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KINDERGARTENS IN THE UNITED STATES

STATISTICS AND PRESENT PROBLEMS



WASHINGTON
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1914



"FOLLOW MY LEADER"

This rhythmic march gives to every child the fun and joy of puppet play.

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,

BUREAU OF EDUCATION,

Washington, October 20, 1913.

SIR: The interest in the kindergarten for young children has, within the last 25 years, extended to all parts of our country. In a large proportion of our cities and towns the kindergarten has become recognized as an important part of the public-school system. Within the decade from 1902 to 1912 the number of kindergartens in the United States increased from 3,244 to 7,557, and the number of children enrolled in those reporting to this bureau increased from 205,432 to 353,546, a gain of 133 per cent in the number of kindergartens and of 72 per cent in the number of enrolled children reported. The proportion of kindergartens supported by public-school funds as a part of the public-school system has increased very rapidly in recent years, the number of public kindergartens for 1912 being 6,563, or 87 per cent of the total, and the number of children enrolled in these public kindergartens being 301,327, or 88 per cent of the total number of enrolled children reported. The total number of kindergarten teachers reported in 1912 was 8,856.

A form of education so widespread as this, and enlisting the services of so many people, deserves careful and thorough investigation by this bureau, and such investigation it hopes to be able to make some time soon. In the meantime, I recommend that the accompanying manuscript, containing Kindergarten statistics for the year ended June 30, 1912, and the carefully prepared opinions of the large number of people whose experience makes their opinion on this subject valuable, be published as a bulletin of the Bureau of Education for distribution among school officials, kindergartners, and others directly interested in the subject.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

To the SECRETARY OF THE INTERIOR.

KINDERGARTENS IN THE UNITED STATES.

I. INTRODUCTION.

The survey of the status of kindergartens in the United States for the school year 1911-12 was made with the idea of gathering together quantitative facts. The question-forms, therefore, asked chiefly for returns in figures, and these will be found summarized and tabulated in the statistical section of this bulletin. Figures are significant if read back into the setting from which they were taken, and interpreted in relation to their context; they are rich material to one who makes a rich use of them, but void otherwise. The statistics given in Section II should accordingly be read with direct reference to the material presented in the other sections, particularly the opinions of superintendents, primary supervisors, and grade teachers in different cities.

It is interesting to note the numerical extension of public kindergartens and all other kinds of kindergartens at the close of June, 1912, particularly in comparison with the figures obtained by the Bureau of Education in 1902, and published in the Commissioner's Report for that year. These figures showed a total of 3,244 kindergartens, with an enrollment of 205,432 children. The census of 1900 gave a population of 3,639,583 children between 4 and 6 years of age, so that a little more than 5 per cent of the children between the ages of 4 and 6 were receiving kindergarten training in 1902. Ten years of growth resulted in 7,557 kindergartens with an enrollment of 353,546 children. The census of 1910 gives a population of 4,150,315 children between 4 and 6 years of age. In 1912, therefore, approximately 9 per cent of the children of kindergarten age were in kindergartens.

This sort of computation, however, is akin to standing a little child against the kitchen door and measuring his height every six months, and letting him triumphantly view the new scratch which shows how he is "growing." But no series of ascending scratches can record the development of the little child's mind and power. The kitchen-door measurements are obvious and tangible, but significant only when taken in connection with the evidences of increasing intelligence and power of adjustment.

In like manner, the tables of statistics presented are not an end in themselves, but a means to an end, and the purpose of the Bureau of Education is to use the numerical survey as a point of vantage from which to carry on constructive work for more kindergartens and better kindergarten training schools, better quality of teachers, and better organization of the kindergarten as a necessary part of the system of public education.

That much constructive work must be done is a truism which impresses itself with increasing strength upon those who watch the signs of the times. The steady advance of kindergartens and of the kindergarten idea which is permeating the grades is an element which requires careful consideration and handling. The child of kindergarten age is so young, so impressionable, so incapable of defending himself against the faulty words and actions and mental attitudes of teacher, that means must be devised to eliminate or at least diminish the number of faulty teachers. Standards of requirements as to personality and academic and professional training must be raised and maintained, for the surest guarantee of the extension of kindergartens is good work done by good teachers. Any other method is fictitious, or has a merely inflated value.

City superintendents, in response to inquiries as to the value of the kindergarten as part of the public-school system, make it plain that both the quantitative and qualitative success of the kindergarten is due to the excellence of the teacher. Furthermore, a particular training school is sometimes mentioned as maintaining standards which are regarded as an assurance of excellent quality of work on the part of its graduates.

While the question-form employed in conducting this survey asked chiefly for numbers, and the replies came back in terms of numbers, they were freighted in many cases with unintended revelations. From the intended, as well as from the unintended, responses may be drawn several conclusions or at least tentative inferences. A casual glance at the tables of statistics will show the facts about kindergartens in so far as those facts are uniform and capable of being reduced to columns. The location, the number of persons involved either as teachers or taught, the sums of money expended, all these items tell a tale of conformity to certain practices. They reveal the distribution of the expected factors.

It is in the nonconforming details that the unexpected factors come to light and present variations in organization and practice. These variations make some real contributions to the kindergarten situation as a whole; they testify to the flexibility of the kindergarten and to the truth that, though principles remain eternally fixed, they must be adapted to the peculiar needs of particular communities and groups of children.

In the first place the many varieties of types of kindergartens are noteworthy:

- (a) Kindergartens that are part of the public-school system.
- (b) Kindergartens in parochial schools (Roman Catholic and German Lutheran).
- (c) Kindergartens supported partly by a local kindergarten association and partly by the board of education.
- (d) Kindergartens supported entirely by donations made through a local kindergarten association.
- (e) Kindergartens supported by a church as part of its missionary activities.
- (f) Kindergartens maintained as part of social settlement schemes.
- (g) Kindergartens maintained by manufacturers and mill owners as part of their social welfare work.
- (h) Kindergartens maintained in orphanages and day nurseries.
- (i) Kindergartens maintained in schools for physical defectives, for mental defectives, or subnormal children.
- (j) Private kindergartens either as part of a private school or as a separate institution.

(k) Kindergartens in universities and colleges which give courses in science of education, and in State normal schools. In these kindergartens, which may be regarded as laboratories, the students in training have opportunities for observation and practice teaching.

In the foregoing classification may be traced the historical development of kindergartens in our country. First, there were private kindergartens, regarded as more or less of a luxury for the children of well-to-do people. Next, good men and women began to provide "charity" kindergartens for the poor and neglected children; churches, settlements, kindergarten associations, and mill owners gave and continue to give glad and generous support to such kindergartens. Third, as a direct outgrowth of the work of the kindergarten associations, there have evolved training schools for young women, established primarily to fill an immediate need, and continued since because they have become their own excuse for being. Fourth, the State legislature has been induced to pass a bill making it legal to institute public-school kindergartens. Fifth, local boards of education have partially, then entirely, taken over the care and education of little children. And sixth, the State and city normal schools have incorporated the kindergarten training schools, making them into a regularly integrated department.

Thus the path of progress has been from private philanthropy toward a broader sense of social relationships, which realizes that the State should be the true nurturing agency; that a country like America, in which the ideals of democracy obtain, should, of all

countries, be the one to provide for every stage of education from babyhood up.

Thus, too, it will be seen that the nurturing, maternal aspect of education is stressed in the kindergarten, and its flexibility in the direction of teaching after a motherly fashion is evidenced by its adoption into day nurseries, orphanages, schools for physical and mental defectives, etc. In other words, wherever a child is so circumstanced that he is living a fraction of a life, the kindergarten is needed to supply some of the missing portion. No wonder then that mother-hearted women are always behind the formation of associations and clubs and boards whose aim it is to extend kindergartens.

On the other hand, the scientific aspect of kindergarten education is strongly accented in what may be termed "laboratory" kindergartens, which are maintained in connection with normal schools and colleges and universities in which the science of education is part of the curriculum. The child-study phase of psychology has turned the attention of educators increasingly to the necessity of providing opportunities for first-hand experiences with children. In "laboratory" kindergartens, students of education may observe and then do practice-teaching, and thus learn how to interpret with scientific care significant expressions on the part of the children.

Between these two well-marked functions of kindergarten education, the nurturing and the scientific, the public school kindergarten stands as a mediating element, in which it is sought to provide for the children of the people the best kind of nurturing and scientific care, to give them the best kind of physical, mental, social, and spiritual training. According to the special needs of the particular localities in which the kindergartens are established, emphasis is placed on one or more of the phases of the training. But perhaps the most noticeable current in public-school kindergarten practice is in the direction of blending kindergarten and primary-grade work. A careful study of the footnotes to the statistical tables makes it plain that the problem is a very real one.

It is in the very nature of things that the public school should tend to mold whatever it adopts out of life into a uniform cast. The kindergarten offers resistance to such molding, and yet its supporters wish it to belong to the system of public education, belong in reality as well as in name. To preserve the distinctive character which glorifies the kindergarten without allowing that distinctiveness to isolate it is the difficult task.

The grades are conscious of the liberating influence which has emanated from the kindergarten; at the same time the first grade particularly calls earnestly to the kindergarten to help make adjustments which will do away with the abrupt change the child feels in passing from the free atmosphere of the one into the more circumscribed

surroundings of the other. Evidence is not wanting that such adjustments are in the making. For instance, in some school communities the number of elementary grades is nine instead of the customary eight, made so by a subprimary class which is a mixture of kindergarten and first-grade work and which admits children at five years of age. In other communities the two sessions-a-day practice prevails; in some cases the same children attend both morning and afternoon sessions, having "pure" kindergarten work in the morning and "beginning" first-grade work in the afternoon; or, again, the kindergarten children are divided into two groups, A and B; in the morning A and B both attend and have pure kindergarten; in the afternoon group B only will return for first-grade work.

In some cities the kindergarten is arranged on a basis of semiannual promotions, and the children spend the first twenty weeks of the year in kindergarten and the last term in first-grade preparatory work. In some places the age at which the children must leave kindergarten is fixed at 6 or 7 but in the majority of cases it will be noticed that no rigid ruling is made, the degree of development of the individual child being the determining factor in his promotion from kindergarten to first grade. This is as it should be, although there is danger that through misplaced sentiment on the part of the teacher or mother a child may sometimes be retained in the kindergarten longer than is right and wholesome.

The increasing number of two-session-a-day kindergartens in city public-school systems is working many changes in the distribution of the kindergarten teacher's time. Where a morning session only is the rule, the teacher usually spends her afternoon visiting the homes of her children, holding mothers' meetings, and attending classes for further study and self-improvement. Her opportunities for widening and enriching her experiences are plentiful. Where the double-session rule prevails, nearly all her time is bestowed directly on the children, and she is thus enabled to give herself to twice as many little people as she could touch under the former arrangement, while her social and neighborhood work is given over more and more to medical inspectors, school nurses, mothers' clubs, and parent-teacher associations. It is still an open question as to how the gain and loss will balance up. One city that has tried two sessions as an experiment is returning to one session.

Those who are watching the trend of school practice can not yet decide whether the kindergarten teacher stands in peril of losing just that quality which has been so potent a factor in modifying school theory and school practice. That quality, not easily described, grows out of the motherly, nurturing character of the kindergarten's work. It is not "an artificial pose of motherhood," but a genuine necessary element of the teaching relationship, lacking which all

teaching becomes flat, dull, inert. Scientific it may be, but it fails to be humanized.

There are three large organizations in the country whose members seek to preserve and extend the essential spirit of the genuine kindergarten—the International Kindergarten Union, the National Congress of Mothers, and the National Kindergarten Association.

The International Kindergarten Union has for 20 years not only guarded carefully the standards of good work, but has advanced those standards toward higher and still higher levels. The International Kindergarten Union endeavors to see to it that the kindergarten training schools try to interest an increasingly better type of young womanhood in the vocation of kindergarten teaching, on the sound principle that in the the next period of growth everything will depend upon the character of the young women who go into new localities and represent the kindergarten; that these kindergartners must be fair and strong, full of the spirit of sacrifice and service, and at the same time possessed of excellent scholarship and a clear idea of their institutional obligations. In the successive conventions of the International Kindergarten Union the various new phases of child education are brought forward for consideration, and the discussions are carried on in a spirit of frankness and open-mindedness. As might be expected, the educational system of Dr. Montessori is receiving most thoughtful attention on the part of this body of educators, and experiments in comparing Froebelian with Montessori practices have been undertaken in several quarters. The prevailing opinion seems to be that some of the Italian system can be dovetailed into the kindergarten with distinct advantage to the children.

The National Congress of Mothers is another organization which is active in fostering the growth of kindergartens. In former days the kindergarten teacher never rested until she brought into being a mothers' meeting and by this means joined the hands of the home and the school. In these latter days the converse is taking place, and the mothers' club or parent-teacher association works ardently for the establishment of kindergartens, often undertaking to support one or more in a city until the board of education is sufficiently convinced of the value of kindergarten training to make it part of the public-school system. In this and in many other ways organized motherhood is doing genuinely creative educational work, and in its affiliations with kindred bodies of social-welfare workers a mighty force is generated that in due course of time will remove mountains of ignorance and negligence.

The National Kindergarten Association is the most recently formed of the three organizations. Its main purpose is to stimulate public interest and activity so that they will result in adequate provision for kindergarten training for every little child of the Nation. In

other words, the association is an instrument of propaganda, and during the four years of its existence has accomplished a great deal. New lines of extension have been undertaken which are leading directly not merely to more kindergartens, but also to more efficient kindergartens.

The National Kindergarten Association is cooperating with the United States Commissioner of Education in conducting the kindergarten division of the Bureau of Education at Washington. Miss Myra M. Winchester, educational director of the association, and Miss Bessie Locke, corresponding secretary, have been appointed special collaborators of the Bureau of Education. Miss Winchester is in charge of the office, in Washington and Miss Locke cooperates from the office of the association in New York.

Number of children enrolled in kindergartens per thousand of the population between 4 and 6 years of age in 1912.

1. New Jersey—278.
2. District of Columbia—225.
3. New York—234.
4. Wisconsin—234.
5. Connecticut—221.
6. Rhode Island—213.
7. Michigan—197.
8. Colorado—154.
9. Massachusetts—132.
10. Utah—132.
11. California—129.
12. Missouri—109.
13. Nebraska—108.
14. Minnesota—97.
15. Ohio—89.
16. Indiana—85.
17. Iowa—78.
18. New Hampshire—66.
19. Nevada—63.
20. Pennsylvania—55.
21. Maine—50.
22. Louisiana—45.
23. Arizona—40.
24. Maryland—39.
25. Illinois—37.
26. Delaware—36.
27. Kentucky—35.
28. Vermont—33.
29. Oklahoma—31.
30. Florida—26.
31. Georgia—24.
32. South Dakota—22.
33. Kansas—19.
34. South Carolina—18.
35. Alabama—18.
36. Wyoming—17.
37. Tennessee—16.
38. Texas—16.
39. Virginia—15.
40. Washington—14.
41. Idaho—13.
42. Mississippi—12.
43. New Mexico—12.
44. North Dakota—10.
45. Montana—8.
46. North Carolina—7.
47. Arkansas—3.
48. Oregon—2.
49. West Virginia—1.

II. STATISTICS.

TABLE 1.—Summary of statistics of public kindergartens for year ended June 30, 1912.¹

States.	Cities having public kindergartens.	Number of kindergartens.	Number of children enrolled.	Average daily attendance.	Number of teachers.
United States.....	867	6,563	301,527	180,600	7,391
North Atlantic Division.....	311	3,108	155,908	91,010	3,558
North Central Division.....	454	2,780	108,187	69,118	2,851
South Atlantic Division.....	21	146	7,365	4,568	260
South Central Division.....	32	216	10,496	6,237	278
Western Division.....	49	313	19,371	9,627	444
North Atlantic Division:					
Maine.....	9	29	1,349	863	50
New Hampshire.....	9	30	1,086	776	48
Vermont.....	5	13	404	299	19
Massachusetts.....	35	345	17,726	11,115	564
Rhode Island.....	6	93	4,555	2,306	98
Connecticut.....	32	224	8,161	5,873	269
New York.....	111	1,420	18,689	40,677	1,494
New Jersey.....	87	542	29,064	17,740	528
Pennsylvania.....	17	412	14,874	11,361	496
North Central Division:					
Ohio.....	27	374	16,269	11,160	392
Indiana.....	22	137	6,041	3,704	145
Illinois.....	24	459	4,655	3,442	396
Michigan.....	119	510	22,697	13,961	545
Wisconsin.....	113	505	22,916	13,849	465
Minnesota.....	37	218	7,851	6,003	198
Iowa.....	52	205	7,113	5,021	190
Missouri.....	7	202	13,872	7,268	349
North Dakota.....	3	3	92	72	3
South Dakota.....	1	4	194	89	4
Nebraska.....	35	133	5,448	3,770	137
Kansas.....	14	30	1,049	779	27
South Atlantic Division:					
Delaware.....	1	1	40	24	1
Maryland.....	2	23	1,282	712	47
District of Columbia.....	1	72	3,435	2,131	137
Virginia.....	3	18	834	531	25
West Virginia.....	2	6	428	198	12
North Carolina.....	1	1	60	45	1
South Carolina.....	0	19	901	654	27
Georgia.....	5	6	385	273	10
Florida.....	5	6	385	273	10
South Central Division:					
Kentucky.....	5	55	3,287	1,793	65
Tennessee.....	1	3	190	165	4
Alabama.....	4	27	1,015	686	36
Mississippi.....	7	13	534	409	14
Louisiana.....	6	45	2,789	1,399	105
Texas.....	3	13	577	323	13
Arkansas.....	1	1	62	55	1
Oklahoma.....	5	59	2,036	1,407	40
Western Division:					
Montana.....	1	6	130	95	6
Wyoming.....	4	5	172	126	5
Colorado.....	8	89	5,242	2,575	87
New Mexico.....	1	2	30	24	1
Arizona.....	3	4	288	121	6
Utah.....	5	33	1,901	1,220	40
Nevada.....	2	3	189	104	4
Idaho.....	2	2	85	59	2
Washington.....	3	20	414	212	9
Oregon.....	3	20	414	212	9
California.....	20	149	10,910	5,991	284

¹ Acknowledgments are due to the chairman of the investigation committee of the International Kindergarten Union, for her kind cooperation with the Bureau of Education, in furnishing lists of cities in which kindergartens were found during the two years' survey made by that committee. It has thus been possible to make comparisons which bring out interesting points in both the surveys.

TABLE 2.—Summary of statistics of kindergartens other than public for year ended June 30, 1912.

States.	Cities having kindergartens other than public.	Number of kindergartens.	Number of children enrolled.	Average daily attendance.	Number of teachers.
United States.....	112	994	52,219	31.460	1,466
North Atlantic Division..	168	436	22,919	14.343	628
North Central Division.....	101	268	16,037	8,877	368.
South Atlantic Division.....	52	122	5,818	3,664	199
South Central Division.....	56	99	4,056	2,615	123
Western Division.....	35	69	3,391	1,961	88
North Atlantic Division:					
Maine.....	6	7	247	131	12
New Hampshire.....	4	4	152	122	6
Vermont.....	2	3	108	47	5
Massachusetts.....	29	41	1,465	1,080	51
Rhode Island.....	8	10	420	324	18
Connecticut.....	16	48	2,396	1,836	87
New York.....	37	196	13,472	7,718	356
New Jersey.....	26	44	1,348	958	51
Pennsylvania.....	40	81	3,292	2,127	96
North Central Division:					
Ohio.....	15	41	2,157	1,551	66
Indiana.....	7	47	4,191	1,626	55
Illinois.....	15	74	4,182	2,317	106
Michigan.....	11	17	1,116	764	27
Wisconsin.....	11	14	623	366	15
Minnesota.....	4	10	766	435	17
Iowa.....	7	10	400	271	12
Missouri.....	9	31	1,532	891	45
North Dakota.....	3	5	171	129	8
South Dakota.....	3	3	379	175	8
Nebraska.....	5	5	136	106	8
Kansas.....	11	11	384	246	13
South Atlantic Division:					
Delaware.....	1	9	277	193	12
Maryland.....	5	15	935	590	28
District of Columbia.....	1	6	206	125	10
Virginia.....	5	9	540	358	23
West Virginia.....	3	3	101	68	4
North Carolina.....	8	9	301	211	11
South Carolina.....	11	24	1,161	758	38
Georgia.....	15	37	1,774	1,172	54
Florida.....	3	10	521	189	21
South Central Division:					
Kentucky.....	6	8	224	141	9
Tennessee.....	7	17	693	489	21
Alabama.....	9	11	692	354	18
Mississippi.....	8	13	467	334	16
Louisiana.....	3	7	447	214	11
Texas.....	14	32	1,145	837	42
Arkansas.....	4	6	207	118	6
Oklahoma.....	5	5	181	130	5
Western Division:					
Montana.....	1	1	15	13	1
Wyoming.....	3	3	81	53	3
Colorado.....	3	3	149	125	4
New Mexico.....	2	2	65	54	2
Arizona.....	2	3	214	133	5
Utah.....	1	1	35	28	1
Nevada.....	3	3	93	69	3
Idaho.....	4	9	320	168	10
Washington.....	4	4	84	65	4
Oregon.....	11	39	2,335	1,253	58.
California.....					

ERRATA FOR PAGE 16

New York State: Number of children enrolled should be 78,689.
 Illinois: Number of kindergartens 267, number enrolled 15,298; average daily attendance 13,456.

Totals for North Central Division should therefore read, left to right: 454, 2,588, 118,870, 70,137, 2851, and totals for United States 867, 6371, 311,070, 190,574, 7391.

This alters totals cited on pages 5 and 7.

KINDERGARTENS IN THE UNITED STATES.

TABLE 3.—Cities having a supervisor of public kindergartens—Salary.

Cities and States.	Salary.	Cities and States.	Salary.
Birmingham, Ala.	\$1,390	Eveleth, Minn.	\$950
Mobile, Ala.	600	Gilbert, Minn.	1,100
Los Angeles, Cal.	2,400	Minneapolis, Minn.	2,200
Pasadena, Cal.	1,200	Natchez, Miss.	4675
Pomona, Cal.	1,200	Kansas City, Mo.	1,800
Sacramento, Cal.	1,200	St. Louis, Mo.	2,850
Santa Barbara, Cal.	700	Omaha Nebr.	1,550
Denver, Colo.	1,600	South Omaha, Nebr.	968
Hartford, Conn.	800	Concord, N. H.	700
New Britain, Conn.	1,500	Portsmouth, N. H.	700
New Haven, Conn.	1,100	Atlantic City, N. J.	1,600
South Manchester, Conn.	750	Camden, N. J.	1,800
Stamford, Conn.	940	Jersey City, N. J.	1,500
Washington, D. C.	1,750	Kearney, N. J.	1,700
Columbus, Ga.	541	Newark, N. J.	2,200
Columbia, Ill.	1,250	Perth Amboy, N. J.	710
La Grange, Ill.	950	Rutherford, N. J.	1,000
Moline, Ill.	810	Trenton, N. J.	1,350
Peoria, Ill.	1,300	Albany, N. Y.	1,000
Converse, Ind.	1,000	Buffalo, N. Y.	1,000
Evansville, Ind.	1,800	Gloversville, N. Y.	675
Fort Wayne, Ind.	1,900	Ithaca, N. Y.	1,000
Michigan City, Ind.	721	New Paltz, N. Y.	1,000
Shelbyville, Ind.	585	New York, N. Y.	3,500
Terre Haute, Ind.	693	Schenectady, N. Y.	1,400
Des Moines, Iowa	1,450	Syracuse, N. Y.	1,350
Dubuque, Iowa	850	Troy, N. Y.	900
Mason City, Iowa	697	Utica, N. Y.	750
Waterloo, Iowa	540	Yonkers, N. Y.	1,240
Neodesha, Kans.	785	Cincinnati, Ohio	1,800
Lexington, Ky.	600	Cleveland, Ohio	2,640
Louisville, Ky.	1,100	Dayton, Ohio	1,200
New Orleans, La.	2,400	Mansfield, Ohio	450
Bangor, Me.	675	Springfield, Ohio	900
Boston, Mass.	1,850	Oklahoma City, Okla.	1,000
Cambridge, Mass.	1,350	Guthrie, Okla.	675
Fitchburg, Mass.	800	Philadelphia, Pa.	2,500
Newton, Mass.	1,000	Pittsburgh, Pa.	2,500
Springfield, Mass.	1,200	Scranton, Pa.	1,000
Worcester, Mass.	1,300	Providence, R. I.	1,000
Detroit, Mich.	2,100	Knoxville, Tenn.	700
Grand Rapids, Mich.	1,300	Forth Worth, Tex.	1,000
Ironwood, Mich.	650	Salt Lake City, Utah	1,250
Kalamazoo, Mich.	900	Richmond, Va.	2,000
Muskegon, Mich.	900	Antigo, Wis.	675
Ypsilanti, Mich.	1,200	Kenosha, Wis.	845
Chisholm, Minn.	800	La Crosse, Wis.	775

¹ Supervisor of kindergartens and primary grades.

² Principal of kindergarten department in normal school.

³ Also assistant superintendent.

⁴ Also director of one kindergarten.

TABLE 4.—Kindergartens (other than public) having a supervisor.

City and State.	Name of kindergarten (or supporting body).	Salary.
Huntsville, Ala.	Huntsville Kindergarten Association	\$810
Los Angeles, Cal.	Neighborhood Settlement	(1)
San Francisco, Cal.	Golden Gate Kindergarten Association	1,200
Atlanta, Ga.	Sheltering Arms Association	900
Columbus, Ga.	Free Kindergarten Association ¹	780
La Grange, Ga.	Mill Owners—P. E. Church	(1)
Savannah, Ga.	Kate Baldwin Free Kindergarten Association	1,800
Chicago, Ill.	Armour Institute	1,000
Riverside, Ill.	Kindergarten Extension Association	1,300
Muncie, Ind.	Muncie Free Kindergarten Association	810
Saginaw, Mich.	Saginaw Free Kindergarten Association	540
Brooklyn, N. Y.	Brooklyn Free Kindergarten Society	1,800
New York, N. Y.	Children's Aid Society	960
Do.	New York Kindergarten Association	2,500
Do.	St. Bartholomews	1,250
Cleveland, Ohio	Cleveland Day Nursery and Kindergarten Association	1,500
Reading, Pa.	Reading Free Kindergarten Association	685
Nashville, Tenn.	Methodist Training School	720
Dallas, Tex.	Dallas Free Kindergarten Association	835
Houston, Tex.	Houston Kindergarten Association	900
San Antonio, Tex.	San Antonio Kindergarten Association	590
Norfolk, Va.	Norfolk Kindergarten Association	1,000
Milwaukee, Wis.	Milwaukee Mission Kindergarten and Neighborhood Association	1,080

¹ Supervisor supervises public school kindergartens and training school kindergartens. ² Services given.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.			Assistant kindergarten teachers.		One or two sessions a day.	Same teacher in both sessions.	Public-school kindergartens established.	Preparation required of kindergarten teachers.	
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.					
ALABAMA.																		
Birmingham	132,465	5,705	18	715	177	475	6	7	19	\$900	\$400			1		1903	High-school graduation; 2 years' kindergarten training.	
Enterprise	2,922	100	1	50	177	355	6	7	2	(*)	(*)					(*)	Graduation from recognized kindergarten training school.	
Gradesville	16,557	434	1	35	178	23	5	1	1	495	(*)					1911	Graduation from approved kindergarten training school.	
Mobile	51,621	2,215	7	215	162	3163	4	6	14	480	400	\$120		1		1902	Graduation from normal school or equivalent.	
ARIZONA.																		
Bisbee	9,019	388	1	75	180	42	4	6	1	810				2	Yes.	1906	Graduation from State normal; special work.	
Flagstaff	1,633	70	1	32	195	24	4	6	1	700				1		1905	Examination for kindergarten graduation.	
Prescott	5,092	219	2	181	200	55	4	6	4	850	750	\$350	250	1		1900	Graduation from normal school or equivalent.	
ARKANSAS.																		
Bentonville	1,956	84	1	62	175	55	4 1/2	6	1	450	270			2	Yes.	(*)	(*)	

* It must be borne in mind that wherever two-sessions-a-day kindergartens are reported with a different group of children attending each session the total number of kindergartens in that city is reckoned according to the number of sessions, not according to the number of buildings or rooms. This plan of reckoning is based on the argument that the ordinary unit of kindergarten administration is one session, one group of children, one room, one school teacher, and one teacher. Therefore the addition of a second session and a second group of children, even though the same room is used and charge given to the same teacher or teachers, constitutes an additional kindergarten supported by association up to July.

† Estimated.
 ‡ No data.
 § For musician.
 ¶ Not fixed; depends on development.



KINDERGARTENS IN THE UNITED STATES

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, cen-		Estimated population of kindergarten age.	Public-school kinder-	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kindergarten teachers.		One or two sessions a day.	Same teacher in both sessions.	Public-school kindergarten established.	Preparation required of kindergarten teachers.
	1	2								3	4	5	6	7	8					9	10	11	12	13	14	15	16	17	18
CALIFORNIA.																			
Corning.....		972	41	1	37	191	19	4 1/2	6	6	1	\$600	\$600			1		(1)	Kindergarten and primary certificate. Graduation from training school approved by State board.
Coronado.....		1,477	53	1	34	194	28	4	6	2	2	950	720			1		1901	Graduation from training school approved by State board.
Fresno.....		24,862	1,070	1	89	190	56	4	6	2	2	700	600	\$600	\$600	1	Yes.	1900	State requirements.
Long Beach.....		17,809	766	8	572	171	245	4	(7)	16	16	750	700	550	550	1	Yes.	1909	Graduation from 2 years' kindergarten course in high school and 2 years' kindergarten training school.
Los Angeles.....		319,198	13,725	74	6,276	184	2,891	3 1/2	6	148	148	960	720	840	600	1	Yes.	1878	Graduation from high school and 2 years' kindergarten training school.
Oakland.....		150,174	6,457	3	203	191	92	5	(3)	3	3	1,200	780			1		1892	Same as elementary teacher; kindergarten training.
Orland.....		2,555	110	1	43	195	21	4 1/2	6	1	1	850	850			1		1905	Credits approved by State board.
Pasadena.....		30,291	1,302	12	524	170	317	4 1/2	6	27	27	840	780	720	640	1	Yes.	1901	Graduation from California accredited normal school.
Pemona.....		10,207	439	6	387	178	201	4	6	13	13	780	720	660	600	1		1890	Do.
Redlands.....		10,449	449	3	175	180	52	5	6	3	3	780	600			1		1906	Graduation from California kindergarten training school.
Redondo Beach.....		2,835	126	1	68	97	38	4	6	1	1	375				1		1912	Graduation from normal school.
Riverside.....		15,212	654	2	125	180	68	5	(7)	4	4	744				1		1895	Certificate under State law.
Sacramento.....		44,086	1,922	12	840	185	289	4	6	23	23	840	600	660	660	1		1895	Two years' training; 1 year of teaching.
San Diego.....		39,578	1,701	6	865	189	350	5	6	17	17	804	804	360	360	1		1891	State requirements for director; none for assistants.
San Francisco.....		416,912	18,027	2	70	209	25	4	6	1	1	840				2	Yes.	1909	Certificate on credits prescribed.
Santa Ana.....		6,429	302	4	170	173	124	4	6	8	8	720	540	360	225	1		1902	Graduation from accredited school.
Santa Barbara.....		11,609	501	6	280	170	138	4	6	8	8	720	660	660	300	1		1911	Kindergarten graduation certificate.
South Pasadena.....		4,844	200	3	88	173	145	4	6	2	2	762	390			1		1905-1906	Kindergarten normal training.
Woodland.....		3,187	130	1	41	183	22	4	6	1	1	700	700			1		1892	Graduation from approved kindergarten training school.

STATISTICS OF PUBLIC KINDERGARTENS.

State	County	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
COLORADO	Buena Vista	1,041	44	30	180	25	5	1	675	900	900	900	500	2	Yes	1898	Special training.																																																																																																																																																																																					
	Colorado Springs	29,078	1,250	400	190	210	5	8	800	900	900	900	500	1	Yes	(1)	Graduation from kindergarten training school.																																																																																																																																																																																					
	Denver	213,381	9,175	4,095	182	1,968	4	66	960	744	672	600	600	2	Yes	1893	Graduation from high school and normal school.																																																																																																																																																																																					
	Fort Collins	8,210	353	199	175	*149	4	6	900	675	750	690	690	2	Yes	(1)	Graduation from training school.																																																																																																																																																																																					
	Grand Junction	7,776	333	108	190	66	5	6	807	712	712	617	617	2	Yes	1902	Graduation from kindergarten training school.																																																																																																																																																																																					
	La Junta	4,154	178	178	178	50	4	6	675	450	630	450	450	2	Yes	1900	Normal school diploma.																																																																																																																																																																																					
	Pueblo	44,395	1,908	234	190	43	5	(?)	850	550	300	100	100	1	Yes	1906	Graduation from training school.																																																																																																																																																																																					
	Tribal	1,756	75	101	181	64	4	6	807	807	807	807	807	2	Yes	1903	Graduation from normal; special kindergarten training.																																																																																																																																																																																					
	Windsor	102,054	4,368	377	184	224	34	5	750	500	500	500	500	2	Yes	1908	Graduation from high school; 2 years' successful kindergarten experience.																																																																																																																																																																																					
	Windsor	13,522	580	353	178	194	4	6	525	450	475	450	450	2	Yes	1892	Graduation from approved kindergarten training school.																																																																																																																																																																																					
CONNECTICUT	Bridgeport	3,846	170	30	200	37	5	6	600	450	450	450	450	2	Yes	1908	Two years' course in kindergarten training school.																																																																																																																																																																																					
	East Haven	1,795	77	46	178	22	4	(?)	(?)	(?)	(?)	(?)	(?)	2	Yes	1911	Normal training of registered school.																																																																																																																																																																																					
	East Windsor	3,392	144	35	180	28	4	(?)	407	370	370	370	370	2	Yes	1910	Graduation from kindergarten training school.																																																																																																																																																																																					
	Greenwich	2,745	118	45	180	39	4	(?)	475	475	475	475	475	2	Yes	1906	Normal or special training.																																																																																																																																																																																					
	Groton Borough	6,495	279	73	180	42	4	7	240	270	270	270	270	2	Yes	1898	Normal school diploma.																																																																																																																																																																																					
	Hartford	99,915	4,253	*640	(1)	420	(1)	(1)	55	55	55	55	55	1	Yes	1892	Normal or special training.																																																																																																																																																																																					
	Jewett City	3,023	130	30	192	21	4	6	480	480	480	480	480	2	Yes	1910	Graduation from normal school.																																																																																																																																																																																					
	Manchester	13,641	596	40	185	*30	4	(1)	432	432	432	432	432	2	Yes	1911	High school graduation; normal school graduation.																																																																																																																																																																																					
	Middletown	32,066	1,378	940	183	*325	4	(?)	720	480	480	480	480	2	Yes	1903	Graduation from kindergarten preparatory school.																																																																																																																																																																																					
	Meriden	4,306	187	58	182	30	4	6	475	351	114	114	114	2	Yes	1900	High school diploma; training school diploma.																																																																																																																																																																																					
MASSACHUSETTS	New Bedford	12,722	547	279	188	159	3	6	600	400	400	400	400	1	Yes	1899	Normal diploma.																																																																																																																																																																																					
	New Britain	43,916	1,998	697	173	474	5	6	840	540	540	540	540	2	Yes	1896	High school graduation; kindergarten training school graduation.																																																																																																																																																																																					
	New Haven	133,605	5,745	1,950	185	*1,461	4	6	750	450	700	450	450	2	Yes	1890	Normal school training.																																																																																																																																																																																					
	New London	19,659	846	260	180	35	5	6	500	500	350	350	350	1	Yes	1889	Graduation from kindergarten training school.																																																																																																																																																																																					
	Norfolk	1,541	66	28	181	16	4	6	550	450	450	450	450	1	Yes	1901	Graduation from kindergarten training school.																																																																																																																																																																																					
	Norwalk	24,211	1,041	*340	189	*225	3	(?)	290	285	285	285	285	2	Yes	1912	Normal kindergarten course.																																																																																																																																																																																					
	Old Lyme	28,219	1,213	(1)	180	(1)	3	6	450	450	500	250	250	1	Yes	1892	Normal kindergarten training.																																																																																																																																																																																					
	Plymouth	1,181	50	17	180	11	4	6	462	400	400	400	400	1	Yes	*1906	Normal school certificate.																																																																																																																																																																																					
	Plymouth (Wareville)	2,862	123	64	186	27	4	6	500	440	200	180	180	1	Yes	1898	Graduation from normal school.																																																																																																																																																																																					
	Wareville	5,021	215	145	183	90	4	4	456	399	190	95	95	2	Yes	*1893	Graduation from normal school.																																																																																																																																																																																					

* Salary same as grade teachers.
 † Approximate.

‡ In some cases two sessions.
 § Estimated.

¶ No data.
 * Not fixed; depends on development.



TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kindergarten teachers.				(One or two sessions a day.)	Same teacher in both sessions.	Public-school kindergartens established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.				
CONNECTICUT—contd.																				
Fitcham.	7,280	313	1	32	106	40	4	7	2	\$494	\$494	\$314	\$314	1	1	1902	Kindergarten normal graduation.			
South Manchester.	5,200	225	2	274	186	120	3	6	3	680	200	352	352	1	Yes.	1900	Graduation from normal training school.			
Stamford.	26,838	1,230	14	1,744	190	478	4	6	22	900	460	350	250	2	Yes.	(1)	Special training.			
Stonington.	9,154	393	7	1,666	165	148	5	6	4	468	300	575	575	2	Yes.	(1)	Approved normal.			
Wallington.	11,155	470	8	254	180	128	4	5	4	575	575	700	450	2	Yes.	(1)	Two years' training.			
Westbury.	73,141	3,145	23	878	196	167	4	5	24	800	450	700	450	2	Yes.	1902	Graduation from training school.			
West Haven.	8,543	367	2	50	100	46	5	6	1	600	400	300	250	2	Yes.	1908	High school graduation; normal school graduation.			
Winsted.	7,754	333	2	106	183	64	5	(1)	4	650	450	300	250	1	Yes.	(1)	High school and kindergarten graduation from high school; graduation from kindergarten training school.			
DELAWARE.																				
Newark.	1,913	83	1	40	192	24	5	7	1	425				1		1910	Teacher's certificate and 1 year of practical work.			
DISTRICT OF COLUMBIA.																				
Washington.	331,369	14,235	72	3,435	179	2,131	5	6	137	900	650	600	500	1		1898	High school graduation or equivalent; normal graduation.			
FLORIDA.																				
Daytona.	3,082	132	1	56	160	29	4	6	2	480	320	320	240	1		1907	High school graduation, kindergarten diploma.			
Miami.	5,471	235	2	90	159	76	4	6	2	480	320	320	240	1		1909	Graduation from kindergarten training school.			
St. Petersburg.	4,127	177	1	140	160	95	4	6	3	500	500	600	400	2	Yes.	1904	Normal graduation.			
Tallahassee.	5,018	215	1	45	159	33	3	6	1	400	400	600	400	1		(1)	Diploma.			
West Palm-Beach.	1,743	74	1	54	160	40	4	6	2	720	500	600	400	1		1906	Graduation from kindergarten training school; experience.			

STATISTICS OF PUBLIC KINDERGARTENS.

