approval of the Faculty and Regents. The first school of this kind was organized April 10, 1882, and continued ten weeks, during which time about thirty-five children were enrolled and thirty-five teachers received instruction in Kindergarten Methods.

...Children are admitted at a tuition of two dollars a month which covers the price of all materials as well as tuition. The age at which children are received is three years...

The course for the instruction of teachers in this work consists of a full line of work in both theory and practice, and requires twenty weeks for completion. The tuition to teachers in this department is ten dollars for the term or course, which includes the cost of all materials and the expense of a special certificate, which is issued to all who complete the work in a satisfactory manner. This department is at present conducted without expense to the State, hence tuition is necessary. Should the State make an appropriation for this department, instruction to teachers will be made free.

It was further suggested in the Catalogue that one devoting the entire time to the Kindergarten Course might complete it in six weeks.

In 1882-83 the Board of Regents made the kindergarten a regular department in the Normal with the class fully organized

6 Personal interview Mrs. Nellie Storrs Newman, Twelfth St., (318W) Emporia, Kansas, Nov. 14, 1932.

7 "Kindergarten Department" in the Fifteenth Annual Catalogue of the State Normal School, Emporia, Kansas, 1881-82, p. 42.

with Miss Emilie Kuhlmann recently from Germany in charge. The Course included ten weeks of instruction taught according to Froebel's methods.

Topeka, Kansas Topeka, the capital city of Kansas, has a very interesting history of the early struggles of the kindergarten to gain recognition and to become a part of the great educational ladder for which America is noted. The Topeka Daily Capital very earnestly and insistently kept before the eyes of its readers the progress and incidents which give to the educational world today the only available history of the early day struggle in Kansas.

The following excerpts taken from the Topeka Daily Capital, September 18, 1892 gives the following editorial:⁸

Probability that a free system of Kindergarten Schools will be established in Topeka. Such schools have been organized in the past five years in nearly all the large cities of the country and in every instance have proved a great success. It is the purpose of the kindergarten to begin early. Miss L. A. Doolittle, an experienced kindergartener from Northampton, Massachusetts, has recently arrived in Topeka. She has established a training school for kindergartners at 920 Tyler Street, where a course of instruction and lessons in Kindergarten theory, practice, laws of the games, manipulation of gifts, paper cutting, clay modeling - will be given. She has also opened a private kindergarten where children of prominent families go. Miss Doolittle is one of the most popular kindergarteners in the country... When her training school becomes well established, it is believed the free system of kindergarten education can be inaugurated in Topeka without difficulty.

Again the Capital editorial says at a later date:

Many say it is expensive but facts and figures from William T. Harris do not show such to be the case. St. Louis Kindergarten was \$5.76 per capita or about 8 cents per day while public schools was \$13.75 per capita or ten cents per day.⁹

⁸ "Kindergarten Work" in TOPEKA DAILY CAPITAL, Topeka, Kansas, Sept. 18, 1892.

⁹ Ibid., "The Kindergarten Again," February 10, 1893.

The report of the association contains the following:

April 3, 1893, there were opened in the city of Topeka two kindergartens, one in the eastern part of the city in the Presbyterian Mission Rooms, corner of Eighth and Lake Streets, and the other in Tennessee town, in what is now known as Union Hall. This was the direct result of a series of meetings begun January 16, 1893, in Miss Doolittle's kindergarten parlors, 920 Tyler Street, and continued weekly during the intervening months...Some felt that existing charity should be sustained and that the kindergarten might and should be postponed. But the friends of the movement knew that the children could not be postponed - that they would continue to grow up and grow old along the line that previous generations have traveled; lines that led, in too many cases, to the alms house and penitentiary - and that it was cheaper, as well as better, to form rather than to reform. So in the face of most discouraging prospects, the friends of the kindergarten held firm, met again and again, perfected an organization and prepared for work. So the cause was launched... The two schools were maintained until June entirely by voluntary contributions...

...At the close of the school year, June 7, 1894, we had four schools under the care of the Association, namely: The Tennessee town school, in Union Hall; the Madison Street School, in the Baptist Church; the Parkdale school, in the Presbyterian Mission Rooms; the North Topeka School in the Baptist Church.¹⁰

The three kindergartens of Topeka were reported as follows;¹¹

Madison Street School

This school was opened October, 1893 through the earnest efforts of Rev. W. F. File, pastor of the church. The rent has always been free and a large part of the fuel donated. Sixty-five pupils have been enrolled during the year. Miss Elizabeth Woolger has been principal and Miss Sinah File and Mrs. Fagan, assistants, the latter serving without pay until the last four months.

Parkdale School

The Parkdale Kindergarten was opened April 3, 1893, with Miss Whitford and Miss Worden as teachers...The total enrollment has been 107. This school has excelled all others in its effort to assist the Association in its own support.

¹⁰ Mrs. J. H. Hunt, "Report for the First Fractional Year" in Topeka Kindergartens a Report of the Topeka Kindergarten Association from its organization to the close of the School Year June 7, 1894, p. 6.

¹¹ Mrs. T. E. Bowman, "Continuation of the Report of the Work" op. cit., pp. 7-8.

Tennessee town School

This school began April 3, 1893, in Union Hall, which had been recently leased by the Central Congregational Church, repaired, remodeled, and changed from a dance hall and a skating rink into a free library and reading room. The rent has always been free.

The first teachers were Miss Roberts, principal and Miss Margaret L. Adams and Miss Jeanette M. Miller assistants, who served until July 1 without pay. With the opening of the school in September 1893, Miss Adams and Miss Miller took charge together and were afterward assisted by Mrs. Ward who volunteered to teach without pay until the last four months, when the Association placed her upon the list of paid teachers.

