

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1916, No. 5

KINDERGARTEN TRAINING
SCHOOLS



WASHINGTON
GOVERNMENT PRINTING OFFICE
1916.

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,

BUREAU OF EDUCATION,

Washington, September 10, 1915.

SIR: The large increase in the number of kindergartens in the United States within the past few years and the revival of interest in the kindergarten in all parts of the country have given rise to a demand for information about schools for the preparation of kindergarten teachers and the standards and courses of study in these schools. The schools themselves ask for honest intelligent criticism of their work and for suggestions for improving it. To meet this demand of the public, and to some extent in response to the requests of the schools, this report has been prepared at my request through the cooperation of the National Kindergarten Association and a committee of the International Kindergarten Union cooperating with the kindergarten division of this bureau. This committee consists of the following members: Nina C. Vandewalker, Myra M. Winchester, Ella C. Elder, Alice O'Grady, Patty S. Hill, Julia Bothwell, Alma Binzel, Hortense Orcutt, Mabel MacKinney, Amalie Hofer Jerome, Luella A. Palmer, Alice Temple, Mary C. Shute, Margaret A. Trace, Elizabeth Harrison, Lucy Wheelock, Annie Laws, Mary B. Page, Mary McCulloch, Catherine R. Watkins, and Alice N. Parker. The section "Ideals in kindergarten training" has been prepared by the Committee of Nineteen of the International Kindergarten Union. I recommend that this report be published as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

KINDERGARTEN TRAINING SCHOOLS.

I. KINDERGARTEN TRAINING IN RETROSPECT AND PROSPECT.

By NINA C. VANDEWALKER, Head of Kindergarten Department, State Normal School, Milwaukee, Wis.

The increase in the number of kindergartens in the United States and their incorporation into the school system have brought the training of kindergartners into the field of public interest and inquiry. During the early years of the movement the interest in such training was slight, since the kindergarten itself was private and the training was given almost wholly by private institutions. When the kindergarten became a part of the school system, the training of kindergarten teachers necessarily became of vital interest to public school authorities.

Interest in the question is at present both kindly and critical. School authorities agree that the kindergarten has contributed much to the school system. It has, in fact, created new standards for the school as a whole, the adoption of which has enabled the school to increase its effectiveness and value many fold. From this standpoint kindergarten training is accorded high praise. On the other hand, from the standpoint of the kindergartner's scholarship, her insight into the kindergarten as a part of the school as a whole, and her acquaintance with the aims and methods of education in general, it is felt that kindergarten training is in need of improvement. School authorities who are conversant with the development of such training know, however, that improvement is already in progress, and that the shortcomings in question are due to the fact that the type of training which originated in the early years has not yet been fully outgrown. A glance at the beginnings of kindergarten training is therefore necessary to a comprehension of the present situation.

When the demand for kindergarten training first arose in the United States, during the decade from 1870-1880, elementary education was still upon the traditional basis. The child's interests had not yet been discovered as an educational asset, and the whole purpose of the school was instruction in the three R's, without even a diversion in the form of music, drawing, storytelling, or handwork. Into this atmosphere of dead formalism the kindergarten had come with its message of education as development instead of instruction. The favor with which it was received is shown by the fact that the 10

kindergartens in existence in 1870 increased to over 400 by 1880. It was because kindergartners were wanted that training schools sprang up to supply them, and it was because the demand was great that the courses were short and meager. They were hardly more meager, however, than the courses for the training of grade teachers at this time. The two were, in fact, nearly parallel, since the essence of the prospective grade teacher's course was instruction in the methods of teaching the school arts, and that of the prospective kindergarten was instruction in the methods of using the kindergarten instrumentalities—games, songs, and handwork. The kindergarten course had a strong element of interest which the other did not have, however, in its exposition of the doctrine of development as the basis of education. Because of the new insight which this study gave, the course was satisfactory on the whole in spite of its brevity.