State	City	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
GEORGIA.	Athens	14,913	641	95	173	38	4	6	2	540	420	1	1905	Training in approved school.																																																																																																																																																																																							
	Augusta	41,040	1,764	300	180	250	5	6	12	720	480	2	1891	High school diploma, or normal and certificate of training school.																																																																																																																																																																																							
	Columbus	20,554	883	383	175	204	4	6	10	400	250	1	1905	Graduation from high school; 2 years' kindergarten training.																																																																																																																																																																																							
	La Grange	5,557	240	45	175	26	4	7	1	540		1	1911	Graduation from kindergarten normal.																																																																																																																																																																																							
	Sanderville	2,641	113	26	164	23	4	7	1	360		1	(*)	Normal school diploma.																																																																																																																																																																																							
	West Point	1,906	81	40	180	25	3	7	1	675		1	1940	Normal training.																																																																																																																																																																																							
	IDAHO.	Lewiston	6,043	259	70	174	38	5	6	1	735	728	(*)	(*)	College education or equivalent.																																																																																																																																																																																						
		Mountainhome	1,411	60	25	180	21	5	7	1	735		1	1910																																																																																																																																																																																							
		ILLINOIS.	Bond	1,912	82	110	178	73	6	7	1	450	450	2	Yes.	Second grade county certificate.																																																																																																																																																																																					
			Berwyn	5,841	25	160	152	140	4	8	3	300	350	1	1897	Graduation from kindergarten college.																																																																																																																																																																																					
Chicago			2,185,283	93,987	192	11,825	190	4	6	232	1,175	650	2	Yes.	Graduation from high school; graduation from kindergarten normal.																																																																																																																																																																																						
Chicago Heights			14,325	624	1	100	197	4	6	(*)	750	500	2	Yes.	Same as elementary teacher; kindergarten training.																																																																																																																																																																																						
Columbia			2,076	89	44	181	39	5	7	1	340		1	(*)	Not available.																																																																																																																																																																																						
Evanston			24,978	1,074	334	190	167	5	6	12	600	450	1	1892	High school diploma, kindergarten training.																																																																																																																																																																																						
District 76													2	Yes.	Graduation from kindergarten college.																																																																																																																																																																																						
Uranooce			1,899	81	149	190	101	4	6	4	800	600	2	Yes.	Graduation from kindergarten college.																																																																																																																																																																																						
Jacksonville	15,326		659	60	180	35	4	6	1	585	500	1	(*)	Graduation from kindergarten training school.																																																																																																																																																																																							
Kenneth	381		37	42	179	24	4	6	1	500	500	1	1885	Graduation from kindergarten college.																																																																																																																																																																																							
KANSAS.	La Grange	5,282	227	263	190	200	4	6	6	700	400	1	1905	Graduation from kindergarten training school.																																																																																																																																																																																							
	Lake Forest	3,349	144	80	185	60	4	6	3	925	500	2	Yes.	Graduation from high school, kindergarten normal.																																																																																																																																																																																							
	Moline	24,199	1,040	467	177	55	16	18	675	450	360	2	Yes.	Kindergarten school graduation.																																																																																																																																																																																							
	Morgan Park	3,694	168	103	196	56	4	6	2	500	600	2	Yes.	Graduation from approved kindergarten training school.																																																																																																																																																																																							
	Peoria	691,950	2,878	735	188	427	4	6	22	880	450	1	1897	Graduation from high school; 2 years' training and practice.																																																																																																																																																																																							
	Pumpkintown	1,083	49	44	195	39	6	(*)	1	675		2	Yes.	Same as chief teachers.																																																																																																																																																																																							
	Quincy	36,587	1,573	45	185	25	6	6	1	650		2	(*)	Same as chief teachers.																																																																																																																																																																																							
	River Forest	2,456	105	68	187	50	4	6	3	550	400	2	Yes.	Same as primary teachers.																																																																																																																																																																																							
	Riverside	1,702	73	48	183	33	4	6	3	712	427	2	Yes.	Same as primary teachers.																																																																																																																																																																																							
	Sils	1,163	50	50	180	37	5	7	1	585	405	2	Yes.	Graduation from kindergarten college.																																																																																																																																																																																							
MISSOURI.	St. Louis	2,407	103	134	170	93	4	6	2	465	350	2	Yes.	Do.																																																																																																																																																																																							
	West Hammond	4,948	212	69	196	30	4	6	1	800	650	2	Yes.	Do.																																																																																																																																																																																							
	West Springs	4,043	212	102	189	28	4	6	1	550	400	2	Yes.	Do.																																																																																																																																																																																							
	Wilmette	4,043	212	102	189	28	4	6	1	550	400	2	Yes.	Do.																																																																																																																																																																																							
	Winnona	3,168	136	121	186	108	4	6	3	750		1	1898	Do.																																																																																																																																																																																							
	NEBRASKA.	Lincoln	1,899	81	149	190	101	4	6	4	800	600	2	Yes.	Graduation from kindergarten college.																																																																																																																																																																																						
		Omaha	15,326	659	60	180	35	4	6	1	585	500	1	(*)	Graduation from kindergarten training school.																																																																																																																																																																																						
		Omaha	381	37	42	179	24	4	6	1	500	500	1	1885	Graduation from kindergarten college.																																																																																																																																																																																						
		Omaha	5,282	227	263	190	200	4	6	6	700	400	1	1905	Graduation from kindergarten training school.																																																																																																																																																																																						
		Omaha	3,349	144	80	185	60	4	6	3	925	500	2	Yes.	Graduation from high school, kindergarten normal.																																																																																																																																																																																						
Omaha		24,199	1,040	467	177	55	16	18	675	450	360	2	Yes.	Kindergarten school graduation.																																																																																																																																																																																							
Omaha		3,694	168	103	196	56	4	6	2	500	600	2	Yes.	Graduation from approved kindergarten training school.																																																																																																																																																																																							
Omaha		691,950	2,878	735	188	427	4	6	22	880	450	1	1897	Graduation from high school; 2 years' training and practice.																																																																																																																																																																																							
Omaha		1,083	49	44	195	39	6	(*)	1	675		2	Yes.	Same as chief teachers.																																																																																																																																																																																							
Omaha		36,587	1,573	45	185	25	6	6	1	650		2	(*)	Same as chief teachers.																																																																																																																																																																																							

* No data.

† Not fixed; depends on development.

‡ In some cases two counts.

§ Estimated.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergartens.	Age children must leave kindergartens.	Kindergarten teachers.				Assistant kindergarten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kindergartens established.	Preparation required of kindergarten teachers.	
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.					
1																			
INDIANA.																			
Astoria.....	3,325	143	1	47	173	31	5	7	1	\$450					1		1892	High-school graduation; kindergarten training school graduation; graduation from kindergarten training school.	
Columbus.....	8,813	378	2	80	180	55	4	6	2	585	\$405			1		1899	High-school graduation; kindergarten training school graduation; graduation from kindergarten training school.		
Converse.....	1,164	49	1	53	157	50	5	8	1	560	380			2	Yes	1900	College course.		
Crawfordsville.....	9,371	402	3	60	178	45	4	6	6	653	612	\$225	\$180	1		1911	Special kindergarten training, 2 years.		
East Chicago.....	19,088	821	7	276	190	173	4	6	8	650	650	330	300	2	Yes	1900	High-school graduation; kindergarten school graduation.		
Evansville.....	69,647	2,994	12	721	185	530	5	6	12	700	465	400	400	2	Yes	1902	Graduation from kindergarten college.		
Fort Wayne.....	63,933	2,749	10	511	192	252	5	6	14	760	500	530	400	1	Yes	1899	High-school graduation; kindergarten college graduation.		
Gary.....	16,902	722	5	613	196	(*)	4	6	7	900	900			2	Yes	1907	Two years kindergarten training following 4 years' high school.		
Hammond.....	20,925	899	14	461	180	258	4	6	13	760	570	475	476	2	Yes	1893	High-school graduation; kindergarten training school graduation.		
Huntington.....	10,372	441	2	72	178	41	5	6	2	630		270		2	Yes	1911	Graduation from 2 years' kindergarten course.		
La Porte.....	10,525	452	3	230	190	162	5	6	4	712	598	646	522	1		1886	Graduation from kindergarten college or license from approved kindergarten training school.		
Madison.....	6,384	288	2	58	180	41	5	6	1	630				2	Yes	1908	Do.		
Mishawaka.....	19,027	818	7	299	175	107	4	6	7	595	423			1		1902	Do.		
Mishawaka.....	11,856	511	3	139	178	108	4	6	6	675	450			1		1907	Two years' kindergarten training.		
Richmond.....	22,324	959	8	405	186	208	4	6	8	675	675			1		1895	High-school graduation; kindergarten college graduation.		
Shelbyville.....	9,500	408	5	135	180	100	4	6	2	450	450			2	Yes	1901	Two years' special preparation.		
South Bend.....	53,684	2,308	14	700	175	600	5	6	28	648	565	630	540	1		1898	Graduation from kindergarten school.		
Terre Haute.....	58,157	2,500	29	683	190	337	5	6	15	655	565			1		1911	License.		
Vespera.....	6,987	300	1	69	87	45	4	6	1	450	450			1		1892	High-school diploma or equivalent.		

KINDERGARTENS IN THE UNITED STATES.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.		Assistant kindergarten teachers.		One or two sessions a day.	Same teacher in both sessions.	Public-school kindergarten established.	Preparation required of kindergarten teachers.	
									Number.	Maximum salary.	Minimum salary.	Maximum salary.					Minimum salary.
Iowa—continued.																	
Monticello.....	2,045	87	1	38	174	34	5	(1)	1	\$385			2	Yes....	(1)	Graduation from State normal.	
Mount Pleasant.....	3,614	157	2	60	180	45	5	6	2	565			1	Yes....	(1)	High-school graduation; 2 years' training.	
North English.....	1,283	53	1	25	180	20	5	(1)	1	450	\$465		2	Yes....	1900	Graduation from approved kindergarten training school; 1 year normal training.	
Odebolt.....					178	18	5	7	1	540	450		2	Yes....	1900	High-school graduation; kindergarten college graduation.	
Oakdale.....	3,466	407	5	201	177	117	5	8	5	540	540		2	Yes....	1900	High-school graduation; kindergarten college graduation.	
Paoli.....	1,080	46	1	24	178	27	5	(1)	1	540	450		2	Yes....	1909	Normal-school training.	
Falls.....	3,021	120	2	49	172	36	4 1/2	6	1	485			2	Yes....	1902	Special training and successful experience.	
Rock Rapids.....	2,005	86	1	34	178	24	5	6	1	540			2	Yes....	1906	Normal-school training.	
Rockwell.....	700	30	1	12	177	11	5	6	1	450			1	Yes....	(1)	High primary certificate.	
Rockwell City.....	1,528	65	2	58	178	38	4 1/2	(1)	1	517			1	Yes....	1912	High-school graduation; 2 years' kindergarten college graduation.	
See City.....	2,001	94	1	54	177	41	6	6	3	485			2	Yes....	1900	Graduation from kindergarten training school.	
Sheldahl.....	2,841	128		84	178	60	5	(1)	1	540	540		2	Yes....	1901	Do.	
Shenandoah.....	4,016	213		96	180	48	5	7	2	585	\$390	\$180	2	Yes....	1908	Kindergarten training certificate.	
Shoux Rapids.....	4,868	238	1	29	178	35	5	(1)	1	517	450		2	Yes....	(1)	University or special normal.	
Tamul.....	2,291	88	1	18	178	35	5	(1)	1	485	485		2	Yes....	(1)	2 years' special training.	
Walnut.....	2,950	40	1	19	178	19	5	(1)	1	472			2	Yes....	1903	2 years' kindergarten training.	
Wapello.....	1,326	53	1	26	178	19	5	7	1	485	480		1	Yes....	1907	High-school graduation; 2 years' special training.	
Washington.....	4,350	188	8	144	176	97	4	(1)	4	540	485	315	270	2	Yes....	(1)	Graduation from standard kindergarten course.
Westerloo.....	26,663	1,147	6	203	175	180	5	6	10	472	247	247	247	1	Yes....	1899	Graduation from standard kindergarten training college.
KANSAS.																	
Atchison.....	10,429	708	2	62	169	38	5	7	2	585		340		2	Yes....	1910	Kindergarten training; primary training for assistant.

KINDERGARTENS IN THE UNITED STATES.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kind- ergartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kinder- garten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kind- ergarten estab- lished.	Preparation required of kindergarten teachers.	
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.					
MARYLAND.																			
Baltimore.....	558,485	24,014	22	1,256	190	698	6	6	45	\$500	\$353	\$353	\$250	1	1	1901	Graduation from approved kindergarten training school.		
Fort Deposit.....	1,304	50	1	26	171	14	4	6	2	700	500	250		1	(?)	(?)			
MASSACHUSETTS.																			
Attleboro.....	16,215	607	1	39	183	20	4	(?)	2	525	698	708	325	1	1	1907	Graduation from normal school.		
Boston.....	670,585	28,855	124	6,160	184	4,340	4	5	228	1,032	698	708	480	1	1	1888	Graduation from training school.		
Braintree.....	9,068	346	5	186	171	94	5	(?)	6	650	450			1	1	1883	Normal training.		
Bridgewater.....	7,668	330	1	48	183	28	4	6	2	1,000				2	Yes...	(?)	Normal training.		
Brockton.....	27,792	1,190	11	423	187	315	3 1/2	(?)	21	800		700		1	Yes...	1889	Adequate training and experience.		
Cambridge.....	104,839	4,508	32	1,414	191	820	4	6	28	750	510	672	510	2	Yes...	1889	Graduation from high school and training school and 1 year's experience.		
Chicopee.....	26,401	1,022	2	78	193	46	4	6	2	620	400	560	400	2	Yes...	1899	Diploma from preparatory kindergarten training school.		
Dorham.....	9,284	399	4	120	188	100	4	(?)	4	550	550			1	Yes...	903	Graduation and 1 year's experience.		
Easton.....	5,129	220	1	39	188	19	4 1/2	7	2	475	200			1	Yes...	(?)	Graduation from approved kindergarten training school.		
Fall River.....	119,290	5,129	6	337	192	224	4	5	12	700	540	620	540	1	Yes...	1892	Graduation from high school, graduation from kindergarten training school.		
Falmouth.....	3,144	135	1	30	174	16	4	5 1/2	1	660	420			1	Yes...	1906	Adequate training.		
Fitchburg.....	37,826	1,626	3	108	155	93	5	6	4	750	450	720	400	1	Yes...	1906	Normal graduate.		
Greenfield.....	10,437	448	2	58	185	41	4	(?)	2	450	400			1	Yes...	1888	High-school graduation; kindergarten training school graduation.		
Haverhill.....	44,115	1,866	4	170	185	130	4	(?)	7	700	410	700	410	1	Yes...	1906	Graduation from training school.		
Holyoke.....	57,730	2,482	10	573	187	276	4	5 1/2	20	660	450	550	400	1	Yes...	1897	High-school graduation and kindergarten training.		
Hopkinton.....	2,188	93	1	26	174	20	4	5	2	360	360	180	180	1	Yes...	1888	Graduation from kindergarten training school.		
Lowell.....	4,108	176	1	34	173	23	4	6	1	380				1	Yes...	1912	Do.		

KINDERGARTENS IN THE UNITED STATES.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Number.	Kindergarten teachers.		Assistant kindergarten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kindergarten established.	Preparation required of kindergarten teachers.
										Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.				
MICHIGAN—continued.																	
Cedar Springs.....	947	40	1	128	182	21	5	(1)	1	\$475				1	Yes	1911	Life certificate.
Champion.....	1,069	55	1	36	186	26	4	(1)	1	425				2	Yes	1902	Graduation from recognized school.
Chelsea.....	1,704	75	2	30	200	23	5	6	1	425				2	Yes	1901	Graduation from normal school.
Chester.....	1,363	58	1	17	200	12	4	(1)	1	550				2	Yes	1900	College preparation.
Coldwater.....	5,945	255	2	69	183	49	4	7	2	550	\$300			2	Yes	1900	State requirements.
Corunna.....	1,394	59	1	50	190	38	5	7	1	500	430			2	Yes	1907	State life certificate.
Crossed.....	1,380	59	1	54	200	38	5	7	1	500	500			2	Yes	1907	State life certificate.
Crystal Falls.....	3,775	162	5	180	186	141	5	7	4	650	500	\$200		2	Yes	1892	State life certificate.
Detroit.....	465,766	20,027	81	7,897	200	3,238	5	6	170	1,000	800	500		2	Yes	1895	Graduation from Detroit normal or equivalent.
Downs.....	5,068	218	4	120	140	95	5	(1)	4	522	475			2	Yes	(1)	Graduation from State normal.
Dowagiac.....	2,315	99	2	62	200	59	4	7	2	550	450			2	Yes	1900	Graduation from approved school.
East Jordan.....	2,516	107	1	82	187	41	5	(1)	1	522	475			2	Yes	(1)	Graduation from high school; graduation from kindergarten training school.
Easton.....	(1)	62	1	74	187	54	4	7	1	575				2	Yes	1908	State life certificate.
East Tawas.....	1,452	62	2	32	186	26	5	(1)	1	450	425			2	Yes	(1)	Life certificate from approved school.
Edin Rapids.....	2,084	89	1	38	187	27	5	(1)	1	425				2	Yes	1908	Graduation from approved school.
Elk Rapids.....	1,073	71	2	36	185	32	3	5	2	427				2	Yes	1900	Life certificate; normal school.
Excelsior.....	13,194	567	8	254	200	150	5	8	8	650	400	300	200	2	Yes	(1)	Graduation from approved kindergarten.
Lyart.....	1,385	59	1	36	188	23	5	8	1	450				2	Yes	1907	Graduation from approved kindergarten.
Flint.....	38,550	1,657	12	627	190	367	4	6	12	650	400	650	400	2	Yes	1901	Life certificate; 2 years' training.
Ford.....	1,039	72	2	32	200	23	4	(1)	1	550	550			2	Yes	1908	Normal training.
Frankfort.....	1,555	66	1	36	186	28	5	0	1	500				1	Yes	1906	Kindergarten diploma.
Freemont.....	2,009	86	2	80	100	62	4	7	1	550	450			2	Yes	1890	Graduation from 2 years' kindergarten course.
Gaylord.....	1,538	66	1	35	186	25	4	6	1	522				2	Yes	(1)	State certificate.
Glendon.....	4,211	181	2	80	200	60	5	6	2	560	475	250	200	2	Yes	1895	Graduation from approved kindergarten training school.
Grand Haven.....	5,856	251	1	94	194	66	5	(1)	3	550	400	450	350	2	Yes	1896	State kindergarten certificate.

STATISTICS OF PUBLIC KINDERGARTENS.

City	112,571	4,840	68	2,059	191	1,481	4	6	52	800	400	500	400	2	Yes	(*)	Notes
Grand Rapids	680	29	1	30	200	128	5	(*)	1	350	650	500	400	2	Yes	(*)	Graduation from high school; graduation from kindergarten training school.
Grandville	3,550	152	1	120	200	38	5	(*)	1	650	650	500	400	2	Yes	(*)	State kindergarten certificate.
Holland	1,554	90	1	25	196	18	5	6	2	550	450	500	400	2	Yes	(*)	Life certificate.
Marion Branch	1,908	74	2	38	190	32	5	7	2	522	463	500	400	2	Yes	(*)	Special normal school course.
Marion Springs	1,555	64	2	40	200	30	6	(*)	2	522	463	500	400	2	Yes	(*)	Life certificate.
Hart	4,383	188	1	49	200	30	6	(*)	2	522	463	500	400	2	Yes	(*)	Normal graduate.
Hastings	4,120	177	3	160	192	185	5	(*)	2	522	463	500	400	2	Yes	(*)	Statutes of Michigan.
Highland Park	10,480	451	5	250	192	185	5	(*)	2	522	463	500	400	2	Yes	(*)	Normal school life certificate.
Holland	5,113	219	4	175	198	160	4	(*)	8	650	500	250	150	2	Yes	(*)	Graduation from approved kindergarten training school.
Houghton	2,178	93	3	58	187	45	5	6	2	475	380	332	323	2	Yes	(*)	Normal or kindergarten school cadets; high school graduation.
Ironville	5,030	216	2	92	192	68	4	6	2	475	380	332	323	2	Yes	(*)	Special training.
Iron River	2,450	105	1	118	197	65	6	6	2	600	500	200	200	2	Yes	(*)	State certificate.
Ironwood	12,821	551	14	477	200	341	4	6	16	650	400	400	125	2	Yes	(*)	Life certificate; kindergarten department.
Ironwood	1,876	80	1	46	187	28	4	6	1	500	450	465	420	2	Yes	(*)	Graduation from reputable kindergarten training school.
Ironwood	39,427	1,685	17	837	186	403	4	6	16	600	465	465	420	2	Yes	(*)	College training.
Ironwood	1,415	60	1	33	176	26	5	6	1	485	450	450	450	1	Yes	(*)	Graduation from approved kindergarten training school.
Kalamazoo	1,222	82	1	32	188	29	5	7	1	475	450	400	400	2	Yes	(*)	State teacher's graded certificate.
Leans Odessa	1,342	134	14	280	185	210	5	(*)	8	700	600	400	400	2	Yes	(*)	Normal school graduation.
Leans Odessa	3,228	146	1	52	197	45	2	(*)	1	599	500	500	500	2	Yes	(*)	Two years' course.
Leans Odessa	1,042	44	1	25	200	19	5	(*)	1	427	450	450	450	2	Yes	(*)	College.
Leans Odessa	1,032	44	1	25	200	19	5	(*)	1	427	450	450	450	2	Yes	(*)	Normal school Michigan standard.
Leans Odessa	1,761	75	2	28	191	26	5	7	1	400	450	450	450	1	Yes	(*)	Normal graduate.
Leans Odessa	1,200	51	2	40	179	32	4	(*)	2	472	450	450	450	2	Yes	(*)	Graduation from normal or kindergarten training school.
Leans Odessa	1,047	44	2	15	188	14	5	7	2	408	400	450	450	2	Yes	(*)	Normal graduate.
Leans Odessa	12,381	532	6	180	188	175	4	5	6	550	650	650	650	2	Yes	(*)	One year of normal training; kindergarten training school graduation; State certificate.
Leans Odessa	4,722	202	4	152	193	137	5	(*)	4	650	550	550	550	2	Yes	(*)	High school graduation; 2 years' special training.
Leans Odessa	1,099	45	1	27	177	25	5	(*)	1	450	450	450	450	2	Yes	(*)	Kindergarten certificate.
Leans Odessa	1,092	45	1	69	186	26	5	(*)	1	450	450	450	450	2	Yes	(*)	Graduation from kindergarten school.
Leans Odessa	1,503	494	4	175	185	132	4	(*)	7	750	750	750	750	2	Yes	(*)	Normal school training.
Leans Odessa	1,637	280	10	266	187	205	5	7	10	570	427	237	237	2	Yes	(*)	Graduation from kindergarten normal.
Leans Odessa	6,383	280	3	80	183	75	4	6	3	500	475	475	475	2	Yes	(*)	High school graduation; kindergarten training school graduation.
Leans Odessa	7,707	231	4	145	190	92	5	(*)	2	578	525	525	525	2	Yes	(*)	Normal school graduation.
Leans Odessa	2,852	126	2	65	185	45	5	(*)	1	700	600	600	600	1	Yes	(*)	Life certificate; kindergarten normal training.
Leans Odessa	24,082	1,084	6	448	197	242	5	(*)	10	700	500	700	350	1	Yes	(*)	High school graduation; normal training.
Leans Odessa	-1,000	72	4	99	194	51	4	(*)	2	500	400	400	400	2	Yes	(*)	State kindergarten certificate.
Leans Odessa	(*)	363	6	156	200	101	5	6	3	600	450	250	250	2	Yes	(*)	Graduation from training school.
Leans Odessa	8,460	363	6	156	200	101	5	6	3	600	450	250	250	2	Yes	(*)	Graduation from kindergarten training school; approved by State superintendent.

* In some cases two sessions.
 * No data.
 * Estimated.
 * Not fixed; depends on development.
 * Approximate.



TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergartens.	Age children must leave kindergartens.	Number.	Kindergarten teachers.		Assistant kindergarten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kindergarten established.	Preparation required of kindergarten teachers.	
										Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.					
MICHIGAN—continued.																		
Warren	1,207	51	1	38	200	29	5	7	1	\$500	\$200			1	Yes	1901	Normal training.	
Newburgh	1,182	50	2	64	198	53	4	6	1	500	500			2	Yes	(1)	Two years' training school.	
Northville	1,465	71	1	35	200	30	4	(1)	1	450	450	\$450		2	Yes	(1)	Normal college.	
Oshtemo	2,702	116	4	103	196	59	5	(1)	1	600	450	250	100	2	Yes	1906	Two years' course in kindergarten.	
Oshtemo	1,904	84	1	38	198	30	4	6	1	600	500	300	250	2	Yes	1910	Graduation in kindergarten work.	
Oshtemo	7,775	334	5	187	200	151	4	6	5	700	450	350	250	1	Yes	1898	Graduation from approved kindergarten training school.	
Oshtemo	2,812	120	2	60	190	45	5	7	1	(1)	451	261	190	2	Yes	(1)	Graduation from kindergarten normal.	
Owosso	9,639	444	7	220	196	165	5	7	4	600	500			2	Yes	(1)	Two years' normal training.	
Oxford	11,911	512	1	29	195	25	4	(1)	1	500				1	Yes	1910	State life certificate.	
Paw Paw	1,043	70	1	27	197	23	5	7	1	380	403			1	Yes	1909	State normal school training.	
Plainwell	1,483	64	2	64	190	35	4	6	1	390	450			2	Yes	(1)	Normal school training.	
Plainwell	1,671	71	1	62	198	26	4	6	1	550	450			1	Yes	1903	Normal training or equivalent.	
Plainwell	1,447	57	1	23	196	116	4	6	7	700	500	\$300	\$300	2	Yes	1898	Two years' kindergarten course.	
Plainwell	1,522	624	5	262	193	116	4	6	1	450	450			2	Yes	1901	Kindergarten certificate.	
Plainwell	1,347	57	1	12	196	28	5	(1)	1	450	450			2	Yes	1909	Life certificate; kindergarten course.	
Plainwell	1,680	52	1	50	200	105	5	6	2	600	500			2	Yes	1909	Normal college graduation.	
Plainwell	4,265	176	1	13	200	28	4	7	1	500	500			2	Yes	(1)	High school graduation; 2 years' approved course.	
Plainwell	1,451	62	2	56	196	37	4	7	1	500				2	Yes	(1)	Normal kindergarten course.	
St. Clair	2,633	113	1	48	176	29	5	7	1	600	450			2	Yes	1904	High school graduation; State normal graduation.	
St. Johns	3,154	135	3	110	188	88	5	(1)	3	600	450			2	Yes	1895	2 years' course in kindergarten institute.	
St. Joseph	5,636	254	2	98	178	75	5	(1)	4	560	419	225	225	1	Yes	1899	Graduate from normal school or college.	
St. Louis	1,940	83	2	72	190	44	4	6	1	475	475			2	Yes	1900	Graduate from State normal or equivalent.	
Sault Ste. Marie	12,615	542	6	200	185	180	5	(1)	3	700	550	153		2	Yes	1907	Normal graduation.	
Shepherd	835	35	1	30	178	22	5	7	1	450	450			2	Yes	1907	Second grade county certificate.	
Sparta	1,203	51	1	40	198	34	5	6	1	450	450			2	Yes	1907	Normal graduation.	
Springwells	1,635	78	1	30	200	34	5	6	1	600	600			2	Yes	1902	Second grade county certificate.	

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1918.—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kinder- gartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.			Assistant kinder- garten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kinder- garten estab- lished.	Preparation required of kindergarten teachers.	
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.					
MINNESOTA—contd.																		
Lake Crystal.....	1,085	45	1	21	176	14	5	(1)	1	655	450			2	Yes	1911	Graduate from advanced State normal.	
Manassas.....	10,365	445	4	131	176	115	5	(1)	4	540	450			2	Yes	1907	Minnesota normal advanced kindergar- ten course.	
Minneapolis.....	301,408	12,980	26	1,082	187	798	5	16	20	1,000	750	\$500		2	Yes	1900	High-school graduation; normal-school graduation; 1 year teaching.	
Mountain Iron.....	1,343	57	1	49	185	39	5	6	1	800				2	Yes	1898	High-school graduation; normal-school graduation; 1 year teaching.	
Nashwan.....	2,080	89	4	130	185	90	4	17	4	688	665	622	522	2	Yes	1907	Graduate from recognized kindergarten training school.	
Ortonville.....	1,774	76	1	54	180	40	4	6	1	585				2	Yes	1912	Kindergarten course.	
Owassona.....	5,658	242	2	46	175	38	5	6	2	465				2	Yes	1910	High-school graduation; special kindergar- ten preparation.	
Park Rapids.....	1,801	77	2	40	172	35	5	6	2	630	450	485	450	2	Yes	1904	Normal and special kindergarten prepa- ration.	
St. Charles.....	1,159	49	1	20	180	17	5	(1)	1	450				2	Yes	(*)	Graduate from school in primary meth- ods.	
St. Paul.....	214,744	9,233	74	2,700	190	2,000	5	6	63	900	600	600	500	2	Yes	1881	Normal school graduation.	
Spraghead.....	1,452	63	1	30	180	28	5	7	1	495	450			2	Yes	1903	Graduate from State normal school.	
Tower.....	1,111	47	2	77	178	67	5	6	2	545	540			2	Yes	1907	One year of kindergarten training.	
Waseca.....	1,576	80	1	40	180	30	5	(*)	1	400				2	Yes	1900	Graduate from kindergarten course.	
Virginia.....	10,473	460	7	350	200	330	4	6	11	1,200	900	1,020	840	2	Yes	1904	Normal-school graduation; 2 years' expe- rience.	
Wells.....	1,755	75	2	55	175	35	4	6	1	585	450			2	Yes	1903	Normal training or special kindergarten training.	
Wisdom.....	1,749	74	4	55	172	41	5	6	2	495	450			2	Yes	1900	State normal-school graduation.	
Wisnau.....	18,583	799	7	408	180	308	5	6	6	650	505	500	385	2	Yes	1899	Graduate from kindergarten normal course; 2 years' experience.	
Wobesa.....	2,822	112	2	35	180	28	5	6	1	495	450			2	Yes	(*)	Graduate from State normal school.	

STATISTICS OF PUBLIC KINDERGARTENS.

State	City	3,708	159	70	180	67	5	(1)	1	630	630	2	Yes	1900	Experience in primary teaching, Kindergarten-training or 2 years' kindergarten experience. Best that can be secured. State teacher's license and license of national association.		
MISSOURI	Aberdeen	3,708	159	70	180	67	5	(1)	1	630	630	2	Yes	1900	Experience in primary teaching, Kindergarten-training or 2 years' kindergarten experience. Best that can be secured. State teacher's license and license of national association.		
	Greenview	8,419	413	26	180	21	44	6	1	675	750	1	Yes	1900	Professional training of 2 years' kindergarten experience.		
	Lamar	8,468	363	232	157	190	5	6	6	780	405	2	Yes	1909	Best that can be secured.		
	Long Beach	1,026	43	1	140	10	4	6	1	440	360	2	Yes	1911	State teacher's license and license of national association.		
	Natchez	11,791	507	2	108	78	4	6	3	540	315	1	Yes	1896	State teacher's license and license of national association.		
	Philadelphia	1,209	51	30	120	22	4	6	1	270	675	1	Yes	1912	State teacher's license and license of national association.		
	Yazoo City	6,796	291	35	180	23	4	6	1	675	675	1	Yes	1903	State teacher's license and license of national association.		
	MISSOURI	Carthageville	3,655	157	2	100	75	6	(1)	2	495	450	2	Yes	1903	Normal elementary certificate.	
		Cape Girardeau	8,475	364	1	120	15	(1)	(1)	1	850	450	1	Yes	1903	Normal school graduation.	
		Easton	245,381	10,650	40	186	1,476	6	17	69	750	600	1	Yes	1898	Normal school graduation.	
Marion		4,171	179	1	68	50	5	6	2	700	600	1	Yes	1908	Graduate from kindergarten-training school.		
Marshfield		1,183	51	60	160	45	5	7	1	400	450	2	Yes	(1)	Special preparation in some institution.		
St. Joseph		77,403	3,329	2	80	70	6	(1)	2	810	620	1	Yes	1910	Graduate from kindergarten normal of St. Louis.		
St. Louis		687,029	28,542	155	11,025	200	5,537	6	272	1,120	620	1	Yes	1873	Graduate from kindergarten normal of St. Louis.		
MONTANA		Helena	12,515	538	6	130	95	4	6	6	1,200	660	1	Yes	1883	Graduate from kindergarten-training school.	
		NEBRASKA	Albion	1,864	68	64	178	47	5	6	1	630	450	2	Yes	1901	Normal school graduation.
			Aurora	2,030	113	2	90	78	4	7	2	540	450	2	Yes	1912	Two years' kindergarten training.
	Barnes		742	31	35	178	20	5	6	1	585	450	2	Yes	(1)	College education and 3 years' experience.	
	Broken Bow		2,570	57	2	110	77	5	(1)	2	630	450	2	Yes	(1)	Graduate from State normal.	
	Cedar Rapids		5,014	215	4	175	32	5	6	2	495	540	2	Yes	1902	County certificate with special work.	
	Columbus		1,023	43	4	180	85	5	6	2	585	540	2	Yes	1899	Graduate from standard normal.	
	Dodge		1,023	43	4	180	30	5	(1)	1	630	450	2	Yes	1910	Meet requirements of State.	
	Edgar		1,023	43	4	180	15	5	6	1	495	540	2	Yes	1907	State certificate.	
	Falls City		3,263	140	6	175	38	5	(1)	6	540	180	2	Yes	1897	One year kindergarten training; 1 year's experience.	
Frederick	1,528		65	2	40	22	5	7	1	585	585	2	Yes	1909	High-school graduation or equivalent; also 2 years' kindergarten training.		
NEBRASKA	Freemont	8,718	374	5	178	165	5	6	5	600	460	2	Yes	1909	High-school graduation; 1 year, cadet; additional work at kindergarten college.		
	Geneva	1,741	74	1	29	24	5	8	1	517	405	2	Yes	(1)	Normal training.		
	Genoa	1,376	59	2	45	38	5	(1)	1	540	405	2	Yes	1904	Five grade kindergarten certificate.		
	Harvard	1,102	47	2	37	25	5	7	1	450	405	2	Yes	1904	Five grade kindergarten certificate.		
	Havock	2,680	113	2	75	60	5	6	1	540	405	2	Yes	1905	Kindergarten certificate Nebraska law.		
	Hiawatha	6,302	266	6	250	228	5	(1)	8	562	495	2	Yes	(1)	Normal school graduation.		
	NEBRASKA	Lincoln	1,864	68	64	178	47	5	6	1	630	450	2	Yes	1901	Normal school graduation.	
		Lincoln	2,030	113	2	90	78	4	7	2	540	450	2	Yes	1912	Two years' kindergarten training.	
		Lincoln	742	31	35	178	20	5	6	1	585	450	2	Yes	(1)	College education and 3 years' experience.	
		Lincoln	2,570	57	2	110	77	5	(1)	2	630	450	2	Yes	(1)	Graduate from State normal.	
Lincoln		5,014	215	4	175	32	5	6	2	495	540	2	Yes	1902	County certificate with special work.		
Lincoln		1,023	43	4	180	85	5	6	2	585	540	2	Yes	1899	Graduate from standard normal.		
Lincoln		1,023	43	4	180	30	5	(1)	1	630	450	2	Yes	1910	Meet requirements of State.		
Lincoln		1,023	43	4	180	15	5	6	1	495	540	2	Yes	1907	State certificate.		
Lincoln		3,263	140	6	175	38	5	(1)	6	540	180	2	Yes	1897	One year kindergarten training; 1 year's experience.		
Lincoln		1,528	65	2	40	22	5	7	1	585	585	2	Yes	1909	High-school graduation or equivalent; also 2 years' kindergarten training.		

1 Not fixed; depends on development.
 2 Estimated.
 3 No data.
 4 Approximate.
 5 In some cases two sessions.
 6 Largest salaries for teachers of two sessions; smallest salary for teachers of one session.
 7 Also mutual ability, good health, personality.



TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—(continued).

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kinder- gartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kindergarten teachers.				One or two sessions a day.	Same teachers in both sessions.	Public-school kinder- garten estab- lished.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Number.	Maximum salary.	Minimum salary.						
NEBRASKA—continued.																				
Lincoln.....	43,973	1,881	14	852	175	682	4 6	6	14	\$765	\$585	\$450	\$315	11	Yes	1883	High-school graduate; 2 years' kinder- garten training; 2 years' experience.			
Wichita.....	1,559	67	1	40	172	28	3 6	1	1	495	450	180	180	2	Yes	1910	Normal-school graduation.			
North.....	6,025	259	6	143	172	86	5 (7)	5	5	585	465	180	180	2	Yes	1910	Graduate from standard kindergarten- training school.			
North Bend.....	1,105	47	1	28	180	20	5 (7)	1	52	540	500	500	420	11	Yes	1905	Standard school.			
Omaha.....	124,066	5,336	35	1,938	180	1,237	5 (7)	6	52	830	600	600	420	11	Yes	1883	High-school graduation and teachers' training school.			
Omaha.....	1,200	52	1	23	177	17	5 (7)	1	1	675	675	675	675	2	Yes	(7)	Fit-4 grade county or State kindergarten certificate.			
Red Cloud.....	1,686	72	2	72	175	55	5 (7)	1	2	540	450	450	300	2	Yes	(7)	Normal school training.			
St. Paul.....	1,336	57	1	28	178	16	5 (7)	6	1	495	495	495	495	2	Yes	1907	State certificate, complete course.			
Scotts Bluff.....	1,746	75	2	100	170	50	5 (7)	8	1	675	540	540	540	2	Yes	1906	City certificate.			
Seward.....	2,106	91	2	67	175	42	5 (7)	6	1	495	450	450	475	2	Yes	(7)	Regular kindergarten training.			
South Omaha.....	26,259	1,129	12	538	190	189	5 (7)	6	12	715	570	523	475	2	Yes	1909	High-school graduation; 2 years' kinder- garten training.			
Stanton.....	1,702	73	2	40	173	36	5 (7)	1	1	450	450	450	450	2	Yes	1902	City State certificate; 2 years' experience.			
Tecumseh.....	1,748	75	2	40	175	35	5 (7)	1	1	585	450	450	450	2	Yes	1908	City first-grade certificate.			
Tuxedo.....	1,324	66	2	48	181	32	5 (7)	1	1	495	495	495	495	2	Yes	1911	City State certificate.			
Wadsworth.....	1,965	67	2	48	181	32	5 (7)	1	1	495	495	495	495	2	Yes	1911	Special training; experience.			
Wayne.....	2,140	92	2	60	175	50	5 (7)	1	2	585	540	435	90	2	Yes	1909	Graduation from standard kindergarten training school.			
West Point.....	1,776	76	2	30	175	25	5 (7)	1	2	450	225	225	225	2	Yes	1908	Normal-school graduation in kindergarten course.			
Wilber.....	1,219	52	2	38	176	32	5 (7)	1	1	565	565	565	565	2	Yes	(7)	Normal-school graduation in kindergarten course.			
York.....	6,235	268	2	101	175	68	5 (7)	6	2	535	450	405	270	2	Yes	1900	Kindergarten training school graduation.			
NEVADA.																				
Goldfield.....	4,838	107	1	48	184	40	5 (7)	6	1	1,350	1,350	1,350	1,350	1	Yes	1908	Kindergarten college graduation.			
Reno.....	10,867	367	2	131	177	64	4 6	6	3	1,800	675	630	630	1	Yes	1885	Graduation from recognized kindergarten training school.			

STATISTICS OF PUBLIC KINDERGARTENS.

	7,660	327	39	180	30	6	2	432		2	Yes	(¹)	Graduation from kindergarten training school.	
Chatham	7,660	327	39	180	30	6	2	432		2	Yes	(¹)	Graduation from kindergarten training school.	
Concord	21,497	924	219	180	148	4	10	550	400	300	1	1891	Graduation from standard kindergarten training school.	
Franklin	6,132	264	40	160	30	4	2	340	340	144	1	1893	Graduation from regular kindergarten training school.	
Keene	10,068	433	68	172	60	4	4	490	350	144	1	1892	Graduation from kindergarten training school.	
Manchester	70,083	301	228	182	133	3	8	700	400	351	1	1903	Do.	
Nashua	26,005	1,118	280	171	224	4	4	396	396	108	1	1893	Do.	
Newport	3,765	161	44	173	28	4	2	414	108		1	1892	Normal-school graduation.	
Portsmouth	11,260	464	122	177	87	5	5	650	400		1	1893	Graduation from approved kindergarten training school.	
Walpole	2,668	115	46	175	38	5	1	432	396		2	1905	Normal graduate.	
NEW JERSEY.														
Asbury Park	10,150	438	202	180	143	4	6	800	550	600	550	1	1897	High-school graduation; 2 years' kindergarten training school.
Atlantic City	46,150	1,964	748	184	530	5	13	1,000	600	550	2	Yes	1904	Normal school or kindergarten training school graduation.
Auxabon	1,343	58	48	183	20	4	6	500			1	1906	High-school graduation; kindergarten training school graduation; State certificate.	
Bayonne	55,545	2,388	787	185	382	4	7	950	600	600	1	(¹)	(¹)	Normal school kindergarten course or equivalent.
Bloomfield	15,070	648	517	187	280	4	6	700	550		2	Yes	1898	Kindergarten certificate.
Boonton	4,930	212	75	185	65	4	5	650			2	Yes	1900	Special State certificate; special training.
Bordertown	4,250	183	81	182	32	4	7	400	400		2	Yes	1898	Normal or kindergarten training, 1 year.
Bonadbrook	3,970	171	54	186	41	5	(¹)	650			1			
Butler	2,285	97	45	190	30	4	7	500			2	Yes	1910	Normal kindergarten training.
Caldwell	2,228	96	61	188	28	4	6	850	500	500	2	Yes	(¹)	Normal-school graduation.
Camden	94,538	4,085	343	192	182	5	8	750	500		2	Yes	1940	High-school graduation; 2 years' kindergarten training school.
Cape May	2,471	106	50	183	25	4	7	570	570		1	(¹)	(¹)	Normal-school graduation.
Carlsbad	3,807	164	136	188	83	4	6	775	550		2	Yes	(¹)	State requirements.
Clinton Hill	(¹)	570	32	188	27	4	6	800	600		2	Yes	1908	Normal-school training.
Osage Grove	1,670	81	24	188	16	4	6	700	500		1		1902	Normal or training school graduation.
Chatham	1,674	81	31	184	39	4	7	700	700		1		1909	Normal school and special kindergarten training.
Cliffside Park	3,394	146	149	194	101	4	6	(¹)	(¹)	500	2	Yes	1908	Special kindergarten license approved by State superintendent.
Clifton	8,100	348	512	193	467	4	7	575	500		2	Yes	(¹)	Special kindergarten training.
East Orange	34,371	1,478	638	196	404	4	6	900	600	400	2	Yes	(¹)	Graduation from high school; graduation from 2 years kindergarten training school.