This is the first kindergarten school for colored children in Kansas. The entire enrollment has been sixty, which includes nearly every child of kindergarten age in the district known as Tennessee town.

The Association in Topeka desired that their kindergartens should be free but because of the lack of funds, it could not be so. It cost fifty dollars to establish a kindergarten even in a small way; hence they found the need for a tuition rate which varied from fifty cents to two dollars a week.

Charities of Topeka, Kansas

The Topeka Kindergarten Association, struggling through the depression of 1893 expressed the following:

There are some who still think the kindergarten a luxury which we can do without. It is true that we must first feed the hungry and clothe the naked.... But the plan for kindergarten and industrial education is not only to alleviate the misery which so abounds, but to make good citizens of a class which so long have been a burden upon municipal shoulders. We should teach men and women and above all we should teach children, to become self-supporting. To put them in the way of earning an honest living is the first step toward doing away with professional beggary.¹²

¹² "The Hard Times", in Topeka Kindergartens, op. cit., p. 10.

The Topeka Kindergarten Association felt the need for a Normal Training School, and as a result secured Mrs. Mary Stone Gregory, superintendent of the kindergarten work in Providence, Rhode Island, to come and be the head of such a school. The school opened September 1894 with a tuition of \$100 for a year's training. The course was to include

"studies in Froebel's theories of child nature and child culture, in connection with his mutter and kose-lieder; philosophy of his gifts and occupations and practical exercises with the same."¹³

Certain other theoretical subjects were taught and in June, diplomas were given to those who successfully completed the course.

The qualifications for admission to the school are not without interest.

"Briefly, the applicant should possess good health; a substantial common-school education - a high school or college education is preferable; a love of child life; a cheerful happy disposition, and tact and enthusiasm for teaching. Musical ability is of special advantage as music is a part of the kindergarten system. Above all there should be the highest moral qualifications and a fine spiritual nature."¹⁴

The year book of the Topeka Kindergarten Association in 1896 showed eight kindergartens in progress through which benefit had come to some eight or nine hundred children.

To use the word kindergarten in Topeka means almost the same as saying, "Dr. Sheldon or Mrs. June Chapman." Dr. Sheldon with the aid of Judge Adams brought about the opening of the Tennessee town kindergarten for colored children in 1893. The

¹³ Ibid., p. 16.

¹⁴ Mrs. T. B. Bowman, op. cit., p. 16.

teaching personnel shifted through the years for various reasons until in 1897 when Mrs. Chapman became the Principal. Here she remained working away unceasingly for twelve years, until in 1910 the kindergarten was taken over as part of the public schools. It is worthy of note that the first public schoolkindergarten was for the colored children.

Almost at once after assuming charge of the Tennessee-town kindergarten, Mrs. Chapman organized the negro mothers into an Auxiliary through which the mothers were given talks on child training, and they in turn, gave many helpful articles to the kindergarten.

A clipping from the Topeka State Journal, March 19, 1898 tells of Mother's Meeting at the Central Congregational Church Kindergarten Rooms and says:

"The mothers of Topeka are becoming thoroughly interested in the kindergarten work and realize the great good that may be accomplished by it. One mother present urged that a mother's study class be organized where the mothers could go deeper into the subject... The kindergartens of Topeka are doing a great work; at present there are five in different parts of the city. At each one of these kindergartens a mothers meeting is held once a month. The mothers meetings at the Central Congregational Church are general and all mothers and others interested in the work are invited to attend.

There are seventeen young ladies in the training class and they meet every afternoon with the exception of Wednesday for study... Mrs. T. E. Bowman conducts the lesson on ethics. Mrs. J. H. Hunt is the teacher of literature. Mrs. H. S. Ball lectures on "Childhood in Art" and Miss Grace Simpson, a member of the training class conducts the physical culture."¹⁵

Mrs. Chapman taught her first year in 1895 as an assistant, without pay. The second year she received fifteen dollars a

¹⁵ "Ladies Interested in Kindergarten Work and Child Culture Meet," in TOPEKA STATE JOURNAL, March 19, 1898.

month. The next fall she assumed the principalship at twenty dollars a month. Her salary increased to forty dollars after several years. She taught at that wage for many years; by 1910 she was receiving fifty dollars a month.

One need but visit for a few minutes with the sparkling, vivacious little lady who has done so much for the kindergarten movement in Kansas, to understand why, in spite of tremendous difficulties, the Topeka Kindergartens are among the best in the state.

Mrs. Chapman told the writer of a request which came to her Tennessee town Kindergarten to send an exhibit of their work to the St. Louis World's Fair in 1904. It was then they decided to change the name to avoid confusion with the State of Tennessee. The colored people led by Mrs. Chapman decided to name their kindergarten The Sheldon Kindergarten for their greatest promoter and benefactor. The Sheldon Kindergarten sent its exhibit to the World's Fair and won a silver medal which is prized very highly today by Mrs. Chapman.

In 1907 a tall, gangly colored man appeared at the kindergarten door bearing a request from President Roosevelt that The Sheldon Kindergarten send a display of its work to Jamestown, Virginia to the Tercentennial of Hampton Roads. This request was granted, and again a silver medal was sent to the colored "Sheldon" Kindergarten.

As the years went by Mrs. Chapman and Dr. Sheldon realized the burden was growing too heavy - at least in a financial way for them to bear. As a result they worked quietly until in 1910*

* Dates conflict - both 1908 and 1910 are given.

they succeeded in getting the public schools to take over the task. Sheldon Kindergarten was moved to the Buchanan School. At this time Mrs. Chapman became the teacher of the first public school kindergarten in Topeka, Kansas.