The fact that the kindergarten remained private for many years gave the training schools the opportunity of organizing the training course in accordance with their own ideals. In the course thus organized the central theme was, as before, a study of the Froebelian conception of education, illustrated by the work in the kindergarten. Of this the study of the kindergarten instrumentalities, the games, gifts, and occupations, formed an integral part. The carrying out of this plan called for much practice teaching and much study of Froebel. The need for other lines of work was hardly felt, in fact. Since the kindergartens had no organic relation to the school, training teachers felt no necessity for making a study of educational theory in general, and since music, drawing, and nature study had not yet become an organic part of general education, the need for instruction in these or other general subjects was not felt. Such training, therefore, became the typical kindergarten training, and it was not until kindergartners so trained entered upon public school work that the need for change was felt.

During these years, from 1885 on, education had made marked progress. The conception of education as development had made itself felt in the school, and such subjects as music, drawing, and manual training had been added to the elementary curriculum. This had resulted in higher standards for the training of teachers, standards which kindergartners were not prepared to meet. School principals expected them to have a knowledge of these new subjects, and an insight into the problems of education in general, but their training had not included such subjects. The criticisms made by school authorities upon the narrowness of kindergarten courses awakened kindergarten training teachers to the realization that if the kindergarten was to form a part of the school system, the training of kindergartners must be such as to meet the school requirements. This resulted in a gradual broadening of kindergarten courses.

As public kindergartens increased, the desirability of offering kindergarten training courses in public normal schools became apparent. Kindergarten departments had, in fact, been opened in 8 normal schools during the decade from 1880-1890, but these were rather for purposes of observation than of training. During the following decade such departments were opened in 25 more, mainly for the specific purpose of training kindergartners. From 1900 until the present time the number has increased to 76. The changing proportion of private and public institutions is worth noting. Of the 175 institutions that in 1903 gave kindergarten training, 135 were private and 40 public. Of the 147 in 1913, only 71 were private and 76 public. In the number of students, the former still outrank the latter, however. Of the 2,000 kindergartners who were graduated in 1912, 1,100 were from the private and 900 from the public training schools.

The kindergarten course organized in normal schools differs in some respects from that in most private institutions. In it a study of kindergarten education is taken up against a background of general education in order that kindergartners may see their own work in relation to that of the school as a whole. That relation is made clear in the instruction given in music, art, literature, and nature study—the lines of work which the kindergarten shares with the grades. Because of the emphasis upon the relation of the kindergarten to the school, and upon adequate instruction in all the lines of work that have their beginnings in the kindergarten, the graduates of such courses can doubtless articulate their work with that of the school more easily than can those who have taken courses of a different character. In these respects normal-school courses have in many instances set new standards for other training courses.

The training that enables a kindergartner to articulate her work with that of the school in general has unquestioned value, but this alone does not cover all that such training should include. The kindergarten embodies ideals concerning early education, not for the school alone, but for the home and the community at large. It is important that the kindergarten should articulate with the school, but it is also important that it should articulate with the home and with other agencies for child betterment in the community. For this, training is also needed, training that is sociological in character, and the purpose of which is the betterment of child life in the home and community. It is because the kindergarten doctrines tend toward this larger service that many training schools have allied themselves with the agencies for child welfare in the community, and that they have thus given their students the insight into social work that has enabled them to become leaders in playground and settlement work and in other forms of social service. It is in their

participation in, and training for, community work that many private training schools have rendered conspicuous service. In this direction they have, in fact, set standards that few public training schools can reach. It is perhaps because of their greater freedom that private training schools have been able to perform other services to the cause of kindergarten training, the making of experiments and working out of problems that have value for the movement as a whole.

It is in part because the several ideals that underlie kindergarten training have received different degrees of emphasis in different institutions and in part because different kinds of kindergarten work call for different kinds of training, that kindergarten courses and training schools differ as they do. Such differences can not be dispensed with; nevertheless, the conviction has become general among training teachers that kindergarten training courses need improving in two directions. The first of these is a greater emphasis upon scholarship, and the second an effort toward greater uniformity. In consequence a new type of training course is in process of evolution, one in which the virtues of the earlier type are retained, but in which the conditions and needs of the present will be recognized and met.