¹ In some cases two sessions. * Not fixed; depends on development. † Estimated. ‡ No standard; depends on efficiency.



KINDERGARTENS IN THE UNITED STATES.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.			Assistant kindergarten teachers.		One or two seasons a day.	Same teachers in both seasons.	Public-school kindergartens established.	Preparation required of kindergarten teachers.	
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.					
NEW JERSEY—continued.																		
East Rutherford.....	4,273	184	0	135	189	81	4	7	3	800	600			2	Yes	1893	Normal or kindergarten training school.	
Big Harbor.....	2,181	94	2	42	187	35	5	6	1	675				2	Yes	1892	No standard.	
Englewood.....	9,024	428	5	221	185	129	4	6	8	850	600	\$400	\$500	1	Yes	1895	High-school graduation; 2 years' kindergarten training school.	
Fairview.....	2,441	105	4	118	189	108	4	7	2	625	525			2	Yes	(1)	Special kindergarten certificate; 2 years' special training.	
Flemington.....	2,093	116	2	35	186	30	4	7	1	600	600			2	Yes	1900	Normal kindergarten training.	
Garnfield.....	10,213	439	4	324	193	237	4	7	4	750	450	750	450	2	Yes	1902	High-school graduation; 2 years' normal.	
Garwood.....	1,118	48	1	53	184	29	4	7	1	675	600			1	Yes	1908	New Jersey special kindergarten certificate.	
Glenn Ridge.....	2,280	140	2	135	181	81	4	6	4	650	650	700	600	1	Yes	1893	Kindergarten training school graduation.	
Hackensack.....	17,060	661	2	428	184	328	4	7	12	500	700	800	500	2	Yes	1894	Special kindergarten certificate.	
Hackensack.....	2,715	117	1	54	184	35	5	5 1/2	1	500	550			2	Yes	1908	High-school graduation; special kindergarten training.	
Haddensfield.....	4,142	178	2	56	182	25	4	(1)	1	550	550			2	Yes	1908	New Jersey special kindergarten certificate.	
Haledon.....	2,500	107	2	84	187	44	4	7	2	700	675			2	Yes	1898	Graduation from approved kindergarten training school.	
Hammonton.....	5,068	219	2	159	184	43	4	7	2	650	650	200	200	2	Yes	1894	Graduation from normal-school course.	
Harrison Heights.....	2,155	93	2	63	189	37	4 1/2	7	1	725	720			2	Yes	1898	General teacher's certificate and special kindergarten certificate.	
Haworth.....	2,588	28	1	15	183	6	4	6	1	750	720			1	Yes	(1)	Kindergarten training school or normal school.	
Hawthorne.....	3,400	146	3	109	192	81	4	6	3	800	600			2	Yes	(1)	Kindergarten training teacher's certificate.	
High Bridge.....	1,545	66	2	42	185	26	4	7	1	625	525			2	Yes	1903	Normal-school graduation; special kindergarten certificate.	
Hoboken.....	70,324	3,024	18	832	194	639	4	7	18	1,300	900	1,200	600	2	Yes	1897	Standard normal kindergarten course.	
Jansburg.....	2,075	89	2	72	190	50	5	(1)	1	500	500			2	Yes	(1)		

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Number.	Kindergarten teachers.		Assistant kindergarten teachers.		One or two sessions a day.	Same teachers in both.	Public-school kindergarten established.	Preparation required of kindergarten teachers.	
										Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.					
NEW JERSEY—contd.																		
Rutherford.....	7,046	303	3	170	188	107	4	7	3	\$800	\$526			12	Yes	1880	High-school graduation; kindergarten training-school graduation; 2 years' experience	
Salem.....	6,614	284	2	58	185	24	4	7	1	550			2	Yes	(?)	Four years' approved high school; examination in kindergarten certificate		
Scott Plains.....	1,000	43	1	36	184	23	4	6	1	650	600		1	Yes	1909	High-school graduation; kindergarten training-school graduation		
San Bright.....	1,280	52	2	36	182	24	4	6	1	675	600		2	Yes	1901	High-school graduation; kindergarten training-school graduation		
Somersville.....	5,080	218	4	115	188	57	4	6	3	650	625	\$200	2	Yes	1904	Kindergarten training-school graduation		
South Orange.....	6,014	259	3	154	186	82	4	6	5	875	600	\$400	1	Yes	1900	High-school graduation; 2 years' normal training		
South River.....	4,772	205	6	128	185	90	4	7	3	600	550		2	Yes	1908	High-school graduation; special normal or kindergarten training; kindergarten training-school graduation		
Springfield.....	1,278	54	1	49	186	33	4	7	1	650	500		2	Yes	1901	High-school graduation; kindergarten training-school graduation		
Sumner.....	1,212	52	3	150	192	112	4	(?)	4	650	600	500	2	Yes	(?)	Special kindergarten certificate		
Tenafly.....	2,756	118	1	51	186	22	4	6	1	750			1	Yes	1900	Graduation from kindergarten training school or normal		
Totowa.....	1,120	49	2	42	192	26	4	6	1	600	450		2	Yes	1905	Graduation from normal or kindergarten training school		
Trenton.....	90,815	4,163	54	1,969	192	1,173	4	6	55	840	440	440	2	Yes	1888	Graduation from high school; graduation from kindergarten training or normal school		
Venezia.....	1,675	72	1	35	188	17	4	6	1	700	700		1	Yes	1904	Normal-school training		
Washington.....	3,448	191	2	127	180	64	4	6	1	800	675		2	Yes	1899	Graduation from kindergarten training school		
West Hoboken.....	35,403	1,322	10	409	193	360	4	7	6	998	636		2	Yes	1901	Normal-school training		
West New York.....	13,560	583	5	292	194	140	4	7	4	950	800		2	Yes	1903	Kindergarten certificate		
Westfield.....	6,420	276	4	143	181	108	4	6	5	650	600	400	1	Yes	1886	High-school graduation; 2 years' approved kindergarten training		

STATISTICS OF PUBLIC KINDERGARTENS.

Location	2,000	102	2	66	166	43	4	7	1	720	500	2	Yes	1900	1909	1902	Graduation from kindergarten training school, Normal-school and special training.
Woodhams	2,200	102	2	66	166	43	4	7	1	720	500	2	Yes	1900	1909	1902	Graduation from kindergarten training school, Normal-school and special training.
Woodridge	1,048	44	2	35	196	31	6	7	1	575	500	2	Yes	1900	1909	1902	Graduation from kindergarten training school, Normal-school and special training.
Santa Fe	5,072	218	2	30	180	24	5	7	1	650	650	2	Yes	1900	1909	1902	Special kindergarten training.
NEW YORK																	
Abram	1,677	71	2	72	195	40	4	(3)	1	480	400	2	Yes	1902	1902	1902	Normal-school graduation, Graduation from training school approved by State board.
Albany	100,263	4,310	26	1,068	185	615	4	6	33	800	500	277	Yes	1902	1902	1902	Normal training course, Graduation from kindergarten training school.
Allegany	1,286	55	1	21	190	13	4	(2)	1	475	425	2	Yes	1900	1900	1902	Normal training course, Graduation from kindergarten training school.
Amsterdam	31,267	1,244	6	451	192	360	5	6	6	540	450	1	Yes	1900	1900	1902	Normal training course, Graduation from kindergarten training school.
Auburn	24,668	1,460	8	262	187	151	4	6	8	600	400	550	Yes	1909	1909	1909	Diploma of normal school or equivalent, Normal-school graduation.
Binghamton	48,443	2,063	14	738	194	468	4	6	25	600	400	500	Yes	1903	1903	1903	Normal-school graduation, Graduation from kindergarten course in State normal school.
Brockton	1,181	50	1	30	190	15	5	6	1	475	400	1	Yes	1905	1905	1905	Graduation from kindergarten course in State normal school.
Bronxville	1,893	79	1	38	186	26	4	6	2	1,000	500	300	Yes	1905	1905	1905	Graduation from recognized kindergarten training school.
Buffalo	423,715	18,219	53	3,100	192	2,256	4	(2)	77	900	500	600	Yes	1902	1902	1902	High-school graduation, kindergarten training-school graduation, Graduation from kindergarten department, normal school.
Canajoharie	2,273	97	2	40	188	33	5	(1)	1	600	570	2	Yes	1903	1903	1903	Graduation from normal or kindergarten training school.
Canton	2,701	116	2	35	192	23	4	6	1	550	500	2	Yes	1900	1900	1900	State certificate, Graduation from normal school.
Catskill	5,294	227	2	45	190	23	4	7	1	500	500	2	Yes	1900	1900	1900	State certificate, Graduation from normal school.
Cattaraugus	1,166	49	2	31	186	22	4	6	1	450	400	2	Yes	1897	1897	1897	State kindergarten certificate, Normal-school training.
Coboes	24,709	1,023	4	163	191	85	4	6	4	550	550	1	Yes	1895	1895	1895	Normal-school training, Normal-school graduation.
Cortland	11,504	494	1	35	187	23	5	6	1	600	400	2	Yes	1899	1899	1899	Normal-school graduation, Normal-school training.
Cornwall	2,494	107	1	51	187	39	5	7	1	450	450	1	Yes	1907	1907	1907	Normal-school graduation, Normal-school training.
Danville	3,938	168	1	26	190	20	4	6	1	425	425	1	Yes	1902	1902	1902	Normal-school graduation, Normal-school training.
Deerpark	1,726	74	1	30	189	28	4	6	1	450	383	1	Yes	1902	1902	1902	Normal-school graduation, Normal-school training.
DeWitt	1,726	124	1	55	189	39	4	6	1	450	383	1	Yes	1902	1902	1902	Normal-school graduation, Normal-school training.
Dunkirk	17,221	740	5	249	191	147	4	6	5	600	400	2	Yes	1905	1905	1905	Graduation from normal kindergarten course.
East Aurora	2,781	119	1	46	192	30	4	6	2	500	500	1	Yes	1903	1903	1903	State kindergarten license, Graduation from some grade normal.
East Rochester	1,300	54	1	41	188	17	4	6	1	250	500	1	Yes	1910	1910	1910	Graduation from some grade normal, New York State license.
East Syracuse	3,274	140	2	50	200	17	4	6	1	550	500	2	Yes	1900	1900	1900	New York State license, Course in recognized kindergarten training school.
Elmira	3,932	187	2	74	190	66	6	(1)	1	600	550	2	Yes	1907	1907	1907	Course in recognized kindergarten training school.
Fort Edward	8,762	161	2	106	183	80	4	6	4	600	440	1	Yes	1893	1893	1893	Graduation from State normal, Diploma of kindergarten normal school.
Fredericks	5,285	227	2	86	192	63	4	6	3	500	400	2	Yes	1893	1893	1893	Diploma of kindergarten normal school, Normal-school training or equivalent.
Freeport	4,836	207	5	152	187	96	4	6	3	700	600	2	Yes	1894	1894	1894	Normal-school training or equivalent, Two years' training course, special certificate.
Garden City	(7)	17	1	23	179	17	4	6	1	660	600	1	Yes	1902	1902	1902	Two years' training course, special certificate.

1 Kindergarten in forenoon, first-grade work for advanced children in afternoon.
 2 Not fixed; depends on development.
 3 Approximate.
 4 In some cases two sessions.
 5 Estimated.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kinder- gartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may at- tend kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.			Assistant kinder- garten teachers.		One or two sessions a day.	Same teacher in both sessions.	Public-school kinder- garten established.	Preparation required of kindergarten teachers.	
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.					
NEW YORK—contd.																		
Geneva.....	12,446	535	4	206	191	171	4	6	6	6	\$625	\$450	\$525	\$400	1	Yes	1894	Kindergarten certificate.
Glen Cove.....	8,000	344	2	115	189	73	4	6	3	3	650	500	650	500	2	Yes	1899	State license.
Gloversville.....	20,642	887	1	258	192	192	5	6	7	7	550	450	550	500	2	Yes	1899	Normal-school diploma or State standard.
Gowanda.....	2,012	86	3	37	189	21	5	6	1	1	451	350	450	350	2	Yes	1897	State certificate based on kindergarten training from normal or kindergarten
Greenport.....	3,069	132	2	82	187	41	4	6	1	1	725	725	725	700	2	Yes	1900	Graduation from approved kindergarten training school.
Hempstead.....	4,964	213	2	34	186	21	4	6	2	2	700	600	700	600	1	Yes	1907	Normal kindergarten or special kinder- garten course.
Herkimer.....	7,590	323	6	105	186	62	4 1/2	6 1/2	2	2	575	500	500	500	1	Yes	1909	Graduation from approved kindergarten training school.
Hillburn.....	1,090	46	2	56	200	29	4	6	2	2	400	400	400	400	1	Yes	1888	Graduation from State normal.
Hornell.....	13,617	585	5	223	190	108	4	6	5	5	600	450	600	450	2	Yes	1904	Normal-school graduation.
Hudson Falls.....	5,180	223	1	67	200	45	4	6	2	2	475	400	475	400	1	Yes	1904	Graduation from standard kindergarten training school.
Honk.....	6,588	263	3	159	187	61	4 1/2	6	3	3	500	450	500	450	2	Yes	1904	Normal-school graduation.
Irvington.....	2,319	99	1	24	191	15	4	6	1	1	725	725	725	700	2	Yes	1903	Normal-school graduation.
Utica.....	14,802	636	5	140	186	86	4	6	5	5	600	450	600	450	2	Yes	1893	Normal-school graduation.
Jamestown.....	31,267	1,345	9	684	184	449	5	6	13	13	600	450	600	450	2	Yes	1893	Normal-school graduation.
Johnstown.....	10,447	449	4	152	190	122	5	6	4	4	575	500	575	500	2	Yes	1900	Normal-school graduation.
Kesaville.....	1,835	78	1	20	189	16	4	6	1	1	500	500	500	500	2	Yes	1900	Normal-school graduation.
Kennore.....	1,020	43	2	44	192	37	4	6	1	1	700	500	700	500	2	Yes	1911	Normal-school graduation.
Lackawanna.....	14,649	625	2	61	190	36	4 1/2	6	2	2	550	450	550	450	2	Yes	1905	Normal-school graduation.
Lake Placid.....	1,362	57	1	10	187	15	4	6	1	1	690	400	690	400	2	Yes	1905	Normal-school graduation.
Lancaster.....	1,364	187	1	30	187	15	4	6	1	1	540	405	540	405	1	Yes	1885	State license.
Lansingburgh.....	7,364	187	1	160	184	103	4	6	3	3	540	405	540	405	2	Yes	1898	Normal training.
La Prade.....	189	60	2	104	192	88	4	6	5	5	750	600	750	600	2	Yes	1905	Normal course of 2 years.
La Roy.....	3,175	121	2	70	184	59	5	7	2	2	600	450	600	450	2	Yes	1905	Normal course or equivalent.
Leicester.....	3,775	152	2	102	192	75	5	6	2	2	500	450	500	450	2	Yes	1907	Normal course or equivalent.

STATISTICS OF PUBLIC KINDERGARTENS.

Location	12,273	527	206	186	110	3	(*)	3	(*)	500	600	500	400	400	Yes	1898	State certificate
Little Falls	1,268	58	38	183	23	4	5	1	500	500	400	400	400	400	1	(1)	Normal school certificate.
Lewis Valley	17,970	772	200	188	102	4	5	4	500	500	400	400	400	400	2	1896	Graduation from approved kindergarten training school.
Lyndon	4,440	101	54	148	21	4	6	1	575	575	575	575	575	575	1	1893	Kindergarten and primary course.
Madison	6,772	286	71	181	64	5	7	2	500	500	500	500	500	500	2	1898	Diploma of kindergarten, normal school.
Medina	9,482	244	100	190	80	5	7	2	450	450	450	450	450	450	2	1903	Normal, special kindergarten work.
Millersburg	1,136	46	35	180	18	5	7	1	500	500	500	500	500	500	1	1904	Normal or kindergarten training school.
Missola	1,891	46	35	188	32	5	7	1	700	700	600	600	600	600	1	1909	Normal-school graduation.
Mount Vernon	30,910	1,329	460	180	191	4	6	11	1,200	600	600	600	600	600	1	1906	Normal training school graduation or equivalent.
New Paris	1,280	52	25	180	14	4	6	1	900	900	600	600	600	600	1	(1)	High-school graduation or equivalent.
New Rochelle	28,867	1,241	721	185	341	4	6	16	1,050	600	600	600	600	600	2	1893	Normal or approved training school.
New York	4,766,883	204,875	52,226	192	23,158	4	6	834	1,250	600	600	600	600	600	2	1893	Two years' professional training; State license.
Niagara Falls	30,445	1,309	625	193	372	4	6	18	600	500	400	350	350	350	2	1891	High-school graduation; 2 years' professional training.
North Tarrytown	5,421	233	114	190	45	4	6	6	725	600	600	600	600	600	2	(1)	High-school graduation; State license.
North Tonawanda	11,955	514	323	198	153	4	6	5	700	450	450	450	450	450	2	1900	Graduation from kindergarten State or city normal.
Nyack	4,019	198	68	190	33	4	6	1	700	650	650	650	650	650	2	1891	Graduation from kindergarten training school.
Olean	14,743	633	300	190	222	5	6	7	600	450	450	450	450	450	2	1898	Normal diploma.
Oneonta	9,401	313	48	189	20	4	6	1	525	500	500	500	500	500	2	(1)	Normal-school graduation.
Oswego	11,480	463	99	192	23	4	6	3	500	500	500	500	500	500	2	1888	Normal-school graduation.
Owego	4,633	196	144	188	23	4	6	2	400	400	400	400	400	400	2	1899	Normal training.
Peachkill, dist. No. 8	15,945	655	124	188	92	5	6	2	400	350	350	350	350	350	2	1907	State license.
Pelham	681	31	176	187	42	4	6	2	450	500	500	500	500	500	2	1907	State requirements.
Perry	4,388	716	64	188	39	5	6	1	450	500	500	500	500	500	2	1902	Normal-school graduation.
Piermont	1,380	64	48	188	34	5	6	4	700	500	400	400	400	400	2	1900	Diploma of normal school.
Plattsburgh	11,138	523	145	190	84	5	6	4	500	400	400	400	400	400	2	1906	State normal school.
Plymouth	2,207	103	35	200	20	5	6	1	650	650	650	650	650	650	1	1898	State normal school.
Plymouthville	12,809	602	403	190	307	5	7	8	1,000	650	650	650	650	650	2	(1)	Special training in recognized kindergarten training school.
Port Chester	9,964	449	59	192	36	5	6	2	600	450	450	450	450	450	2	1909	Normal-school graduation.
Port Jervis	27,896	1,312	345	192	258	5	6	7	600	500	500	500	500	500	1	(1)	Diploma of normal school.
Poughkeepsie	18,111	660	107	188	80	4	6	2	550	550	550	550	550	550	1	1902	Two years' normal training.
Rochester	218,118	9,383	2,324	196	2,068	4	6	89	1,050	550	950	500	500	500	2	1898	Kindergarten training.
Rochville Center	3,487	887	108	188	49	4	6	2	750	450	450	450	450	450	2	1897	Kindergarten teacher's certificate.
Rome	20,467	881	290	185	250	5	7	6	500	400	400	400	400	400	2	1893	State license.
Rye	1,964	170	3	188	11	5	7	1	700	400	400	400	400	400	1	1910	Normal-school training.
Salem	1,250	153	15	180	11	4	6	8	400	400	400	400	400	400	2	1892	New York State kindergarten certificate.
Saratoga Springs	12,693	545	170	190	153	4	6	18	750	500	500	500	500	500	1	1897	Graduation from normal or approved kindergarten training school.
Schenectady	72,826	3,131	618	190	413	4	6	18	750	500	500	500	500	500	1	1897	Kindergarten training school.

1 Estimated.
 2 Not stated; depends on development.
 3 No data.
 4 Approximate.
 5 Untrained assistant.
 * For musician.
 * Largest salaries for teachers of two sessions; smallest salaries for teachers of one session.
 * First half-year in kindergarten work; last half-year in first-grade work.
 * Kindergarten in forenoon; first-grade work for advanced children in afternoon.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kinder- gartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kinder- garten teachers.		One or two sessions a day.	Same teacher in both sessions.	Public-school kinder- garten established.	Preparation required of kindergarten teachers.	
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.					
NEW YORK—contd.																			
Scotia.....	2,937	126	1	102	188	30	4	6	1	1	\$650				1	Yes	1903	Normal kindergarten course.	
Seneca Falls.....	6,588	282	2	74	187	38	4	6	1	1	650			2	Yes	1905	Normal-school training.		
Solray.....	5,139	220	2	86	185	80	4	6	2	2	750			2	Yes	1908	State license.		
South Glens Falls.....	2,247	96	2	71	190	43	4	6	1	1	450			2	Yes	1907	Normal kindergarten certificate.		
Spring Valley.....	2,353	101	1	130	189	23	5	8	1	1	570			1	Yes	1908	Normal-school graduation.		
Syracuse.....	137,249	5,901	29	2,143	200	1,878	4	(*)	42	42	750	400	\$750	2	Yes	1904	High-school graduation; 2 years' training in kindergarten.		
Tarrytown.....	5,000	240	1	90	186	54	5	7	2	2	800	650	600	1	Yes	1900	Graduation from normal school in New York State.		
Tonawanda.....	8,280	356	4	118	193	74	4	6	2	2	600	400	400	2	Yes	1908	Kindergarten course in normal school.		
Troy.....	78,813	3,302	12	667	187	312	4	6	6	20	650	400	400	1	Yes	1898	High-school graduation; kindergarten training school graduation.		
Tunnicliffe.....	2,722	116	4	120	190	90	5	6	3	4	900	600	500	1	Yes	1890	State kindergarten certificate.		
Utica.....	74,419	3,200	30	1,488	191	787	4	6	20	20	700	450	700	2	Yes	1893	Normal-school graduation.		
Walden.....	4,004	172	1	110	192	48	5	(*)	1	1	500	450	450	2	Yes	1905	State normal school license.		
Watervliet.....	3,206	137	1	42	187	25	4	6	1	1	550	550	550	1	Yes	1896	Normal-school graduation.		
Watford.....	3,245	139	2	67	185	33	4	6	1	1	525			2	Yes	1910	Kindergarten training or normal-school graduation.		
Waterloo.....	3,931	168	2	50	190	35	4	6	2	2	600	450		1	Yes	(*)	Graduation from normal kindergarten course.		
Watertown.....	26,730	1,149	9	407	189	237	4 1/2	6	11	11	500	460	500	2	Yes	1901	Normal-school graduation.		
Watervliet.....	16,074	648	3	106	187	60	4	6	3	3	550	450		1	Yes	1898	Kindergarten diploma from normal or training school.		
Wallville.....	4,392	188	2	79	192	55	4	6	2	2	500	400	320	1	Yes	1910	Normal-school training.		
Westfield.....	2,665	128	1	96	186	39	4	6	2	2	600	400	400	1	Yes	1897	State certificate.		
White Plains.....	16,949	685	6	219	190	150	5	(*)	8	8	900	650	500	2	Yes	1893	Normal-school graduation.		
Yonkers.....	79,803	3,431	18	1,072	190	584	4	6	23	23	750	500	500	2	Yes	1890	Graduation from high school; approved kindergarten training school certificate.		

KINDERGARTENS IN THE UNITED STATES.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kindergarten teachers.			One or two sessions a day.	Same teacher in both sessions.	Public-school kindergarten established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Number.	Maximum salary.	Minimum salary.	Maximum salary.				
Ohio—continued.																			
Norwalk.....	7,858	337	1	76	185	40	5	6	1	8570		\$238			2	Yes	1906	Graduation from high school; graduation from kindergarten training school.	
Norwood.....	16,185	685	4	1,160	193	133	5	(1)	7	750	\$450		\$400	1			1903	Graduation from recognized training school.	
Oxford.....	2,017	86	1	23	180	18	5	6	1	1,000				1			1909	Graduation from recognized kindergarten training school.	
Perkinsville.....	23,481	1,008	4	1,160	160	1,100	4	6	4	320	200			1			1911	Two years' training course.	
St. Bernard.....	5,002	215	2	60	195	50	4	5	2	750	500	300	300	1			1910	Graduation from recognized kindergarten training school.	
Springfield.....	45,931	1,974	5	265	184	137	6	(1)	10	750	400	200	120	1			1892	Graduation from 2 years' kindergarten training course.	
Toledo.....	108,497	7,245	76	3,129	185	2,044	4	6	80	850	400	650	400	2	Yes	1901	Graduation from high school; graduation from law kindergarten training school.		
Washington Court House.....	7,277	312	3	95	174	85	5	(1)	3	575	400			2	Y-s	1904	High-school graduation; 1 year's State normal.		
Wellington.....	2,131	91	1	30	180	20	4	6	(*)					1			1910		
OKLAHOMA.																			
Blackwell.....	3,269	140	2	80	180	67	5	7	2	650	570			2	Yes	1900	Diploma.		
Frederick.....	3,027	130	1	72	180	60	4	6		675	450			2	Yes	1908	First-grade certificate.		
Grithide.....	11,454	501	6	355	175	200	4	6	6	630	540	270	135	1		(1)	1908	Graduation from kindergarten college.	
Kiefer.....	1,197	51	2	60	176	53	3-6	7	2	675	630	450	630	2	Yes	1911	Two years' kindergarten training course.		
Oklahoma City.....	64,205	2,760	48	1,469	176	1,029	4	6	30	765	540	450	405	2	Yes	1899	Graduation from kindergarten course; 1 year's experience.		
PENNSYLVANIA.																			
Erft.....	66,525	2,688	3	276	190	150	4	6	6	532	427	450	430	1			1900	Graduation from high school; graduation from approved kindergarten training school.	

STATISTICS OF PUBLIC KINDERGARTENS.

City	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
Hydman	1,164	49	160	55	6	(*)	480	480	1	1	1900	State normal graduation																																																																																																																																																																																													
Johnstown	52,482	2,385	180	129	4	6	485	360	4	1	1905	Graduation from recognized training school																																																																																																																																																																																													
Kittanning	4,311	185	180	48	4	6	540	360	2	1	1903	Graduation from approved kindergarten training school																																																																																																																																																																																													
Kutztown	2,360	101	190	24	4	6	900	300	2	1	1906	Two years in good training school																																																																																																																																																																																													
Lancaster	4,066	174	200	40	4	6	700	475	3	1	1896	Graduation from approved kindergarten training school																																																																																																																																																																																													
Mimbark	5,185	222	180	40	4	6	565	270	2	1	1902	(*) High-school graduation; 2 years' kindergarten training																																																																																																																																																																																													
Philadelphia	1,549,066	66,607	200	6,125	34	54	900	620	244	1	1887	High-school graduation; kindergarten training; post-graduate for director																																																																																																																																																																																													
Pittsburgh	533,905	22,987	200	3,200	4	6	1,000	550	178	1	1903	High-school graduation; kindergarten training; post-graduate for director																																																																																																																																																																																													
Rankin	6,042	250	200	72	4	6	750	400	2	1	1909	Two years' special normal training																																																																																																																																																																																													
Saratoga	120,867	5,584	192	798	41	6	660	465	30	1	1899	High-school graduation; graduation from approved kindergarten training school																																																																																																																																																																																													
Sawickley	4,479	192	180	26	4	6	675	450	2	1	1904	Graduation from kindergarten college																																																																																																																																																																																													
Somers	2,612	112	180	25	4	6	320	320	2	1	1909	(*) High-school graduation; 2 years' kindergarten training																																																																																																																																																																																													
South Bethlehem	19,973	868	200	320	5	7	450	450	1	1	1903	High-school graduation; 2 years' kindergarten training																																																																																																																																																																																													
Tarantum	7,414	318	180	50	4	7	450	450	1	1	1903	High-school graduation; 2 years' kindergarten training																																																																																																																																																																																													
Titusville	8,533	366	186	113	3	6	1,550	1,500	8	1	1899	High-school graduation from kindergarten training school																																																																																																																																																																																													
Wilkes-Barre	67,105	2,886	185	140	5	6	665	1,380	4	1	1903	Graduation from kindergarten training school																																																																																																																																																																																													
RHODE ISLAND																																																																																																																																																																																																									
Cranston	21,107	907	184	120	4	(*)	494	418	5	1	(*)	Normal training																																																																																																																																																																																													
Newport	37,169	1,167	190	168	41	6	650	440	5	1	1902	Normal training or special training																																																																																																																																																																																													
Pawtucket	2,219	10	179	401	4	6	631	420	24	1	1899	Rhode-Island State certificate																																																																																																																																																																																													
Providence	51,622	2,219	186	1,478	41	6	750	500	59	1	1887	Training school; normal school																																																																																																																																																																																													
Warwick	24,326	9,046	186	1,778	4	5	1,560	1,450	2	1	1906	Normal-school graduation																																																																																																																																																																																													
Woonsocket	26,639	1,145	180	78	4	6	500	400	3	1	1897	Graduation from high school; graduation from kindergarten training school																																																																																																																																																																																													
38,125	1,639	179	61	34	6	500	400	3	1	1897	Graduation from high school; graduation from kindergarten training school																																																																																																																																																																																														
SOUTH CAROLINA																																																																																																																																																																																																									
Lancaster	2,085	89	180	145	34	6	380	380	1	1	(*)	(*)																																																																																																																																																																																													
SOUTH DAKOTA																																																																																																																																																																																																									
Sioux Falls	14,094	608	183	80	5	6	750	650	4	2	1904	Graduation from approved kindergarten training school; experience																																																																																																																																																																																													
VERMONT																																																																																																																																																																																																									
Keeseville	36,346	1,562	177	165	5	6	7500	400	4	1	1910	Preliminary work under supervisor																																																																																																																																																																																													

* No data.
 † In some cases two sessions.
 ‡ Largest salaries for teachers of two sessions; smallest salaries for teachers of one session.
 § For instance.
 ¶ Estimated.
 †† Not fixed; depends on development.
 ‡‡ Approximate.
 ††† Kindergarten part time and some first-grade work; different children.
 †††† Cadets from training school.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Rated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.			Assistant kindergarten teachers.		Same teachers in both sessions.	Public-school kindergartens established.	Preparation required of kindergarten teachers.	
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.				Maximum salary.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
TEXAS.																	
El Paso.....	39,279	1,683	4	229	176	124	6	5	4	\$900	\$803	\$661		1		1894	Graduation from kindergarten training school; approved by State educational department.
Fort Worth.....	73,312	3,152	8	300	180	136	5	7	8	450	450	(*)	(*)	1		1910	High-school graduation or equivalent; graduation from kindergarten training school.
Tomball.....	9,790	420	1	28	140	24	5	7	1	455	435	435		1		(*)	(*)
UTAH.																	
Europe.....	3,416	146	1	60	175	45	5	6	1	900	540			2	Yes	1909	Normal graduate.
Opden.....	26,580	1,069	10	365	176	310	4	6	10	900	500	300	\$300	1		1904	High-school graduation; 2 years' training.
Park City.....	3,439	147	3	85	173	65	4	7	3	630	495			1		1906	State standard.
Sedalia.....	1,082	46	1	40	150	34	6	(*)	1	\$520	\$480			1		(*)	Graduation from kindergarten State normal.
Salt Lake City.....	92,777	3,989	18	1,351	177	766	4	5	25	1,020	600	540	480	2	Yes	1906	Normal course or equivalent.
VERMONT.																	
Burlington.....	20,468	890	6	150	180	125	3	5	10	374	282	216	180	1		1893	Graduation from kindergarten school.
Montpelier.....	7,656	337	1	42	171	29	4	(*)	2	600	520	540	450	1		1901	Normal training.
Newport.....	3,684	158	1	31	175	26	4	(*)	1	403	403			1		1896	Graduation from kindergarten training school.
Fowlton.....	3,644	156	3	75	175	57	5	7	3	540	384	480	384	2	Yes	1909	Normal work.
St. Albans.....	6,381	274	2	106	175	62	4 1/2	(*)	3	382	382	90		1		(*)	Graduation from training school.
VIRGINIA.																	
Harrisonburg.....	4,879	209	2	78	177	48	4	6	2	900	360			1		1909	Graduation from good normal school.
Granwood.....	1,011	43	1	28	180	34	5	8	1	315				2	Yes	(*)	(*)
Richmond.....	127,628	5,468	15	719	181	449	5	7	22	585	450	495	360	1		1907	Graduation from kindergarten training school.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.			Assistant kindergarten teachers.			One or two sessions a day.	Same teachers in both sessions.	Public-school kindergarten established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.				
WISCONSIN—Contd.																		
Bayward.....	2,999	128	1	70	180	58	4	6	2	\$495	\$150	\$105	2	2	Yes...	1889	State license; kindergarten certificate.	
Berkton.....	1,861	80	1	88	182	44	4	6	1	617	475		2	2	Yes...	1910	State normal diploma.	
Eaton.....	2,810	120	1	30	175	20	4	6	1	450			2	2	Yes...	1903	High-school graduation; graduation kindergarten school.	
Iron Belt.....	(1)	202	3	92	196	22	4	6	1	575	500		2	2	Yes...	1902	State license.	
Kennasau.....	21,371	916	16	146	174	25	4	6	2	628	500		2	2	Yes...	1903	Two years' training.	
Kenosha.....	21,371	916	16	416	186	270	4	6	8	688	475	\$132 + 190	2	2	Yes...	1903	Graduation from State normal or approved training school.	
Kiel.....	1,244	53	2	60	105	36	4	6	1	500	450		2	2	Yes...	1903	Normal-school diploma.	
La Crosse.....	30,417	1,307	12	49	188	302	4	6	10	750	500	150	2	2	Yes...	1910	Normal-school diploma; college.	
Ladymanth.....	2,852	109	2	110	179	34	4	6	1	590	400		2	2	Yes...	1910	Kindergarten training school.	
Lake Geneva.....	3,929	133	2	83	180	33	4	6	2	517	450	472	2	2	Yes...	1885	Graduation from training school.	
Lake Mills.....	1,672	71	2	57	175	37	4	6	1	517			2	2	Yes...	(1)	(1)	
Laona.....	(1)	71	2	39	180	26	4	6	1	540	450		2	2	Yes...	1910	Diploma from kindergarten course.	
Linden.....	580	24	1	10	180	6	4	6	1	405			1	1	Yes...	(1)	Normal training.	
Little Chitte.....	1,354	56	1	58	196	48	4	6	1	358			1	1	Yes...	1900	Second or third grade certificate.	
Madison.....	25,531	1,097	9	284	192	213	4	6	5	600	550	350	240	2	2	Yes...	1884	Graduation from approved kindergarten training school.
Mambowoc.....	13,027	560	12	350	196	290	4	6	6	650	500		2	2	Yes...	(1)	Graduation from good kindergarten course.	
Manistota.....	14,610	628	12	344	190	255	4	6	6	542	432	190	2	2	Yes...	1888	Training-school graduation.	
Marquette.....	14,610	628	12	344	190	255	4	6	6	542	432	190	2	2	Yes...	(1)	State requirements.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	(1)	Normal school.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal normal training school.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420			2	2	Yes...	1903	Normal-school training.	
Marshall.....	896	33	1	39	178	26	4	6	1	420								

STATISTICS OF PUBLIC KINDERGARTENS.

Location	6,081	261	156	190	108	4	6	5	550	200	300	200	Yes	1880	Graduation from kindergarten training school.	
Menasha	7,036	216	150	180	4135	4	6	2	630	450			2	Yes	1883	Normal kindergarten training.
Menomonie	919	39	111	174	48	4	(1)	1	562				2	Yes	1910	Normal-school graduation.
Menomonie Falls	8,689	373	275	176	187	4	6	4	495	405	270	270	2	Yes	(1)	Graduation from kindergarten school.
Merrill	373,875	16,076	7,625	197	3,679	4	6	4	960	540	780	540	2	Yes	(1)	Normal-school kindergarten course.
Milwaukee	2,925	125	60	178	56	4	6	2	405				2	Yes	1906	Normal or first-grade diplomas.
Mineral Point	1,104	47	44	180	24	4	6	1	495	450	250	100	2	Yes	1898	Graduation from approved school.
Monello	5,734	246	2	159	89	4	6	6	525	380	380	285	2	Yes	1906	Graduation from normal-school course.
Neenah	1,570	67	56	190	40	4	6	2	470	315			2	Yes	1907	Special kindergarten training.
Nekoosa	708	15	37	180	16	4	6	1	490				2	Yes	1901	Normal-school graduation.
Neshkoro	3,383	145	70	180	34	4	6	2	495	490	110	145	1	Yes	(1)	Normal training; kindergarten course.
New Glarus	1,088	85	102	190	33	4	6	2	475	420	385	315	1	Yes	1903	Graduation from kindergarten normal.
New London	1,000	79	34	200	26	4	(1)	1	708	310			2	Yes	1907	Normal-school graduation.
New Richmond	1,860	241	135	180	900	5	6	2	585	585	225	225	1	Yes	(1)	Graduation from kindergarten department.
Niagara	5,620	241	120	178	43	4	6	2	382	340			2	Yes	1906	County certificate.
North Milwaukee	1,427	61	30	180	145	4	6	1	450	405			2	Yes	1906	Normal-school training.
Oconto	33,062	1,421	854	195	575	4	(1)	25	525	450	400	150	2	Yes	1896	High-school graduation; 2 years' professional course.
Oconto Falls	1,946	83	91	178	65	4	6	2	450	180			2	Yes	1905	High-school graduation; normal or college.
Plymouth	3,084	132	72	175	45	4	6	2	585	495	225		2	Yes	1910	Normal graduation.
Port Edwards	3,758	32	40	180	24	4	6	1	585	495			2	Yes	1910	Normal-school.
Port Washington	3,792	162	43	200	37	4	6	2	580	470			2	Yes	1900	Graduation from normal-training course.
Racine	38,072	1,634	729	190	539	4	6	18	700	450	590	400	2	Yes	1893	High-school graduation; 2 years' training.
Readstown	1,515	21	73	177	43	5	(1)	1	405				2	Yes	(1)	County certificate; normal primary credits.
Redgranite	1,521	65	108	177	62	4	(1)	1	450				2	Yes	(1)	County certificate; normal primary credits.
Reedsburg	2,615	112	45	170	30	4	6	2	485	405	10	45	2	Yes	(1)	Normal-school kindergarten course.
Rib Lake	3,637	242	117	177	38	4	6	2	470	400			2	Yes	1900	Normal college.
Rich Lake	1,018	46	173	180	18	4	6	1	495	450			1	Yes	1900	Normal credits.
Richland	2,968	170	115	176	75	4	6	2	405	450			2	Yes	1903	Normal training course.
Richland Center	2,802	113	4	176	65	4	6	2	540	495			2	Yes	1884	Graduation from normal-school.
Schofield	889	37	87	180	56	4	(1)	1	405	405			2	Yes	1910	Normal-school training.
Shawano	2,923	125	74	180	71	4	6	1	450				2	Yes	1900	Do.
Sheboygan	26,398	1,135	756	196	575	4	6	21	600	400	450	400	2	Yes	1896	Graduation from kindergarten training school.
Sheboygan Falls	1,630	70	98	195	68	4	6	2	475	390	390		2	Yes	(1)	Normal-school certificate, or equivalent.
South Milwaukee	6,092	281	77	200	50	4	6	1	600	490			2	Yes	1907	Normal-school graduation.
Spooner	1,453	62	62	180	33	4	6	1	450				2	Yes	1909	Do.
Stevens Point	8,662	373	6	190	150	4	6	4	498	427			2	Yes	(1)	Do.
Stoughton	4,761	204	2	117	180	4	6	2	540	450	405	450	1	Yes	1902	Graduation from normal-school.
Sun Prairie	1,119	47	30	180	14	4	6	2	540	450			1	Yes	1907	Normal-school graduation.
Superior	40,384	1,736	1,037	186	518	4	6	21	760	570	617	412	2	Yes	1889	Graduation from kindergarten; aining course.
Tamahawk	2,007	124	94	180	84	4	6	2	485	225	225		2	Yes	1902	Normal-school graduation.
Tomahawk	3,417	146	57	180	26	4	7	1	495				2	Yes	1907	Do.

* In some cases two sessions.

* Cadets from training school.

* Estimated.

* For musician.

* Approximate.

* Not fixed; depends on development.

* No data.

* Not fixed.