It was a long, hard, and often very discouraging struggle to secure legislation whereby the kindergarten should become a part of the public school system. The Session Laws of Kansas in Chapter 325, page 497 state that Senate bill number 152 by Senator Porter of Crawford County is an "Act to empower the school board of any district to establish and maintain free kindergartens for the instruction of children between four and six years of age." These kindergartens were to be in connection with the public schools; the cost of establishing and maintaining was to be paid from the school fund of that district. The teachers must pass an examination of the State Board of Education or complete a Kindergarten Course at the State Normal School or its auxiliaries.

Kansas Session Laws of 1921, Chapter 102, page 169, House Bill Number 225, state that through the petition of forty or more parents or guardians of children between five and seven years of age in a first class city of more than 18,500 population - the board shall establish and maintain a free kindergarten in the public schools for said children. The board shall establish courses of study, training and discipline as they see fit. The funds must come from the common school fund. The teachers must have completed a two-year training course.

The Revised Statutes of 1923 showed the kindergarten age to be between four and six. It had formerly been placed be-

tween five and seven years. Again in 1927 there were changes made in the Statues regulating Kindergartens. Mrs. Chapman took every care possible that this should be a most desirable and drafted the bill herself. The law changed the number of parents and guardians petitioning the kindergartens from forty to twenty-five and the kindergarten age was placed between five and six. An important phase of this Statue of 1927 was the wording "the board shall establish and shall maintain the kindergartens."

Again in 1929 a vital change was made in the law regulating kindergartens. Through political manipulation and various schemings, the bill was changed without Mrs. Chapman's knowledge and was made to read ... "the board may establish and maintain" instead of "shall establish and maintain".

During the years that W. D. Ross was the State Superintendent of Public Instruction he became an ardent enthusiast for the kindergarten and did much to promote its cause. Probably this enthusiasm was the more real because of the love and zeal of his younger daughter, who when pressed by her father for an explanation as to just what they did learn at kindergarten, said: "Well Daddy, we just learn to make senga and to do senga." Mrs. Chapman was the enthusiastic teacher of the child.

In 1912 the Kansas State Kindergarten Association was organized with only thirteen active members in the state and Miss Louise Alder of Emporia as the President. Mrs. Chapman was the chief instigator of the Kansas State Kindergarten Association and through her persistency was finally given a separate section in the Kansas State Teachers Association. The

Topeka Kindergarten Club came into existence in 1920. It was organized at Mrs. Chapman's home.

The Topeka State Journal, May 24, 1919 carried the following:

Topeka gets the International Kindergarten Convention. The Twenty-seventh Annual Meeting will be here in 1920. To Mrs. June R. Chapman, 1725 Lane Street, belongs the credit of obtaining the next convention of the world wide union for Topeka. Her victory is the result of years of endeavor and devotion to the task. She has the welfare of Kansas children at heart, and she has put upon unceasing fight to get some recognition from them. But her battle has been fought almost single handed...

Hitherto, Kansas has ranked as one of the most unprogressive states in the Union in relation to kindergarten work. Educators have directed their thoughts and energies to high schools, colleges and universities, leaving the little tots to shift for themselves unmindful of the fact that in the first few years of their lives they need instruction that cannot be found in books. Until a few years ago there was no such thing as a public kindergarten in Topeka and the few private ones organized from time to time eventually sank into oblivion because there was no means of maintaining them.¹⁶

Five thousand people were expected in Topeka at that time, but a guarantee of \$2,000 was necessary to get the meeting. Mrs. Chapman personally made the guarantee and then by hard labor and working with friends all over the state, she finally secured the amount.

The meeting did much to increase interest in the kindergarten in Kansas as it aided in securing the 1921 law which made mandatory the establishment of a kindergarten in the school on the petition of forty parents. In three months fully forty new kindergartens were organized in the state. The growth in the eleven years following was from eleven private to ninety-

16 "5000 will come," in TOPEKA STATE JOURNAL, May 24, 1919.

five public kindergartens scattered throughout the state.

In 1930 Topeka¹⁷ had thirteen kindergarten teachers, two of whom were colored. There were twenty-three schools with one-thousand two-hundred seven pupils enrolled and an average daily attendance of six-hundred sixty-five.

Wichita,
Kansas

A personal letter from Mr. Albert A. Hyde (of the Mentholatum Company of Wichita, and who is now in his eighty-fifth year) brings these memories of a kindergarten there:

Along in the eighties our children went to a kindergarten here which was started and carried on by an old German lady, Mrs. Dora Leichardt, who had previously been connected with kindergarten work in Germany under its originator there. She carried on the school here in her own home for several years, and we were quite delighted with the results in the natural development of two or three of our children.¹⁸

The Lewis Academy at Wichita (1895) maintained a kindergarten Training Class and Kindergarten in the middle nineties. Information regarding this class was obtained from Miss Lucy A. DuBois a language teacher in the Academy. She wrote as follows:

Miss Halsey was a wonderfully successful kindergartener. She had several classes of young women to whom the Academy gave certificates for teaching kindergarten schools. Several of the young women took United States Civil Service examinations and very quickly secured positions in the government Indian Schools.

Of course the Academy was a private school. The tuition rate I have no idea of. It does seem to me that I paid two dollars a month for my little niece.

Miss Halsey did pioneer work in her line, but I think that a Miss Shutz opened such a school a few years later.¹⁹

¹⁷ Twenty-Seventh Biennial Report of the State Superintendent of Public Instruction of Kansas, p. 345.