A study of the training courses given in this bulletin will show that they possess great variety. In many the earlier type is still clearly recognizable, although modifications of it may be in evidence. In others the later one seems to have gained the ascendancy. This diversity is not due to a lack of common ideals, but to the fact that the present is a period of transition in kindergarten training. The era in which such training first took shape in the United States has passed away. During that era it was doubtless wise that the whole effort of training teachers should be concentrated upon the Froebelian message. That era has given place to one which has accepted the developmental conception of education in general, and which accepts the kindergarten as a part of the whole.

The present inquiry was prompted by the growing interest in the problem of kindergarten training on the part of the educational public. It is believed that a statement of the results of such an inquiry will prove helpful in many ways. It will give kindergarten training teachers an opportunity to gain a general view of the kindergarten training situation, and a means of determining their common problems. It will enable them to make a study, too, of their differences, and to see the need of standardization in a greater degree than has yet been attempted. It can not fail to be of service also to school authorities and to students of education in general, especially because of the deeper insight it may give into the purposes and ideals of the kindergarten itself; because of the opportunity it will

offer to compare the training of kindergartners with that of grade teachers; and because it should lead to practical suggestions concerning the improvement of both forms of training.

It is because of the general feeling that kindergarten training courses need revising and strengthening that the Bureau of Education committee of the International Kindergarten Union was asked to outline a training course upon the lines which educational authorities consider desirable in order that graduates may have the knowledge that present-day conditions require, and the viewpoint that will enable them to work in harmony with the school as a whole. This "suggested course," together with certain convictions that underlie its organization, will be found elsewhere in this bulletin.

The statistics concerning kindergarten training and training schools which this bulletin contains will tell much that is of value, but they can give but little insight into the spirit that has made the kindergarten and kindergarten training the force that these have become in American education. To gain this insight the facts here given must be interpreted in the light of kindergarten progress as a whole in its relation to educational progress in the United States. So interpreted the facts in question are full of promise for a larger and better service to the little children of America in the years to come.

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KINDERGARTEN TRAINING SCHOOLS.

II. STATISTICS OF KINDERGARTEN TRAINING SCHOOLS, 1919-1913.

TABLE 1.—Schools for training kindergarten teachers—Principals and faculties.

Location.	Name of school.	Control.	Year established.	Principal of kindergarten training school or department.	Faculty.			
					In-struct-ors.	Peri-ods per week for each in-struct-or.	Maxi-mum salary.	Min-imum salary.
1			4	5	6	7	8	9
Birmingham, Ala.	Training School for Teachers, Kindergarten Department, 2nd Ave. and 24th St., North.	City.	1908	Agnes M. Wilson.	8	2-4	\$1,500	
Mobile, Ala.	Mobile Kindergarten Training School, Barton Academy, Government St.	do.	1912	Anne E. Johnston.	10		450	
Berkeley, Cal.	Berkeley Kindergarten Training School, 2192 Shattuck Ave.	Private.	1902	Grace E. Bernard.	8		(1)	\$750
Los Angeles, Cal.	State Normal School, Kindergarten Department.	State.	1907	Elizabeth P. Masood.	4	20	1,000	1,100
Pasadena, Cal.	Broad Oaks Kindergarten Training School.	Private.	1912	Ada Mae Brooks.	7	1-4	1,000	300
San Francisco, Cal.	Golden Gate Free Kindergarten Normal School, 500 Union St.	Assoc.	1901	Anna M. Stovall.	4		(1)	
Greeley, Colo.	State Teachers College, Kindergarten Department.	State.	1900	E. Maud Connell.	10	15-25	1,750	845
Gunnison, Colo.	State Normal School, Kindergarten Department.	do.	1912	Katharine L. Hise.	12	25	1,200	600
Bridgeport, Conn.	Connecticut Froebel Normal Kindergarten Primary Training School.	Private.	1899	Mary C. Mills.	8	2-3	(1)	
Do.	Fannie A. Smith Froebel Kindergarten Training School, 823 Lafayette St.	do.	1895	Fannie A. Smith.	7	13-17	450	(1)
New Britain, Conn.	State Normal School, Kindergarten Department.	State.	1893	Eva L. McConkey.	11		(1)	
Washington, D. C.	Miss Beaman's Training School for Kindergarten, 826 Adams St.	Private.	1911	Elizabeth Beaman.	2			
Washington, D. C.	Columbia Kindergarten Training School, 2108 Connecticut Ave.	do.	1907	Misses Lippincott and Baker.	4			
Do.	Howard University (colored), Kindergarten Department, Howard Place.	Federal.	1900	Martha MacLean.	11	15	1,400	
Do.	J. Ormond Wilson Normal School, Kindergarten Department, 11th and Howard Sts.	City.	1906	Helen Gordon.	12	25	1,800	1,000
Do.	Lucy Webb Hayes Training School, Kindergarten Department, 1150 N. Capitol St.	Private.	1903	N. Margaret Whitman.	4		600	(1)
Do.	Washington Normal School No. 2 (colored), Kindergarten Department, 17th and M Sts. NW.	City.	1905	Charlotte E. Hunter.	8	2-15	1,800	1,000