TABLE b.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.			Assistant kindergarten teachers.		One or two sessions a day.	Same teacher in both sessions.	Public-school kindergartens established.	Preparation required of kindergarten teachers.	
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.					
1 Cities and towns.																		
WISCONSIN—contd.																		
Two Rivers.....	4,850	208	2	142	198	103	4	6	3	\$700	\$600	\$450	\$200	2	Yes	1876	Graduation from State normal, or equivalent.	
Viroqua.....	2,059	88	1	58	190	33	4	6	1	495	495	275	200	2	Yes	1904	Normal-school kindergarten training course.	
Wausau.....	8,740	375	4	173	180	98	4	6	4	500	475	300	200	1	Yes	1908	Normal-kindergarten course.	
Waupun.....	2,789	119	2	75	180	65	4	6	2	522	500	300	200	2	Yes	1910	Special normal course.	
West De Pere.....	3,362	144	2	65	190	60	4	6	14	600	500	300	200	2	Yes	(1)	Normal-school graduation.	
West Milwaukee.....	16,560	713	7	354	180	350	4	(1)	1	540	450	350	250	2	Yes	1898	Normal-school graduation, kindergarten department.	
West Allis.....	1,675	71	1	48	180	26	4	(1)	2	450	450	350	250	2	Yes	1903	Normal training.	
West Menasha.....	3,346	143	1	125	183	99	4	8	2	700	500	350	250	2	Yes	(1)	Graduation from approved normal-training school.	
West Troy.....	9,645	285	6	219	200	112	4	6	3	600	500	450	350	2	Yes	1907	Normal-kindergarten training.	
West Waupun.....	(1)	38	2	33	179	30	4	(1)	1	540	450	350	250	1	Yes	(1)	Normal-school graduation, or equivalent.	
West Wisconsin.....	891	38	2	42	180	20	4	(1)	2	450	450	350	250	2	Yes	1906	Normal-school diploma.	
Westby.....	1,458	68	1	150	200	90	4	6	2	575	450	350	250	2	Yes	1906	Normal graduation.	
WYOMING.																		
Casper.....	2,639	113	2	60	196	45	4	6	2	775	750	500	350	2	Yes	1908	Two years' special training.	
Laramie.....	1,812	77	1	32	176	24	5	6	1	675	650	450	350	2	Yes	1910	Special training.	
Rawlins.....	4,256	182	1	50	180	40	5	6	1	720	720	500	350	2	Yes	(1)	Special training.	
Thermopylae.....	1,524	65	1	30	170	17	5	(1)	1	755	755	500	350	2	Yes	(1)	Special training.	

(1) No data. (2) Not fixed; depends on development. (3) Approximate. (4) Estimated.



TABLE 6. Statistics of kindergartens other than public for year ended June 30, 1912.*

Cities and towns.	Total population, census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Maximum salary.	Minimum salary.	
1	2	2	4	5	6	7	8	9	10	11	12	13	14
ALABAMA.													
Anniston.....	12,794	550	Free		1	80	180	160		2	\$150	\$64	Two years' kindergarten course.
Birmingham.....	133,685	5,706	Private	Graymont College Kindergarten.	1	40	175	25	\$0.50	1	NG		Diploma from recognized kindergarten training school.
Do.....			Mission	Church of St. Mary's-on-the-Highlands.	1	87	177	39		2			(†)
Do.....			Private	Margaretta K. Williams Kindergarten.	1	46	170	28	4.00	2			(†)
Enterprise.....	690	25	do	School of Organic Education.	1	30	155	15		2			(†)
Enterprise.....	6,689	287	Association	Mad Lindsay Kindergarten.	1	66	127	41		2			(†)
Huntsville.....	7,611	327	do	Huntsville Kindergarten Association.	3	190	175	50		3	540		Two years' kindergarten training school.
Leesport.....	2,820	164	M.H.	Leesport Cotton Mills.	1	125	180	40		2	405		Two years' kindergarten training school.
Montgomery.....	26,136	1,639	Association	Neighborhood House Association.	1	23	190	19		1	500	400	Three years' training.
Shawmut.....	(†)		M.H.	West Point Manufacturing Co.	1	81	185	16		1	405		
Sherfield.....	4,865	208	Association	Sherfield Free Kindergarten Association.	1	25	120	20		1			

* In classifying kindergartens in normal schools and colleges it is difficult to say whether they are public or private institutions. Strictly speaking, they are not public in the sense of being supported by the cities in which they are situated, and yet they are supported by State or county funds. Sometimes a tuition fee is asked. It has been decided therefore to place normal school kindergartens in the table other than public.

† Supported by donations.
 ‡ Estimated.
 § No data.
 ¶ Statistics for year ended June, 1912.
 * Approximate.



KINDERGARTENS IN THE UNITED STATES.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912.—Continued.

Cities and towns.	Total population.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teacher.
										Number.	Maximum salary.	Minimum salary.	
1			4	5	6	7	8	9	10	11	12	13	14
ARIZONA.													
Phoenix	11,153	478	Private	Garden Kindergarten.	1	30	160	21	\$5.00	1			
Tucson Canyon			Indian	Federal Government.	1	35	132	33		1	\$600		Civil-service examination.
ARKANSAS.													
Fort Smith	20,975	1,298	Private	Miss Denton's Kindergarten.	1	15	180	6	3.00	1			(?)
Do			Parochial	Immaculate Conception.	2	80	(?)	70		2			
Holmes	8,772	377	Private	Hekema Kindergarten.	1	32	100	10	3.00	1			
Hot Springs	14,434	620	do	Miss Jane Gray's Kindergarten.	1	50	100	12	3.00	1	620		Graduation from recognized kindergarten training school.
Texasiana	5,656	242	Association	Texasiana Kindergarten Association.	1	30	100	18		1			
CALIFORNIA.													
Alameda	23,393	1,005	Mission	Japanese Mission, M. E. Church School.	1	18	271	12		1			
Berkeley	40,638	1,738	Parochial	St. Joseph's Parish	3	120	180	110		4			Normal-school training.
Coalinga	4,199	180	Private	Miss Robert's Kindergarten.	1	20	150	10	13.00	1	600	600	Civil-service rating.
Fort Bidwell	342	15	Indian	Federal Government	1	20	186	117		1	765	765	Normal-school training.
Fresno	24,822	1,070	Church	Seventh Day Adventists Church.	1	34	180	28		2			
Hollywood	1,400	90	Private	Mrs. Louise Peck's Kindergarten.	1	30	180	22	6.00	2			
Los Angeles	319,198	12,725	do	Berkeley Hall Junior School Kindergarten.	1	25	245	15	6.00	2			
Do			do	Los Angeles Academy and Maryland School.	1	19	175	12	7.50	1			
Do			Settlement	Neighborhood Settlement.	1	70	186	25		3			(?)
Do			Private	Westlake School for Girls.	1	20	170	10	6.00	1	420	210	Graduation from normal school.
Do			Association	Japanese Children's Institute.	1	40	110	15		2			

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

Location	Teachers	Approximate	Private	Association	Parochial	Normal	Private	Public	Other	Graduation from kindergarten training school	Graduation from high school; graduation in kindergarten training school	
Oakland	150,174	6,457	do	do	do	do	do	do	do	1	640	
Do			do	do	do	do	do	do	do	2	480	
Do			do	do	do	do	do	do	do	3	600	
Do			Private	do	do	do	do	do	do	1	(*)	
Do			do	do	do	do	do	do	do	2	(*)	
Pasadena	30,291	1,302	do	do	do	do	do	do	do	1	(*)	
Do			do	do	do	do	do	do	do	3	(*)	
San Diego	39,578	1,701	do	do	do	do	do	do	do	3	(*)	
San Francisco	416,912	18,027	Association	do	do	do	do	do	do	15	720	
Do			do	do	do	do	do	do	do	2	140	
Do			do	do	do	do	do	do	do	1	50	
COLORADO												
Boulder	9,559	409	Private	do	do	do	do	do	do	1	170	
Do			do	do	do	do	do	do	do	1	180	
Do			do	do	do	do	do	do	do	1	540	
Trinidad	10,294	438	Private	do	do	do	do	do	do	1	32	
Do			do	do	do	do	do	do	do	1	270	
Do			do	do	do	do	do	do	do	1	180	
CONNECTICUT												
Bridgport	102,064	4,388	Normal	do	do	do	do	do	do	1	22	
Do			do	do	do	do	do	do	do	5	175	
Do			do	do	do	do	do	do	do	3	170	
Do			do	do	do	do	do	do	do	1	240	
Do			do	do	do	do	do	do	do	1	184	
Do			do	do	do	do	do	do	do	24	1,678	
DELAWARE												
Do			Private	do	do	do	do	do	do	1	16	
Do			do	do	do	do	do	do	do	1	140	
Do			do	do	do	do	do	do	do	6	184	
Do			do	do	do	do	do	do	do	1	180	
Do			do	do	do	do	do	do	do	1	180	
Do			do	do	do	do	do	do	do	1	132	
Do			do	do	do	do	do	do	do	2	120	
Do			do	do	do	do	do	do	do	4	192	
FLORIDA												
Do			Private	do	do	do	do	do	do	1	16	
Do			do	do	do	do	do	do	do	1	10	
Do			do	do	do	do	do	do	do	4	4	
Do			do	do	do	do	do	do	do	4	3	
Do			do	do	do	do	do	do	do	1	130	
Do			do	do	do	do	do	do	do	1	7	
Do			do	do	do	do	do	do	do	5	96	
Do			do	do	do	do	do	do	do	4	96	

* Teachers are Sisters.
 † Approximate.
 ‡ No data.
 § Practitioners in kindergarten training school.
 ¶ Estimated.
 ** Statistics for year ended June, 1913.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Max im u m salary.	Min i m u m salary.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
CONNECTICUT—cont'd.													
New Haven.....			Private.....	Miss Johnston's Kindergarten.....	1	5	177	5	\$6.00	1			()
Do.....			do.....	Miss Lum's Private-School.....	1	29	159	20	10.00	2			()
New Milford.....	5,010	215	do.....	Sunny Nook.....	1	20	170	18	2.50	1			()
Newark.....	24,211	1,041	Private.....	The Froebel Kindergarten.....	1	15	165	18	5.00	2	\$600		Two years' approved kindergarten training.
Ridgeland.....	3,118	133	Free.....	Ridgeland Kindergarten Association.....	1	43	180	28		2			()
South Norwalk.....	8,068	368	Private.....	Florence A. McMahon.....	1	16	180	10	6.00	1			()
Stamford.....	28,836	1,239	Parochial.....	Holy Names of Jesus.....	3	118	187	92		4	500	230	State standard.
Do.....			Private.....	Miss Carrie W. Hoyt.....	1	21	160	16	3.75	2			()
Torrville.....	()	()	Parochial.....	Sacred Heart Kindergarten.....	1	42	180	30		2			Three years' preparation.
Wauwagan.....	()	()	do.....	Sacred Heart of Jesus.....	1	66	189	50		1	240		()
Winsted.....	7,754	333	Private.....	Miss Blake's Kindergarten.....	1	35	171	11	()	1			()
DELAWARE.													
Wilmington.....	87,411	3,758	Private.....	Bouvelard Kindergarten.....	1	16	165	13	3.00	2			()
Do.....			do.....	Miss Taylor's Kindergarten.....	1	22	160	18	5.00	1			()
Do.....			Association.....	The Provident Society.....	1	32	164	20		1	360		Graduation from approved kindergarten training school.
Do.....			Mission.....	Holy Trinity (Old Swede's).....	1	47	181	32		2	360	90	Graduation from high school; graduation from kindergarten training school.
Do.....			Settlement.....	People's Settlement.....	1	40	145	27		2	()		Graduation from normal kindergarten training school.
Do.....			Association.....	West End Reading Room Association.....	1	30	180	20		1	270		Two years' approved kindergarten training school.

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

State	City	Name of Kindergarten	Teachers	Enrollment	Age	Cost	Hours	Days	Term	Notes
DISTRICT OF COLUMBIA	Do	Howard School Kindergarten	1	30	31	10.00	1	1	1	()
	Do	Do	1	20	12	10.00	1	1	1	()
	Do	Miss Alice Keller's School	1	42	12	10.00	1	1	1	()
	Do	Kemper Becock Memorial	1	40	179	30	2	2	200	No fixed rule.
	Do	Mount Vernon Seminary Society	1	55	170	35	2	2	520	() Graduation from normal school. Kindergarten training.
FLORIDA	Do	Neel House	1	32	175	17	1	1	245	
	Do	Poumme Private School	1	24	149	15	1	1	7.00	
	Do	St. Margaret's School	1	20	114	15	1	1	7.00	
	Do	Miss Fuqua's Kindergarten	1	30	150	20	1	1	4.00	Graduation from kindergarten training school.
	Do	Mothers' Clubs, and Mrs. W. W. Cummer	1	32	160	71	14	14	4.00	
GEORGIA	Do	Riverside Kindergarten	1	42	160	28	1	2	4.00	
	Do	Miss Livingston's Kindergarten	1	60	100	45	1	2	4.00	
	Do	Women's Home, Methodist Episcopal Church	1	10	156	12	1	1	320	Special kindergarten training.
	Do	The Sanford Kindergarten	1	21	159	13	1	1	4.00	
	Do	Aragon Mills, Shelling Arms	1	60	133	24	1	3	500	Graduation from approved kindergarten training school. Two years' training in approved school.
ALABAMA	Do	All Saints Church	1	50	180	30	1	1	4.00	
	Do	Methodist Episcopal Church	1	56	190	30	1	1	4.00	
	Do	Highland Avenue Kindergarten	1	14	240	8	1	1	1.00	
	Do	Association	1	260	290	108	3	3	6.00	Two years' training in approved school.
	Do	The Jewish Alliance	1	44	180	25	2	2	3.00	
	Do	Miss Wilder's Kindergarten	1	30	156	15	1	2	4.00	
	Do	Exposition Cotton Mills	1	65	200	31	1	2	4.00	
	Do	The Halbes School Kindergarten	1	56	()	42	1	2	4.00	
	Do	Teachers are Sisters	1	56	190	30	1	1	4.00	
	Do	Private	1	14	240	8	1	1	1.00	

* Lay teachers assist.
 † Including all in the District.
 ‡ Also practice-students in kindergarten training school.
 § Statistics for year ended June, 1913.

* Teachers are Sisters.
 † No data.
 ‡ Estimated.
 § Approximate.



KINDERGARTENS IN THE UNITED STATES.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, total census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in months.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Maximum salary.	Minimum salary.	
I		2	4		6	7	8	9	10	11	12	13	14
ALABAMA—continued.													
Chattahoochee.....	20,557	883	Mill.	Whitton Mills Co., Ribb Manufacturing Co., and Perkins-Massey Hoskery Co.	1	21	200	9		1	\$730		Graduation from kindergarten normal school.
Do.....			Association.	Free Kindergarten Association.	2	65	160	55		3	250	\$210	Two years in kindergarten training school.
Do.....			Mill.	Pagle & Phoenix Mills.	1	75	150	60		3	465		Graduation from kindergarten normal school.
Dakota.....	5,324	228	Free.	Free Kindergarten.	1	50	160	22		1	320		Completion in kindergarten normal school.
Fiberton.....	6,483	278	Private.	Fiberton Kindergarten.	1	10	180	8	\$2.50	1			
Gainesville.....	5,925	254	do.	Reulah Rucker's Institute.	1	113	180	60	.50	2	230	3.50	
Jewell.....	5,500	21	Mill.	Rowen Jewell Co.	1	60	100	55		2	715		Graduation from high school; two years in kindergarten training.
La Grange.....	5,587	240	Settlement.	Mill owners, Protestant Episcopal Church.	1	82	200	60		1			Two years' course.
Lindale.....	2,500	107	Mill.	Massachusetts Mills in Georgia.	1	58	180	32		2	675		
Macou.....	40,665	1,748	Association.	Macon Free Kindergarten Association.	2	60	165	46		4	240	120	
Rome.....	12,099	520	Private.	Miss Mary Veal's Kindergarten.	1	25	200	20	3.00	2			
Sandersville.....	2,641	113	Association.	Kindergarten Association.	1	26	178	18		1	405		
Savannah.....	65,064	2,797	do.	Savannah Association of Jewish Women.	1	30	156	24		1	340		
Do.....			do.	Kate Baldwin Free Kindergarten Association.	3	150	179	135		6	720	240	Graduation from high school; preparation from approved kindergarten training school.
Do.....			Private.	The Savannah Kindergarten.	1	435	161	25	6.00	2			
West Point.....	1,906	81	Mill.	West Point Manufacturing Co.	1	48	186	28		1	465		

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School days, in year.	Average daily attendance.	Tuition per month.	Kindergarten teachers:			Preparation required of kindergarten teachers.
										Number.	May salary.	Min. in salary.	
1	4	3	4	5	6	7	8	9	10	11	12	13	14
ILLINOIS—continued.													
Chicago			Private	Gladstone Hotel Kindergarten.	1	100	195	25	\$5.00	1			
Do.			do.	Hyde Park Presbyterian Church.	1	85	175	30	1.00	1			
Do.			Association	Home for Jewish Friendless.	1	35	190	30		2	\$30		Graduation from kindergarten training school. Affiliated with kindergarten training school.
Do.			Mission	Hyde Park Baptist.	1	112	230	31		1	7.00		Graduation from approved kindergarten training school.
Do.			do.	Italian Methodist Episcopal Kindergarten	1	100	180	35		1	4.00		Affiliated with kindergarten training school.
Do.			do.	Inmanuel Presbyterian Church.	1	90	200	60		1	8.50		Graduation from approved kindergarten training school.
Do.			Association	Jewish Training School.	1	151	186	106		2	7.00	\$6.70	Graduation from high school; 2 years in training school.
Do.			Mission	Jefferson Park Presbyterian Church.	1	58	170	25		1		5.00	Graduation from high school; 2 years in training school.
Do.			Private	Kenwood Institute and Loving School.	1	25	155	14	7.50	1			Graduation from approved kindergarten training school.
Do.			do.	Lake View Institute Kindergarten.	1	13	200	10	5.00	1			Graduation from approved kindergarten training school.
Do.			do.	Miss Lovett's Kindergarten.	1	27	106	20	6.00	2			Three years kindergarten training.
Do.			Association	Mary Crane Nursery.	1	35	180	20		1	4.00		Graduation from high school; graduation from kindergarten training school.
Do.			do.	Margaret Etie Crèche.	1	65	203	21		1	6.80	6.40	Graduation from approved kindergarten training school.
Do.			Mission	Mennonite Home Mission.	1	50	180	25		1	3.00		Graduation from high school; graduation from kindergarten training school.

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

City	Name	Settlement	Enrollment	Teachers	Students	Age	Training
Do	Northwestern University Settlement	Mission	1	45	177	3-5	Graduation from approved training school.
Do	Cliff Institute	Mission	1	90	270	5-6	Graduation from kindergarten college.
Do	Sheridan Park Kindergarten	Private	1	59	194	38	Graduation from approved kindergarten training school.
Do	St. Luke's Hospital Kindergarten	Association	1	105	190	40	Graduation from kindergarten college.
Do	St. Alban's Kindergarten	Mission	1	22	185	10	Graduation from approved kindergarten training school.
Do	The Faulkner School	Private	1	52	165	38	Graduation from approved kindergarten training school.
Do	University Elementary School	do	1	35	170	17	Graduation from approved kindergarten training school.
Do	University of Chicago Settlement Kindergarten	Settlement	1	45	175	35	Graduation from approved kindergarten training school.
Do	University School for Girls	Private	1	20	157	12	Graduation from approved kindergarten training school.
Do	Washington Park Kindergarten	do	1	64	192	130	Three years' kindergarten training.
Do	W. Presbyterian S. and Ch. F. Training Board	Mission	1	105	190	63	Graduation from high school; 2 years' kindergarten training experience.
Do	Evanson Private Kindergarten	Private	1	52	161	20	Graduation from high school; 2 years' kindergarten training experience.
Do	First Presbyterian Church	Mission	1	50	170	30	Three years in kindergarten training school.
Galesburg	Galesburg Free Kindergarten Association	Association	1	55	180	30	Three years in kindergarten training school.
Do	Batemans Kindergarten	Private	1	55	175	44	Civil service examination.
Do	Miss Luther's Kindergarten	do	1	30	180	25	Graduation from approved kindergarten training school.
Do	Highland Park Kindergarten	do	1	35	165	25	Graduation from approved kindergarten training school.
Do	Jacksonville Free Board	Association	1	65	180	35	Three years in kindergarten training school.
Do	Miss Alma Fleischer	Private	1	30	187	20	Civil service examination.
Do	Lincoln Park Kindergarten	do	1	33	183	11	Graduation from approved kindergarten training school.
Do	Lincoln Park Kindergarten	do	1	37	240	15	Graduation from approved kindergarten training school.
Do	Illinois Soldiers' Orphans Home	Orphanage	1	25	250	25	Three years in kindergarten training school.
Do	Third Congregational Church	Private	1	56	178	35	Civil service examination.
Do	Oak Park Kindergarten Association	Association	2	92	188	55	Graduation from approved kindergarten training school.
Do	Emerson School Kindergarten	Private	1	30	184	20	Graduation from approved kindergarten training school.
Do	Miss Eaton's Kindergarten	do	1	22	154	15	Graduation from approved kindergarten training school.
Do	St. Francis' School	Parochial	1	63	180	42	Graduation from approved kindergarten training school.

1 Approximate.
 2 All practice-students in kindergarten training school.
 3 Small weekly fee.
 4 No data.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total population, 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.			School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
						Number of children enrolled.	School year, in days.	Average daily attendance.				Number.	Maximum salary.	Minimum salary.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14		
ILLINOIS—continued.															
Quincy			Parochial	St. John's Parish	1	45	196	36		*1				Special training: nursery kindergarten training school graduation.	
Riverview	1,702	73	Association	Kindergarten Extension Association	3	90	230	81		10	\$1,000	\$400		Special training: nursery kindergarten training school graduation.	
INDIANA.															
Anderson	22,476	966	Free	Anderson Free Kindergarten	2	234	177	45		2	585	585		Graduation from standard college kindergarten work.	
Goshen	8,514	365	Private	Goshen Kindergarten	1	25	240	20	\$3.00	1					
Hartford City	6,187	265	do.	Seventh Day Adventist Church School	1	25	160	18		1					
Indianapolis	238,660	40,046	do.	Miss Hinson's Kindergarten	1	41	190	20	\$4.00	1					
Do.			do.	Jackson Kindergarten and Model School	1	208	187	74	1.00	2					
Do.			do.	The Woodcraft Kindergarten	1	20	160	15	4.00	2					
Do.			Association	Indiana Free Kindergarten Society and Children's Aid Society	32	3,300	160	1,200		32	730	(*)			
Jeffersonville	10,412	447	Private	Miss Loomis's Kindergarten	1	18	170	17	2.00	1				State requirement and kindergarten training kindergarten.	
Lafayette	20,061	863	Parochial	St. Lawrence	1	57	184	47		*1	175			High school graduation; kindergarten, normal and experience.	
Do.			Free	Lafayette Free Kindergarten and Industrial School	3	173	178	25		2	585	540		Graduation from high school; special kindergarten experience.	
Muncie	24,005	1,032	Association	Muncie Free Kindergarten Association	23	190	180	143		10	810	72			

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

State	City	Name	Type	Value	Teachers	Students	Other	Notes
IOWA	Burlington	Miss Kelley's Kindergarten	Private	1,041	1	10	182	6 4.00
	Clarinda	Miss Inez Welch	do	3,892	1	25	318	4.00
	Davenport	West Side Settlement	Settlement	1,550	1	50	500	120
	Do	Davenport Friendly Society	Association		1	22	183	220
	Dubuque	St. Patrick's Parish	Parochial	3,464	2	100	200	90
	Keokuk	Miss Bancroft's Kindergarten	Private	14,008	1	25	184	230 21.00
	Do	Free Kindergarten	Free		1	72	180	24
	Mason City	Mrs. Willson's Kindergarten	Private	11,230	1	40	159	90 2.00
	Oelwein	Sacred Heart Parish	Parochial	6,028	1	46	180	38
	KANSAS	Emporia	Kindergarten of Kansas State Normal	Normal	9,058	1	75	174	28 40
Eureka		Mrs. Moonlight's Kindergarten	do	2,333	1	14	100	12 2.00
Kansas City		St. Thomas Parish	Parochial	81,331	1	96	200	75
Lawrence		Froebel Kindergarten	Private	12,374	1	30	200	18 6.00
Lawrence		Miss Farrell's Kindergarten	do	19,463	1	15	180	12 4.00
Liberal		Liberal Free Kindergarten	Mission	1,756	1	15	30	4
Liberal		Free Kindergarten	Private	1,756	1	22	138	12 4.00
Osborne		The Osborne Kindergarten	do	1,565	1	12	138	12 21.30
Ottawa		Seventh Day Adventist Church	do	7,630	1	30	190	28 1.30
Topka		Kindergarten of the College of the Sisters of Holy Family	do	43,684	1	43	168	227 3.00
KENTUCKY	Whites	Associated Charities	Association	32,430	1	57	311	10
	Ashland	Miss Martin's Kindergarten	Private	8,888	1	24	170	15 3.00
	Howling Green	Western Kentucky State Normal	Normal	9,173	1	24	50	16
	Georgetown	Georgetown Kindergarten	Private	4,353	1	18	180	10 2.00
	Louisville	Kentucky Home School for Girls	do	22,928	1	25	164	13
	Do	Do	do		1	25	164	13
	Do	Do	do		1	25	164	13
	Do	Do	do		1	25	164	13
	Do	Do	do		1	25	164	13
	Do	Do	do		1	25	164	13

* Teachers are Sisters.
 † Experience also required.
 ‡ Supported partly by association and partly by board of education.
 § Approximate.
 ¶ Practice students in kindergarten training school.

* Room, board, laundry in addition to salary.
 † No data.
 ‡ Services given.
 § Small weekly fee.
 ¶ Taken over by public school 1912-13.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1913.—Continued.

Cities and towns.	Total population, census 1910.	Estimated popu- lation of kinder- garten age.	Type of kinder- garten.	Kindergarten or supporting body.	Number of kinder- gartens.	Number of chil- dren enrolled.	School days, in year.	Average attendance daily.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Max. Min.	Min. Max.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
KENTUCKY—contd.													
Louisville			Private Association	Highland Kindergarten. Masons of Kentucky	1	24	158	15	\$5.00	1			Graduation from kinder- garten training school.
Do			Private Mission	() Grace Episcopal Church	1	48	170	25	()	1	\$440		Graduation from ap- proved school.
Meredeth	1,105	48	Private	Live Oak School	1	105	200	40	.50	1			Normal kindergarten course.
Paducah	22,780	978	Private Association	New Orleans Free Kinder- garten Association.	3	218	218	54		6	\$250		
LOUISIANA.													
Baton Rouge	14,897	640	Settlement	Kinder- garten department	1	64	160	33	3.25	1	800	450	
New Orleans	339,075	14,380	Private	Newman Manual Training School.	1	25	165	25		2	800	450	
Do			do	Tomkies Kindergarten	1	35	231	34	4.00	1			
Do	28,015	1,204	do										
Shreveport	28,015	1,204	do										
MAINE.													
Bangor	24,803	1,066	Private	The Somerset Private Kinder- garten.	1	22	174	13	\$6.00	2			
Bar Harbor	2,500	107	do	Bar Harbor Kindergarten As- sociation.	1	79	64	31	1.70	2	\$85	\$555	Graduation from kin- dergarten training school.
Do			Association		1	68	195	31		2			
Calais	4,114	202	Private	Miss Hinds School	1	18	176	14	3.00	1			
Lewiston	26,247	1,128	do	North East Harbor Kinder- garten	1	12	164	16	3.00	1			
North East Harbor	26,350	15	do		1	25	150	20	1.00	2			
Rockland	8,174	261	do	Fiske Manning	1	25	180	12	2.00	2			

State	City	Name	Address	Capital	Value	Open	Enrollment	Teachers	Hours	Cost	Training			
MARYLAND.	Baltimore.	Calvert School Pre-school Class.	Private	24,014	568,485	1	30	160	24	7.50	2	Two years training school.		
		Kindergarten department of Park School.	do.			1	25	160	18	6.25	2	Graduation from kindergarten training school.		
		St. Veronica Place Methodist Church.	Mission			1	24	117	20	6.25	2	Do.		
		Mount Taber Bohemian Methodist Episcopal Church Institute.	do.			1	92	185	34		1	Do.		
		St. Paul's Chapel.	do.			1	92	170	60		2	Do.		
		Lawrence House Settlement.	Mission			1	67	188	45		2	Do.		
		Grace Church Free Kindergarten.	do.			1	66	200	50		2	Do.		
		The Bishop Paret Memorial.	do.			1	120	166	64		3	Two years theoretical training.		
		Grace and St. Peters Protestant Episcopal Church Kindergarten Guild.	Association			1	67	156	40		2	Two years kindergarten training.		
		Franklin Hall Private School.	Private			1	63	180	38		1	Graduation from kindergarten school.		
		Free Kindergarten.	do.			1	48	182	12	1.25	2	Do.		
		Free Kindergarten.	do.			1	18	160	15		2	Do.		
		Jacob Tomo Institute Kindergarten.	Free			1	30	184	20		2	Do.		
		MASSACHUSETTS.	Boston.	Miss Studley's Kindergarten.	Private	801	18,650	1	21	170	16	2.50	1	Graduation from kindergarten training school.
				Hale House Association.	Association	28,835	670,365	1	85	184	25		1	Do.
Jamaica Plain Neighborhood House.	Settlement					1	22	138	10		1	Do.		
Morgan Memorial.	Free					1	21	100	11		1	Do.		
North Bennet Street Day Nursery.	do.					1	35	165	28		1	Do.		
Hope Chapel Kindergarten.	Mission					1	40	181	21		1	Do.		
Miss Woodward's School.	Private					1	27	142	16	9.10	2	Graduation from high school. Kindergarten training school.		
Elizabeth Peabody House Settlement.	Settlement					1	68	180	55		2	Do.		
Settlement Kindergartens.	do.					2	159	165	120		4	High school and normal school training.		
Mrs. Leatherlee's Kindergarten.	Private					1	9	148	6	12.50	2	Do.		

* Practice students in kindergarten training school.

† Estimated.

‡ Approximate.

§ No data.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, 1910.	Estimated population of kindergartens.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average length of attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Maximum salary.	Minimum salary.	
MASSACHUSETTS—contd.													
Brockton.....	36,878	2,445	Association.....	Brockton Day Nursery Association.	1	30	34	20		1	\$100		Graduate teacher.
Do.....			Private.....	Miss Cooper's Kindergarten.		20	209	18	\$6.00	2	(2)		
Do.....			Parochial.....	Sacred Heart.		18	164	14	8.75	2			
Cambridge.....	104,839	4,576	Private.....	Miss Rogers's Kindergarten.		18	171	9	7.33	2			
Do.....			do.....	Chestnut Hill Kindergarten.		12	162	10	4.00				
Danvers.....	9,407	404	do.....	Mrs. Weston's Kindergarten.		15	173	12	6.00				
Fall River.....	119,283	3,129	Normal.....	Edevery School Kindergarten.		45	195	35	3.00				(1)
Fitchburg.....	37,826	1,678	Private.....	Kindergarten for Blind.		140	221	125	3.00				Same as primary grades.
Hanover Falls.....		785	Parochial.....	St. Cecilia's Parish.		107	180	62					
Leominster.....	17,860	211	Private.....	Miss Richardson's Kindergarten.		12	200	10	5.00				
Lexington.....	4,918	211	do.....	Miss L. Cate Kindergarten.		15	172	9	15.50				
Lynn.....	80,336	3,541	do.....	Miss Grace Field's Kindergarten.		12	187	10	6.00				
Malden.....	44,404	3,009	do.....	Miss Pray's Kindergarten.		12	138	10	5.00				
Melrose.....	15,713	675	do.....	Miss Ellis's Kindergarten.		9	155	4	17.50				
Newton Center.....	3,570	150	do.....	Miss Thurber's Kindergarten.		12	185	9	4.00				
Plymouth.....	12,111	572	Mill.....	Plymouth Cordage Co. Commission of 15 Wollaston ladies.		78	190	45		2	(1)		Normal training. Graduation from kindergarten training school and experience.
Do.....			Association.....			48	190	24		1	300	\$500	
Quincy.....	32,642	1,473	Private.....	Spring Hill Private Kindergarten.		24	176	17	1.00				
Roserville.....	77,236	3,321	Parochial.....	St. Mary's Parish.		55	200	66					(2)
Spencer.....	6,740	289	Private.....	Miss Maria Chapin's Kindergarten.		16	160	14	18.00				
Springfield.....	62,059	2,668	do.....	Miss Campbell's Kindergarten.		9	146	0	4.00				
Waltham.....	11,404	400	do.....										

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

City	Name of Kindergarten	Type	Assets	Teachers	Enrollment	Expenses	Income	Grades	Notes
MICHIGAN	Waltham	Mission	27,864	1,186	10	180	9	4.00	
	Waltham	Mission	3,412	129	37	180	28	4.00	
	Westland	Private	3,000	129	17	248	10	4.00	
	Westland	Private	7,202	313	17	143	10	12.00	
	Westland	Private	141,998	6,307	19	153	15	4.10	
	Westland	Private			18	113	14	4.00	
	Westland	Private			12	170	9	16.25	
	Westland	Private			92	1200	183		
	Westland	Private			53	180	45		
	Westland	Private			190	250	190		
MICHIGAN	Benton Harbor	Parochial	45,199	1,942	30	244	25	2.00	Normal graduation. That of Felicians Sisters.
	Benton Harbor	Private	9,185	394	30	244	25	2.00	
	Big Rapids	Private	4,519	182	15	184	18	1.00	
	Big Rapids	Mission	465,766	20,027	52	259	63		
	Big Rapids	Private			12	165	22	20.00	
	Big Rapids	Private			11	109	22		
	Big Rapids	Private			13	167	10	5.00	
	Big Rapids	Mission	112,571	4,846	13	167	10	5.00	
	Big Rapids	Mission	10,460	481	40	250	47		Graduation from kindergarten training school.
	Big Rapids	Mission			40	250	47		Graduation from kindergarten training school.
MINNESOTA	Coonerton	Association	31,433	1,751	182	191	50		Graduation from approved kindergarten training school.
	Coonerton	Normal	39,437	465	52	194	35		Two-years' training. Graduation from approved kindergarten training school.
	Coonerton	Parochial	8,537	366	75	200	70		Two-years' training. Graduation from approved kindergarten training school.
	Coonerton	Association	50,510	2,171	100	250	70		Two-years' training. Graduation from approved kindergarten training school.
	Coonerton	Private			81	186	42	1.00	
	Coonerton	Parochial			21	105	19		
	Coonerton	Parochial			48	180	31		
	Coonerton	Private			25	104	20	4.00	
	Coonerton	Normal			64	100	32		
	Coonerton	Mission			126	175	105		
MINNESOTA	Little Falls	Parochial	7,559	324	48	180	31		Kindergarten diploma.
	Little Falls	Private	6,078	261	25	104	20	4.00	
	Little Falls	Normal	10,365	445	64	100	32		
	Little Falls	Mission	201,406	12,066	126	175	105		Graduation from high school; kindergarten training school.
	Little Falls	Private			312	182	170		Graduation from high school; kindergarten training school.
	Little Falls	Private			3	107	107		Graduation from high school; kindergarten training school.
	Little Falls	Private			3	107	107		Graduation from high school; kindergarten training school.
	Little Falls	Private			3	107	107		Graduation from high school; kindergarten training school.
	Little Falls	Private			3	107	107		Graduation from high school; kindergarten training school.
	Little Falls	Private			3	107	107		Graduation from high school; kindergarten training school.

* Teachers are Sisters. † Approximate. ‡ Services given. § No data. ¶ Estimated.



TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total population, 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School days, in year.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Maximum salary.	Minimum salary.	
Ill.	2	6	4	5	6	7	8	9	10	11	12	13	14
MINNESOTA—continued.													
Minneapolis			Mission	St. Mark's Church.	1	105	194	37		1	\$500	\$500	Graduation from high school; graduation from normal kindergarten training school.
WISCONSIN	19,553	799	Normal	Wisconsin's State Normal School.	1	60	180	40	\$0.33	2	1,500	900	
HATTIESBURG	11,753	504	Private	Hattiesburg Private Kindergarten.	1	22	180	22	3.00	1			
Jackson	31,202	914	do.	Miss Bryan's Kindergarten.	1	35	150	15	2.50	1			
Laurel	8,465	363	do.	Laurel Private Kindergarten.	1	22	180	20	3.00	1			
Do.			Mill	Laurel Cotton Mills.	1	30	220	38		2	325	425	
Meridian	22,285	1,001	Private	Meridian Private Kindergarten.	2	144	180	146	3.00	2			
Do.			Parochial	St. Patrick's Church.	1	39	203	43		2	(*)	(*)	Special training. Kindergarten and primary certificate.
Do.			do.	St. Joseph's Catholic.	1	46	103	30		1	(*)	(*)	
Starkville	2,088	115	Mill	John M. Stone Cotton Mills.	1	60	180	30		2	200		
Tupelo	3,891	166	do.	Tupelo Cotton Mills.	1	24	100	18		1	430		
Vicksburg	20,814	895	Parochial	St. Mary's Catholic Church.	1	84	170	40		1	(*)	(*)	Special training.
Do.			Private	Vicksburg Private Kindergarten.	1	22	180	30	3.00	1			
Yazoo City	6,790	291	Mill	Yazoo Yarn Mill.	1	29	180	20		1	300		
MISSOURI													
Carthage	9,452	407	Private	Carthage Kindergarten.	1	45	180	130	3.00	2			
Edison	1,409	58	do.	Miss Eschell's Kindergarten.	1	10	120	14	2.00	1			
Jefferson	1,658	70	Association	Jefferson Free Kindergarten.	1	40	188	22		2	450		
Joplin	22,073	1,379	Private	Library Kindergarten.	1	26	210	41	4.00	1			

KINDERGARTENS IN THE UNITED STATES.

TABLE 6—Statistics of kindergartens other than public for year ended June 30, 1913—Continued.

Cities and towns.	Total population census 1910.	Estimated popula- tion of kinder- garten age.	Type of kinder- garten.	Kindergarten or supporting body.	Number of kinder- garden pupils.	Number of chil- dren enrolled.	School days, in average daily at- tendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
									Number.	Max imum salary.	Min imum salary.	
1	2	28	4	5	6	7	8	10	11	12	13	14
NEBRASKA—continued.												
Peru.....	950	40	Normal	State Normal School	1	36	150		1	\$600		
Wayne.....	2,140	92	do.	do.	1	20	180		1			
NEVADA.												
Nixon.....			Indian	Federal Government	1	135	2180		1	000		
NEW HAMPSHIRE.												
Berlin Mills.....	1,000	43	Free	W. W. Brown Memorial	1	75	180		3			
Concord.....	21,497	924	Private	Miss Bailey's Kindergarten	1	25	180		1			
Franklin.....	6,132	264	Free	N. H. Orphans' Home	1	32	240		1			
Plymouth.....	2,300	94	Normal	State Normal School	1	520	180		1	600		
NEW JERSEY.												
Atlantic City.....	46,160	1,684	Private	Friends Kindergarten	1	24	190	\$4.00	1	340		High-school gradua- tion; 2 years' kinder- garten training. (Certificate from recog- nized system.)
Berlinton.....	4,250	183	Mission	St. John's Episcopal	1	9	220		1			
Bordentown.....	4,250	183	Parochial	St. Mary's Roman Catholic	1	62	140	40	41	240		
Brignton.....	14,200	610	Private	Lakeside School	1	24	170	20	1	240		
Camden.....	64,538	4,063	do.	Camden Friends Kinder- garten	1	13	157	9	1	4.00		
Collingswood.....	4,795	205	do.	Mrs. Oliver's Kindergarten	1	10	175	9	1	3.00		
East Orange.....	34,371	1,478	do.	Miss Peet's Kindergarten	1	17	158	15	1	6.25		
Do.....			Parochial	Our Lady Help of Christians	1	40	190	30	1	250		One year's training.
Elizabeth.....	73,409	3,156	Settlement	Visiting Nurses Association	1	25	190	18	1	(*)		Two years' training.
Do.....			Mission	All Souls' Unitarian Church	1	114	180	10	1	(*)		Normal-school diploma

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

Locality	Do.	Private	Parochial	Association	Trinity Episcopal Church	37	156	21	1	320	High-school graduation: kindergarten training school graduation.
Edisonfield	4,142	178	3,024		Bancroft Training School	26	327	123	1	(*)	High-school graduation: kindergarten training school graduation.
Hoboken	70,324				St. Peter and Paul Parish	28	230	25	1	(*)	None.
Do.					St. Joseph Parish	50	190	40	1	225	Kindergarten course.
Do.					Hoboken Academy	16	177	14	1		
Jersey City	267,379	11,514			Bergen School for Girls	14	185	10	1		
Do.					The Crescent Hill School	14	185	10	2		
Do.					German-American School	27	216	22	1		
Long Branch	13,298	572			Star of the Sea Academy	25	190	23	1	(*)	High school graduation: normal course.
Madison	4,658	199			Madison Academy	15	180	10	1		
Monclair	21,550				Unity Kindergarten	35	154	27	3		
Mountaintop	3,000	128			Friends High School and Kindergarten	15	182	10	3		
Morristown	12,507	337			The Morristown Free Kindergarten Association	75	192	29	3	700	\$240
Do.					Miss Christine D. Stuppen's	20	165	16	1	(*)	Graduation from kindergarten training school; normal training.
New Brunswick	25,388	1,008			St. Mary's Home	50	139	50	1		
Do.					St. Ladislaus, Hungarian	30	255	28	2	250	Qualifications primary teachers.
Do.					Doreas Society and Children's Day Nursery	34	120	15	1	100	Graduation from St. Peter's Roman Catholic school; practical knowledge of kindergarten.
Newark	347,469	14,940			West Newark Kindergarten	40	300	36	1	378	(*)
New Durham	1,500	64			St. Bridget's Parish	20	101	22	1	250	(*)
Orange	29,630	1,274			Miss Beard's Kindergarten	9	190	22	1		
Do.					Day Nursery	16	168	16	1		
Do.					Dearborn Morgan School	21	170	18	1		
Do.					Hurbit Street Mission	175	190	30	2	400	
Do.					Our Lady of Mount Carmel	143	190	30	1	350	(*)
Parsippany	64,779	2,565			Passaic Collegiate School, Kindergarten	13	189	19	1		
Paterson	125,600	5,401			Miss Stille's School	22	175	18	1		
Do.					Normal School Kindergarten	52	105	38	1		
Do.					North Street Christian School	23	100	20	2	210	Not specified as yet.
Pinefield	28,067	1,147			Department of the Hartridge School	21	158	15	1		
Rutherford	7,645	303			Miss Fessenden's Kindergarten	16	190	12	2		
Summit	7,500	322			Miss Mueller's Outdoor School	16	154	12	1		
Trenton	96,815	4,163			State Normal	35	190	30	1		
Do.					Bible Readers' Aid	30	180	18	1	160	No standard.