¹⁸ Personal letter from Albert A. Hyde of Mentholatum Co., Wichita, Kansas, Nov. 16, 1932.

¹⁹ Personal letter from Miss Lucy A. DuBois, Abbey Hotel, Los Angeles, California, Nov. 27, 1932.

Miss DuBois very kindly sent a long cherished copy of the WICHITA MIRROR which gave accounts of the Educational System in 1895. The following was written about the Lewis Academy Kindergarten Training Department.

Miss A. L. Halsey, Principal of the Kindergarten and Primary Training Department taught for twenty years in the public schools in Illinois. She then took a three year course in the Free Kindergarten Association in Chicago. Nine years ago she came to Wichita and opened a school for kindergarten work. Six years ago she entered the Lewis Academy and has made her work a prominent feature in the school. Wichita is proud to have so successful a kindergarten at work here and two hundred children have proven the success of her methods.20

Lewis Academy has since amalgamated with the College of Emporia, Emporia, Kansas.

Enter-
prise,
Kansas

The first public school kindergarten in Kansas was in Enterprise. It was started by Mrs. Catherine A. Hoffman who passed away in 1920, but a letter from her daughter Mrs. Daisy Hoffman Johntz now of Abilene, Kansas brought the following history:

Enterprise had the first public school kindergarten in the state of Kansas - started in the fall of 1905 - through the efforts of my mother and other fine citizens of Enterprise, namely the Ehrsam, Senn, Heath, Hare and Flock families.

I - then Daisy G. Hoffman - was the first kindergarten with Ursula Hoffman as my assistant. I graduated at K. S. C. at Manhattan and then took a two years' training in Chicago. I then had charge of a kindergarten in Jackson, Michigan for two years. My next work was to help start the kindergarten in my home town, Enterprise. Misses Julia and Lover Ehrsam (now Mrs. E. H. Kuster and Mrs. Max Foster) were kindergarteners after me.

We had between twenty to thirty children the first year and two teachers. The Course of Study was prescribed by the training school in Chicago. Yes - the kindergarten has continued throughout the years.

The kindergarten equipment was bought through popular subscription and monthly pledges paid by the faithful ones in Enterprise. My mother and father contributed most liberally - giving the piano, etc. The equipment was later given to the Public Schools. I had a full set of music books and other things.

The Misses Ehrams took their training in St. Louis.

The first kindergarten in Abilene was started this same way, after I came here. We now have three in our public schools.²¹

Abilene, Kansas Mrs. Johntz reported that the first kindergarten started in Abilene after she went there; however the date was not given. Abilene now has three kindergartens in the Public Schools.

Eudora, Kansas Eudora, Kansas, a small rural Community near Kansas City, lays claim to what they term the First Rural Kindergarten in Kansas. It was established in 1929, in the Public School with seven children enrolled, no tuition, one teacher with a Kindergarten Primary Life Certificate, and a curriculum which the teacher made. The enrollment for the following years is:

1930 - eight, 1931 - sixteen, 1932 - eight. This data came from Miss Mary E. Shannen Kindergarten teacher at Eudora.*

²¹ Mrs. J. E. Johntz, personal letter, Abilene, Kansas, Oct. 12, 1932.

* Miss Shannen's letter may be found in the Appendix to the study.

Other town systems tendents of the Public Schools²² of the cities listed:

Table 4 -- Kindergarten data of several Kansas Towns

School	Superintendent	Kindergarten Established	Pupils Enrolled	Number of Teachers
Hutchinson	J. W. Cowans	Sept. 1917	124	2
¹ Manhattan	F.V. Bergman	1919-20	108	2
² Lawrence	C. E. Birch	1921	72	-

¹ Salary of 2 teachers \$1800 - 4 kindergartens - 1931-32 - 5 teachers, 7 kindergartens, 184 enrollment - total cost \$7,696.19 Teacher's training - 60 hours of college. Course of study - none available.

² Annual Attendance has been between 200 to 240. Teacher's training - 60 hours of college at least.

... In Hutchinson, Kansas, there is a kindergarten privately conducted, for which the board of education has only been able to provide and furnish a room in a public school building. The Superintendent of Hutchinson hopes in due time that the kindergarten will be run entirely by the board of education and that it may lead to the establishment of kindergartens in all the schools of the city.²³

Kindergarten in the United States, Kansas, Missouri.

Table 5 -- Kindergarten statistics up to and through 1892 for Kansas, Missouri, and the United States²⁴

	Number of Kindergartens			Number of Teachers			Number of Pupils		
	1878	1888	1892	1878	1888	1892	1878	1888	1892
1. United States	159	521	1,311	376	1,202	2,535	4,797	31,227	65,29
2. Kansas	1	2	16	--	4	19	--	65	56
3. Missouri	15	74	90	66	230	270	1,129	6,678	7,00

²² Adapted from Personal Letters from Superintendents of Schools.

²³ "Kindergarten Statistics for 1916" from Report of the Commissioner of Education for the year ended June 30, 1917, Vol. I, pp. 29-30.

²⁴ Adapted from Table I. Statistics of Kindergartens in the United States from 1873 to 1892 inclusive, Report of Commissioner of Education for the year 1890-91, Vol. II, pp. 777, 781.