STATISTICS OF KINDERGARTEN TRAINING SCHOOLS.

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State.	1903	Mabel H. Wheeler	29	7	1, 150	(1)
Florida State College for Women, Kindergarten Department, Normal and Elementary School, 639 Peachtree St.	1907	Willette A. Allen	7	3-4	1,000	(1)
Atlanta, Ga.	1912	Gertrude H. Ware	8	27	800	400
Do	1911	Edwina Wood	3	2-4	800	200
Columbus, Ga.	1909	Charlotte A. Wing	7	15	1,440	400
Le Grange, Ga.	1904	Hortense M. Orcutt	11	1-3	1,800	400
Savannah, Ga.	1904	Frances Lawrence	12			
Hamlet, Hawaii	1904	Mrs. Mary B. Page	15			
Chicago, Ill.	1909	Allice O'Grady	11 30	15-35	3,200	1,800
Do	1907	Allice Temple	20	10	2,000	1,400
Do	1901	Eva B. Whitmore	17	1-3	1,200	
Do	1906	Elizabeth Harrison	13	1-10	1,800	800
Do	1906	Mrs. Bertha H. Hegner	10		(1)	
National Kindergarten College, 2044 Michigan Blvd., Washburn Ave.	1910	Margaret E. Lee	2	8-12	1,800	1,000
Normal, Ill.	1910	Mrs. Eliza A. Baker	20		1,200	600
Indianapolis, Ind.	1908	Mrs. Alma O. Ware	16		(1)	
South Bend, Ind.	1900	Mrs. Mary A. Hamstock	1	10	800	
Valparaiso, Ind.	1904	Florence E. Ward	3	15	1,400	600
Cedar Falls, Iowa	1903	Bessie M. Park	11	2-6	1,400	750
Des Moines, Iowa	1903	Louise M. Alder	1	17	900	
Emporia, Kans.	1906	Rita Schoedman	1			
Frederick, Md.	1907	Mary D. Hill	19	2-6	1,000	1,000
Lexington, Ky.	1906	Frances Randolph	21	15-30	1,400	
New Orleans, La.		Margaret H. Leonard	9		1,000	400

* Including supervision.

* Including Kindergarten specialist.

* Also special lecturers.

* Including 3 Kindergarten specialists.

* Formerly Chicago Free Kindergarten Association Normal School.

* Formerly Chicago Kindergarten College.

* Supported by an association until 1911.

* Formerly Free Kindergarten Training School of New Orleans.

1 The whole question of maximum and minimum salaries presents peculiar difficulties in many investigations here as elsewhere. There is little information as to what constitutes a maximum or minimum salary. For a discussion of the points involved, see Educ. Bull. 1914, No. 21, pp. 24-26.