* Services given.
 * Practice-students in kindergarten training school.
 * Estimated.
 * No data.
 * Teachers are Sisters.
 * Approximate.



KINDERGARTENS IN THE UNITED STATES.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, total census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School days, in school year.	Average daily attendance.	tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Max. in salary.	Min. in salary.	
NEW MEXICO.													
Albuquerque.....	11,020	473	Indian.....	Federal Government.....	1	32	190	30			1	\$7.50	14
Do.....			Private.....	Miss Philbrick's.....	1	31	178	14	\$1.75		1	2.50	(Civil service examination.)
Do.....			Indian.....	Federal Government.....	1	22	283	21			1	2.50	Do.
Do.....	3,072	218	do.....	do.....	1	64	200	60			1	7.20	Kindergarten training.
NEW YORK.													
Albany.....	101,253	4,310	Parochial.....	Parochial School System.....	6	1,180	151	105			6		Normal or college training.
Buffalo.....	423,715	18,219	Private.....	St. Margaret's School Kindergarten.	1	5	240	5	5.00		1		
Do.....			do.....	Elinwood School Kindergarten.	1	15	165	15	6.25		2		
Do.....			do.....	Franklin School Kindergarten.	1	24	158	16	9.36		2		
Do.....			do.....	Park School Kindergarten.	1	20	191	15	9.36		1		
Corning.....	13,730	580	do.....	Freebel Kindergarten.	1	11	180	9	4.00		1		
Dobbs Ferry.....	3,455	148	do.....	Miss Trube's Kindergarten.	1	20	180	16	7.00		2		
Do.....			Free.....	The McKinley Free Kindergarten.	1	52	180	43			2	3.90	184
Dunkirk.....	17,421	740	Parochial.....	St. Mary's Parish.....	1	26	214	21			1	3.30	(Graduation from approved kindergarten class.)
Elmira.....	37,176	1,586	Association.....	Elmira Industrial School and Free Kindergarten Association.	3	100	240	40			2	3.50	400
Do.....			Private.....	Elmira Church School.....	1	24	240	16	1.00		1		
Do.....			do.....	Miss Norton's Kindergarten.	1	13	185	10	5.00		1		
Freehold.....	5,285	237	Normal.....	State Normal School.....	1	61	185	36	.60		2	8.50	
Geneseo.....	2,067	88	do.....	do.....	1	38	191	21			2	8.80	
Gloversville.....	20,612	847	Private.....	Miss Smith's Kindergarten.....	1	21	194	13	1.00		1		(College training or equivalent.)
Hastings on Hudson.....	4,552	195	do.....	Miss Worden's Kindergarten.....	1	18	190	12	6.00		1		

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1917.—Continued.

Cities and towns.	Total population, 1910.	Estimated population of kindergartens.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School days, in year.	Average daily attendance.	Value per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Max. in m.	Min. in m.	
NEW YORK—continued.													
New York City—Con. Manhattan.....			Mission	Calvary Protestant Episcopal Kindergarten.	1	121	276	87		2	1,800		Graduation from approved kindergarten training school.
Do.....			do.	Chapel of Intercession (Protestant Episcopal) Kindergarten.	1	100	181	25		1	1,300		Kindergarten normal training school.
Do.....			Private	Charlton School.	1	10	175	5	\$416.00	2			Graduation from high school; 1 year's experience.
Do.....			do.	Miss Chabres' Kindergarten.	1	120	160	16	15.50	1			Two years' kindergarten training; one year's experience.
Do.....			Association.	Children's Aid Society.	11	2,436	100	1,042		33	770	\$180	Two years' approved kindergarten training.
Do.....			Mission	Christ Church House.	2	105	170	50		1	612	605	Kindergarten training; social service. ²
Do.....			Settlement	Clark Neighborhood House.	3	225	200	140		8	375	125	Kindergarten training; French and English; piano. ⁽¹⁾
Do.....			Mission	Convent of Sacred Heart.	1	55	224	60		1	180	210	Kindergarten training; social service. ²
Do.....			Private	Immaculate School.	1	50	124	12	10.50	1	960		Kindergarten training; French and English; piano. ⁽¹⁾
Do.....			Settlement	East Side Kindergarten.	1	62	171	148		1	400	360	Kindergarten training; French and English; piano. ⁽¹⁾
Do.....			Association.	École Marseillaise Française.	1	100	300	65		1	400	360	Kindergarten training; French and English; piano. ⁽¹⁾
Do.....			do.	Emmanuel Sisterhood.	1	55	247	35		1	600	600	Kindergarten training; French and English; piano. ⁽¹⁾
Do.....			Private	Ethical Culture School.	1	31	165	30	7.00	3	975	225	Same as public school.
Do.....			Mission	Evangelical Lutheran Zion Church.	1	36	108	29		1	250		
Do.....			Private	Friends' Seminary Kindergarten.	1	29	165	124	8.00	2			
Do.....			do.	Froebel League.	1	44	141	20	25.00	1			

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

Do.	Mission Association.	Grace Reformed Church.	1	62	150	75	2	240	Kindergarten training. Two years kindergarten training.
Do.	Normal Mission.	Hebrew Day Nursery.	1	50	250	31	1	840	Same as public school.
Do.	do.	Honore Maan Kindergarten Church.	1	57	150	33	1	100	Standard not defined.
Do.	do.	Honus Point Presbyterian Church.	1	30	200	20	1	150	Graduation from kindergarten training school.
Do.	Association.	Immanuel Evangelical Lutheran.	1	20	185	18	2	430	Certificate from kindergarten training school.
Do.	Mission.	International Sunshine Society.	2	30	303	28	1	1,200	High-school kindergarten training school graduation.
Do.	do.	John Hall Memorial.	1	103	280	35	2	150	Two years in approved kindergarten training school.
Do.	do.	Mapah Chapel.	1	35	260	30	2	655	Kindergarten training school graduation.
Do.	do.	New York Turn Verein.	1	30	200	20	1	1,200	High-school kindergarten training school graduation.
Do.	Association.	New York Kindergarten Association.	10	3,014	192	1,600	80	1,200	Two years in approved kindergarten training school.
Do.	Mission.	St. Bartholomew's Kindergarten.	1	250	220	175	9	700	Kindergarten training school graduation.
Do.	do.	St. Luke's Chapel (Protestant).	6	96	192	35	3	840	Kindergarten training school graduation.
Do.	do.	St. Mathias Lutheran.	1	37	140	35	1	600	Course in kindergarten normal.
Do.	Private Mission.	St. Michael's School.	1	150	100	20	2	810	Kindergarten training school graduation.
Do.	do.	St. Paul's Chapel (Trinity).	1	150	100	20	1	240	Graduation from kindergarten normal.
Do.	do.	St. Peter's Lutheran.	1	25	155	17	1	240	Graduation after 2 years kindergarten training.
Do.	do.	St. Thomas Kindergarten.	1	24	216	21	1	600	High-school kindergarten training school graduation.
Do.	Normal Mission.	Speyer School.	1	40	100	35	2	1,000	Special kindergarten training.
Do.	do.	University Place Presbyterian.	1	50	180	20	1	250	
New Rochelle.	Private	New Rochelle School and Kindergarten.	1	50	150	20	2	6,000	
Do.	do.	Mrs. Beechwith's Kindergarten.	1	40	168	36	1	1,000	
Niagara Falls.	Parochial	Sacred Heart Parish.	1	40	178	40	1	250	
Oswego.	Private	The Ossining School.	1	12	170	10	1	625	
Orwego.	do.	The Castle Kindergarten.	1	17	165	15	1	5,000	
Peachkill.	do.	Miss McDonald's School.	1	22	188	16	1	2,800	
Do.	do.	Miss Angell's Kindergarten.	1	21	300	11	1	2,000	

* Teachers are Sisters.
 † Approximate.
 ‡ Experience also required.
 § Room, board, laundry, in addition to salary.
 ¶ See data.
 ** Statistics for year ended June, 1913.
 †† Serv does given.



TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912.—Continued.

Cities and towns,	Total population, 1910.	Kindergarten population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	May salary.	Min. salary.	
NEW YORK—continued.													
Plattsburgh.....	11,133	523	Parochial	St. Peter's Parochial	1	60	180	18		11	12	13	14
Potomac.....	4,036	173	Normal	Normal School Kindergarten	1	25	180	20		1	1	1	1
Rensselaer.....	10,711	460	Parochial	St. John's Academy	1	35	100	30		2	1	1	1
Rochester.....	213,149	9,330	Mission	Industrial School	1	45	300	30		1	1	1	1
Do.....			Private	Columbia Preparatory School	1	10	165	8	\$9.00	1	1	1	1
Rome.....	20,497	831	Co.	Anna M. Lempier	1	16	195	11	4.00	2	1	1	1
Tenawanda.....	3,290	256	Parochial	St. Francis Church	1	11	184	8		1	1	1	1
Utica.....	74,419	3,200	Settlement	Italian Settlement/Methodist Episcopal Church	1	40	60	132		1	1	1	1
Do.....			Private	Miss Anna Deesk's Kindergarten	1	14	177	15	5.00	1	1	1	1
Do.....			Orphanage	Urban Asylum	1	30	253	18		1	1	1	1
Watertown.....	9,730	1,149	Private	Miss Paul's Kindergarten	1	11	170	10	6.20	1	1	1	1
White Plains.....	1,419	682	do	The Purdy School	1	15	220	4	6.00	1	1	1	1
Yonkers.....	59,333	3,431	do	The Halsted School	1	6	170	4	4.75	1	1	1	1
Do.....			Orphanage	Leake & Watts's Kindergarten	1	10	188	8		1	1	1	1
NORTH CAROLINA.													
Asheville.....	14,762	846	Private	Asheville School for Girls	1	15	170	1	3.00	1	1	1	1
Goldensboro.....	6,107	262	do	Goldensboro Kindergarten	1	20	154	16	4.00	1	1	1	1
Greensboro.....	15,895	683	Mill	Proximity Manufacturing Co.	1	61	180	45		3	1	1	1
Hickory.....	3,718	159	Private	Mrs. Abernethy's Kindergarten	1	22	155	11	3.00	1	1	1	1
Lumberton.....	2,280	93	Mill	Jennings Cotton Mill	1	33	160	30		1	1	1	1
Raleigh.....	19,218	826	Private	St. Mary's Kindergarten	1	30	153	15	3.00	1	1	1	1
Wilmington.....	35,748	1,077	Mill	Delgado Mills	1	50	150	30		2	1	1	1
Do.....			Mission	Home Missionary Society	1	52	160	30		3	1	1	1

Teach. while taking training

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

Location	Teachers	Enrollment	Value	Property	Income	Expenses	Assets	Liabilities	Net Worth	Other	Notes									
Wilson	1	288	6,717	Private						10	170	14	3.00	1						
NORTH DAKOTA																				
Fargo	1	616	14,331	Association						56	170	36		3	270	185				
Do	2	20	484	Parochial						48	260	45		3						
Litchville	1	197	4,666	Free Normal						23	60	18		1	1,100					
Valley City	1	197	4,666	Free Normal						44	177	39		1						
OHIO																				
Alliance	1	648	15,083	Private						18	160	14	3.00	1						
Athens	1	234	5,463	Normal						28	178	17	1.00	2						
Cincinnati	7	15,634	863,591	Parochial						375	195	292		67	391	250				
Cleveland	2	24,108	560,653	Association						800	176	673		10	307	700				
Do	1			Private						23	160	16	7.50	2						
Do	1			do						30	290	25	3.00	2	600	300				
Do	1			Orphanage						18	187	15		2						
Columbus	1	7,904	181,311	Private						23	170	16	4.00	2						
Do	1			Association						87	170	12		1	340	340				
Do	1			Mission						38	168	30		1	270	270				
Do	1			do						40	180	30		1	315	225				
Do	1	5,012	116,577	Private						42	170	25	7.00	1						
Dayton	1	311	7,327	do						176	13	6.65		1						
Defiance	1	1,518	35,279	Association						20	170	12	2.00	2						
Hamilton	1	1,311	30,508	Private						110	170	33		2	450	270				
Lima	1	392	9,133	do						42	140	12	2.00	1						
Marion Ferry	1	98	2,397	Free						26	120	18	2.00	1						
Muskegon	1	668	14,152	Private						22	200	18		1	120	420				
New Bremen	1	6	1,586	Association						16	182	12	3.00	1	200					
Do	1			do						16	160	10		1						
Toledo	1	7,245	164,497	Private						35	180	30	5.50	2						
Do	1			do						22	180	17	6.68	2						
Do	1			Orphanage						40	180	32		1	100	100				

* Practice students in kindergarten training school.

* Services given.

* No data.

* Teachers are Sisters.

* Estimated.

* Statistics for year ended June, 1913.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, 1910.	Estimated population of kindergarten.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Teachers, per month.	Number of kindergarten teachers.	Preparation required of kindergarten teachers.	
OHIO—continued.												
Youngstown.....	76,066	3,399	Association	Youngstown Free Kindergarten Association.	3	148	181	106	.....	58	\$100	High-school graduation; special college training; kindergarten training; school graduation.
Do.....			Settlement	Christ's Mission Settlement.	1	100	179	50	.....	3	360	315
OKLAHOMA.												
El Reno.....	7,872	38	Private	Sacred Heart Academy.	1	55	185	90	.....	1	150	150
Geosbo.....	740	32	Indian	Federal Government.	1	35	182	17	.....	1	150	150
Hammon.....	131	3	do.	do.	1	11	175	6	.....	1	600	300
Tulsa.....	18,182	751	Private	Mrs. Brock and Miss Elliott's.	1	21	179	12	.....	1	800	300
Whiteeagle.....			Indian	Federal Government.	1	56	180	35	.....	1	800	180
OREGON.												
Medford.....	5,830	350	Private	Seventh Day Adventist School.	1	10	169	17	.....	1	200	200
Portland.....	217,214	8,863	do.	Elizabeth's Normal.	1	30	175	20	.....	1	150	150
Salem.....	11,091	646	do.	Anna Norton's Kindergarten.	1	30	170	15	.....	1	300	300
Warm Springs.....			Indian	Federal Government.	1	15	170	13	.....	1	500	500
PENNSYLVANIA.												
Allentown.....	31,913	2,272	Mission	Christ Lutheran Church.	1	57	167	2	.....	2	75	75
Do.....			do.	St. John's Lutheran Church.	1	53	200	35	.....	1	450	450
Do.....			Private	St. Michael's Lutheran Kindergarten.	1	45	180	20	.....	1	100	100

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total population census 1910.	Estimated popula- tion of kinder- garten age.	Type of kinder- garten.	Kindergarten or supporting body.	Number of kinder- gartens.	Number of chil- dren enrolled.	School year, in days.	Average attendance daily at tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.	
									Number.	Max im u m salary.	Min im u m salary.		
PENNSYLVANIA—contd.													
Pittston.....	10,267	689	Private.....	Miss Hartman's Kindergarten.	1	18	180	10	2.00	1	18	14	
Pottsville.....	16,671	4,131	do.....	Miss Frederick's Kindergarten.	1	30	201	30	2.00	1			
Do.....			do.....	Miss Finch and Miss Miller's Kindergarten.	1	37	173	27	3.00	1			
Do.....			do.....	Miss Morshinger's Kindergarten.	1	12	177	94	2.00	1	\$450	\$360	High-school and special training.
Do.....			Association.....	Reading, Free Kindergarten Association.	4	120	179	94		1	400	400	Graduation from approved training school.
Ridley Park.....	1,761	75	Private.....	Ridley Park Kindergarten.	1	12	217	8	3.00	1			
Scranton.....	120,867	5,384	Mission.....	City Evangelical Union Methodist Episcopal Church.	1	40	240	25		1			
Do.....			Private.....	Frances M. Lindsay's Kindergarten.	1	16	200	14	6.50	1			
Do.....			Private.....	St. John Capistrano.	1	75	200	52		1	300	300	(*)
South Bethlehem.....	19,973	833	Parochial.....	Logan Memorial Kindergarten.	1	13	180	43		2	600	600	(*)
Throop.....	5,133	229	Free.....	Miss Miller's Kindergarten.	1	13	183	15	2.75	1			
Wyano.....	1,176	308	Private.....	Fifth Ward Kindergarten.	1	28	183	15	3.00	1			
Washington.....	18,778	807	do.....	Miss Gwynn's Private School.	1	30	230	18	3.00	2	350	350	Graduation from approved kindergarten training school.
West Chester.....	11,707	504	Association.....	The E. B. McCaskey Kindergarten Association.	1	45	193	18		1			
Willow Barren.....	67,108	2,885	do.....	Wyoming Valley Kindergarten Federation.	5	325	230	40		5	500	400	Kindergarten training.
Do.....			Mission.....	First and Central Methodist Episcopal Church.	1	50	200	38		1	500	500	(*)
Do.....			Settlement.....	Settlement Association.	1	40	200	30		1	000	000	High-school graduation; kindergarten training-school graduation.
Williamsport.....	31,860	1,368	Private.....	Fröbel Kindergarten and Primary School.	1	25	180	18	3.50	2			
Do.....			do.....	Valhmont Kindergarten.	1	30	180	15	3.00	2			

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

Do.	983	Free.	42	74	160	51	240	160	16	390	Do.
Wilmington	983	Association	42	74	160	51	240	160	16	390	
GEORGIA ISLAND.											
Albion	(1)	Parochial	232	33	295	51	240				(1)
North Providence	8,407	Private	232	13	136	10	240				
Lonsdale		do.	2,719	33	184	24	240				
Farmington	61,622	Parochial	2,719	55	202	41	(*)				(*)
France Dale		Free	9,646	38	200	38	240				
Phillipsdale		Private	9,646	38	140	20	240				
Providence	224,326	do.	9,646	11	163	7	240				
Do.		Normal		52	186	33	240				
Do.		Private		52	8	8	240				
Worcester	38,125	Parochial	1,639	56	197	86	600				
SOUTH CAROLINA.											
Anderson	9,654	Mill	414	63	190	47	630				
Bethon	1,652	do.	70	30	175	23	360				
Charleston	68,833	Association	2,529	45	130	37	225				
Do.		Free		140	160	30	240				
Do.		Association		180	160	114	240				
Do.		Private		25	199	25	240				
Do.		do.		10	164	9	300				
Do.		do.		52	184	12	240				
Columbia	26,319	Mill	1,131	104	184	104	400				
Do.		do.		45	175	25	700				
Greer	1,673	Private	71	60	150	40	300				
Greenville	16,711	Mill	676	88	180	40	540				
Laurens	4,818	do.	206	70	200	40	540				
Laurens	(*)	do.		110	180	26	430				
Pelzer	1,500	do.	64	110	175	21	402				
Rock Hill	7,216	Normal	310	63	190	40	240				
Do.		Mill		20	180	25	385				
Do.		do.		40	180	46	720				
Union	35,623	do.	241	67	190	28	390				

Testimonial from kindergarten training school. From approved kindergarten training school.

* No data.
* Estimated.

* Teachers are Sisters.
* Statistics for year ended June, 1913.
* Approximate.



TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total population, 1910.	Estimated population of kindergarten.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School days, in average.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Maximum salary.	Minimum salary.	
SOUTH DAKOTA													
Lead.	3,392	360	Free.	Heart Free Kindergarten.	1	284	177	115		5	\$675	\$450	Graduation from approved kindergarten school and experience. Two years' kindergarten training.
Madison.	3,327	134	Normal.	State Normal.	1	45	177	20		1	900		
Yankton.	3,787	162	Private.	Yankton Kindergarten.	1	50	210	40	2.00	2			
TENNESSEE													
Bomb.	41,694	1,917	Mill.	Jackson Fiber Co.	11	48	198	29	2.00	1	300		
Chattanooga.	36,346	1,362	Private.	Miss Dyer's Kindergarten.	1	18	100	15	3.00	1			
Do.			do.	Highland Park Kindergarten.	1	34	150	25	2.00	1			
Do.			Association.	Bark City Kindergarten Association.	1	94	181	51		3	\$270		Graduation from training school; 1 year's experience. Highest.
Do.			Parochial.	St. Mary's Parish.	2	52	186	75	2.00	2	300	200	
Do.			Private.	Miss Cunningham's Kindergarten.	1	18	180	14		2			
Memphis.	131,108	5,678	Association.	Federation of Jewish Charities.	1	90	132	66		2	350	165	Kindergarten training certificate.
Do.			do.	First Methodist Church and Educational Alliance Kindergarten Department of Ward Seminary.	2	125	165	91		3	120	(*)	
Nashville.	110,364	4,745	Private.	Wabato Settlement Kindergarten.	1	39	168	17	6.50	2			Two years' training.
Do.			Settlement.	Nashville Section Council Jewish Women.	2	30	175	25		1	225		
Do.			Association.	Methodist Training School.	1	54	166	37		1	380	280	Graduation from approved kindergarten training school.
Do.			Mission.	Park City Private Kindergarten.	1	27	145	30		1	720		(*)
Park City.	5,128	220	Private.		1	28	140	10	(*)				

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC. 83

City	Kindergarten	Association	Teachers	Salaries	Room, board, laundry	Expenses	Services	Enrollment	Age	College graduation or equivalent	Graduation from Kindergarten training school
Arlene	Association	385	9,204	27	170	17	1	2,50			
Austin	Private	1,283	28,860	25	180	18	2	(*)			
Callinger	do.	151	3,536	22	173	16	2	2.50			
Canadian	do.	70	1,648	26	176	23	1	3.00			
Dallas	Association	3,960	92,104	2	175	115	2		383	150	
Do	Private			25	(*)	20	1		(*)	(*)	
Do	do.			20	(*)	28	1		(*)	(*)	
Do	do.			20	(*)	15	1		(*)	(*)	
Fort Worth	do.			15	150	11	1	2.00			
Do	do.			15	180	15	1	2.00			
Do	do.			25	180	15	1	2.00			
Gainesville	do.			20	100	20	2	3.00			
Garrison	do.			20	(*)	17	1	(*)			
Garrison	Association	1,560	36,981	75	280	60	5		540	135	
Houston	do.	3,388	78,870	3	175	135	3		630	150	
Do	Private			15	175	12	1	5.00			
Do	do.			25	169	24	2	5.00			
Do	do.			30	160	22	1	2.00			
Do	do.			40	175	20	3	5.00			
Paris	do.	484	11,260	18	148	15	1	3.00			
Peasall	do.	76	1,799	25	138	17	1	1.50			
Port Arthur	do.	359	7,683	22	180	22	2	2.50			
San Antonio	do.	4,154	96,614	14	149	12	1	4.00			
Do	Association			20	180	130	3		450	270	
Temple	Private	472	10,623	15	150	8	1	3.50			
Provo	Private	383	8,925	82	168	51	1	1.00			

* Teachers are eleven.
 † Salaries for year ended June, 1912.
 ‡ Room, board, laundry, in addition to salary.
 § No data.
 ¶ Estimated.
 ** Taken over by public school, 1912-13.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total population, total census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Max in um salary.	Min in um salary.	
<i>VERMONT.</i>													
Salt Lake City.....	92,777	3,989	Private	Kindergarten department, University of Utah	1	77	178	45	\$1.00	3			High-school graduation; kindergarten training school graduation.
Do.....			Association	Salt Lake Free Kindergarten and Neighborhood House.	1	55	172	34		1	\$5.40		
<i>VERMONT.</i>													
Brattleboro.....	6,517	279	Association	Thompson Trust and Brattleboro Woman's Club.	1	48	196	21		2	500	\$200	High-school graduation; special kindergarten training.
Do.....			Free Private	Brattleboro Free Kindergarten Miss Briggs's Kindergarten.	1	51	196	20	4.00	2	350		
Manipalier.....	7,556	337			1	9	145	6		1			
<i>VIRGINIA.</i>													
Alexandria.....	15,320	659	Association	Alexandria Free Kindergarten.	1	64	153	18		2	280	200	Kindergarten training. Graduation from approved kindergarten training school.
Durville.....	19,020	817	Mut. Assn.	Dan River Cotton Mills.	1	117	157	37		4	1,062	594	Two years' kindergarten training.
Lynchburg.....	29,494	1,288	do.	Lynchburg Cotton Mills.	1	43	159	24		2	400	320	Graduation from Norfolk high school.
Newport News.....	20,205	865	Free Association	Hamington Kindergarten.	1	101	161	81		4	500	300	
Norfolk.....	67,452	2,900	Association	Norfolk Kindergarten Association.	5	215	200	155		11			
<i>WASHINGTON.</i>													
Everett.....	24,814	1,087	Private	Everett Private Kindergarten.	1	36	192	20	2.00	1			Graduation from kindergarten training school.
South Yakima.....	14,083	635	do.	Alma Blatchford Sewder.	1	38	187	16	2.50	2			
Seattle.....	237,194	1,027	do. Association	The Seattle Kindergarten. Methodist Deaconess Association.	1	18	200	11	4.50	1			
Do.....					1	35	195	20		1			
Do.....			Private	Queen Anne Hill Kindergarten	1	75	198	15	3.00	1			

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

State	Teachers	Room, board, laundry, in addition to salary	Association	Institution	Teachers	Students	Cost	Requirements		
Spokane	104,402	4,189	Association	Ladies' Benevolent Society	1	32	160	14	400	Graduation from approved kindergarten training school
Do.			do.	Woman's Club Day Nursery	1	30	200	30	250	Graduation from Armour Institute
Do.			Private	The Manito Kindergarten	1	33	180	17	1	Civil-service examination
Tulsa			Indian	Federal Government	1	25	220	25	1	Kindergarten training
WEST VIRGINIA			Private	Bluefield Kindergarten	1	16	178	12	1	
Charleston	11,118	478	do.	Bluefield Kindergarten	1	20	135	37	1	
Morgantown	9,153	383	Mission	King's Daughters	1	63	130	38	2	
Wheeling	41,641	1,700								
WISCONSIN			Normal	State Normal School	1	25	200	16	1	
La Crosse	30,417	1,307	Mission	Seventh Day Adventist Church School	1	6	180	4	1	
Merrill	8,689	373	Normal	State Normal	1	59	200	40	1	Two years' training experience and study
Milwaukee	373,875	16,076	Association	Milwaukee Mission Kindergarten and Neighborhood Association	3	215	195	90	3	None
Do.			Parochial	Our Lady of Lourdes	1	54	200	40	2	Special training
Marmette	14,610	628	Normal	State Normal	1	33	260	19	1	
Platteville	31,623	1,421	do.	State Normal	1	33	315	28	1	
Stoughton	38,032	1,631	Normal	State Normal School	1	61	200	9	1	
Sturgeon	49,334	1,734	Association	Metropolitan Church Association	1	15	188	114	1	Educational requirements
Waubesa	8,740	376	Normal	State Normal School	1	43	200	22	1	
Whitefish	3,224	133								

Teachers are sisters.

1 Approximate.

2 Room, board, laundry, in addition to salary.

3 No data.

4 Practices-students in kindergarten training school.

5 Statistics for year ended June, 1913.

6 Salary fees given.

List of kindergartens for which no statistical data are available.¹

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
Alabama:		Illinois—Contd.	
Birmingham.....	Ensley-Wesley House.	Chicago.....	Lillian White Grant's Kindergarten.
Bessemer.....	Miss Adams' Kindergarten.	Do.....	Hull House.
Do.....	Miss Brun's Kindergarten.	Do.....	Miss Mary Otterson's Kindergarten.
Sheffield.....	Free Kindergarten.	Do.....	Park No. 1 and No. 2 Kindergartens.
Arkansas:		Do.....	Plymouth Kindergarten.
Okolona.....	Miss Alice Stewart's Kindergarten.	Do.....	Mrs. Frederica Root's Kindergarten.
Texas:		Do.....	St. Paul's Kindergarten.
Texarkana.....	Central High Kindergarten.	Do.....	Stevan's School for Girls.
California:		Do.....	Unitarian Church Kindergarten.
Los Angeles.....	Angelus Vista School.	Do.....	Wilson Avenue Y. W. C. A.
Do.....	Chinese Kindergarten.	Do.....	Woodlawn Avenue.
Do.....	Misses Jane's Kindergarten.	Dacatur.....	Duggitt Kindergarten.
Oakland.....	Dennison Street Settlement Kindergarten.	Edwardsville.....	Leclair Kindergarten.
Do.....	Good Will Free Kindergarten.	Elgin.....	First Methodist Church Kindergarten.
Do.....	Key Route Inn Kindergarten.	Freesport.....	Miss Edith Christler's Kindergarten.
Do.....	Orphans' Home Kindergarten.	Galesburg.....	Miss Rheda Coates's Kindergarten.
Do.....	Plymouth Church Kindergarten.	Godfrey.....	"Beverly Farm" Home and School for Nervous and Backward Children.
Do.....	Miss Ruth Seeley's Kindergarten.	Harvey.....	Miss Mabel Lewis's Kindergarten.
San Francisco.....	Emanuel Kindergarten Society (2 kindergartens).	Hoyleton.....	Evangelical Orphanage.
Do.....	Ocidental Free Kindergarten.	Joliet.....	Miss Dorothy Henderson's Kindergarten.
Do.....	Pixley Memorial Free Kindergarten.	Lake Bluff.....	Methodist Deaconess Orphanage and Epworth Church Home.
Santa Rosa.....	California Fruit Canner's Association Kindergarten.	La Salle.....	Miss Myrtle McGinuls's Kindergarten.
Colorado:		Lincoln.....	State School and Colony.
Denver.....	Belle Lennox Nursery.	Paxton.....	Miss Mornie Mill's Kindergarten.
Do.....	Froebel Montessori School.	Quincy.....	Cheerful Home.
Do.....	Miss Anna Woolcut's Kindergarten.	Springfield.....	Lavina Beach Mission Kindergarten.
Pueblo.....	Sacred Heart Orphanage.	Urbana.....	Curvingham Children's Home.
Do.....	Woodcroft School.	Indiana:	
Connecticut:		Brazil.....	Private Kindergarten.
Hartford.....	North Street Kindergarten.	Indianapolis.....	Ketchum Kindergarten.
Lakeville.....	Connecticut School for Imbeciles.	South Bend.....	Laurel Kindergarten.
New Haven.....	New Haven Orphan Asylum.	Do.....	St. Joseph County Association Kindergarten.
Springfield.....	Mrs. Francis M. Page's Kindergarten.	Terre Haute.....	The Rose Orphan Asylum.
Waterbury.....	St. Mary's Parochial Kindergarten.	Iowa:	
Windsor.....	Miss Carter's Kindergarten.	Beloit.....	United Norwegian Lutheran Church Orphans' Home.
Delaware:		Davenport.....	Soldiers' Orphans' Home.
Wilmington.....	Home for Friendless and Destitute Children.	Sioux City.....	Miss Jane Green's Kindergarten.
Dist. Columbia:		Kansas:	
Washington.....	Neighborhood House.	Enterprise.....	Miss Gladys Johnson's Kindergarten.
Do.....	Lucy Webb Hayes Kindergarten.	Kansas City.....	Fellowship House Kindergarten.
Do.....	Washington Home for Foundlings.	Leavenworth.....	Free Kindergarten Association.
Florida:		Wichita.....	Wichita Children's Home.
Jacksonville.....	Miss Adele Jacob's Kindergarten.	Winfield.....	State Home for Feeble Minded.
St. Augustine.....	St. Augustine Free Kindergarten.	Kentucky:	
Georgia:		Louisville.....	Miss Elizabeth Brown's Kindergarten.
Atlanta.....	Gato City Free Kindergarten.	Do.....	Children's Home Society.
Do.....	Normal School Kindergarten.	Louisiana:	
Do.....	West End Kindergarten.	New Orleans.....	Jewish Orphans' Home.
Macon.....	Appleton Church Home Kindergarten.	Maine:	
Savannah.....	Miss Agnes Lyon's Kindergarten.	Gardiner.....	House of the Good Shepherd.
Illinois:		Portland.....	Miss Maria P. Dana's Kindergarten.
Belleville.....	Miss Lily Flanagan's Kindergarten.	West Pownal.....	Maine School for Feeble Minded.
Do.....	St. John's Orphanage.		
Chicago.....	Angel Guardian Orphan Asylum.		
Do.....	Avondale Kindergarten.		
Do.....	Francis E. Clark Settlement.		
Do.....	Fossy-First Street Pres. Ch. Kindergarten.		
Do.....	Old's Hill Settlement.		
Do.....	Grace Church.		

¹ See also list on p. 80.

List of kindergartens for which no statistical data are available.—Continued.

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
Maryland:		Missouri—Contd.	
Baltimore.....	Egerton Home.	Kansas City.....	Miss Francis Scott's Kindergarten.
Do.....	Hampden Free Kindergarten.	St. Louis.....	German Protestant Orphans' Home.
Do.....	Home of the Friendless.	Do.....	Girls' Industrial Home.
Do.....	Light Street Free Kindergarten, Nursery, and Child's Hospital.	Do.....	Mission Free School, Church of the Messiah.
Cambridge.....	Mrs. Hardy's Kindergarten.	Warrenton.....	Central Wesleyan Orphan Asylum.
Salisbury.....	Miss Elizabeth Humphry's Kindergarten.		
Massachusetts:		Montana:	
Boston.....	Mrs. Copely-Groene's Kindergarten.	Boulder.....	Montana Training School for Backward Children.
Do.....	Emanuel House.	Nebraska:	
Do.....	Guild of St. Elizabeth.	Beatrice.....	Institution for Feeble-Minded Youth.
Do.....	Home for Desolate Catholic Children.	Lincoln.....	Congregational Church Kindergarten.
Do.....	New England Home for Little Wanderers.	York.....	Mothers' Jewels Home.
Do.....	Roxbury Neighborhood House.	New Hampshire:	
Do.....	South End House.	Dover.....	Miss Ruth Dearborn's Kindergarten.
Fall River.....	St. Joseph's Orphanage.	Laconia.....	New Hampshire School for Feeble-Minded.
Falmouth.....	Martha Hall Kindergarten.	Manchester.....	Mrs. Moore's Kindergarten.
Hudson.....	Miss Laura Brigham's Kindergarten.	New Jersey:	
Ipswich.....	Mrs. Robert Brown's Kindergarten.	Elizabeth.....	Eggnoff Day Nursery.
Do.....	Mrs. Geo. Taylor's Kindergarten.	Englewood.....	Daisy Field's Home and Hospital.
Loomister.....	Miss Fannie L. Flint's Kindergarten.	Hackensack.....	Mrs. Richards's Kindergarten.
Lexington.....	Congregational Kindergarten.	Jersey City.....	Miss Ida L. Lewis's Kindergarten.
Lynn.....	Lynholm By the Sea.	Montclair.....	Miss Doubleday's Kindergarten.
Milross.....	Miss Francis Lowdon's Kindergarten.	Newark.....	Newark Orphans' Home.
Milford.....	Froebel Kindergarten.	Parsippany.....	Morris County Children's Home.
Natick.....	Mrs. Geo. B. Haven's Kindergarten.	Paterson.....	Miss Jennie Hoover's Kindergarten.
N. Attleboro.....	Miss Ryder's Kindergarten.	Do.....	Miss Margaret Hoxsey's Kindergarten.
Pawtucket.....	Miss Marietta King's Kindergarten.	Skillman.....	New Jersey State Village for Epileptics.
Wakefield.....	Miss Grace White's Kindergarten.	Trenton.....	Miss Bessie Van Syckle.
Waverly.....	Massachusetts School for Feeble-Minded.	New York:	
Worcester.....	Orphanage of Our Lady of Mercy.	Albany.....	Orphan Asylum.
Wrentham.....	Wrentham State Normal.	Albion.....	Mrs. Robert Moore's Kindergarten.
Michigan:		Auburn.....	Miss Marlon Tripp's Kindergarten.
Coldwater.....	Michigan State Public Schools.	Bath.....	Davenport Home.
Detroit.....	Miss Florence M. Clark's Kindergarten.	Blauvelt.....	Asylum of Sisters of St. Dominic.
Do.....	Detroit Industrial School and Free Kindergarten.	Brooklyn:	
Do.....	Detroit University School.	Do.....	Angel Guardian House.
Do.....	East Side Settlement Association Kindergarten.	Do.....	Brooklyn Industrial Home.
Do.....	Italian-American Institute.	Do.....	First New Day Nursery and Kindergarten Association.
Do.....	Jefferson Avenue Kindergarten.	Do.....	Katharine Tilney Kindergarten.
Grand Rapids.....	D. A. Blodgett Home for Children.	Do.....	Messiah Lutheran Kindergarten.
Do.....	Grace Church Parish Free Kindergarten.	Do.....	Methodist Episcopal Church Kindergarten.
Do.....	Sacred Heart Academy.	Do.....	Nostrand Avenue Methodist Episcopal.
Minnesota:		Do.....	Orphan Asylum Society.
Fairbault.....	Minnesota School for Feeble-Minded and Epileptic.	Do.....	Park Avenue Branch Congregational.
Minneapolis.....	Washburn Memorial Orphan Asylum.	Do.....	Miss M. T. Purdy's Kindergarten.
Mississippi:		Do.....	St. John's Home.
Jackson.....	Mississippi Baptist Orphanage.	Do.....	St. Mark's Protestant Episcopal.
Missouri:		Do.....	Strong Place Baptist Church.
Alton.....	Cherry Street Baptist Kindergarten.	Buffalo.....	Buffalo Orphan Asylum.
Cape Girardeau.....	State Normal School Kindergarten.	Do.....	Fitch Creche.
Kansas City.....	Miss Harmon's Kindergarten.	Hudson.....	Orphan and Relief Association Kindergarten.
Do.....	Miss Richard's Kindergarten.	Iroquois.....	Thomas Indian School.
Do.....	Sisters of Zion.		

List of kindergartens for which no statistical data are available.—Continued.