Kansas had one kindergarten as early as 1878, while Missouri had fifteen with sixty-six teachers and 1,129 pupils. The United States had a total of one hundred fifty-nine kindergartens with three hundred seventy-six teachers and 4,797 pupils. Ten years later Kansas had only two kindergartens with four teachers and sixty-five pupils. Missouri had thirty-seven times as many kindergartens with fifty-seven times as many teachers and over a hundred times as many pupils. In 1892 Kansas had ten public kindergartens and six private which reported and twenty-eight which did not report. Missouri had only seven private kindergartens with two not reporting. Missouri had eighty-three public kindergartens which show that the Public recognized the value of the early training for children and made it available for 6,890 children. There were a total of 1,311 kindergartens in the United States who reported while 1,148 who gave no answer to inquiries. A total of 65,296 children were started in the kindergarten in the United States in 1892 less than one percent of the total came from Kansas but approximately eleven percent were from Missouri.

Table 6 -- Statistics of public and private kindergartens actually reported for 1897-98²⁵.

	United States	Kansas	Missouri
1. Number of Cities	189	--	2
2. Public Kindergartens			
Number of Schools	1,365	--	107
Number of Teachers	2,532	--	343
Pupils Total	95,867	--	9,150
3. Private Kindergartens			
Number of Schools	1,519	24	32
Number of Teachers	3,232	45	55
Pupils Total	47,853	633	744

²⁵ Adapted from "Table 1.--Statistics of public and private kindergartens actually reporting for 1897-98" in Report of the Commissioner of Education for the year 1897-98, Vol. II, p. 2542.

The table indicates that there were no public kindergartens in Kansas in 1897-98. There were twenty-four private institutions, with forty-five teachers and six hundred thirty-three pupils, or 1.6% of the United States total, while Missouri had one hundred seven public kindergartens and thirty-two private or 9% of the total public and 2% of the private kindergartens.

In the United States there was an average of two teachers to a school. The 47,853 pupils average fifteen to a teacher. In Kansas the average was approximately two teachers to a school, with an average of fourteen pupils to a teacher. Missouri kindergartens averaged two teachers to a school, with thirteen pupils to the teacher.

Table 7 -- Statistics of public and private kindergartens in the United States in 1897-98 (partly estimated)²⁶

State or Territory	Public and Private Kindergartens reported and not reported		
	Total number of Kindergartens	Total number of Teachers partly estimated	Total number of pupils partly estimated
United States	4,363	8,937	189,604
Kansas	42	90	1,272
Missouri	184	511	11,492

The Commissioner of Education of the United States for 1897-98 states:

The most difficult of statistical work of this Bureau for 1897-98, and the most unsatisfactory in results, was the collecting information for kindergartens. This applies with special force to private kindergartens. This office obtained from many sources a list of more than 3,500 private kindergartens. When requests for statistics were sent to

²⁶ Ibid., from Table 3, p, 2544.

the individual kindergartens it was that at least 500 of them were no longer in existence. Every year hundreds of these schools are started by young women who have no special training or aptitude for the work. The result is failure for the individual and more or less discredit for the kindergarten movement in the community.²⁷

Figures for 1905 were very incomplete, showing that the kindergarten had not as yet come into its proper light in the educational system. There were enrolled in the kindergartens (public and private according to 1902 data) 311,050 children in the United States. The public elementary schools including public kindergartens had 15,788,598 children enrolled.

The report for 1919-20 showed a decided awakening of the country as a whole to the kindergarten idea.

Table 8 -- Public Kindergartens 1919-20²⁸

States	Systems reported	Kindergartens	Supervisors	Teachers	Pupils
United States	1,316	7,282	60	10,022	481,266
Kansas	16	61	--	492	2,460
Missouri	9	296	2	371	16,352

Table 9 -- Private Kindergartens 1919-20²⁹

States	Kindergartens reported	Supervisors	Teachers	Pupils
United States	553	106	717	29,683
Kansas	1	--	1	25
Missouri	12	2	14	640

One great change could be seen in the number of systems which

²⁷ "Public and Private Kindergartens" in Report of the Commission of Education for the year 1897-98 page 2537, Chapter LIII.

²⁸ Adapted from "Table 2 - Public school kindergartens in cities, towns and villages, 1919-20" in Biennial Survey of Education, 1918-20, Bulletin 1923, No. 29, Department of Interior, Bureau of Education, Chapter X, p. 587.

²⁹ Ibid., Table 4, p. 594.

reported; 1,316 public kindergartens for the United States or 7,835 kindergartens with Kansas sixty-two and Missouri three hundred eight; or nearly five times the number in Kansas. The teachers of Kansas were one-half of one per cent of the total for the United States; Missouri's teachers made up three and one-half percent of the total for the United States. In average of salaries³⁰ Missouri stood above the total average, but Kansas dropped two hundred sixteen below the average. The average daily attendance³¹ for the United States was 36+ , Missouri 35+ , and Kansas 28+.

The private kindergartens of the United States in 1920 employed seven hundred forty-four teachers that met the state standards; one hundred sixty-five did not attempt to meet the standards; and two hundred eighty-four did not report regarding standards.

An interesting coincidence is noted in the reporting of the kindergartens for 1927-28, namely, the actual number of kindergartens is the same as the number of the buildings, housing kindergartens. This, of course, does not imply that all kindergartens were separately housed.

³⁰ Biennial Survey of Education 1918-20 Bulletin 1923, No. 29,
Table 2, p. 587.

³¹ Ibid., Table 2, p. 587.

Table 10 -- Kindergartens for 1927-28 in cities above
10,000³²

States	Number of Schools	Supervisors and Principals	Teachers ¹	Enrollment
United States	7,007	--	10,096	--
Kansas	142	1	100 ¹	6,815
Missouri	193	2	349	16,296

¹Estimated.