* Supported by an association until 1912.

* Also supervisor of public school kindergartens.

* Specialists are paid by the hour or course.

* Specialists teach 1, 2, or 3 periods per week.

* Also other members of school faculty.

* Including 3 Kindergarten specialists.

KINDERGARTEN TRAINING SCHOOLS.

TABLE 1.—Schools for training kindergarten teachers—Principals and faculties—Continued.

Location.	Name of school.	Control.	Year established.	Principal of kindergarten training school or department.	Faculty.			
					In-struct-ors.	Periods per week each in-struct-er.	Maxi-mum salary.	Mini-mum salary.
1	2	3	4	5	6	7	8	9
Baltimore, Md.	Affordby Kindergarten Normal School, 1110 N. Charles St.	Private.	1896	Elizabeth Silkman.	9	2-15	\$1,754	\$1,185
Boston, Mass.	Boston Normal School, Kindergarten Department, Huntington Ave.	City.	1889	Mary C. Shute.	19	2-15	(*)	
Do.	Freebel School of Kindergarten Normal Classes.	Private.	1892	Annie C. Rust.	7	1-4	(*)	
Do.	Miss Niel's Training School for Kindergarten, 319 Marlborough St.	do.	1906	Harriet Niel.	7	1-4	(*)	
Do.	Perry Kindergarten Normal School, 19 Huntington Ave.	do.	1898	Mrs. Annie M. Perry.	16	2-3	1,500	600
Do.	Whitcomb Kindergarten Training School, 100 Riverway.	do.	1878	Lucy Wheeler.	15	1-14	1,500	600
Bridgeport, Conn.	State Normal School, Kindergarten Department.	State.	1896	Anna W. Allen.	21	1-14	(*)	
Burlington, Mass.	Mary Normal School, 29 Everett St.	Private.	1906	Mrs. Edith L. Wood.	14	1-5	(*)	
North Adams, Mass.	Mary Normal School, Kindergarten Department, Church St.	do.		Mrs. E. Greene Graves.	1	5		
Springfield, Mass.	Springfield Kindergarten Training School, Court St.	do.	1898	Hattie Twichell.	4	11	(*)	
Warrenton, Mass.	State Normal School, Kindergarten Department.	State.	1910	Ruth A. Babcock.	16	19	1,000	
Alton, Mich.	Alton College, Kindergarten Department.	Private.	1888	Carolyn Robinson.	2	14-15	925	680
Big Rapids, Mich.	Ferris Institute, Kindergarten Department.	do.	1884	S. Mary Holdridge.	5	4	900	
Detroit, Mich.	Washington Normal School, Kindergarten Department, Beaubien and Madison Sts.	City.	1894	Reginald R. Heller.	9	4	1,500	1,200
Grand Rapids, Mich.	Grand Rapids Kindergarten Training School, 506 Fourth St.	Private.	1891	Clara Wheeler.	8	2-9	1,250	700
Kalamazoo, Mich.	Western State Normal School, Kindergarten Department.	State.	1905	Lucy Gage.	12	8-12	1,500	600
Kalamazoo, Mich.	Northern State Normal School, Kindergarten Department.	do.	1905	Lucy Gage.	11	15	1,200	
Kalamazoo, Mich.	City Normal Training School, Kindergarten Department, Perry and Second Sts.	City.	1896	Mayors Kuman.	14	3		
Ypsilanti, Mich.	State Normal College, Kindergarten Department, Cross St.	State.	1910.	Edith R. Adams.	4	15	1,200	300
Ypsilanti, Mich.	State Normal College, Kindergarten Department.	do.	1892	Mildred Miller.	120	25	1,200	
Ypsilanti, Mich.	State Normal School, Kindergarten Department.	do.	1895	Martha V. Collins.	17	20-30	1,400	500
Ypsilanti, Mich.	State Normal School, Kindergarten Department.	Private.	1895	Stella L. Wood.	12	(*)	1,000	(*)
St. Paul, Minn.	Minnesota Kindergarten Association Normal School, 116 N. 11th St.	do.	1893					
St. Paul, Minn.	The St. Paul Normal School, Kindergarten Department, 10th and Minnesota Sts.	City.	1892	Florence Rood.	15	2-35	1,300	900

STATISTICS OF KINDERGARTEN TRAINING SCHOOLS.