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
New York—Contd.		North Carolina:	
Long Island (Garden City)	House of St. Giles.	Asheville.....	Miss Lizzie Stoven's Kindergarten.
Long Island (Kings Park)	Howard Orphanage Industrial Home.	Ohio:	
Matteawan.....	Miss Amy DuBois's Kindergarten.	Cleveland.....	Christ Church Kindergarten.
Nanuet.....	St. Agatha Home.	Columbus.....	Hungarian Kindergarten.
New York.....	Ascension Memorial Protestant Episcopal Church.	Do.....	Mrs. D. H. Jones's Kindergarten.
Do.....	Barnard School.	Do.....	Institution for Feeble-Minded.
Do.....	Bethany Congregational Church.	Lancaster.....	Miss Arabel Wright's Kindergarten.
Do.....	Bloomington Guild.	Marionetta.....	Miss Rhea Hill's Kindergarten.
Do.....	B'nai Beshurim Congregation.	Troy.....	Miss Margaret Geiger's Kindergarten.
Do.....	Bohemian Kindergarten.	Oklahoma:	
Do.....	Calvary Baptist Church.	Chickasha.....	Miss Lottie Harris's Kindergarten.
Do.....	Catharine Mission.	Pennsylvania:	
Do.....	Central Presbyterian Church.	Anbridge.....	Anbridge Kindergarten.
Do.....	Miss Chapin's Kindergarten.	Archbald.....	Daisy Memorial Kindergarten.
Do.....	Church of the People.	Beaver.....	Free Kindergarten.
Do.....	Colored Orphan Asylum.	Berwick.....	Y. M. C. A. Kindergarten.
Do.....	E. and M. Davidsburg Kindergarten.	Braddock.....	The Hazel House Kindergarten.
Do.....	Educational Alliance Association.	Harrisburg.....	Miss Mary Cresswell's Kindergarten.
Do.....	Friendship Neighborhood House.	Do.....	Pine Street Presbyterian Church Kindergarten.
Do.....	Grace Church Day Nursery.	Lansdowne.....	Brookwood School for Nervous and Backward Children.
Do.....	Halsey Day Nursery.	Lebanon.....	Miss Joyce Light's Kindergarten.
Do.....	Hamilton House.	Polk.....	Western Pennsylvania State Institution for Feeble-Minded.
Do.....	Hawthorne School.	Reading.....	Miss Moyer's Kindergarten.
Do.....	Hebrew Infant Asylum.	Monroeville.....	Miss Margaret Green's Kindergarten.
Do.....	Hope Day Nursery.	Scranton.....	Miss Gertrude Courson's Model Kindergarten.
Do.....	Jenny Hunter Training School.	Spring City.....	Eastern Pennsylvania State Institution for Feeble-Minded.
Do.....	Intercession Chapel Protestant Episcopal.	Steelton.....	Miss Edith D. Young's Kindergarten.
Do.....	Italian Methodist Episcopal Church.	Warren.....	Miss Blanch E. Jackson's Kindergarten.
Do.....	Miss Jacob's School.	South Carolina:	
Do.....	Misses Johnston's School.	Abbeville.....	Miss Julia P. Wiley's Kindergarten.
Do.....	Little Mother's Day Nurseries (3 kindergartens).	Columbia.....	Columbia Free Kindergarten.
Do.....	Madison Avenue Reformed.	Greenville.....	Female College.
Do.....	St. Agnes Day Nursery.	Tennessee:	
Do.....	St. Augustine Protestant Episcopal.	Bristol.....	Mrs. Sam Carter Waddell's Kindergarten.
Do.....	St. Chrysostom's Protestant Episcopal.	Murfreesboro.....	Bristol-Nelson School.
Do.....	St. Joseph's Orphan Asylum.	Nashville.....	Mrs. W. H. Binns's Kindergarten.
Do.....	School of Mothercraft.	Do.....	Miss Lucille Manning's Kindergarten.
Do.....	Miss Mary Schoonmaker's Kindergarten.	Texas:	
Do.....	Scotch Presbyterian Kindergarten.	Bolton.....	Miss Van Down's Kindergarten.
Do.....	Scudder School for Girls.	Bonham.....	Bonham Free Kindergarten.
Do.....	Virginia Day Nursery.	Dallas.....	Presbyterian Mission Kindergarten.
Do.....	Warren Goddard House.	Fort Worth.....	Miss Grace Myles's Kindergarten.
Do.....	Washington Heights Day Nursery.	Gulveston.....	Walter Colquitt Memorial Hospital.
Do.....	West Side Day Nursery.	Paris.....	Miss Madge Seckol's Kindergarten.
Oswego.....	Oswego Orphan Asylum.	San Antonio.....	Miss Edith Oholson's Kindergarten.
Peekskill.....	Mount Florence School.	Suph. Springs.....	Miss Ella Ashcroft's Kindergarten.
Randall's Island.	New York City Children's Hospital and School.	Vermont:	
Rochester.....	Rochester Orphan Asylum.	Rutland.....	Church Street Kindergarten.
Do.....	St. Joseph's Asylum.		
Saratoga Springs.	Miss Copeland's School.		
Schenectady.....	Miss Anna A. Merriam's School.		
Syracuse.....	Ontadoga Orphan Home.		
Do.....	St. Vincent's Asylum.		
Troy.....	Troy Orphan's Home.		
Utica.....	Home of the Good Shepherd Kindergartens.		
Do.....	St. Joseph's Infants' Home.		
White Plains.....	Noble School.		

KINDERGARTENS NOT REPORTED.

List of kindergartens for which no statistical data are available.—Continued.

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
Washington:		Washington—Con.	
Aberdeen.....	W. J. Patterson Kindergarten.	Spokane.....	Spokane Children's Home.
Chehalis.....	Miss Cooke's Kindergarten.	Tacoma.....	Mrs. Harry S. Couch's Kindergarten.
Medical Lake.....	State Institution for Feeble-Minded.	Do.....	Stoek Street Kindergarten.
Seattle.....	Miss Daniel's Kindergarten.	West Virginia:	
Do.....	Day Nursery Kindergarten.	Wheeling.....	South Side Kindergarten.
Do.....	Miss Emma Moxlin's Kindergarten.	Wisconsin:	
Do.....	University Kindergarten.	Chippewa Falls.....	Wisconsin Home for Feeble-Minded.
Spokane.....	Miss J. C. Barrett's Kindergarten.	Green Bay.....	Miss L. Wiese's Kindergarten.
Do.....	Miss Lucia Bethel's Kindergarten.	Jefferson.....	St. Coletta's Institution for Feeble-Minded.
Do.....	Mrs. Maud Heleniak's Kindergarten.	Lake Geneva.....	Oak Leigh Educational Sanitarium.
Do.....	Holy Name Academy.	Watertown.....	Lutheran Home for Feeble-Minded and Epileptic.

Kindergartens not represented in the foregoing tables.

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
Alabama:		Illinois—Contd.	
Birmingham.....	Avondale Wesley House Kindergarten.	Chicago.....	Chicago Nursery and Half Orphan Asylum.
Do.....	Mrs. D. H. Green's Kindergarten.	Do.....	Church of the Advent Kindergarten.
Do.....	Presbyterian Mission Kindergarten.	Do.....	Lexington Avenue and Sixty-first Street Kindergarten.
Sheffield.....	Misses Jones and Cook's Kindergarten.	Do.....	McCowan Oral School for Young Deaf Children.
Talladega.....	Talladega College Kindergarten.	Do.....	Metcalf Kindergarten.
Tuskegee.....	Children's House.	Do.....	Mosley Kindergarten.
Arkansas:		Do.....	Rogers Memorial Church Kindergarten.
Little Rock.....	Arkansas Deaf-Mute Institute.	Do.....	St. Mary's Kindergarten.
California:		Do.....	The Misses Spald's Kindergarten.
Eidridge.....	Sonoma State House.	Do.....	West Division Street Kindergarten.
Los Angeles.....	First Cong. Church Kindergarten.	Freeport.....	St. Vincent's Orphan Asylum.
Marysville.....	Miss Klockenbaum's Kindergarten.	Rock Island.....	Day School for Deaf.
Petaluma.....	Pepper Kindergarten.	Indiana:	
Redwood City.....	San Mateo Kindergarten.	Anderson.....	Washington Kindergarten.
Ukiah.....	Mrs. E. C. Rodwick's Kindergarten.	Iowa:	
Colorado:		Davenport.....	Ladies Industrial Society Kindergarten.
Denver.....	French Kindergarten.	Glenwood.....	Iowa Institution for Feeble-Minded Children.
Pueblo.....	Minnequa Kindergarten.	Kansas:	
Connecticut:		Atchison.....	State Orphan's Home.
New Haven.....	Miss Thos. Maud's Kindergarten.	Kentucky:	
Delaware:		Farmdale.....	Stewart Home and School.
Wilmington.....	Miss Blanche Eaton's Kindergarten.	Frankfort.....	Kentucky Institute for Feeble-Minded Children.
Florida:		Louisville.....	Kentucky Institute for Education of the Blind.
Jacksonville.....	Boylan Home and Industrial School for Girls.	Olive Hill.....	M. E. Church Kindergarten.
Do.....	Misses Shine and Bland's Private Kindergarten.	Louisiana:	
Do.....	Fort Pierce Kindergarten.	New Orleans.....	Zito Free Kindergarten.
Georgia:		Maine:	
Atlanta.....	Baptist Settlement Kindergarten.	Eastport.....	Miss Robinson's Kindergarten.
Do.....	Miss Susie Griffith's Kindergarten.	Portland.....	Maine School for the Deaf.
Do.....	Jewish Temple Kindergarten.	Maryland:	
Do.....	Sixteenth Street Kindergarten.	Baltimore.....	Affordby Normal School.
Homerville.....	Miss Ruth Water's Kindergarten.	Do.....	Brown Memorial Mission.
Statesboro.....	Miss Robinson's Kindergarten.	Do.....	Miss James's Kindergarten.
Illinois:		Do.....	Jewish Settlement House Kindergarten.
Aurora.....	Aurora Free Kindergarten Association.	Do.....	Locust Street Settlement Kindergarten.
		Do.....	Nursery and Child's Hospital Kindergarten.
		Do.....	Reed Memorial Kindergarten.

See also list on p. 86.

Kindergartens not represented in the foregoing tables—Continued.

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
Maryland—Contd.		New Jersey	
Baltimore.....	Reid Memorial Guild Kindergarten.	Cranberry.....	The Larches Educational Sanitarium.
Do.....	W. C. T. U. Mission Kindergarten.	Jersey City.....	Hasbrouck's School for Girls.
Frederick.....	Maryland School for Deaf and Dumb.	Montclair.....	Miss Edith Baldwin's Kindergarten.
Owens.....	School for the Blind.	Summit.....	Arthur Home for the Blind.
Ridgely.....	Ridgely Kindergarten.	Trenton.....	New Jersey School for the Deaf.
Westminster.....	Miss Stella Knapp's Kindergarten.	Vandland.....	N. J. Institute for Feeble-Minded Boys and Girls.
Massachusetts:		New Mexico:	
Boston.....	East Boston Neighborhood House.	Alamogordo.....	N. Mex. Institute for the Blind.
Do.....	South Bay Union Kindergarten.	Truchas.....	Methodist Mission School.
Do.....	School for the Blind.	New York:	
Brockton.....	First Baptist Church Kindergarten.	Albany.....	Home School for the Deaf.
Brookline.....	South End Day Nursery.	Aurora.....	Miss E. Judson's Kindergarten.
Holyoke.....	Our Lady of Perpetual Help School.	Brooklyn.....	Brooklyn Labor Lyceum Association.
Lee.....	Charitable Kindergarten.	Do.....	Cuyler Presbyterian Church Kindergarten.
Lynn.....	Miss Chase's Kindergarten.	Do.....	Gardner Memorial Day Nursery.
Do.....	Neighborhood House.	Do.....	Gillespie Memorial Day Nursery.
New Bedford.....	St. Mary's Home.	Do.....	Italian Kindergarten.
Taunton.....	Miss Marion Peck's Kindergarten.	Do.....	Lenox Road Bap. Church Kindergarten.
Worcester.....	Adams Square Cong. Church Kindergarten.	Do.....	Little Mothers' Aid Day Nursery.
Michigan:		Do.....	Northern Day Nursery.
Detroit.....	Berean Baptist Church Kindergarten.	Do.....	Society of Inner Mission and Rescue Work.
Do.....	Franklin Street Settlement Day Nursery.	Buffalo.....	Le Canteux St. Mary's Institution for Deaf Mutes.
Do.....	Reed School for Nervous and Backward Children.	Elmira.....	Kindergarten Training School.
Grand Rapids.....	Mrs. Eugene M. Holmes's Kindergarten.	Hoosick Falls.....	Neighborhood House Kindergarten.
Lansing.....	Michigan School for the Blind.	Knoxville.....	Miss Triff's School.
Lapeer.....	Mich. Home for Feeble Minded and Epileptics.	Lockport.....	First Pres. Cong. Church Kindergarten.
Saginaw.....	Miss Urella Knapp's Kindergarten.	Malone.....	Nor. N. Y. Institute for Deaf Mutes.
Minnesota:		Middletown.....	Grace Church Parish House Kindergarten.
Albert Lea.....	Miss Edith Haupt's Kindergarten.	Newburgh.....	Children's Home.
Minneapolis.....	Frau Brockmann's German Kindergarten.	New York City.....	Bedford Park Cong. Church Kindergarten.
Do.....	Miss Edith Jones's Kindergarten.	Do.....	Bethany Day Nursery Kindergarten.
Do.....	Miss Bertha E. Lyon's Kindergarten.	Do.....	Bothlehem Day Nursery Kindergarten.
Owatonna.....	State Public School for Dependent Children.	Do.....	Bryson Day Nursery Kindergarten.
St. Paul.....	Protestant Orphan Asylum.	Do.....	Chelsea Day Nursery Kindergarten.
Mississippi:		Do.....	Cornell Memorial M. E. Church Kindergarten.
Jackson.....	Institute for Deaf and Dumb.	Do.....	Finch School.
Okolona.....	Okolona Industrial School.	Do.....	Grace Mission Day Nursery.
Winona.....	Winona Kindergarten.	Do.....	Hebrew Day Nursery.
Missouri:		Do.....	Immanuel Ger. Luth. Church Kindergarten.
Fulton.....	Missouri School for the Deaf.	Do.....	Institution of Mercy Kindergarten.
Independence.....	Mrs. Hamilton's Kindergarten.	Do.....	Institution for Improved Instruction of Deaf Mutes.
Do.....	Wesley House Kindergarten.	Do.....	Incarnation Chapel Kindergarten.
Do.....	Miss Ralington's Kindergarten.	Do.....	Jewel Day Nursery.
Do.....	Miss Ralington's Kindergarten.	Do.....	Kippa Bay Day Nursery.
St. Joseph.....	Wesley House Kindergarten.	Do.....	Lisa Day Nursery.
Do.....	Miss Ralington's Kindergarten.	Do.....	Little Missionary's Day Nursery.
Do.....	Miss Ralington's Kindergarten.	Do.....	Madonna Day Nursery.
St. Louis.....	Episcopal Kindergarten.	Do.....	Masters School Day Nursery.
Do.....	Missouri School for the Blind.	Do.....	"Mother-Dad" Day Nursery.
Do.....	Needringham Memorial Kindergarten.	Do.....	Mission House of St. Mary the Virgin.
Do.....	Under-Age Kindergarten Association (5 kindergartens).		
Montana:			
Bosman.....	Little Holland Kindergarten.		
Nebraska:			
Nebraska City.....	Nebr. School for the Blind and Deaf.		
New Hampshire:			
Concord.....	Miss M. Etta Bailey's Kindergarten.		

Kindergartens not represented in the foregoing tables--Continued

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
New York--Contd.		Oklahoma--Contd.	
New York City	Nazareth Day Nursery.	Muskogee.....	Miss Kathryn Keating's Kindergarten.
Do.....	New York Institution for the Blind.	Oregon:	
Do.....	New York Institution for the Instruction of the Deaf and Dumb.	Salem.....	Oregon School for the Deaf.
Do.....	New York Parochial School Kindergartens (12).	Do.....	Oregon School for the Blind.
Do.....	Presentation Day Nursery of the Blessed Virgin Mary.	Pennsylvania:	
Do.....	Rona Margulik's School for Children with Defective Hearing.	Allentown.....	St. Paul's Lutheran Kindergarten.
Do.....	Riverside Day Nursery.	Altoona.....	Miss Hotchkiss' Kindergarten.
Do.....	St. Agnes Day Nursery.	Chester.....	The Ridley Park Kindergarten.
Do.....	St. Agnes Chapel Kindergarten.	Easton.....	St. John's Lutheran Kindergarten.
Do.....	St. Cecilia's Day Nursery.	Edgewood.....	W. Pa. Institute for the Deaf and Dumb.
Do.....	St. Ignatius Loyola Day Nursery.	Endeavor.....	Mrs. N. P. Wheeler's Kindergarten.
Do.....	St. John's Day Nursery.	Elwyn.....	Pennsylvania Tr. Sch. for Feeble-Minded Children.
Do.....	St. Joseph's Day Nursery.	Erie.....	Miss Lloyd's Kindergarten.
Do.....	St. Mary's Kindergarten.	Overbrook.....	Pennsylvania Institution for the Blind.
Do.....	St. Michael's Day Nursery.	Philadelphia.....	Mount Airy Kindergarten.
Do.....	St. Paschal Day Nursery.	Do.....	Neighborhood House Kindergarten.
Do.....	St. Vincent de Paul Day Nursery.	Do.....	Pennsylvania Institution for the Deaf and Dumb.
Do.....	San Salvatore Italian Mission Kindergarten.	Pittsburgh.....	Methodist Deaconess Home.
Do.....	Seventh Street M. E. Church Kindergarten.	Do.....	Thurston-Zlein School.
Do.....	Silver Cross Day Nursery.	Do.....	W. Pa. Institution for the Blind.
Do.....	Spoeyer School.	Pottsville.....	The Free Kindergarten Association.
Do.....	Sunbeam Day Nursery.	Royersford.....	Miss Jessie Townsend's Kindergarten.
Do.....	Sunnyside Day Nursery.	Seranton.....	Pennsylvania Oral School for the Deaf.
Do.....	Wayside Day Nursery.	Swarthmore.....	Swarthmore School and Kindergarten for the Deaf.
Do.....	Wilson Industrial School Day Nursery.	Valencia.....	Lillian Home Kindergarten.
Do.....	Wright Oral School.	West Chester.....	Miss McNell's Kindergarten.
Do.....	Zion Lutheran Church Kindergarten.	Wilkes-Barre.....	Miss Ayre's Kindergarten.
Oxford.....	Miss Bessie Hogan's Private Kindergarten.	Wynnewood.....	Hathaway School.
Rochester.....	Wes. N. Y. Institution for Deaf-Mutes.	Rhode Island:	
Sag Harbor.....	Russell Sops Playground Association.	Providence.....	R. I. Institution for the Deaf.
Syracuse.....	State Institution for Feeble-Minded Children.	Do.....	St. Mary's Orphanage.
White Plains.....	Chatterton Hills Cong. Church Kindergarten.	South Carolina:	
North Carolina:		Allendale.....	Galaway Hall Settlement Kindergarten.
Clinton.....	Mrs. Maggie Moore's Kindergarten.	Do.....	Haines Institute.
Mount Airy.....	Laurel Cliff Colo Mills Kindergarten.	Camden.....	Pine Creek Mill Kindergarten.
Raleigh.....	St. Mary's School Kindergarten.	Charleston.....	South Side Kindergarten.
Do.....	School for the Deaf and Blind.	Do.....	Y. W. C. A. Kindergarten.
Do.....	State School for the Deaf and Blind.	Lancaster.....	Miss Jones's School.
North Dakota:		Waltham.....	Waltham Mill Kindergarten.
Devils Lake.....	N. Dak. School for the Deaf.	South Dakota:	
Grafton.....	Institution for Feeble-Minded.	Sioux Falls.....	S. Dak. School for the Deaf.
Ohio:		Tennessee:	
Cleveland.....	Ehlers Heights Kindergarten.	Oakdale.....	Miss Amanda Kimmer's Kindergarten.
Do.....	Laurel School.	Texas:	
Columbus.....	West Wound Street Kindergarten.	Angleton.....	Mrs. William's Kindergarten.
Do.....	Ohio State School for the Blind.	Austin.....	Deaf, Dumb, and Blind Institution for Colored Youths.
Do.....	State School for the Deaf.	Do.....	Texas School for Defectives.
Luna.....	Central Kindergarten.	Anson.....	Miss Colbert's Kindergarten.
Marietta.....	Miss Helen Snackard's Kindergarten (3).	Brackettville.....	Brackettville Kindergarten.
Oberlin.....	Oberlin Training School Kindergartens (3).	Dallas.....	Dallas Training School Kindergarten.
Oklahoma:		Utah:	
Enid.....	Institution for Feeble-Minded.	Ogden.....	Utah School for the Deaf and Blind.
Guyton.....	Miss Elizabeth Chorn's Kindergarten.	Salt Lake City.....	Phillips Cong. Church Kindergarten.
		Virginia:	
		Falls Church.....	Virginia Home and Training School for Feeble-Minded.
		Harrisonburg.....	State Normal School Kindergarten.

Kindergartens not represented in the foregoing tables Continued.

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
Virginia—Contd.		Washington—Con.	
Lynchburg.....	Miss Louise Davis's Kindergarten.	Walla Walla....	Miss Gregory's Kindergarten.
Norfolk.....	St. George's School Kindergarten.	West Virginia:	
Richmond.....	The Alice Parker Kindergarten.	Huntington....	Miss Clara Nichol's Kindergarten.
Roanoke.....	Roanoke Kindergarten Association.	Wisconsin:	
Staunton.....	Virginia School for the Deaf and Blind.	Delavan.....	Wisconsin School for the Deaf.
Washington:		Janesville.....	Wisconsin School for the Blind.
Vancouver.....	State School for the Blind.	Milwaukee.....	Miss Margaret Sammond's Private Kindergarten.
		Racine.....	Day School for the Blind.

III. KINDERGARTENS AS VIEWED BY SUPERINTENDENTS, PRIMARY SUPERVISORS, AND FIRST-GRADE TEACHERS.

In June, 1913, the Commissioner of Education sent to 127 cities the following two inquiries, the first to superintendents of schools, the second to primary supervisors and first-grade teachers under them:

Your city has, I believe, had kindergartens as a part of its public-school system for several years—long enough to test their value as a part of the system of public education. The Bureau of Education wishes to ascertain, as nearly as possible, just what this value is. To assist in this, will you kindly write me in detail your candid opinion in regard to the matter?

I desire especially to know what advantage children in the primary grades of the public schools who have had kindergarten training have over those who have not; also, what adjustments, if any, need to be made between the kindergarten and the lowest primary grades. Your experience and observation should enable you to speak with some degree of authority on this subject. May I therefore ask you to write me fully in regard to both points?

The response to these inquiries was unusually generous. In a number of cities the school authorities instituted careful investigations among their own supervisory and teaching force, so that the opinions received represent considerably more than a mere personal statement from the administrative officer or teacher who replied. It is obviously impossible to print all the replies, or even the most interesting; but an attempt has been made to present a few of the opinions that seemed to be, for one reason or another, particularly timely, representative, or significant in idea or expression.

In general, the sentiment as revealed in these replies was overwhelmingly favorable to the kindergarten; there was surprising agreement as to the benefits of kindergarten training. It is not easy to determine whether those failing to reply have been unable to obtain kindergartens or are actually opposed to the idea. It is not unfair to say, however, that notably favorable replies were received from those cities whose educational systems have long been known for their general excellence; and in many such cities advocacy of the kindergarten amounts to an enthusiasm rarely expressed with regard to any other phase of school work.

Particularly interesting reports, mainly of favorable tenor, were received from teachers in the following cities: San Diego, Cal.; Jamestown, N. Y.; Mansfield, Ohio; Grand Rapids, Mich.; Cleveland, Ohio; Sheboygan, Wis.; Akron, Ohio; New Haven, Conn.; New

Orleans, La.; Jersey City, N. J.; Pittsburgh, Pa.; South Bend, Ind.; Kalamazoo, Mich.; Omaha, Nebr.; Bayonne, N. J.; Providence, R. I.; Troy, N. Y.; New Britain, Conn.; Minneapolis, Minn.; Manchester, N. H.; Richmond, Va.; Des Moines, Iowa; Superior, Wis.; Dayton, Ohio; Cambridge, Mass.; and Sacramento, Cal. In most instances only one opinion out of many excellent ones from a city can be given. Unfavorable opinions were received from groups of teachers in two cities, one in Pennsylvania and one in Virginia.

Very complete investigations were made by superintendents or supervisors in New York, Philadelphia, Louisville, Baltimore, Racine, Passaic, N. J., Buffalo, Utica, N. Y., Tacoma, Wash., and Denver. The material thus gathered is of peculiar value, representing first-hand experience, and such of it as may not be used in this bulletin has been filed for reference and possible further use.

The Denver reply is fairly typical of the more complete inquiries. In that city the supervisor of kindergartens and primary, Miss Grace Parsons, obtained the opinions of five representative Denver teachers. Two were uncompromising advocates of the kindergarten, who felt that if there was any need for adjustment it was with the primary; that there could be, as one expressed it, "a more liberal use of objects and symbols in primary work." A third teacher thought the kindergarten should make more effort to give the child a definite task and hold him to it. Another believed strongly in kindergarten training, but outlined a rather elaborate plan of readjustments she thought desirable. The fifth teacher was plainly skeptical of certain phases of kindergarten training. "I believe," she writes, "that a child who comes from a home where a mother has the time, ability, and desire to live with her children can and does do just as good work in first grade without ever having been in kindergarten." She points out two customary criticisms of some kindergartens: (1) Too great freedom, making it difficult for the first-grade teacher to get the children broken of "noisy habits"; (2) excessive dependence of the children upon the director, so that when they come to first grade they find it hard to settle down and do for themselves. This teacher concedes, however, that the kindergarten-trained child "is more at ease, more graceful for having had the rhythm work, and tells a story more easily. His handwork, if not too much supervised, is better than that of the child who has not been to kindergarten, and he dramatizes more naturally." But she adds that "the first-grade child who has not been to kindergarten gets it all so very quickly that I often think the time spent in kindergarten would be better spent out of doors, provided all other home conditions are as they should be." Of course this teacher would readily admit that "all other home conditions" seldom are as they should be.

After summarizing the opinions of her teachers, Miss Parsons concludes as follows.

I feel that every grade teacher should have the kindergarten principles in her training, and that the kindergarten teacher should study in normal schools and be prepared to do either kindergarten or grade work. I further feel that one supervisor should have charge of the kindergarten and primary grades, as in Denver. Primary teachers who desire it should be allowed to work with some good kindergartner for a year, and the kindergartner should be allowed to do grade work in the same way. This will make each realize that we can not have two conflicting, opposing systems in one school, but that the teachers must agree on some common plan of procedure. This has been done to a great extent; the kindergarten has influenced the whole school movement to a marked degree, and the child study movement, the new psychology movement, and the new methods in the grades have in turn modified the kindergartens beneficially.

Whatever the age may be that our children attend school, there should be a pre-textbook period in which the children are brought into vital contact with real experiences of life and the things in their immediate environment, under a trained adult. A child who is unable to arrange blocks and sticks, to use sand and clay, to play simple games with his fellows, is not ready for the detailed work of the school. The kindergarten is a place for the testing and trying out of children, and for the application of remedial measures, the aim being to develop the individual as harmoniously as possible. No child should be placed in a first grade until he is ready to attack its problems with ease and vigor, and until his body shows decided powers of coordination and control. The kindergarten corresponds to that long period of race development before schools were heard of, and any tendency to formalize or curtail freedom in the kindergarten will spoil its value as a response to child needs at this culture epoch period.

The Tacoma (Wash.) opinions were particularly interesting, because Tacoma does not have kindergartens as part of the public school system. One teacher prefaced an otherwise favorable opinion by stating that she "very much doubted the advisability of confining the average child in any sort of school much before he is 6 years of age." Another conceded the advantages possessed by children who came from private kindergartens into her school, but questioned how much of this was due to the higher home standards of parents who were able to afford private kindergartens. The other replies were unqualifiedly favorable. One teacher declared:

The advantage possessed by kindergarten-trained children came home to me when, after several years experience with children so trained, I took a school in which the pupils had not had kindergarten work. The unresponsiveness of these children was something I could not at first account for.

Few definitely hostile opinions are expressed, as noted above. Occasionally, however, a city is heard from where there seems to be a settled antipathy to the kindergarten idea. The explanation is doubtless to be found in some especially unfortunate experience with inferior kindergartens. The following from a western superintendent speaks for itself:

About 12 years ago the school board established kindergartens throughout the city. They added enormously to the expenses of the school department, and in many cases

I am told, were of poor quality. An investigation was precipitated in which it appeared that children without any kindergarten training did even better in the primary grades than children who had had kindergarten experience.

The upshot of it was that kindergartens were thrown out even more abruptly than they were introduced, and since that time the mere mention of public kindergartens has had an effect upon the public mind similar to that produced upon the bovine species by the waving of a red flag. So you see I am not in a position to speak with great assurance on the kindergarten question.

Less severe instances of the effect of purely local conditions are noticeable in several cities, and need always to be taken into account in reading various opinions. Thus one teacher in Norfolk, Va., frankly declared that, judging from the children she had taught in first grade, she considered those who had had kindergarten training to be "superficial, and with a poorly balanced nervous organism" as a result of the work; while another teacher in the same city explained:

Since the school age in Virginia is 7, it is difficult for us to judge kindergarten children fairly. Seven-year old children who come to us from kindergartens have either remained there too long or have been out one or more half terms before we get them. In either case we do not get kindergarten influence at its best.

My own experience during the past two years has been in a crowded slum district, largely with foreign children—Greeks, Italians, Syrians, and Russians. I find that these children, who have had kindergarten training, have a much better command of English, are more courteous, and respond more quickly to all the demands of the schoolroom than other children.

In striking contrast to the skepticism of a few of the letters is the decisive statement of Supt. McDaniel, of Hammond, Ind., which is typical of many replies received:

We have had the kindergarten as part of the regular school work in every building in our city for 20 years. We feel that its results are vital; that children enter the first grade more intelligent than those who have not had that training; that their minds and bodies respond to the needs of the regular work to such an extent that the time necessary for adjustment is materially decreased.

A. OPINIONS OF SUPERINTENDENTS.

F. E. SPALDING, Newton, Mass.—Kindergartens have been maintained throughout the city of Newton about 20 years, and are accessible to practically all children in the city. We believe the kindergartens to be a valuable department of our public educational system. Two years ago I made formal inquiry of all the first and second grade teachers regarding the value of kindergarten training as they observed it in the children that came to them. About three-fourths of all children entering our primary grades have spent from a year or a year and one-half to two years in the kindergarten. The replies of our first and second grade teachers to my inquiry were practically unanimous in favor of the kindergarten training.

C. EDWARD JONES, Albany, N. Y.—We have had kindergartens in our city for a good many years. We would hardly know how to maintain a public-school system without them. If all home conditions were ideal and children could have free play and outdoor exercise until they were 6 years of age, the need of the kindergarten would not be great. But no such conditions exist in any city. The kindergarten, therefore,



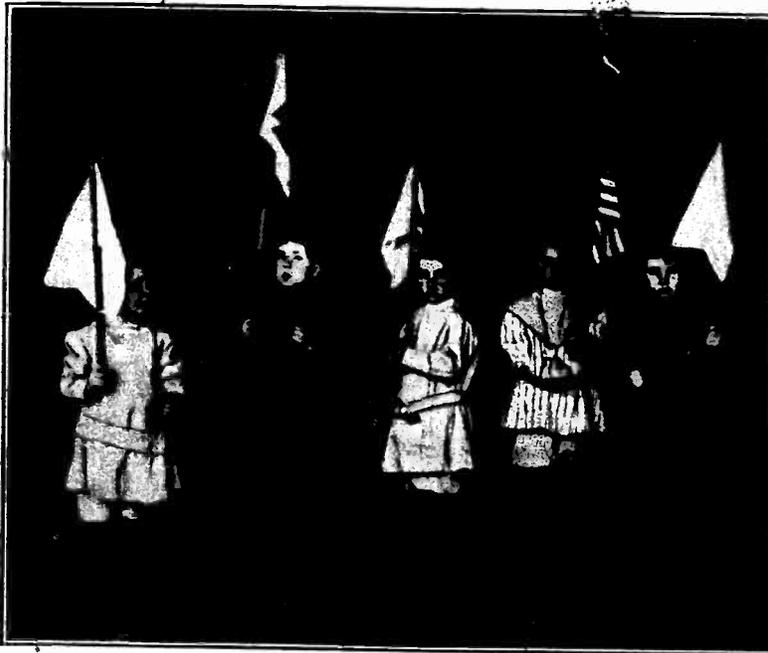
A. "WHO'LL BE THERE FIRST?"

Such active games tend to develop freedom and mastery of the body.



B. "PLAY IN THE OUT-OF-DOORS."

Kindergarten endowed in perpetuity by Dr. Cornelius N. Hoagland, Brooklyn, N.Y.



A. "THREE CHEERS FOR THE RED, WHITE, AND BLUE."
To the call of the flag the erect heads and lifted chests make loyal response.



B. "ONE-TWO, ONE-TWO, MARCH ALONG."
Rhythmic movements help the body to be a free and graceful instrument of the mind.

supplements the home. It gives training in how to work and how to play in such a way as to be of value in the future work, and in addition to this it also supplements what in many cases is a meager home life.

WILLIAM L. WELSH, district superintendent, Philadelphia, Pa.—The value of the kindergarten to any community depends upon two things: (1) The character of the neighborhood; (2) the skill and efficiency of the teacher having charge of the kindergarten.

A district in which the people are possessed of an average income, and where the mothers have abundant time to care for the children, has no need of a kindergarten. It is better for the children that they should be much out of doors, engaged in play and such physical exercises as will develop them bodily than to be compelled to remain indoors for the small mental and social gain which they would receive under the care of the teacher. It is my opinion that we are not placing sufficient emphasis on the value of a strong physique for young children, and that we are overemphasizing the importance of early mental culture. The preeminent requirement for our boys and girls is that they should lay the foundation for good physical health.

In districts having congested population of the lower classes, where the people are much restricted in means and the mothers have not the time to give their children that attention and care which they should have, a kindergarten is very helpful. It provides a place where the children are safe from the dangers of the street and where they may receive instruction and training which their mothers would be unable to give. Usually this class of children have only the street for a playground, and therefore would receive little physical development by any play exercise at home. I should, therefore, favor the establishment of kindergartens in these neighborhoods in sufficient numbers to accommodate all the children of appropriate age.

Under the second head I would say that it is my opinion that the benefit of a kindergarten in any district depends almost entirely upon the manner in which it is conducted. Under a good teacher it may be very useful; under a poor one it is almost valueless. I discover that the opinions of the principals of my district on this question vary almost exactly in proportion to the efficiency of the teacher having charge of their kindergarten. If they have a good teacher, their judgment is favorable; if they are unfortunate enough to have a poor one, they think the reverse. My personal observation coincides with the impressions of the principals. Children who are one or two years under the care of a good woman are better prepared for the work of the following grade and are more alert and resourceful than those who have missed this influence. Under a poor teacher, they acquire bad habits of behavior and imbibe wrong ideas of school order and their relationship to the teacher and fellow pupils.

Where the conditions are favorable and the teacher is of at least average ability, the advantages of kindergarten training are many. Considered from the standpoint of scholastic training, I believe that the children are usually more self-reliant, original, and more apt to take the initiative. They have a quicker understanding, a little more power to think, and therefore usually make more rapid progress in their studies. Their powers of observation are perhaps keener, and they have a better general knowledge. They recognize form and color more readily and have a somewhat better use of their hands. They have a better command of language, are more proficient in counting, and their scholastic standing is apt to be higher. Some principals do not agree to this last statement.

On the other hand, children trained in kindergarten, when they enter the primary grades, are not so amenable to restraint and are, therefore, as a class more difficult to discipline. They are restless, desire too much attention, and seem to require some time to get down to real work. The majority of primary teachers agree that in the beginning children who have passed through kindergarten are more difficult to control.

The kindergarten has an influence socially on the boys and girls. The pupils in the grades following respond more quickly to the little courtesies of life. They also

ciate more freely with other children and their social training reaches up through the grades. They possess more of a community spirit and thus serve to unify the interests of the class.

Taking conditions in the large as we find them in our cities, there can be no doubt that the kindergarten is an important element of our school system. I believe that it should be retained, but that judgment should be used as to the neighborhood in which it is established, and that the teachers should be selected with regard to their adaptation to this particular work.

HERBERT S. WEET, Rochester, N. Y.—We have a kindergarten in every elementary public school in Rochester. Personally, I have every confidence in these kindergartens. So far as any definite information is concerned, we can not prove that children who have had kindergarten training do, through the regular grades, any better work, so far as immediately measurable results are concerned, than do the children who have not had such training. I have a strong impression, however, that this is due more to our inability in the grades to avail ourselves of the kind of work which the kindergarten has given than it is to the absence of valuable training on the part of the kindergarten. Whether we shall ever be able to prove through school records that the child trained in the kindergarten is more efficient along those lines in which the school can adequately test for efficiency I do not know. I believe, however, that the beautiful spirit of our kindergartens gives a joy and a happiness to childhood, an impetus in the way of social cooperation and a training in the way of kindness, courtesy, and other essential qualities that fully justify our whole expenditure in it.

D. J. KELLY, Binghamton, N. Y.—I have no sympathy with the kindergarten as a side issue to our regular school work or, as some one has called it, a "de luxe department" in our educational system. The work should be so planned and conducted as to offer an efficient connecting link between the home and the regular first-grade work, and should articulate as closely with the first grade as the first grade articulates with the second.

In this city I found children were permitted to enter the kindergarten at 4 years of age and at the age of 6 were passed on to the first grade regardless of ability. This meant that many children remained in the kindergarten two years and came to look upon the school as a very monotonous institution. With promotion on the basis of age alone, the work of the kindergarten was of very little help to the first-grade teacher, since the material coming to her was lacking in uniformity.

During the past year I have changed this arrangement so that children enter the kindergarten at 5. The course is planned for one year, the first half pure kindergarten work and the second more of a connecting class. Certain standards were established for our promotions from the kindergarten, just as from any other grade, and these standards were based entirely upon proficiency, instead of age. In other words, when a child reached a certain degree of proficiency he was put into the first grade regardless of his age or how long he had been in the kindergarten. Some children reach this state in half a year and some in a year and a half. It meant, however, that when the first-grade teacher received the product of the kindergarten it had the same degree of uniformity as any product of the school.

J. V. BRENNAN, Ironwood, Mich.—We have had kindergartens as a department of our public-school system for a number of years. This community consists of many nationalities and the people are practically all workers in the iron mines or about the iron mines. Families are usually large and the kindergarten here is a second home to the majority of the children. It is a place for the children to live as well as to learn. Very many of the children learn to speak the English language in the kindergarten. The kindergarten gives these children a right attitude toward schools and school work. In fact, without the kindergarten as an adjunct to the home, school progress here would be considerably retarded. The children who enter the grades

from the kindergarten do much better work, as an average, than those who do not get this training. In my judgment, the kindergarten is an exceedingly valuable part of a school system, especially so in a working community where families are usually large and the parents occupied in the matter of making a living.

A. R. BRUNACHER, Schenectady, N. Y.—We are now maintaining 18 kindergarten classes, each one in charge of a specially trained teacher with a full equipment of kindergarten supplies and apparatus. From an acquaintance of five years, I offer the following opinion regarding the value of kindergarten work:

First. A kindergarten training is unnecessary and an unwarrantable expense of time and energy on children who come from well-regulated homes with opportunity for outdoor life and first-hand contact with nature and the ordinary mechanisms of daily life.

Second. Kindergarten training is of real value where the home conditions are artificial. I have especial reference to city homes where children have no outdoor freedom and to the homes of the wealthy where the child is either neglected or given into the hands of servants.

Third. Kindergarten training is especially valuable in the case of children who come from very poor homes. This applies especially where parents are either morally unfit or are so poor that they can not give the training demanded by common decency.

GERARD T. SMITH, Peoria, Ill.—Kindergartens were introduced into the Peoria public schools five years ago by popular vote. The first year we had only 6 schools. They have increased at the rate of one or two schools each year until we now have 13, with the prospect of the introduction of new ones until each of the 19 elementary schools shall have a kindergarten connected with it. This expansion of the department in itself answers the question as to whether we believe there is value in kindergartens as a part of the public-school system. The introduction was made in the face of scepticism and general disbelief in their educational worth, by primary teachers but this attitude has almost entirely changed. Personally, I consider that the undefinable influences are very marked in our schools. Moreover, I find that our children enter the subsequent grades with much better mental poise, as well as ability to think and act, than children who have not been in kindergartens. In our intermediate grades we now have fewer failures, and on the average our children are somewhat younger than formerly. While other causes may contribute somewhat to this, I attribute it largely to the influences of the kindergartens.

F. H. BEEDE, New Haven, Conn.—We have had kindergartens in New Haven for 20 years and I believe strongly in the value of their work. In this line of work, as in any, mistakes will be made and mistakes have been made; nevertheless, the main work of the kindergartens is, in my opinion, wholesome and useful. Fifteen years ago, first-grade teachers preferred to have children directly from the home, without previous school experience, rather than to have children from kindergartens. Their feeling was that kindergarten children had not learned prompt obedience and the formalities of school routine. To-day probably every first-grade teacher in our city would prefer to have kindergarten children. Their testimony is that these children have more initiative, more experience, a larger fund of school information, and a habit of doing school work in conjunction with other children. Their social instinct has been developed. The old-fashioned teacher who wants mainly to "hold down" school children does not want kindergarten children. The up-to-date teacher whose thought is to develop her children, to enlarge their power of initiative, and to develop responsiveness on their part, asks every time for kindergarten children.

There is the further thought that in the foreign districts, kindergartens are doing a splendid work in taking children as crude material from the homes and introducing them to life under the leadership of a few fine women.

M. A. CASSIDY, Lexington, Ky.—Twenty-six years ago the kindergarten was made a part of the Lexington public-school system. This city was, therefore, one of the first to take this important step in educational progress. I was then superintendent, and ever since I have watched with great interest kindergarten growth and development. Within that time, a large number of children have been promoted from these kindergartens to the primary schools, and it has been my pleasure to compare their progress with that of those who have not had the advantage of kindergarten training. Beyond doubt, the progress of kindergarten-trained children is much more satisfactory in every way.

In Lexington the Montessori plan is used to make the adjustment between the kindergarten and the lowest primary grade. This work is supplemented by such primary work as will better prepare the pupil to enter upon the regular grade work. This has been very successful here, and I could give many instances of dull minds awakened through the use of the Montessori material.

C. E. CHADSEY, Detroit, Mich.—My experience with kindergartens now extends over a period of years, both in Denver and in Detroit, and I can express myself most emphatically in favor of very liberal expenditures for kindergarten purposes. While the results of the kindergarten are not always tangible, that is, they can not always be measured with reference to the specific work accomplished in the elementary grades, I am convinced that the general value to the child through increasing his stock of general emotions, particularly with reference to his social relations with his fellows, justifies the expenditure incurred.

The attitude of our kindergarten teachers in recent years has greatly increased the value of the kindergarten. The appreciation of the social significance of the work, and the saner methods used, justify one in having a most optimistic attitude concerning the future usefulness and improvement of the kindergarten.