In 1928,³³ according to the Bureau of Education, there were 700,000 children enrolled in the kindergarten as a whole in our country. Twenty-seven per cent of these were four and five years of age. Forty-four per cent of these children live in cities of 2,500 population and more.

The last available figures for the kindergartens in Kansas prove the strength of the seed sown of the years.

Table 11 -- Kindergartens in Kansas 1930-31³⁴

	Cities reported	Number of cities	Number of Teachers	Enrollment Sept. 1930	Number of Kinder- gartens
1. First-class cities	9	11	86	5,222	172 ¹
2. Second-class cities	55	76	96	4,302	192 ¹
3. Third-class cities	38	599	39 ¹	1,966 ¹	48
Total	102	686	221	11,490	412

¹Estimated

³² Adapted from Table 7, Biennial Survey of Education 1926-1928 Bulletin, 1930, No. 16 United States Department of Interior, Office of Education, pp. 538-560.

³³ City School Leaflet No. 30 Department of Interior, Washington, D. C., August 1928.

³⁴ Adapted from Kansas Educational Directory 1931-1932, pp. 48, 49 and from Files of Mrs. June Chapman, Secretary Kansas Kindergarten Association, Topeka, Kansas.

In 1931,³⁵ two kindergartens in the second-class cities and one in the third-class cities were the only ones reported to the State Superintendent of Instruction that they had closed.

The
Curric-
ulum

The curriculum of the kindergarten has gone through many and varied stages. It has come from the informality of Froebel, through rigid formalism, down to the present curriculum which tries to connect with the nursery school and link up with the present Primary school. The thought of the curriculum makers is to make education a connected chain with each link equally forged in its place as the child goes through life.

The lack of agreement on the objectives of kindergarten education has caused much of the criticism which is given out concerning the validity of kindergarten training.

As stated previously, Froebel believed in self-activity, or play, and health, and happiness for the child. He built his curriculum around these ideas. Froebel felt the child needed to understand the universe in which he lived, thus he built what he styled his symbolistic gifts into his curriculum. The years of shifting and entering of new personalities into the kindergarten, lost the true Froebelian spirit which made the curriculum as Froebel had it a vital loving influence in the pre-primary child's life. For years it was a mere formal school not vitally connected with the home nor with the primary school. It was not until the early nineties that Miss Anna E. Bryan departed from the old formal way and began to give the child real experiences which would be fundamental. She suggested

35. Ibid., p. 48,49.

enlarging the blocks - to make them a size which would function in the child's experiences. More freedom and creative expression began to enter the curriculum make up. Health as a real element to be lived not talked about is now in every kindergarten's plans for the children through physical education, games and plays. Any special aptitude for expression is carefully fostered in art, manual training, music, or stories. The art of using good English is especially stressed through free conversation period and steeping the child in good literature. The great business of cooperation is early taught in each lesson in the kindergarten - be it in English or in the games. The love of the beautiful as seen in nature, art, song, or in creating a poem is carefully guarded and guided for each child.

The curriculum for the most part is made by the kindergarten teacher with the Superintendent's approval if there is no supervisor. The teacher is with very few exceptions a graduate of a special course in Kindergarten-Primary work. Kansas law states that the kindergarten teacher must have had special training.

No formal subjects are taught as such, but rather they are blended into one consecutive program. The Training School program at the Kansas State Teachers College at Emporia, Kansas is an interesting one to note, since a great number of the kindergarten teachers of the State come from that College:

I. Kindergarten*

Forenoon session

- 9:00- 9:45 - Free Play and Manual Activities
- 9:45-10:00 - Conversation, Lunch and Toilet Period
- 10:00-10:30 - Outdoor Recess and Rest
- 10:30-11:00 - Music and Rhythms
- 11:00-11:15 - Games
- 11:15-11:30 - Literature

Afternoon session

- 1:30-2:00 - Free Play and Manual Activities
- 2:00-2:30 - Music and Rhythms
- 2:30-3:00 - Conversation, Recess and Rest
- 3:00-3:15 - Literature
- 3:15-3:30 - Games

By studying the above program, it can readily be seen that each period is occupied with a definite study which will lead the child into the First Grade regime, and this should be the objective of each kindergarten teacher.

Kansas as a State has done practically nothing toward Curriculum standardization for the Kindergarten. Each system apparently develops a curriculum of its own, and as has been stated, the colleges offering Kindergarten Courses form the predominating Curricula in use.

* "Kindergarten" in Kansas State Teachers College of Emporia Bulletin of Information, August, 1932, p. 20.

Chapter IV

SUMMARY AND CONCLUSIONS

Summary

This investigation has had as its main objective, the study of the Kindergarten in Kansas. The purpose is (a) to trace the child education movement from the time of Comenius to the beginnings of the kindergarten under Froebel; (b) to trace the development of the kindergarten in Europe and its early growth and development in the United States; (c) to trace the development in Kansas by means of comparison with a neighboring state, Missouri.

The history of child education and the inception of the kindergarten, its spread through Europe, and likewise the United States, was obtained from histories, encyclopedias, and textbooks. The data on Kansas Kindergartens were obtained through the Secretary of the Kansas Kindergarten Association; clippings in the Historical Library; personal interviews with early settlers of Kansas; and through letters to superintendents of schools and friends of the author in twelve Kansas cities. The statistics were obtained chiefly from the Reports of the Commissioner of Education, Washington, D.C., and the Biennial reports of the Superintendent of Public Instruction of Kansas.

The summary of these various findings shows:

1. Kansas data on kindergartens are not carefully compiled, thus making records incomplete.
2. Private kindergartens have only newspaper reports and private individuals to tell of their work. They are

not now and have not been in the past responsible to any one. However, Kansas has had many excellent private kindergartens throughout the years.