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Where, Mo.	State	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
State Normal School, Kindergarten Department, Sun- born St.	State	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Freebel Kindergarten Training School, 1000 McGee St.	Private	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
State Normal School, Kindergarten Department.	State	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Omaha Teachers Training School, Kindergarten Depart- ment.	City	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
State Normal School, Kindergarten Department.	State	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Nebraska Wesleyan University, Kindergarten Department.	Private	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
State Normal School, Kindergarten Department.	State	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Miss Clara Webb Peck's Kindergarten Normal Training School, 22 Haled St.	Private	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
State Normal School, Kindergarten Department.	State	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Carroll Robb's Training School, Kindergarten Depart- ment, Tyler St.	City	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Albany Teachers Training School, Kindergarten Depart- ment, Delaware Ave. and Dana Park.	do	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
State Normal School, Kindergarten Department, Jersey City.	State	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
State Normal School, Kindergarten Department, 86 Delaware Ave.	Assoc.	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
State Normal School, Kindergarten Department.	State	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
do	do	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
do	do	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
The Peck Mission Institute, Kindergarten Department, 104 N. Washington St.	Private	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Adelphi College, Kindergarten Department, St. James Place and Clifton Place.	do	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Brooklyn Training School for Teachers, Kindergarten De- partment, Park Place near Nassau Ave.	City	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
First Baptist Church, Kindergarten Training, Ryerson St. and W. 10th St.	Private	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
St. Paul's Episcopal School, Kindergarten Department, 33 Con- tral Park West.	do	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Episcopal College, Kindergarten Department, 33 Con- tral Park West.	do	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Training School of the Freehold League of New York City, 113 E. 71st St.	do	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Hunter College of the City of New York, Kindergarten De- partment, 6th and Park Ave.	City	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Kings Seminary for Kindergarten, 146 Central Park West.	Private	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Harriette Melman Mills Kindergarten Training School, 32 Waverly Place.	do	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
New York Training School for Teachers, Kindergarten De- partment, 14th St. and 5th St.	do	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
Teachers College, Columbia University, Kindergarten De- partment.	Private	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900

* No fixed maximum.
* Training school incorporated in 1900.
* Discontinued; see p. 43.

* Specialists teach 1, 2, or 3 periods per week.
* Also other members of school faculty.
* Vary with the course.
* Also living expenses.

* Including 1 kindergarten specialist.
* Specialists paid by the hour or course.
* Also special lectures.
* Including 3 kindergarten specialists.

KINDERGARTEN TRAINING SCHOOLS

TABLE 1.—Schools for training kindergarten teachers—Principals and faculties—Continued.