H. F. LEVERENZ, Sheboygan, Wis.—The schools of this city would not appear complete, and would not be complete, without the kindergartens. They have been a part of the public-school system of this city since 1890; they have always been popular, and they have been liberally supported, although a few individuals have occasionally questioned their value. No one who knows kindergartens will question their value in sense training and also physical and moral training. Parents who have had children in the kindergarten are often found giving testimony of these values without intending to do so.

The kindergarten introduces the child into school life in the proper manner. This point can not be overestimated, for this attitude toward school life accompanies the child to and through the succeeding grades. The kindergarten is also the means of bringing parents in contact with school more than any other grade.

JEREMIAH RHODES, Pasadena, Cal.—Pasadena has well-organized, thoroughly equipped, and modern kindergartens. I believe thoroughly in the kindergarten idea and feel that our experiment in Pasadena has abundantly proved the work of the kindergarten in socializing the community; in bringing children in the best way from the home to the primary school; and in demonstrating the necessity for liberalizing our ideas of public-school administration and teaching. Without question we are getting greater value from the kindergartens as organized in our city than from any other single department of our school work.

Our kindergartens are in bungalows, especially constructed for the purpose, and at the same time definitely connected with our schools, each being located on the corner of the campus.

ALLEN P. KEITH, New Bedford, Mass.—In September, 1897, kindergartens were first opened in our schools, and 4 were maintained until 1909. Because of constant friction between the kindergartners and the first-grade teachers, the kindergartens were never extended in the system.

When our course of study was revised in 1908, we aimed to correct this misunderstanding by establishing a class to be known as "kindergarten and subprimary class." We admitted children to the kindergartens at 5 years of age, and to the subprimary at 5½ years. The subprimary class attend the morning session and the kindergarten class the afternoon session. We now have 12 such classes in the city, and they are very popular in the districts in which they are located, both with the parents and with the teachers. The first-grade teachers are now glad to get children who have had this previous training, and we look for the extension of the work.

ELLA FLAGG YOUNG, Chicago, Ill.—With respect to a better relation between kindergarten and first grade in our school system, it may be said that the influence of the kindergarten spirit and methods upon the whole of elementary education, and particularly upon primary education, has been so great during the last 25 years as practically to unite kindergarten and first-grade classes. The transition is certainly not greater than that between elementary and high school or between high school and college. Wherever special provision has been made to join kindergarten and first-grade by some such expedient as an intermediate class, the plan has been abandoned. Such classes have proved undesirable and unnecessary.

JAMES M. TULLY, assistant superintendent, Terre Haute, Ind.—In our system pupils who have had kindergarten training are credited with: (1) Coordination of muscles—ability to work with hands; (2) freedom of association and expression; (3) some power to take "orders" and to visualize; (4) some knowledge of color, construction, rote singing, and rhythm; (5) an enlarged and intensified child life which forms the basis for habits of politeness and service.

In our system we provide for the above advantages through classification. Each first primary room has at least two classes—1C and 1B. All entering pupils are classified as 1C; in a month or so the stronger pupils, with or without kindergarten training, are classified as 1B's and at the close of the term (5 months) they are promoted to 1A. The slow pupils at the same time become 1B's. In this way the pupils with kindergarten training are in no way hindered in their progress.

FRANK D. SLUTZ, Pueblo, Colo.—1. We asked each of our first-grade teachers this question, Do you consider that children who have had kindergarten training do better first-grade work than those who have not?

Nine teachers answered. Out of the nine two said "No" and seven said "Yes."

2. The following general suggestions were made by the teachers:

(a) If we might have a better coordination of kindergarten and primary work, we would get better results.

(b) Kindergartners do not study primary conditions enough for do the primary teachers know what to expect or require of the kindergarten children.

(c) There is great need of a beginner's room.

(d) The teachers agree that the kindergarten is valuable in the following respects: Children are made happy and joyful in songs and games. The kindergarten is a great help to the home. The kindergarten is responsible for some gain in musical control.

* The teachers also agreed that the following are arguments against the kindergarten: It has no definite purpose; it is not always well disciplined, and the children are not encouraged to do independent work.

OTIS ASHMORE, Savannah, Ga.—Replying to your inquiry concerning the effects of kindergarten training upon the pupils of the public schools, I will say that we do not have kindergartens connected with public schools in Savannah, but there is a very good system of private kindergartens here, nearly all of whose pupils go through our public schools later on in their course. A few years ago I made an exhaustive investigation of the points at issue. I assumed that if the kindergarten training was of any special benefit to the child, it would be revealed in his attainments in scholar-

ship and deportment in the grammar schools. Theoretically, kindergarten training should increase the powers of the mind, especially in the domain of perception and memory; and those qualities which are usually embraced under the head of deportment should also reveal the effects of the cultural work done in the kindergarten. My plan of procedure was to adopt measures to eliminate the personal equation and all prejudice, and to compare the records of a year of all children who had attended a kindergarten with the records of those who had not attended a kindergarten. The averages of these two groups were taken by schools and then consolidated. At the close of the year after the records had been made and recorded this comparison of the scholarship and deportment records was made. Every precaution was taken to make the investigation fair and exhaustive, and I am sure that these ends were attained.

The results were interesting. In some schools there was a slight indication in favor of the kindergarten group, and in others a slight indication in favor of the nonkindergarten group. The consolidation of the results showed for the whole city almost an exact balance. While the balance was very slightly in favor of the nonkindergarten group, it was so slight that it was not at all significant. The inference to be drawn from this investigation is that any benefits which may have been given to children by kindergarten training in Savannah were not revealed by this investigation.

Final conclusions should not be made from this investigation, for behind it all still stands the question, May not kindergarten training give to the child qualities which this test does not reach, and may not similar investigations in other cities, and even in our own city, show different results? From my observations, however, I do not think the results are far from the truth in Savannah. The kindergarten child does, indeed, have some theoretical advantage over the nonkindergarten child along certain lines which are very obvious, but the nonkindergarten child, especially the child of our mild southern climate, with its outdoor freedom and opportunities for self-activity and self-direction, also has some advantage over the child who may be too much restrained and directed. It is a large question, with much truth and much error combined in claims on both sides.

A. E. KAGEL, assistant superintendent, Milwaukee, Wis.—We have a kindergarten in each of our public schools; in two of our schools the number of children entitled to admission is so large that we are obliged to have two kindergartens in each of them. Our teachers have all been trained in normal schools. We put particular emphasis upon language and sense training, rhythms and music. Children who have had one year's training in the kindergarten easily finish the first grade by the time they are 7 years old; that is, they do first-grade work in 1 year. In schools where a large number enter the school at the age of 6 years, the first-grade teachers are anxious to get those children who have had a year's training in the kindergarten, rather than those who just come off the street, because they take directions better, are more alert, and are able to distinguish forms better, and hence learn to read and spell more readily. Besides, the hand-training they have received makes them more proficient writers, and their general conduct is better, particularly in their dealings with each other.

In many of our schools we have organized mothers' clubs, in order to bring the mothers early into harmony with the school and to get their cooperation. Excursions to neighboring shops, to parks, and games played outdoors constitute part of the kindergarten program. In a number of kindergartens 10-o'clock lunch, consisting of milk and crackers, is served. The expense is 5 cents a week for each child. This money is either raised by school entertainments or is contributed directly by the children.

We consider the kindergarten indispensable for all classes of children. It is here that the child gets his first lesson in democracy and social obligation.

J. M. H. FREDRICK, Cleveland, Ohio—Until the present year Cleveland had a supervisor of kindergarten work. This year we have aimed to combine the supervision of

the kindergartens with the supervision of the grades. Our purpose has been to unite this special activity more closely with the regular school work. As a result I think our kindergarten teachers feel that they are more essentially a part of the school system than ever before, and the elementary teachers have seized the opportunity afforded them to incorporate in their work a large measure of modified and adapted kindergarten devices and methods. The trial, to be sure, has been brief, but the results appear to be better even than we had anticipated.

The kindergarten is no longer a thing apart from the elementary schools in Cleveland. There is a growing sentiment here that if a child could have but eight years of school life, it would be better to begin with the kindergarten and close with the seventh grade, than to begin with the first grade and finish the eighth. I think that there is not so much need that the kindergarten work shall be adjusted to the primary grades as that the primary grades shall be adjusted to the kindergarten idea.

My observation for many years of the kindergarten-trained child in the regular school has convinced me thoroughly that the work not only gives greater power, but what is more important, it begets the true attitude to life and society.

B. OPINIONS OF PRIMARY SUPERVISORS.

FANNIE B. GRIFFITH, St. Louis, Mo.—Good kindergarten training, which wisely and sympathetically directs and utilizes the child's active impulses and love of play, provides for little children an easy and happy transition from the freedom of the home, with its more or less conscious tuition, to that of the school where less freedom can be allowed and where the tuition is more conscious, purposeful, and systematic.

A child who has had training in a good kindergarten gives practical evidence of it when he begins primary work. Comparing him with a child who has not had this training, I should say that, as a rule, he uses his hands more deftly, has a better idea of form and number, expresses his thoughts more freely in spoken language, is more self-confident, exercises more self-control, adjusts himself more readily to new conditions, follows directions more intelligently, is more observant and attentive, more resourceful in amusing and helping himself, and has a better idea of the proper way to conduct himself in social intercourse with his equals.

In discussing the matter of needed adjustments between the kindergarten and the lowest primary, it is encouraging to note that the breach between these two departments of instruction has been greatly lessened. Some 20 years ago the old order of primary education, which has been criticised for formalism in instruction and repression in management, began to give place to the new, and the work has since been more or less in a state of flux. The nature, needs, and interests of the child have been studied and an effort made to adapt the work to meet the needs of childhood. The primary teacher, as well as the kindergartner, has for her guiding principle the vital principle in a child's development, his self-activity. While the formal subjects of the primary grade—reading, writing, spelling, and arithmetic—differ greatly from kindergarten work, the content of the modern readers and story books make so strong an appeal to the child's interest, and the methods of teaching the various subjects are so interesting that the child from the kindergarten beginning first-grade work enjoys his new work quite as much as that which he has left.

ETHEL WAGO, Passaic, N. J.—If the kindergarten work has been of a poor quality, I doubt if children with kindergarten training have any advantage over those without it. By poor quality, I mean work of such a character that bad school habits are formed, for instance, little discipline, slovenly manual work, and so much memory work attempted in the way of songs, folk dances (with more songs), and verses for every season, day, and duty, that the majority of the children form the habit of num-

bling the words they don't know and of depending on the few bright children who are leaders to carry them along.

Children who have been in such a kindergarten are to be pitied, but not more so perhaps than the first-grade teachers to whom they will be promoted. I have seen a kindergarten which approximated the above. I believe, however, that they are rare.

On the other hand, when children are promoted from kindergarten to first-grade with 5 months' or a year's training in obedience, cooperation, and good manners, they are much easier to manage in a class of 40 or 45 than children who have not had this training.

Children who have been taught to be attentive and observing in kindergarten learn to read in first grade with greater rapidity than those who have not received this training. If through the kindergarten work a reasonable motor control has been secured, the work of learning to draw and write is greatly lessened for the first-grade child. I believe that, with common sense, kindergarten-trained children are at a real advantage over those of the same degree of mentality who have not received this training, namely, in their knowledge of general school life and in their ability to take the work more easily and rapidly.

A. M. FOSBICK, principal, Franklin School, San Diego, Cal.—The primary teachers of Franklin School are unanimously in favor of the kindergarten, in which opinion I heartily concur. They say that through experience they are positive that those children who have had the kindergarten work have marked advantages over those who have not, and name the following as perhaps the more salient points of advantage: (1) Greater development of the social instinct; they play and work together better; (2) more self-reliance; (3) better power of concentration; (4) decided gain in handwork; (5) happier outlook upon school life, gained through the early direction of the instinct for play.

MISS LUCY G. BRISTOL, Louisville, Ky.—Children coming from kindergarten to first grade, when they have really had any consecutive kindergarten work, have many advantages over the child coming directly from home. The kindergarten child has learned to take to himself directions or instruction given to a group or class of children, where the home child will not respond, unless appealed to individually. He has learned to follow directions with reasonable accuracy; to handle himself and his working materials intelligently, where the home child is frequently helpless. He has learned considerable self-control, and has been taught to work in harmony with his companions.

The "spoiled" child and the unfortunate "only" child, who have ruled the household, here learn that they are only one of many and that others have rights that must be respected.

Most kindergarten children are willing to attempt new work with some confidence in their own ability, while the home children often have to be coaxed to make an effort. During this term, a little girl of over 6½ years wept so much and was so unhappy in the first grade that she was sent to the kindergarten, where in two weeks she had so overcome her excessive timidity that she returned to the first grade of her own accord and tried to do the required work.

All these things take a great burden from the shoulders of the primary teacher.

The criticism that the kindergarten develops only the play idea in children is less heard, as those who study the kindergarten's plans realize the connected thought work behind their play activities.

Another frequent criticism, that the freedom of the kindergarten (especially the freedom of speech) makes the first-grade discipline more difficult, will probably soon be untenable, as this year the kindergartners are teaching the little folks to work out their play problems in silence, hoping thus to strengthen their powers of concentration.

The greatest disadvantage at present, to my mind, is that children can not be required to go through kindergarten. Hence, those who do are in such minority that they practically lose the advantage gained. If in a class of first-grade beginners only 25 per cent or less (as is often the case) are kindergarten children, it is obvious that they must lose time while the 75 per cent are being brought to their standard.

Mothers and fathers need to be educated to the value of the kindergarten, as many think that if a child goes a month or two in the fall or spring each and during a few good days in the winter, he is a full-fledged kindergartner, not realizing that back of the play problems given him is a carefully developed consecutive plan, of which he fails to get the benefit.

When I hear teachers decrying the kindergarten, I feel sure they either have not investigated, or have back of them a kindergarten in name only and not founded on the principle of child growth.

SOPHIE C. BECKER, principal of grammar school, Buffalo, N. Y.—For the first 6 years of my supervision of this school we had no kindergarten, while for the last 6 years we have had one, hence I feel that I can speak from a sufficient experience of both conditions.

Formerly we had to admit children to our first-grade whenever, in the opinion of the parent, they were old enough to come, so that the range in age was from 5 to 8 years.

In September and February the teacher's task was most arduous. She began the term with 40 or 50 wriggling, squirming, much-petted and spoiled babies fresh from the nursery. They were timid, tongue-tied, homesick babes, and she had to devise all sorts of interesting and at the same time profitable employments until they felt at home sufficiently to answer questions, so that she could ascertain what usable ideas or concepts they had which would furnish a basis for the beginning of the real work of the grade. She could not expect confidently that any of pedagogic value would be common to all, for, coming from 40 different homes, different environments, having different inheritances, and often speaking different tongues, she had 40 different culture-capacities to deal with. She found the contents of each mind different, with many faulty and strange ideas to correct, and by the time she had investigated and trained enough to transform a heterogeneous mass into a homogeneous class ready for the new ideas she had to offer, at least three months of the term had gone and a year's energy and invention had been expended. At the end of the year the older and brighter ones were ready for the second grade, but a considerable residuum was left to repeat a portion of the work.

Since we have had the kindergarten the children enter at 4 or 5 and are graded as first or second year pupils according to their degree of development. The first-grade teacher now receives 40 little workers who have learned to control their desires, their tempers, their muscles, their voices, their attention; who can take and carry out a direction; who have had all their special senses trained; who have been taught to observe, compare, think, and express their thought in fair English. They have more than one mode of expression, namely, action, painting, cutting, modeling. They know form and color; they have a sense of rhythm and some of tones, and a usable collection of concepts for the immediate work of first grade in number, nature study, literature, and ethics.

No time is lost in first grade getting ready. Work begins at once. Many children are ready for the second grade at the end of six or seven months. Only those who have lost time through illness or have a mental defect are left behind.

The first-grade teacher finds her work far more satisfactory; the parent who has had one child trained in the kindergarten would not forego the privilege for the rest of her children. We are frequently thanked for the home effect of the kindergarten training. The courtesy, helpfulness, orderliness, and general resourcefulness of the little ones are matters of comment.

WILL ANGLER, principal Lincoln School, San Diego, Cal.—In a good kindergarten there is an atmosphere of buoyancy, of growth, and of loving obedience, and there are large opportunities for training in sympathy and generosity, in social equality, and in self-control.

Some of the points where the kindergarten child excels the child who has missed that training are as follows:

- (1) He has learned to take and to understand simple instructions from another person than his mother.
- (2) He has learned to obey instructions frequently with much more willingness and celerity than given at home.
- (3) He has learned a part of the great lesson of community life and is usually much less self-centered than the lone child of modern civilization.
- (4) He is nearly always quicker and more deft with his fingers, because of the hand-work.
- (5) He is a better "mixer."
- (6) He is, if from a family where a foreign language is the mother tongue, very much better equipped with the vocabulary in which he is to work.

ELLA RUTH BOYCE, director of kindergartens, Pittsburgh, Pa.—Two years ago statistics were gathered to show whether any time was gained in progress through the Pittsburgh schools because of kindergarten training. These were crude and imperfect, because of the lack of accurate records, but averaging together all we could secure, it was found that the average age of children with kindergarten training was 0.52 of a year lower than those who had not had it.

Children with kindergarten training fail to reap the full benefits of it for the following reasons:

The class having kindergarten training is in practically every case in Pittsburgh not kept as a unit, but is taught in a room with children without this training. While they do forge ahead even under these conditions, there is a great loss in that no account is made of their experiences.

There should be much more knowledge and insight on the part of both primary teacher and kindergartner as to the work, aims, and method of each other. Something is being done to this end in the Pittsburgh Training School for Teachers, where the junior courses for both elementary and kindergarten students are the same.

The kindergarten aim and method of discipline agree with all modern theory and effort in this matter and should be adopted throughout the elementary school.

The concrete work in form and number could with advantage be carried to a much greater degree of development in the elementary school. At present there is practically no advantage taken of the child's love for and ability to learn about form, color, and number.

Perhaps the greatest loss comes in the hand work where often children repeat the same work they did in kindergarten, and with much less creative effort.

In this connection I should like to quote the remark made this week by a principal to one of our kindergartners when the progress of a particular child was being discussed. She said: "I have always felt that there was too great a break between the kindergarten and the primary, but I used to blame it on the kindergarten. Now I am coming to believe it is the fault of the primary."

MARY A. LEWIS, Cambridge, Mass.—One gain observable in the children coming from the kindergarten to the first grade is that they have learned to come to school, and have also learned to be neat and punctual. The first day shows them as advanced in school ways as children from homes are in two or three months. They have also learned attention and the ability to follow directions, and they have gained considerable manual skill. Their incidental knowledge of number, color, form, and direction is also a great help. Their oral language is much in advance of that of the home children, and many of them can reproduce stories very well.

I place the ethical teaching of the kindergarten above all else. The children learn to live with each other and to be good comrades and loyal to their school.

I would not have any of the work of the primary grades incorporated with the kindergarten program; but I would extend some of the kindergarten work into the first grade, especially where the children enter before they are 6 years of age. We have been experimenting this spring with an overflow class of 20 children who spend most of their three-hour daily session on a veranda belonging to a kind neighbor. They give 90 minutes to acquiring the school arts, 30 minutes to games in the garden, and 60 minutes to the usual kindergarten work. The results are gratifying. The children's health is much improved, and they are very happy. We hope to continue this work, with modifications, in the fall.

Could the youngest children in the first grade return for games, dances, and dramatizing under the conditions and in the larger freedom possible in the kindergarten rooms, much fatigue and nervousness now observable in the later part of the afternoon would disappear. Where the children attend two sessions each day this arrangement is possible and desirable.

ELLEN M. QUIOLEY, Troy, N. Y.—In my experience I have found that little children who have had the great privilege of being trained in kindergarten by a skillful, enthusiastic kindergartner have many advantages over those who come from even the best homes directly to first grade.

First-grade teachers experience very little difficulty in settling down the little people from a good kindergarten to do the work required in this grade. The children seem to adapt themselves to the different conditions in the primary almost from the first day.

I would suggest that a child who enters kindergarten at the age of 4 years be given kindergarten instruction. When 5 years old, if too immature or not fitted to take up primary work, he might have kindergarten instruction in the morning and primary work in the afternoon. A child who does not enter until 5 should have kindergarten training in the morning and primary work in the afternoon. Every child 6 years old should be entered as a regular first-grade pupil. I consider it a great injustice to any child to be kept in kindergarten until he is 7.

ALICE J. KILPATRICK, Philadelphia, Pa.—The following statistics are for the year beginning September 8, 1912:

	Kindergarten.		Other sources.	
	Received.	Promoted.	Received.	Promoted.
Room 5.....	9	100	30	33
Room 2.....	11	100	28	32
Room 4.....	7	100	36	77
		<i>Per cent.</i>		<i>Per cent.</i>

This shows a decided advantage on the part of kindergarten pupils. In my opinion a child is robbed of a part of its birthright when deprived of at least one year in kindergarten.

CAROLINE D. ABORN, director of kindergartens, Boston, Mass.—The kindergarten has been a part of the public-school system of the city of Boston since 1888. There are at present 124 kindergartens, which means from 1 to 5 kindergartens in connection with every school district, except two. The superintendent, Mr. Franklin B. Dyer, is an avowed advocate of the kindergarten as the first step in education; therefore, under his régime we shall expect to see even more kindergartens established in the city from time to time.

I am in possession of over 100 letters written by the primary teachers in Boston, in which they have themselves stated their opinion of the benefit of kindergarten instruction.

They state that the manual work of the kindergarten is very helpful in developing skill with the hands, ability to write and draw, and the use of other implements of the schoolroom. Through the songs and stories and excursions taken by the kindergarten children, a child gains an amount of general knowledge and becomes interested in the world of nature, all of which helps him, when he begins to read, to interpret the printed page. Through the work with blocks, sticks, rings, etc., the child's number sense is awakened and developed, and this helps very much when he begins to work with abstract numbers. Beginnings of a love for literature are also started in the kindergarten, for the children hear stories, look at pictures, and reproduce stories in such a way as to make them eager for good poetry and good prose. We primary teachers feel, in other words, that the kindergarten prepares good soil in which the grade teachers may begin to work.

WALTER C. BISHOP, principal Bache School, Philadelphia, Pa.—The statement that kindergarten children are incessant talkers is well founded. All the games of the kindergarten and much of the handwork admit of conversation that not only pleases but trains the child in the use of language. I do not see how this can be corrected without destroying one of the benefits of such training. The judgment of children of this age is very rudimentary, and they can not readily distinguish when talking is permissible and when it is not. I believe it is the duty of the first-grade teacher to train the child's judgment along this line. However, in a school that admits of two kindergartens the younger children should be in one class and the older in a second. The younger children should attempt little except songs and games and, as far as feasible, these should be carried on out of doors. More serious work could then be undertaken in the advance class and these children could be disciplined toward the end of the kindergarten course along lines required for the work in the first grade.

ZOE C. SHAW, Kalamazoo, Mich.—There exists in Kalamazoo a very close relationship between kindergarten and primary. The former has been established as a regular part of the public-school system for many years, and is one of the best organized departments of our system.

Few children enter primary who have not had kindergarten training, so thoroughly convinced are the school patrons of the worth of such training.

One of the strongest features of the kindergarten and primary here is the spirit of cooperation and mutual helpfulness which exists among the teachers. Primary teachers are acquainted with the plans and purposes of the kindergarten, vice versa, and work in harmony, aiming to produce a continuous course of development during the period of childhood, with no break between kindergarten and Grades I and II of regular school. This has been accomplished partly by giving the preference to primary teachers who have had kindergarten training and partly through cooperative supervision of the two departments, planning for joint meetings of their teachers, for general discussion, and for visiting each other, thus establishing good feeling and mutual helpfulness.

Circle primary rooms are an added incentive to freedom in the primary. The child coming from kindergarten feels at home in a primary room furnished with tables and chairs and with the familiar circle for social periods. Over half of our primary rooms are equipped this way, and teachers prefer these rooms.

There is much yet to be done in the way of graded activities that will help to avoid "marking time" in primary. This we think can be accomplished when primary teachers recognize the strength of initiative and power of experience possessed by the kindergarten group sent on to them. This cooperative consciousness is what we are striving to attain.

C. OPINIONS OF PRIMARY TEACHERS.

MALANIE A. SCHUTE, Cincinnati, Ohio.—During the period of 31 years that I have spent in the Avondale School in Cincinnati, I have always had a few children who had had some kindergarten training. Five years ago the kindergarten became a part of our public school system.

We are extremely fortunate in having in our school a director who is an ideal kindergarten; so my comparison can be drawn between children who have received the best kindergarten training and these less fortunate ones who missed this training altogether.

The kindergarten children show the result of systematic sense training. Their power of observation is greater. They are able to discover things for themselves and use eyes and ears. They are more free and easy in their movements, because of the games and exercises in rhythm, which have trained and developed their limbs. They use their hands better in all forms of construction work. The sense training given the kindergarten child helps him to form a clearer mental image of the idea he wishes to express; hence his work is better in all the various modes of expression, language, painting, clay modeling, etc. He is more self-reliant, helpful, unselfish, and apt to show a budding community spirit that impels him to go to the assistance of a more timid scholar. He has a better command of language, because he has had ample opportunity to express his ideas and has been encouraged to tell what he has seen or experienced. When thrown upon his own resources, during the period of busy work, he performs the tasks assigned him more intelligently. And, lastly, his life is richer because of the beautiful stories and songs he has heard in the year spent in the kindergarten.

As to "adjustment between kindergarten and lowest primary grade," it seems to me there should be a complete "dovetailing" between the kindergarten and the first grade. The games and plays should be continued in the first grade and also the free expression by means of paper cutting, painting, clay modeling, etc. The story, which has so large a place in the kindergarten, should have a large place in the lower grades, forming the basis of the lessons in reading.

The circle of the kindergarten should find a place in the first-grade also. With the introduction of movable desks the problem of sufficient room space for games and dramatization would be solved. The transition from the kindergarten to routine of the schoolroom should be so gradual that the beginning of one and ending of the other is the same. In the words of a kindergarten of wide experience:

If the kindergarten principles upon which the kindergarten practice is based are valid, they must be valid not alone on the stage of development which the kindergarten covers, but also for the other stages as well.

KATE FARRELL, St. Louis, Mo.—During the last four years my work has been with children who were receiving primary work and kindergarten training in alternate periods. This program was instituted in St. Louis by Supt. Blewett who wished to test the development of children of 6. The law regulating school age did not, until the present year, allow a child under 7 to enter school.

The adjustment between the kindergarten and the lowest primary grades would be much smoother, I believe, and the kindergarten training a much more definite and substantial value to the child in his work in the primary grades, if he were allowed to formalize his experiences in the kindergarten. By formalizing, I do not mean anything which would in any sense verge on a drilled recitation.

Without oral expression, how can we be certain that the child's mental experiences are those which Froebel and his followers suppose them to be? While the kindergarten in theory recognizes the value of oral expression, in practice much of it is imitative and dependent. Much of the symbolism is too remote from the child's actual experience to rouse in him the impulse for independent investigation. Even in nature study and mathematics a definite result is prevented by the prevailing fear of

malism. The child's impulses remain undiscovered through failure to utilize the most potent means of expression—language. Self-activity, the proclaimed basis of the kindergarten, is not promoted in the kindergarten when it fails to recognize that to formulate thought is to produce thought.

I believe that the child who is allowed, in the kindergarten, to give voice to his own ideas, is much better equipped for the work in the primary grades than is the child who has the experiences of the kindergarten interpreted by the teacher, perfect though the language may be.

While I am in entire sympathy with the kindergarten and fully appreciate what it does for the child of from 3 to 5 years, I believe that it should, during the period from 5 to 6, curtail the time given to the less valuable forms of expression in favor of the great one of oral expression.

KATHERINE M. GUEST, Chicago, Ill.—The kindergarten child has a broadened experience. He learns habits of observation by relating what he sees on the way to and from school, in visits to parks, country, walks, etc., and nature work done in the room. Through these talks and experiences he comes to have a larger sympathy or relationship with all life around him.

Through the trades and occupations he learns industrial life and, in a general sense, the history of the race; he is taught respect for labor and a love for work of all kinds. Through music and rhythm work he gains poise, bodily control, pure tone qualities, and a readiness for what is to follow in the more definite first-grade work.

The well-trained kindergarten child is ready for the first-grade and needs to make no adjustment in the work required of him.

DE ETNA PRICE, Fort Wayne, Ind.—The aim of the kindergarten, as I see it, is not to prepare children for the grades. Its aim is to meet certain needs in child life from the age of 3 to 6. The activities of children in the kindergarten are but little, if at all, related to those they encounter in the grades, with one exception—the manual side. The child of the kindergarten has the advantage of a fuller, happier life, but the degree with which it fits or prepares him for his primary problems may be quite accurately compared to the degree which her training in cooking, sewing, and dancing of an eighth-grade girl increases her efficiency to master algebra.

OLIVE BAKER, St. Louis, Mo.—The kindergarten needs common supervision with the primary grades. The teachers of the kindergarten, in general, assume the attitude that the kindergarten is a separate institution from the elementary school. They limit their study and interest to the one step or stage in education which they teach, and forget to consider it in relation to elementary, secondary, and higher education. There is great need for a wider perspective, which an interest in the general field of education will give. I do not say the kindergarten teacher should attempt to master the methods and literature of all grades, but surely she is working with a narrow conception of the educational field in which the child is growing when she has but incidental acquaintance with the step or steps in the development of the child's work after the kindergarten.

SARAH HOGG, Richmond, Va.—As to the adjustments that need to be made between the kindergarten and the lowest primary grades, in our school we had what we called the "connecting grade." In this class some reading and phonetic work was done preparatory to the reading course to be done in first grades. This, I think, is not done in all kindergartens, but it has proved very helpful to my class. During the past term I did more than twice the amount of reading with children who had had some work of this nature than I did the term before with children who had not had this previous help.

Let me say that this is my first year with children who have had kindergarten training. I like it, and if I could I would see that there was a good kindergarten in every public school in our country.

ALIDA L. CONOVER, Bayonne, N. J.—I find that pupils who have attended the kindergarten are more restless, less attentive, less interested in primary work, and show less application, than those who enter the grades directly; also, that they are more difficult to discipline, since they must necessarily unlearn such habits as talking and the greater freedom of action which are quite proper according to the ethics of the kindergarten, but which can not be allowed in the grade work. In some cases it is almost impossible to break these habits, especially if the pupil has attended kindergarten for more than one term.

For some years I have observed that the classes which made the most rapid progress and were more easily trained in school discipline were those in which a large percentage of the pupils had not attended the kindergarten.

I find that the pupil who has attended the kindergarten is usually somewhat more apt in all manual training work; also, in many cases, more responsive in language work.

In regard to any adjustments which might be made between the kindergarten and lowest primary grade, I would suggest that a change be made in the age at which pupils may enter the kindergarten. At present, I believe, a child may enter at the age of 4 or 4½ years and remain until the age of 6. This allows some backward or very immature pupils to remain for three or even four terms in the kindergarten.

If pupils were allowed to enter at the age of 5, remain one term, and then pass to a connecting class or to 1A it would mean less time to acquire the kindergarten habits and also would relieve the crowded conditions of these classes.

I would suggest a stricter discipline in the kindergarten.

HELEN W. TANNER, Paterson, N. J.—While the kindergarten was a wonderful advance in the education of young children, yet for many years past it has become a separate tradition and fetish. Children generally enter at too late an age for pure kindergarten work and are kept at it too long. It has been the cause of much needless waste of educational years.

In this school (Public School No. 6) children enter the kindergarten at 4 years of age. They play at reading and writing (childish scribble, etc.), which they enjoy just as much as their games, and in a surprisingly short time learn to read and write, almost unconsciously. The average age at which our children graduate has been reduced by 1½ years, largely by attending to earlier entrance and to this connection between the kindergarten and first-grade work.

NETTIE J. FREEMAN, Chicago, Ill.—In regard to the adjustments between the kindergarten and the lowest primary grade, I believe the continuance of the educative work, begun in kindergarten, is greatly hampered in primary work by the lack of suitable materials and equipment. The child feels this limitation through having experienced the joy of abundance of beautiful materials.

In kindergarten there are two teachers, each supervising an average of 25 children, while in the first primary grade one teacher takes care of an average of 45, hence the step between the freedom of kindergarten and the formal work of the first grade is too great. These conditions might be improved by either a reduction in the number of pupils or providing two teachers for each primary room.

ANNA WALDSCHMITT, Chicago Ill.—There is too great a change between six years and six years and one day. There is too great a jump. The child in primary school is confined in a seat. He is almost overcome by that fact alone. If the children could all be gathered together in front it would be all right. The teacher has one side of the room that she has to listen to; the other side is put to work. Sometimes the children can not do the work because it is too difficult, or it is too easy and the child finishes his work quickly. In the first case, the child gets discouraged. The teacher has not the time to go to the child's aid the moment he needs her assistance, as she does in the kindergarten. This child naturally loses interest and becomes lazy.

The other child is too quick about his work. In the kindergarten the teacher could help children immediately. The child who gets through with his work sits idle and soon gets bad habits. Both of these cases stay in the grade longer than they should.

Children who go from the kindergarten should not have seats, at least for five months. They should have tables and chairs, as they have in the kindergarten. No teacher can take 48 children and have tables and chairs. Why not overcome that by having a cadet?

ETHEL B. FITZHUGH, Louisville, Ky.—It has been my privilege to have had experience in a school without a kindergarten, and, more recently, in a school with one, and I feel safe in saying that the difference in progress made by the respective classes is very noticeable.

The habits formed in the kindergarten, the prompt obedience to signals, the distribution and handling of materials, save a vast amount of time for the actual teaching; and the little ex-kindergartner makes a very capable assistant to the teacher in her handling of those who have not had the advantage of the same training.

To me, an ideal class would be one composed of well-trained kindergarten children who had been recommended for promotion by the kindergarten teacher. Our kindergarten teacher and myself compared notes after the promotions had been made at the end of the first term; and, with a very few exceptions, the failures were the same children who had not been considered ready to leave the kindergarten.

ANTONNETTE D. RICK, Jamestown, N. Y.—The last few weeks or even the last term spent in the kindergarten should be given to a course of "primary tactics," in which the children should do their table work without talking except when necessary for information, just as the primary pupils do their work at their seats.

Of course, their games, free play, and marching give them a chance to relax, just as the various exercises and games relieve the tension in the first grade.

The kindergartens in which I have observed this plan carried out were the most pleasant and delightful I have ever seen; the pupils seemed in no way to be upset by the fact that they were working quietly.

When I entered primary work after my kindergarten training there was all the difference in the world in the way the pupils in the different schools took up the grade work.

Those from the "quiet" kindergartens seemed to be ready to do "something harder" and understood that they could not do their work well if they were constantly talking and watching others; while those from other kindergartens "didn't like school" because they "had to keep still and had to work."

NELLIE WALTON FORD, St. Paul, Minn.—It has been my experience to find that children who come into the first-grade classes from the kindergarten possess greater self-control, are more mature, less timid, pay better attention, take commands more intelligently, do better handwork, and have a larger vocabulary. The last is especially true of foreigners.

In regard to a readjustment of classes, I have long wished that a class might be inserted between the kindergarten and first grade, in order to avoid the difficulty which comes from promoting too young. Children who are ready to learn to read and write take up the work with avidity and profit, while a large proportion are dulled and permanently injured by having subjects forced upon them before their powers are sufficiently developed.

I do not think the more brilliant children would suffer by the change, as they are often weak in handwork. They would gain in self-control and poise what was lost in the mere acquisition of facts.

I should plan to give one period a day to paper construction or clay modeling, one to pencil drawing or free-hand cutting, one to water-color work, varied by the laying of tablets, as an introduction to original design. This work might be reproduced by



A. "WHAT FUN CLAY IS!"

Clay for modeling is a universal favorite; it leads to growth in power of expression.



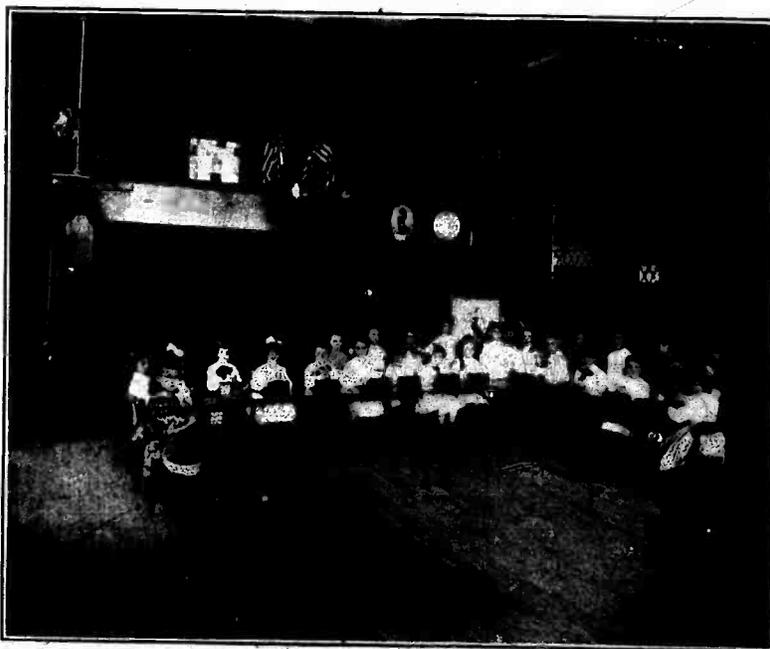
B. "ONCE UPON A TIME."

Good stories are to a child what good books are to a grown-up.



A. "MINE IS FINISHED."

This set of blocks requires much skill to fit together and balance the brick-shaped pieces.



B. "WE ARE GOING TO BUILD HOUSES."

By such materials the child's instinct to take things apart and recombine them is guided into conscious skill.

tracing about the forms and coloring with crayon, but I think design in water color painted in mass is too difficult for 6-year-old children.

I would have story-telling, with reproduction by the children, orally and in many cases by dramatization. There should also be oral descriptions of toys, flowers, birds, and objects taken up in nature study, and there could be talks about the weather and change of seasons.

Singing of joyous songs should have a place, but there should be no technical study of music.

Arm movements at the blackboard should be given as a preparation for writing and proper development of the muscles. While it is quite possible for children of 3 to write, who wants them to do it?

There should be counting exercises of great variety with tracing and coloring of geometric and other forms in groups, for quick recognition, and paper cutting and pasting, for the impression of the same should form a part of the work.

I would teach short selections of beautiful poetry and tell a few stories, simply for the pleasure they give, with no effort to have them reproduced. Frequent periods for relaxation, fresh air, and physical culture, with the simplest instruction in hygiene, should be included. Daily phonic drills should also form part of the course.

I would not allow any but an enthusiastic, sincere, experienced teacher to touch this work and, when appointed, I would allow her great freedom, with no restrictions in regard to the length or arrangement of periods.

IV. ABSTRACTS OF PAPERS READ AT THE MEETING OF THE INTERNATIONAL KINDERGARTEN UNION, WASHINGTON, D. C., APRIL-MAY, 1913.

THE STANDARDIZING OF KINDERGARTEN TRAINING.

NINA C. VAN DEWALKER, Milwaukee, Wis.

The question of standardization of kindergarten training is one of great importance to the kindergarten movement. It is only as a part of the school system that the kindergarten can realize the hopes of its founder, but in the estimation of many, it has not yet justified its place there. Statistics show an encouraging increase in the number of public kindergartens during the past decade, but an increase by no means commensurate with the advance made in general education during that period. The agencies which the kindergarten employs—the song, the story, creative self-expression, and directed play—are in high favor, but the value of the kindergarten itself is still questioned. In the judgment of the school, the causes for this lie in the character of the training which kindergartners have received. By the same judgment serious efforts need to be made to raise the standard of that training, if the kindergarten hopes to retain the place it has gained there.

That standards of kindergarten training have risen immeasurably since the early days is evident. It is a matter of pride that the best training schools are now of college rank in their entrance requirements, that the course is not less than two years in length, and that many offer three and four year courses. But desirable as it is to have an increasing number of thoroughly trained kindergartners graduated each year, the standard of efficiency among kindergartners in general will not be sufficiently raised if the majority of training schools send out in the meantime large classes of those who are not up to the standard that present-day conditions demand. A raising of the general standard—in fact, a standardizing of the training course—is therefore necessary.

A standard, however, is determined by the end in view, and kindergarten training, like any other, might be judged good from one standpoint and poor from another. Much of the friction between the kindergarten and the school comes from this fact, that each has its own distinct aim and judges the other by that aim only. The estimate which the school places upon the kindergarten and her training is not, therefore, necessarily the true one. If the kindergarten is to perform its service for the children of the country, however, and exert the influence upon the school that it should exert, it can do so only in, and through the school and to the extent that it recognizes itself and the school alike as parts of a system in which each must work in harmony for a common purpose. In this entering into the purpose of the school as a whole, the kindergarten need not sacrifice its own aims. On the contrary, it is only as it sees itself in this larger relation that it can realize their full significance. It can not perform its part, however, if its work is judged inferior to that of the school. The fact that it is so judged, by some at least, is cause for action on the part of training teachers. The position taken in this paper, therefore, is that the standard of kindergarten training needs raising, because in the estimation of the school the kindergarten does not yet

perform its own service adequately, and does not, therefore, lend the aid it should in furthering the purpose of the school as a whole.