3. There is not now, nor has there been in the past a unifying Course of Study which serves as a guide to Kansas Kindergartens.
4. The Kansas Kindergarten Law requires but two years of special College Kindergarten work of its teachers.
5. Kansas has five hundred ninety-nine third-class cities with but forty-eight kindergartens.
6. There is only one official Supervisor for Kindergarten work in Kansas.
7. There is a State Kindergarten Association.
8. Whenever it is necessary to cut expenses in Education, in Kansas, there is a tendency to drop the kindergarten.

Conclusions

From the above summary the following conclusions may be deduced:

1. Kansas needs a required report from all kindergartens for compilation of data as shown by Table 8, page 52, and Table 9, page 53.
2. Private kindergartens should be under a centralized head which in turn should be responsible to the State Department of Education.
3. A general Course of Study is needed as a unifier. Its adaptation to different localities should be a matter of local consideration. (See pages 67, 71 of Appendix.)

4. Graduate courses should be offered for kindergarteners in the Teachers Colleges and higher qualifications for teaching should be required in both private and public kindergartens.
5. The establishment of more kindergartens should be encouraged in the third-class cities where the rural youth has fewer educational advantages. See Table 9, 52.
6. An increase in the number of supervisors in both kindergarten and primary grades would tend to make each department more efficient. Table 8, page 52.
7. Mary G. Waite¹ in the Bureau of Education gives as the second fundamental reason for establishing kindergartens—the fact that many children must leave school as soon as the compulsory age is passed. If there be need of cutting school expenses the kindergarten could well be strengthened at the expense of the high school.
8. There is evidence to support the contention that private kindergartens served as a nucleus from which came the establishment of public kindergartens in Kansas. (See Topeka, Kansas Kindergartens, page 37).

¹ Mary G. Waite "The Kindergarten in Certain City School Surveys" in Bulletin 1926, No. 15, Department of the Interior, Bureau of Education, p. 44.

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APPENDIX

The following data were furnished from a letter sent in by Superintendent J. W. Gowans, Hutchinson, Kansas:

1. Date of establishment, September 1917.
2. Number of pupils enrolled, 124.
3. Number of teachers, 2.
4. Certificates of teachers, (?).
5. Course of study used, (?).
6. Public, --
7. Tuition rate - no tuition.

307 Vine Street
Abilene, Kansas
Oct. 12, 1932.

Dear Mrs. Jester:

Enterprise had the first public school kindergarten in the state of Kansas - started in the fall of 1905 - through the efforts of my mother and other fine citizens of Enterprise, namely the Ehrsam, Senn, Heath, Hare and Flock families.

I - then Daisy G. Hoffman - was the first kindergartener with Ursula Hoffman as my assistant. I graduated at K. S. C. at Manhattan and then took a two years' training in Chicago. I then had charge of a kindergarten in Jackson, Michigan for two years. My next work was to help start the kindergarten in my home town, Enterprise. Misses Julia and Lover Ehrsam (now Mrs. E. H. Kuster and Mrs. Max Foster) were kindergarteners after me.

We had betweentwenty to thirty children the first year and two teachers. The Course of Study was prescribed by the training school in Chicago. Yes - the kindergarten has continued throughout the years.

The kindergarten equipment was bought through popular subscription and monthly pledges paid by the faithful ones in Enterprise. My mother and father contributed most liberally - giving the piano, etc. The equipment was later given to the Public Schools. I had a full set of music books and other things.

The Misses Ehrsame took their training in St. Louis.

The first kindergarten in Abilene was started this same way, after I came here. We now have three in our public schools.

(Signed) Daisy Hoffman Johntz.

Eudora, Kansas
October 25, 1932

Marguerite P. Jester
1009 Union Street
Emporia, Kansas

Dear Mrs. Jester:

Date of establishment - September, 1929.
Public or private - public.
Number of children enrolled at establishment - 7.
Number of teachers - 1 - Kg. Prim. Life Certif-

icate.

The curriculum is made out by the teacher.
No tuition.

You did not ask for the enrollment up to date,
but it might help so I will add it also.

1929 - 7
1930 - 8
1931 - 16
1932 - 8

Sincerely,
(Signed) Mary E. Shannen
Kindergarten teacher.

Albert A. Hyde
Mentholatium Company
Wichita, Kansas

Nov. 16, 1932

Mrs. Marguerite P. Jester,
1009 Union St.,
Emporia, Kansas.

My dear Mrs. Jester:

Answering your favor of the 15th, the writer is approaching his eighty-fifth birthday and his memory which was never good, is now merely a nebulous mist of little value.

In regard to the Lewis Academy Kindergarten, I have virtually no recollection as to same. If you will write to H. McKim Dubois, Schweiter Building, this city, he may be able to give you some facts regarding same. His sister was a teacher in the Academy for many years.

Along in the eighties our children went to a kindergarten here which was started and carried on by an old German lady, Mrs. Dora Leichardt, who had previously been connected with kindergarten

work in Germany under its originator there. She carried on the school here in her own home for several years, and we were quite delighted with the results in the natural development of two or three of our children.

Whether you care to find out anything more about this I do not know, and neither can I think of any one who would be likely to give you the facts.

Sincerely,

(Signed) A. A. Hyde.

Abbey Hotel
825 West 8th St.
Los Angeles

Nov. 27, 1932

My dear Mrs. Jester:

My brother of Wichita sent to me your letter of inquiry regarding the Lewis Academy kindergarten, and I wish I could be of more help to you.