There are reasons why the attitude of the school toward the kindergarten is especially critical at the present time. It is evident that there has been a great awakening of educational interest in the last half-dozen years. This is due in part to the scientific investigation of schools and school problems which has been in progress during that period. This investigation has made unexpected revelations in many directions. It has shown the elementary school to be particularly weak, as scores of children are retarded each year in passing from grade to grade. Fifty per cent drop out before the sixth grade is reached; and those who remain to finish are "misfits," as they are not prepared to enter any phase of practical life. The realization that the school was not producing socially efficient individuals, and was, therefore, itself lacking in social efficiency was the first step toward a new order of things, an order in which efficiency is the watch word. It is to secure greater efficiency that the school concerns itself with the children's health; it is because the influences of the street do not make for efficiency that playgrounds and social centers are established; and it is to cultivate the efficiency needed in practical life that trade schools and continuation schools are being adopted.

Because the school seeks to develop efficiency, new demands are being made upon the teacher. Each subject, in fact every exercise, is expected to contribute to this end. In the effort to get more efficient teaching, it has become evident that subjects must be taught in a close enough relation to life to grip the children's interest. Because of their appeal to children's interest, music, drawing, and the arts of expression in general have assumed a new value. The attempt to educate for efficiency has, therefore, brought about many improvements in school work and methods. It has shown the value of creative self-expression—the basic principle of the kindergarten—as a means of developing efficiency. It is because of this new spirit that the kindergarten is asked to justify its place in the school system as it never has before, and that the kindergarten is called to account on new lines. Whenever she can show evidence of real growth on the part of the children, her work receives an appreciation never before accorded it. If she lacks the insight into the child's development and the principles upon which present-day education is based, however, as she too often does, she will be unable to direct the children's work in kindergarten, so that development along the line of grade work will result from it. Her work may have value, but her unfamiliarity with the ideals of the school makes it difficult for her to translate her kindergarten ideals over into the ideals of the school and make them bear upon its work. It is because the superintendent does not see the results he hoped for that he hesitates to urge the adoption of the kindergarten when he is considering the agencies that will increase the school's efficiency. Whatever the justice of the criticism which he passes upon the kindergarten and her work, she can not afford to let the kindergarten fall below any standard which the school may set. If the kindergarten's acquaintance with the aims and methods of general education is inadequate, as the superintendent alleges; if she lacks the needed preparation in drawing, music, story-telling, and other school arts; and if she is not as open to suggestion and criticism as she should be, should not the training teachers of the country see that these shortcomings are remedied? The formulation of an ideal course of kindergarten training is doubtless necessary, but it is less imperative than the improvement of courses as they are to meet the conditions that require them to be different.

The work of a kindergarten training school must fall into several well-marked lines. To meet the demands of present-day education, these should be as follows:

1. A study of the child's development, accompanied or followed by a course in physiology and psychology.

2. A study of the ideals and methods by which the kindergarten seeks to further that development, by means of the literature of the kindergarten and the instrumentalities which it employs.

3. A study of the subjects with which the kindergartner must be familiar to do good work in kindergarten and to prepare the children for the grades, such as music, art, literature, and nature study.

4. Practice teaching to show the future kindergartner's grasp of the kindergarten principles and her power of applying them.

5. A study of the kindergarten in its larger relations (a) to the work of the grades and (b) to the mothers of the children and the community of which it is a part.

6. A study of subjects needed for the students' own development, such as composition, expression, public speaking, and domestic science.

That these several lines of work must be included in the courses of all training schools that are ranked as standard is evident. That they can not be successfully undertaken without a high-school education as a foundation, nor successfully mastered in less than two years, is equally evident. In these two respects, most training schools have already become standardized. A two years' course with a high-school entrance requirement is not necessarily a strong course, however, as the organization of the course may be such as to make strong work impossible. The obstacle to the organization needed to insure strength is the disproportionate amount of time frequently given to practice teaching. If two years are given to this, the course can not be strong, since the time needed for the instructional work is too short to make it so. If one year of practice is made the standard, there is time for the instruction in child study and psychology that the kindergartner needs to make her work intelligent and vital; there is time for a study of the kindergarten instrumentalities and their purpose in the child's development; and there is time for the instruction in art and music, and perhaps also in literature and nature study, that the student needs in order to do successful practice teaching and the kind of work after graduation that the school wishes done. Unless the time given to these subjects in the kindergarten training school is materially increased, the kindergartner will continue to be at a disadvantage as compared with the grade teacher who has received her training in a good normal school. The instruction given in psychology, music, drawing, literature, and nature study covers at least a semester of daily recitations. In view of the limited instruction given in many kindergarten training schools, it is not surprising that the kindergartner's work in these respects should have merited criticism. In these it is not a matter of interpretation, but of fact, that the kindergartner's preparation is inadequate to the demands of the school, and kindergarten training needs to be standardized up to the level of the good normal school.

With a high-school entrance requirement, a two-year course, a year of practice teaching, and at least a semester's instruction in music, art, psychology, literature, and nature study, the kindergarten course would possess elements of strength that it now too often lacks. The most important phases of its work remain to be considered, however. These are the courses in kindergarten instruction proper, and those that relate the work of the kindergarten to that of the school as a whole. Do these need strengthening and standardizing? To the fact that the second needs it, every school principal will bear testimony. But surely the kindergarten instruction itself can not need it. In some respects this needs it most of all, since it often violates the very principles which the kindergarten advocates. The purpose of the kindergarten is to develop creative self-activity on the part of the children. To do this, it directs the children's self-expression in such a way that they ultimately discover for themselves that there are principles by which that expression must be guided. To impose these principles upon them by an outside authority would be a violation of Froebel's dictum that education must not be arbitrary, categorical, and interfering. The development of creative self-activity on the part of the children in the kindergarten has been fairly successful. Has the path that leads to creativeness in the children been followed in the kindergarten instruction of students in the kindergarten course? Are students

led to a study of the kindergarten instrumentalities through their own observation of children's natural play material? No, they are given these as objects to be accepted upon Froebel's authority. Do they reach the conclusions that Froebel reached as to the methods of the kindergarten by any study of children's natural procedure in play? No; they are taught these upon an authority that has no relation to their own experience. But are these methods, which are all too common in the kindergarten instruction to students in training, the methods which Froebel used and approved of? Not so do I read the story of his work. The time allowed for this paper is too brief to permit more than the briefest sketch of a course that seems to me to accord with Froebel's own method—a course which is based upon the developing life of the child and which traces his varied activities in their natural evolution. From such a course the kindergarten instrumentalities would appear to the student as the natural outgrowth of the children's play needs, but far better than any they could themselves have devised; and the principles and methods of the kindergarten, those underlying children's normal play, but far in advance of any that even the individual kindergartner would be able to formulate. In such a course, the means to the child's development—the games, gifts, and occupations—would be seen in their natural relation to the educational ends sought, and the different phases of the kindergarten instruction would fall into their true places in relation to the others. Such a course should be followed by a study of Froebel's own works, for the purpose of leading students to his general world view—that which determines his ultimate ends and gives his doctrines their high educational and spiritual significance. Students so taught would recognize the value of authority, but would not be obliged to lean upon it as their only support, as those taught by the method of authority are obliged to do. They would get a clearer view of Froebel's message, since they would see it written in the nature of the developing child and not merely in the books that bear his name. They would, therefore, illustrate the truth and value of Froebel's doctrine of creativeness in themselves, and would have the poise and power to adapt themselves to new conditions that they now too frequently lack. In consequence, there would be little or no occasion for the criticisms now too often made.

If the kindergartner-to-be has been trained in the way suggested, the instruction that she needs to gain an insight into the work and methods of the grades will not be difficult. This should be standardized as to amount and quality, however, and given by some one in grade work or its supervision, so that students may become familiar with the attitude of grade teachers and the school in general. The instruction should include a course in general pedagogy, from which students will gain a knowledge of the aims of the school, its curriculum, the instructional processes—teaching, testing, and training, and the principles that underlie these. It should include also a course in methods of teaching the different subjects, and would necessarily occupy a semester of time. Some work in the history of education is also needed to give students a conception of the educational movement of which the kindergarten and present-day school work are the outcome.

There is still another respect in which the work of the kindergarten training school needs standardizing, and that is the method of estimating the amount of work done. A college course estimates this in terms of units, a unit being an amount of work that covers a given amount of time and a specified number of recitations per week. A student's rank in any subject or in the course as a whole can always be easily determined by adding these units. Is there any way by which the amount and character of the work done in the kindergarten training school can be thus estimated? Those who have tried to adjust the work of a student from one institution to that of another know that there are no common standards. A year's work in a subject means one exercise a week in one school and two, three, four, or five in another. Personal questioning as to the number of weeks covered by a subject and the number of recitations per week is the only means of determining its value. In these respects, as in many

others; the kindergarten training school has still much to learn from the college or the normal school. As yet its work has little standing among educators. The adoption of the college system of credits would be another step toward the standardization it needs to make it respected. If current discussion results in bringing some degree of order and uniformity out of the chaos of kindergarten training courses, it will have performed an important service for the kindergarten cause.

The suggestions given in this paper have grown out of present-day emergencies in the kindergarten situation, and are therefore practical rather than theoretical in their basis. They represent the "liberal" viewpoint in the main, although all those who class themselves as such might not agree to the details of organization and administration suggested. If the criticisms upon existing conditions seem severe, it should be remembered that they are but reflections of the criticisms made by those outside the kindergarten ranks. They grow out of a sincere desire to aid in bringing about the conditions that will enable the kindergarten to perform its high mission to American education.

THE KINDERGARTEN AND GENERAL EDUCATIONAL PRINCIPLES.

BERTHA BARWIS, Trenton, N. J.

Would not kindergartens be more efficient if, in the methods of procedure, teachers had more definitely in mind certain desired results which would agree with general educational principles, and if the teachers kept in mind the grade work which follows kindergarten?

Kindergartners have had four distinct methods in mind in using kindergarten material: Dictation, imitation, suggestion, free play. In using these materials (excepting free play) the desired results have been a finished product. Would not our work be more efficient if we used materials according to two methods, experimentation and problems? These are methods which have been used since the beginning of the race. Having in mind these desired aims, there results a development of initiative, judgment, power to do, stimulation of thought. If these desired results are kept in mind in using materials, the point of departure will come from the child. After the child has made his attempt, then let him see where he has failed by reference to the object he has tried to represent. We can be satisfied with a crude product so long as it satisfies the child. As for technique, this will come in time. When the desire for a better product comes, it will call for greater skill and will furnish the very best possible motive for necessary drill.

Are we as careful as we should be in keeping in mind the social aim of education, using the principle of cooperation which makes for independence, a factor so necessary in life outside of school?

Could we not make more use of our group material, thus preparing for grade work, having one group of children working entirely alone?

WHAT THE KINDERGARTEN CAN LEARN FROM MONTESSORI.

WILLIAM H. KILPATRICK, Teachers College, Columbia University.

In this discussion the Montessori system is taken to mean whatever is found in the translated book or in the approved practice in Rome.

Madam Montessori allies herself most commendably with the scientific aim and attitude as the only rule of educational faith and practice. Her practice is not so praiseworthy. In the opinion of some competent to judge, her biology is generally bad, while her psychology is not abreast of the best. Montessori has then the spirit but not the content of modern science.

For many years the proper curriculum for the young child has been much discussed; Froebel expected some geometry and arithmetic, but little or no reading or writing. The kindergarten has, as a rule, taught no reading and writing, and but little of number or geometry. Montessori, however, expects her work to culminate in the three R's, and her apparent success has been widely discussed. In arithmetic, it may be dogmatically stated, there is no contribution for America. Her reading method depends on the phonetic Italian language, and when separated therefrom has no new suggestion for us. The writing is beautiful, and may contain suggestions of value to us, though the matter is not certain.

It is quite another question whether the kindergarten should wish to take up the three R's. There is at present no scientific basis for a final answer, but the wisdom of such a move is at least questionable. There is danger of deadening this tender age. A school without books is Froebel's everlasting glory.

The doctrine of liberty is the most interesting of the Montessori doctrines. Froebel professed it, but in practice we have too often had dictation instead. The kindergarten has a detailed program; and the children have been directed therein by suggestion, seldom by force. The freedom has been narrow, limited to the exigencies of the teacher-made program. Montessori, on the other hand, has no such detailed program. During the long period set aside for the use of the apparatus, the child chooses, practically ad libitum, how he will spend the time. The director keeps herself distinctly in the background. Yet there is no anarchy; on the contrary, a vigorous activity along the proper lines.

Three elements here enter, the choice of the child, social cooperation, and conformity to group requirements. Froebel and Montessori evidently stress these differently. Montessori emphasizes freedom—the child did not even march unless he cared to do so.

In the kindergarten there is a great deal more of group activity, and consequently more of a certain kind of social cooperation; but the moving will is usually the teacher's, so that the cooperation often lacks its best element. Practically the same thing is to be said of the conformity. It appears, then, that the best policy would be to use the Froebelian emphasis upon group activity, but secure it through a much freer and more spontaneous cooperation of the children as they busy themselves in activities that spring more truly from themselves.

Closely allied with the foregoing is the question of the adequacy of self-expression provided by the Montessori system. In fact freedom is meaningless apart from the opportunity for self-expression. While Montessori allows freer individual choice than Froebel, the range of choice is much more limited. Play as such is little encouraged. In particular there must be no playing with the didactic material. Games are not much in evidence, and those found are inferior to those of the American kindergarten. Stories have no place—a lamentable defect. There is little utilization of the imagination. Drawing and modeling play but small part. The freedom of the Montessori school, to prove most useful, must be united with the variety of the kindergarten.

As a guide to the freedom allowed, Madam Montessori seeks to utilize the principle of auto education, a scheme whereby the school exercises set their own problems and correct all errors. The aid is admirable, but as here presented the practice is limited in both scope and value. So mechanical an auto education can have value only on some theory of formal discipline.

Perhaps even more than the liberty of the Montessori system, is its scheme of sense training found praise. An adequate discussion of this topic is not easy. There are at least three positions as to sense training. The first says that the sense organ as such can be improved so that one sees with a better eye, for example, much as one might look through an improved telescope. To this theory two other groups say no. These agree that the eye sees more things because fuller meanings have been attached to distinctions all the while optically visible.

Which theory is correct? Has Cooper's Indian a better eye than the scholar? Or is it that the former has learned to note significance in the things of the forest that lie out of the latter's experience? To test whether it be eye or attached meaning, bring the Indian into the scholar's library. Show him these two pages, one of French, one of Latin. What says the Indian? "They are both alike." A glance tells the bookman that he sees different languages. They see and note different significances.

So far theories two and three agree, and they are right as opposed to the first. But now they differ. Number two says that the eye trained to discriminate in one line will discriminate wherever seeing is needed. The child trained to observe birds will for that reason observe the better trees and styles of houses. In other words, number two believes that the child has general powers or faculties of discrimination, of observation, of memory, etc., and that any training in any of these fields trains the faculty so that it may be used anywhere else. To this position number three says no. There are no such general powers or faculties; training is specific, not general. And modern psychology decides in favor of number three.

Consider now the application of these three theories. If one believed in either of the first two, he would be more concerned in the exercise of the organ or faculty than in the value of the content thereby gained. He would consider that some sort of gymnastic exercise was the proper form of training the senses. Never mind about what was learned. The third theory, however, would ask, Is this child making distinctions that are going to prove useful? Is this child getting desirable sense qualities?

Where now stands Madam Montessori? "It is exactly in the repetition of the exercises that the education of the senses consists; their aim is not that the child shall know colors, forms, and the different qualities of objects, but that he refine his senses."—*Montessori Method*, page 560.

The slightest examination of the didactic apparatus, and the most casual reading of the exposition of its use, shows that Madam Montessori meant to base the usefulness of the apparatus predominantly upon an erroneous theory of sense training, whether of the first or second is not always clear. We accordingly reject the didactic material, and consider its professed sense training largely delusive.

In résumé and conclusion: The real individual freedom in the Montessori schools we recognize as their best achievement. If we can so utilize the extraordinary publicity given to the working of these schools to loosen the joints of our school practice from the kindergarten upward, we shall willingly acknowledge the service.

THE RELATION OF DIRECTOR AND ASSISTANT IN THE KINDERGARTEN.

JOANNA A. HANNAH, Milwaukee, Wis.

Assuming that the director and assistant have received the same training, the difference between them is generally one of experience rather than of preparation. The director, because of this broader experience, is usually better qualified to take the lead in all those matters which call for mature judgment, such as problems of administration and of direction of the work. But her attitude toward the assistant should be one of helpfulness rather than of authority, one which will bring into play the best efforts of the assistant. No authority should be exercised which may in any way interfere with her initiative. This consideration of the development of the assistant's initiative should be uppermost in the mind of the director when she is planning her program; hence, there should be mutual understanding between director and assistant as to the aim and scope of the work.

This understanding can be effectively brought about if the director and the assistant plan the work together. Each should offer suggestions, each should defer to the other, and together they should consider the value of these suggestions and their usefulness in accomplishing the ends for which the work is being planned. Together, too, they

should decide the share of the work which should fall to each, so that each may do her part cheerfully and effectively.

Indeed, the effective administration of the kindergarten depends largely upon the skillful distribution and equitable division of the work. There should be no shifting of responsibility. Both director and assistant are responsible for the character of the work, and each should be assigned those duties which her talents best fit her to perform. In general, the director must take the lead, but this does not mean that the assistant should never be given the management of the kindergarten. Unless she learns early and through frequent experience to assume complete control, she can never be anything more than a tool in the hands of the director.

It should be the aim of the director, in distributing the work, not only to develop a competent assistant, but also to train her for the work of director. Nearly all assistants eventually become directors, and if their training has not been such as to fit them for this added responsibility, the director has failed signally in her duty toward the assistant. Once a week, at least, and more frequently, if possible, the assistant should take complete charge of both the administrative and executive work of the kindergarten. From time to time the assistant should take the lead in planning the work, and the director should assist rather than guide, despite her riper experience. The director will thus keep in touch with the work of the assistant, and the assistant will receive invaluable training for future responsibilities. Each will learn to sympathize with the problems and difficulties of the other, and each will be ready to loyally support the other when problems arise which demand the hearty cooperation of both.

Loyalty, indeed, is the primary virtue of an assistant, loyalty in her aims, loyalty in her effort, and loyalty in her execution of the work. There need be no subservience, indeed there should be none, since it is only by adhering strictly to her own convictions that the assistant can bring to her task the individual color without which no work can be effective. But this need not prevent her from responding loyally to the suggestions of the director, nor from acquiescing cheerfully when there is a conflict of opinion. This acquiescence, however, should never be of such a nature as to lessen her individuality. Rather, let it be clearly understood that the surrender of opinion has been made in the interests of harmony, not as the result of conviction.

THE RESPONSIBILITY OF THE ASSISTANT.

Miss MARIE PEARCE, Washington, D. C.

1. How much responsibility should be given the assistant?
 1. She should make her own program, consulting the director. Results should be talked over with the director, to give her a grasp on the whole situation.
 2. She should look over the attendance of her own class and call on absentees, in order to obtain better knowledge of children through contact with homes.
 3. The order of the room should be given to the assistant to balance the clerical duties of the director: Dusting; flowers, blackboard pictures. The director should be responsible for pictures, arrangement, etc., with the help of the assistant.
 4. She should share in mothers' meetings: Plans, preparation; and should attend mothers' meetings.
 5. She should take charge of circle, games, and stories at times.
 6. She should have a duplicate roll book for practice.
- 1f. Should the assistant be responsible for the success of her work to the director or to the school principal? She is responsible in a measure to both.
 1. Relation to supervisor. (a) Supervisor has whole department and must be responsible for assistant. (b) Has ranking and marking for promotion. (c) Conferences for their special work. (d) Supervisor may give help through the director, criticism.
 2. Relation to principal. (a) Class affects whole school. (b) Principal may help through giving advice, closer contact in talking over plans, programs.

THE GIFTS.

CAROLINE D. ABORN, Boston, Mass.

1. *Why* use the Froebelian gifts?
2. *How* use them?

1. *Why?* The child of 4 or 5 years has the impulse not only to be active, but to be active for the increasing development of his own life. The gifts provide him with material upon which to be active in ways that must, if properly used, tend to such development. A child will, of course, make use of any object to satisfy the impelling force of his own nature to experiment, to discover, to change, to make. The kindergarten gifts, because of their simplicity, are the best known media for these purposes.

The child has many experiences in this great chaotic world of sense impressions, which need to be organized and interpreted. The gifts offer first of all, material with which the child can do something. They also offer opportunity for the selection of such deeds as will help to a correct interpretation of experiences. Among other things which the gifts organize and interpret, are experiences of color, of form, of size, of number.

The gifts, especially the building gifts, are a kind of clearing house, offering as they do a means of clearing the child's perceptions and ideas, and giving occasion for their extension.

We who use the gifts do so, not because we are immersed in the sea of tradition, nor because we superstitiously regard them as having in themselves a magical value, but because experience has shown them to be the best instrumentalities yet discovered for developing the powers of hand, head, and heart in the little child.

II. *How* use the gifts? Froebel's plan of organizing the child's experience is to make use of typical acts, typical facts, typical characters, and typical processes. All the activities of the kindergarten—the song, story, talks, excursions, gardening, and care of animals—furnish the various means of carrying out this plan; the gifts, too, are significant of this aim. They furnish types or concrete embodiments of universal standards for the child to play with, not to learn about in an abstract way, but to handle and play with. The child who opened his sixth gift box for the first time the other day and fairly shouted in his eagerness: "Oh, look! Every old kind of brick here," gives one illustration among many of the way in which the child's mind is stimulated to see form. A letter received by a kindergartner contained these enigmatical words: "If yer want the stove covers yer must come and git them yerself." This being translated meant that Johnnie's eyes had been opened to see round objects through the type form used in the kindergarten and, having been asked by his teacher to bring something "round," he had asked for the stove covers, they, perhaps, being the only "round" thing in his immediate environment.

Not only do the gifts furnish types or standards which serve as valid bases for classification through analogy, but since every object is the product of an energy, we should, through the use of the gifts, awaken an interest in the child's mind in various energetic processes by getting him to go through the steps of some such processes.

Every gift exercise should begin with self-expression—the doing, the making of something which the sight of the material makes the child want to do, and which is suggested to him as he investigates and experiments with the material. I met a young man not long ago, who, as a boy, was in my kindergarten. He said: "Do you still use blocks in the kindergarten?" "Oh, yes," I answered. "I remember them well," he said, "and that they always spelled trains and engines to me. The other children, I recall, played all sorts of things with them, but I never saw anything but trains." (I remembered this fact, too.) Then he continued: "I am in a bank now, but I still dream of a life in connection with trains somehow, and I hope I shall realize it sometime." Francis is another child who, having once made a sleigh with his third gift cubes, upon which he piled his fourth gift bricks for Santa Claus's presents, is

content to repeat this over and over with every other material. The question is, Shall he be left free to stay on that plane, or shall we suggest ideas and the possible expression of these ideas? We can not afford to lose sight of the double purpose of the gifts, i. e.:

1. To furnish opportunity for self-expression.
2. To furnish opportunity to extend the child's world.

THE GIFTS.

LUELLA A. PALMER.

The "gifts," as Froebel formulated the series, may be considered in three ways:

1. As materials forming a complete logical unity within themselves.
2. As materials which the teacher uses to guide the children.
3. As materials which the child uses to organize his powers.

1. That there is such a logical relation between the gifts is interesting, but that it is necessary to have materials for a 5-year-old child which will show this relation is another question. The completeness of the circle which they form is entirely beyond the vaguest comprehension of a little child. The materials which should be chosen for his education are those which will present the amount and degree of logical order which he is capable of comprehending.

2. The kindergartner can use her material in two ways, by emphasizing (a) material or (b) the child.

(a) If she endeavors to bring to the children an idea of the connectedness of the material, she must plan a series of steps in which the children are to walk. These can be taken either by following direct dictation or by such careful limitation of the child's possible advances that only the right step can be taken.

(b) If the kindergartner views the gifts as means by which to develop the child's powers, the consciousness of their logical order will be present in her mind only as a goal which she hopes the children may reach some day. She will view each separate material in the light of its worth for organizing the child's present experiences and activities. This may lead her to discard some gifts and emphasize others. Such as she retains will be used for a purpose exactly in line with the child's purpose, except that she will realize which paths will lead most surely toward the later logical interpretation of the universe, and the child will only unconsciously strive toward the same result.

3. The child's experiences and activities can only be organized through a sequence which is sociological and psychological. This seems a vague statement. It means that what is provided in a child's environment and what he is encouraged to do will arrange his ideas in the best way when such things appeal to his gradually expanding nature and lead him toward acceptance of social standards. If the gifts are materials which help a child to organize his powers, they must give him such experiences and call forth such activities that his mind will be developed and in the direction that humanity has found of most worth.

The earliest gift lessons somehow left the child out of the planning except as a kind of mechanism; by supplying the power which moved the gifts in a certain way he was supposed to connect them with a cog which moved his mental machinery in the same direction. The results were to be forms of life, knowledge, and beauty as judged by the adult—that is, the results were in the material—and it was hoped that corresponding results were within the children's ideas. The methods were to be dictation first and foremost, then imitation, etc., methods were something contributed entirely by the teacher. In most kindergartens of to-day the forms made with the gifts may appear much the same as those of 50 years ago, but each one is considered in the light of the development which it has given to a certain aspect of the child's nature. A "form

of beauty" is not such for educational purposes unless it is evolved from a child's own feeling and is the most beautiful which he can make.

Left to himself, a child might evolve relations between materials which would be trivial. It is the teacher's duty to help him arrange his experiences in ways which will be most useful. This order is best developed by providing some stimulus which will inspire a child to outline some end and then find suggestions which are most appropriate to achieve this end. The mind thus forms a habit of calling up suggestions, relevant because of some classification which is vital and then choosing those which are most significant for the occasion; this is reflective thinking or reasoning.

There are three general purposes in the use of material: (1) To discover its possibilities; (2) to apply this knowledge, get a rich variety of experiences in connection with it; and (3) to choose some end which will bring order and consecutiveness into these suggestions.

With these general purposes in mind, the specific purposes of different gift lessons might be as follows:

- (1) To investigate, to discover properties of the material, its characteristics and possible uses.
- (2) To formulate some purpose, possibly suggested by the sight of the material, and to control material to carry it out.
- (3) To observe and follow another's use of material.
- (4) To formulate a purpose in line with some past experience which has been vivid, and to control material to express it.
- (5) To follow another's use of material because it is well adapted to express some idea about past experience.
- (6) To discriminate between the values of the material in order to choose the kind best suited to express an idea.
- (7) To exercise memory by repeating some form which has been made at a previous time.
- (8) To express the beauty or scientific facts which he has discovered can be shown through the material.
- (9) To show control of the technical naming of the material by following a dictation.
- (10) To cooperate with others in the use of material, by adding to some large form, or by building a smaller form which is needed to express an idea which has been decided upon by the group.

I can merely state dogmatically that I believe that the Froebelian building blocks are the best materials that will be found to help in a child's growth; that sticks, seeds, and colored balls are materials which a child enjoys and which can be used educationally. There are many doubts as to the value of the rest of the gifts.

PRINCIPLES IN THE SELECTION OF STORIES FOR THE KINDERGARTEN.

ANNIE E. MOORE.

We have available very few records regarding the particular stories which seem suited to children of different ages. Tradition and child study both assert with emphasis that children of a certain age love fairy stories, but we are helped only slightly by this well-established fact. The questions of quantity and quality have still to be decided. Just which fairy stories and which versions of them shall we use? Choice has largely depended either on tradition or on the individual likes and dislikes of the mother or teacher. There is a certain common stock of stories which American children are in possession of, and an examination of the titles of this list would show that they are among the best of the popular folk tales. These are the old stories which satisfied the imagination and fed the spirit of the human race in its infancy and which are suited to the young of all races and all times.

A long process of natural selection has been going on by which the coarse and brutal have largely been eliminated and those embodying universal truth and appealing to modern standards have survived. In the repeated telling and retelling these old tales have also been polished in form so that from the standpoint of perfection of finish they are well-nigh impossible to imitate.

"Cinderella," "Sleeping-Beauty," "One-eye," "Two-eyes," "Three-eyes," "Snow-white and Rose-red" fulfill perfectly all the requirements of the good short story.

One principle, such as the ethical value, must not be allowed to assert itself over all the others, such as pure enjoyment, cultivation of taste, refinement of diction, training of imagination, and developing power in thinking.

The exclusive use of stories having a clear moral lesson is sure to result in a very narrow selection and the elimination of much that is of positive value, or the very questionable practice of making-over and doctoring in accordance with a certain prescription until all the original beauty and virility of the story are lost. There is evidence that many kindergartners are dominated almost exclusively by the purpose of making the story the vehicle of a moral lesson. For what other reason would one think of selecting out of the great body of folk tales such stories as "Faithful John," or "East O' the Sun and West O' the Moon"? They are long and complex, contain many objectionable features, and are anything but childlike in their main current of thought. It would be easy to mention 20 folk tales far superior in every way for children except for the lesson which these are thought to convey.

It is possible to be too exacting regarding literary beauty and finish. An over-refinement here may cause one to reject altogether certain types of stories which, while not measuring up to the standard of the classic, still appeal to children and serve to suggest desirable lines of thought and action. Many realistic stories and bits of history and biography come in this class, since we can rarely find such material in very finished or perfect form. Here the art ideal must be partially set aside in favor of something which is for the time of paramount importance.

The seasonal influence often tends to narrow and circumscribe the choice of stories in the kindergarten and to set a false valuation upon many that we use. Take a complete collection of Hans Andersen's fairy stories and search for those best suited to little children. Would any one think of selecting "The Little Match Girl" for kindergarten or first grade were it not for the fact that it is a Christmas story? Is not the version of "Thumbelina" commonly used in kindergarten, which consists of mere shreds and patches of the original, employed primarily to deepen a certain phase of thought or feeling which happens to be prominent without much regard for the peculiar values belonging to Andersen's stories? I am inclined to think that "Persephone" from among the myths is chosen chiefly for its seasonal significance, since its theme is not particularly well fitted to little children. The use of poor homemade stories is accounted for in the same way.

Information is not a legitimate element in story any more than in poetry. Nature fairy stories are as much a "fraud on the fairies" as the abuse to which Dickens referred, that of turning the old tales into temperance tracts. Nature's phenomena and processes are quite as marvelous as any fairy tale and will, if properly presented, prove quite as interesting to children, but these wonders can not be revealed by talking about them or by weaving fanciful tales about natural events.

There is a truth, deeper than scientific fact and more significant in the lives of children, contained in such a story of animal life as that of the squirrel mother and the elf, which forms a chapter in Selma Lagerlöf's *The Wonderful Adventures of Nils*. And does not Kipling in his whimsical and altogether delightful way answer to the entire satisfaction of young minds some of the whys and wherefores that beset them?

In the class of short realistic stories for little children few writers of real power have made any contribution. At first this fact seems unaccountable when one considers that writers of ability have not deemed it beneath them to collect, edit, and revise

folk material for little children, and that not a few writers of genius have produced delightful fairy stories, fairy plays, and fanciful tales. In the matter of fairy plays, witness the noteworthy list of comparatively recent productions: "Peter Pan," "The Blue Bird," "The Good Little Devil," "Snow-White," "Racketty-Packetty House." Probably adult mind and child mind are much more nearly on a plane in the realm of fancy, while in the realm of the real everyday child life with its small problems and events it is almost impossible for a grown-up to get down close enough to see from the child's standpoint. Certain it is that there is a sad lack of stories of the realistic type having any claim to literary merit.

It seems very important that teachers should have a wide range of stories from which to select. In the use of stories much depends on the teacher's own taste and temperament, and better results are obtained where the individual has a large degree of freedom in the matter of choice.

SYMBOLIC PLAY.

HARRIET NIEL.

As a student kindergartner I had the rare privilege of being assigned by Miss Blow to a public kindergarten presided over by a perfect living symbol of a woman who had preserved into her then mature womanhood this childlike quality of expert symbol maker, of finding life at the center of its symbolic aspects. She had kept childhood's spontaneity, which was not excitement, multiplied adjectives or superlatives, but literally she had kept the spirit of a tranquil while joyous oneness of feeling and sureness of kinship with childhood.

Her kindergarten was fresh every morning as the new day and not fagged at noon when repetitions were in order. She so questioned or suggested that children responded in the words of new song or game without any realized ordeal of repetition, and with the zest of a new experience. Her method was akin to that by which the normal nursery child knows, not without effort so much as by means of the most spontaneous and rewarding of efforts, his Mother Goose.

She did it all by a touch so light but irresistible that we grown assistants forgot we were grown, and entered with the children that enchanting realm where all normal souls from 3 to 6 are at home. Into butterfly life and bee and bird and garden we went, wholly akin to all the lives we were borrowing. Critics and investigators from near and far came and went without spoiling or changing that lively, absorbed, but unself-conscious spirit. There was no overwroughtness, nor was it in the least a soft or sentimental kindergarten, but a realm in which personal surrender and recapture went on as unconsciously as when a group of children play alone.

There was a community spirit I have seldom seen matched. I do not remember any assigned leaderships nor any too often appropriation of leadership by special children. Each new game took shape more or less in Mrs. Hubbard's mind just there in the presence of the children, and they caught from her, and she from them, the spirit and the form which shaped itself before our very eyes into the lasting ceremonial of many of our present games. I can see her evolving the spirit and the exquisite flight of birds with different sets of children through successive years, and the life of it was as fresh in her the last time as the first. It was the height of the kindergartner's art as to the symbolic spirit of play. I believe the secret was largely because she herself was a living symbol.

I believe this symbolic spirit to be in all normal childhood, refashioning facts by fancy, seeing much in little, being a whole bird because you spread simulating wings, feeling the whole life of every other thing which it touches only at a telling point, but touches with this creative wholeness of feeling. As the scientist from a fragmentary fin reconstructs the whole fish that was, or from a leaf the tree on which it grew, so does childhood, choosing its portion, forefeel life's wholeness, not content with the unrelated fact.

Early childhood takes the fact for what it is best worth, and sets about finding not alone its qualities and attributes, but its affiliations, its tetherings, its implications, its adaptability to other purposes than those it serves to common sense. The child's ready fancy changes chair to chariot, stick to horse, prince to frog and back again, and himself to everything in turn. No hesitations mark these early forms of his democracy, and so he is never lost but to find himself again.

Miss MARTIN spoke as follows on plays and games.

The subject of plays and games in the kindergarten include the following forms of physical activity:

First. Those plays in which activity for its own sake is the chief interest. These include walking, running, jumping, hopping, skipping, clapping, etc.

Second. Representative or imitative plays in which the child reproduces some form of life going on about him. In other words, these are plays in which the movement is suggested by an idea to be expressed. This class includes the gallop of the horse and the hammering of the carpenter.

Third. The singing game and folk dance of the traditional game of the kindergarten—*Oats, peas, beans*.

Fourth. Simple games of skill. This class includes all sense games, ball games, and all games involving competition.

Fifth. The dramatic game of the kindergarten.

* I would like to make it perfectly clear in the beginning of this paper that this division of the subject does not imply that this is the order in which the different kinds of play shall be introduced, but these five groups include all of the forms of physical activity commonly used in our kindergarten plays.

There should be, however, a certain progressive development from these spontaneous movements of the little child to the form of the folk dance.

After the exercise of each of the various activities by itself, I would lead to the combination of these movements in a little dance form, for instance, walking and skipping, or skipping and hopping. This requires more physical and mental effort on the part of the child and leads him to see the possibilities of further combinations.

To illustrate: In a kindergarten I know the children had been working along this line of development and had reached this form in which we walked forward eight steps, then skipped eight steps, etc. The first variation added was that of walking eight steps, then standing still and counting eight, repeating this figure throughout the play. The next one was that of standing still and clapping, then walking forward. To quote the particular child: "We should walk in the walking eight steps, stand still in the skipping eight steps and clap, and then do it all over again." This in turn led to walking and skipping, clapping as we skipped. This latter figure was more elaborate and required a good deal of control—both physical and mental—in order to be able to change at the right time and to make the changes that had been suggested. This year in this kindergarten the triangle gave the signal for the children to change—they asked later that they might count aloud without the triangle; later still the request came that the counting stop and that no teachers help. This showed a decided growth in power and the children's consciousness of it. These simple forms of activity underlie many game forms.

These simple plays are of interest to the children for three reasons:

First. They make use of a pleasurable activity common to the group.

Second. They involve the element of contrast.

Third. They allow for much repetition of the original and contrasting movements.

Since we find these simple activities the basis of most games and folk dances, it seems wise to use them in the kindergarten before the children have gained sufficient control to follow a variety of figures or sing and play the more formal games.

In the second group of games we find the same simple forms of activity, but the movement is dominated by the idea. We walk on tiptoe because we are brownies, we take long steps because we are playing that we are giants, we take short running steps because we are fairies. The music often leads to a better movement, for instance, the piano suggests a soldier play, the beating of a drum or blowing of a horn. It suggests the sound in the distance, which becomes louder as the soldiers draw near, then dies away as the soldiers walk away.

Some of these movements may be illustrative of a song, as the rocking of a cradle, the swaying of the pendulum, the rap-a-tap-tap of the shoemaker's hammer, or the strong, steady swing of the blacksmith's hammer. All provide good arm and body exercise and are made spontaneously by the children because of their interest in these subjects and of the distinctly rhythmic character of the movement itself. Here we find the same opportunity for the development of the children's experimentation and spontaneous expression into the permanent game form.

In these plays the child should be asked to represent only those objects and activities which he would naturally represent in this way and which are near enough to his own experience so that he may give them a true representation. The majority of them are too difficult for the following reasons:

First. Little children under 6 years of age do not possess sufficient control to sing and play at the same time, their interest is in one activity at a time, and as motor activity is of greater interest at this period, the song suffers and the result is a solo by the teacher or possibly a quartette by typical kindergarten children.

Second. The figures require such careful and precise movements that the joyous spontaneity of the dance is lost. It would seem to me, therefore, that the great field of opportunity for the kindergartner lies in original work—by this I mean the development and organization of simple dance forms from the children's spontaneous response to music and to suggested ideas. Often the form of the traditional game may be retained with a change of content.

In the games of skill we include all sense games, all games with balls, ball bouncing, and rolling at a target in the middle—all of the games testing the strength of the children such as the racing games, throwing of bean bags and balls, jumping over ropes or hurdles, hiding games, etc. Here we have the opportunity to give the children more vigorous physical exercise. Many of these games demand more space in which to play than the kindergarten room affords. This means we must play more out of doors and give the children the benefit of the fresh air as well as the splendid, free physical movement which comes in their out-of-door play.

The dramatic play of the kindergarten is representative in character but has usually the dramatic quality of several situations in it, leading to a climax. In playing store we have the mothers represented as desiring food—they go to the store, buy, and return home to prepare the dinner. If we are playing about the blacksmith, we find him at work at his forge. The driver drives in to have his horse shod. The shoe is put on and the driver hurries away to his work.

In closing, I would like to urge particularly the following points:

First. That our plays and games be more simply organized.

Second. That the children have a part in this organization by means of their own expression and suggestion.

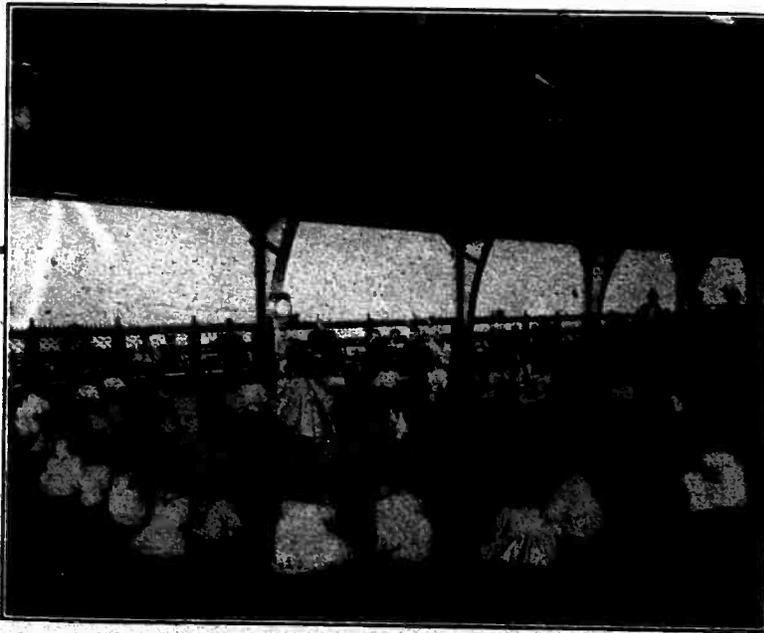
Third. That the teacher see to it that the children play more vigorous games—out of doors—in an empty room or gymnasium where there would be space for healthful, life-giving physical exercise.

Some simple apparatus would doubtless aid in this and I believe the time is coming when the right forms for young children will be devised and used more commonly than at present.



A. "LET US BEY HOUSE."

This shows a period of play with dolls, toys, etc., not directed by a teacher, but self-directed by the children.



B. "GUESS WHAT I AM TOUCHING."

How a New York recreation pier is utilized for a kindergarten.

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