I am sending to you a long cherished Wichita Mirror published just thirty-seven years ago. Do not bother to return it. If it gives you any information, it will have fulfilled its mission in life.

Miss Halsey was a wonderfully successful kindergartner. She had several classes of young women to whom the Academy gave certificates for teaching kindergarten schools, and several of the young women took U. S. Civil Service examinations and very quickly secured positions in the government Indian Schools.

Of course the Academy was a private school, the tuition rate I have no idea of. It does seem to me that I paid two dollars a month for my little niece.

I am sorry that I can tell you nothing more definite. I was in the academic work and knew little of the real management of the kindergarten.

Miss Halsey did pioneer work in her line.

but I think that a Miss Shuty opened such a school a few years later.

Yours sincerely,

(Signed) Lucy A. DuBois

Lawrence Public Schools
C.E. Birch, Supt.
Lawrence, Kansas

October 21, 1932.

Mrs. Margaret P. Jester
1009 Union Street
Emporia, Kansas

Dear Mrs. Jester:

Kindergartens were established in Lawrence in 1921 with 72 children. A survey was made a year later to see how these children, as first grades, compared with children who had not been given Kindergarten training. I am sorry that I do not have any details of this test, but its results were instrumental in establishing Kindergartens throughout the system. The annual attendance has been from 200 to 240 since.

Kindergarten teachers are paid on the same salary scale as other elementary teachers in the system. The source of funds is the same as that for the support of other parts of the school system; namely, taxation. We employ no Kindergarten teachers who have not had suitable training. They must have at least 60 hours of college work.

Very sincerely,

(Signed) C. E. Birch

Superintendent

Manhattan Public Schools
F. V. Bergman, Acting Supt.
Manhattan, Kansas

October 26, 1932

Mrs. Marguerite P. Jester
1009 Union Street
Emporia, Kansas

My dear Mrs. Jester:

Enclosed you will find the information which you asked for in your letter to Mr. Sheffer.

The first kindergarten was established in Manhattan during the school year 1919-20. There were two teachers, four kindergartens, an enrollment of 108, and a salary of \$1800 for the two teachers. The teachers had from sixty to one hundred twenty hours of college training. During the year of 1931-32, they had five teachers, seven kindergartens, an enrollment of 184, and with a total cost of \$7,696.19.

We have no course of study available at this time.

Very truly yours,

(Signed) F. V. Bergman

Acting Superintendent.

The following letter came the day after the study had been accepted by the Graduate Council. Since Mrs. Maude Smith Jacquemine was a Kindergarten Graduate under Miss Emilie Kuhlman, at The Kansas State Normal in 1891 the information was very desirable.

Oskaloosa, Kansas
January, 28, 1933

Dear Marguerite:

...My Kindergarten Training was taken in 1890 at the State Normal at Emporia under the instruction of Miss Emilie Kuhlman a lady who had been educated in Germany and a fine teacher she was. She taught the Froebel System as given in its native country. Charlie's (my husband) Father's education started in a Kindergarten in Luxemburg.

In the spring of 1893 I started my kindergarten here. I rented the basement under the Postoffice then run by A.G. Patrick.

Kindergarten taught by Miss Maude Smith, during May and June 1893. Oskaloosa, Kansas.

The time of the session was from nine until twelve each morning. On Friday morning the children brought a lunch, about ten-thirty we served it to them giving instructions in table etiquette.

The usual tuition was one dollar a week but I gave them a rate of seventy-five cents and one dollar and twenty-five cents where there were two in a family enrolled. I collected every Saturday.

...The ages ranged from four to six. It was a lively bunch and kept Lelia and me on the hop all of the time. Our School closed the last of June with a program in the Park and lots of folks came to see what this Kindergarten School was all about. They told me that I had all the spoiled babies in town to care for. The kindergarten material is so attractive in color. I would like to visit a Kindergarten of to-day.

I graduated at Emporia in 1891.... Miss Harris and Miss Gridley are about the only ones left who were there in my day.

EQUIPMENT

A class of ten pupils for the teacher was the rule, as Lelia Hamilton wanted to learn the business I took her in as helper and organist so we were able to handle eighteen pupils.

Two pine tables, one visitors bench, one and one-half dozen cute little red chairs, and a cottage organ constituted the furniture. The chairs were larger than those offered for tiny tots now and had such fancy backs, the children loved to carry them as they marched round the circle. When playing they sat in them instead of on the floor. Your Father (Furniture Dealer) made the tables and bench and as the cubes and oblongs for building blocks were expensive in Kansas City, he made them for me also. I purchased the chairs of him for twenty-five cents each.

Clara Beson Hubbard's book called "Merry Songs And Games" was the music book used. I still have it. The regular Froebel instruction book was used for the blocks, colored straws in different lengths, colored bead stringing and &. The book which the pupils made started with sewing on cardboard with zephyr yarn, the first pattern we made was a yellow chicken. The children were thrilled when they made the American Flag, showing their card to all, on their homeward way at noon. Mat weaving, paperfolding, paper cutting, patterns for making cardboard baskets were included in the hand work. These were pasted on plain white paper and bound in a book for the pupil at the close of school. Several of my pupils have told me they still have their books.

I sold my tables and chairs to Miss Nellie Coleman who had a Kindergarten in Winchester, Kansas.

While I taught in Enterprise, Kansas I instructed a young lady and she had a nice school there for a time. I taught Primary work so much during my teaching career.

Love,
(Signed) Maude Jacquemine

1964 945

AMERICAN BINDERY
TOPEKA, KANSAS