Location.	Name of school.	Control.	Year school founded.	Principal of kindergarten training school or department.	Faculty.			
					In- struct- ors.	Per- iods per week for each in- struct- or.	Maxi- mum salary.	Mini- mum salary.
1		2	3		4	5	6	7
Albany, N. Y.	State Normal School, Kindergarten Department.	State.	1897	Jessie S. Hines	12	15-20	\$1,200	\$600
Albany, N. Y.	do.	do.	1897	Wilhelmina Caldwell.	12	12-15	1,500	650
Albany, N. Y.	Rochester Normal Training School, Kindergarten Depart- ment, 8th St.	City.	1899	Mary J. Miller.	12	10	1,500	650
Albany, N. Y.	State Normal School, Kindergarten Department.	State.	1911	Genevieve L. Lyford.	11	10	1,200	700
Albany, N. Y.	State Normal College, Ohio University, Kindergarten De- partment, University Terrace.	do.	1907	Constance T. McLeod.	13	6-10	1,100	700
Albany, N. Y.	The Cincinnati Kindergarten Association Training School, 6 Linton St.	Assoc.	1880	Lillian H. Stone.	16	2-20	1,000	150
Albany, N. Y.	Cincinnati Missionary Training School, Kindergarten De- partment, 1029 Wesley Ave.	do.	1909	Lottie N. Simnett.	6	12	120	
Albany, N. Y.	The Cleveland Kindergarten Training School, 280 E. 96th St.	do.	1904	Netta Paris.	11	4-9	1,500	350
Albany, N. Y.	Columbus Kindergarten Normal Training School.	do.	1899	Elizabeth N. Samuel.	5	1-5		300
Albany, N. Y.	The Oberlin Kindergarten Training School, 125 Elm St.	Private.	1904	Bertha E. Montgomery.	11	1-15	1,000	200
Albany, N. Y.	Law Froebel Kindergarten Training School, 2313 Ashland Ave.	do.	1893	Mary E. Law, M. D.	7	1-3		
Albany, N. Y.	Central State Normal School, Kindergarten Department.	State.	1904	Mary R. Jeemp.	11			
Albany, N. Y.	Elizabeth K. Matthews Normal Training School, Lucetta St.	Private.	1910	Elizabeth K. Matthews.	1			
Albany, N. Y.	Froebel Kindergarten Training School, State and Second Sts.	do.	1896	Evelyn Barrington.	1			
Albany, N. Y.	Central State Normal School, Kindergarten Department.	State.	1907	Helen B. Leiber.	11			
Albany, N. Y.	Froebelian School for Women, 10 S. 18th St.	Private.	1897	Emily D. Wright.	12			
Albany, N. Y.	Philadelphia Normal School for Girls, 13th and Springgar- den Sts.	City.	1896	Mary Adair.	12			
Albany, N. Y.	Temple University, Kindergarten Department, Broad St.	Private.	1905	Lucinda P. MacKenzie.	11			
Albany, N. Y.	Pittsburgh Training School for Teachers, Kindergarten De- partment, Colfax School No. 1.	City.	1903	Alice N. Parker.	13			
Albany, N. Y.	State Normal School, Kindergarten Department.	State.	1892	Elizabeth C. Baker.	20	10-15	1,500	300

TABLE 2.—Entrance requirements.

Location.	Name of school.	Age.	Personality and fitness determined by—	Health and absence of physical defect determined by—	Academic preparation determined by—	Musical ability determined by—
Birmingham, Ala.	Training School for Teachers.	18	Conference with faculty and one month's trial.	School physician.	Diploma or college work.	Supervisor of music.
Mobile, Ala.	Mobile Kindergarten Training School.	18	Recommendations from teachers and clergy; examination.	Certificate from physician.	Academic or high-school diploma or equivalent.	None required at present.
Bethesda, Cal.	Barnard Kindergarten Training School.	18	Personal interview.	Personal interview.	Credentials and personal interview.	Credentials and personal interview.
Los Angeles, Cal.	State Normal School.	18	do.	Examination by physical director.	Credentials from high school.	Examination by music director.
Pasadena, Cal.	Broad Oaks Kindergarten Training School.	18	Recommendations and personal interviews.	Personal appearance and inquiry.	High-school standards.	Examination.
San Francisco, Cal.	Golden Gate Free Kindergarten Normal School.	18	Interviews and credentials.	Interviews and credentials.	High-school diploma and credentials.	Examination by normal director.
Greeley, Colo.	State Teachers College.	(1)	Head of department.	Examination.	Graduation from an approved high school or satisfactory credentials.	Examination by music director and kindergarten director.
Gunnison, Colo.	State Normal School.	18	Nine months' trial.	Physician's certificate.	Graduate of high school.	Examination in simple piano music.
Bridgeport, Conn.	Connecticut Froebel Normal Kindergarten Primary Training School.	17	Interview and fair trial.	Interviews.	Graduation from high school or equivalent.	Examination.
Do.	Fannie A. Smith Froebel Kindergarten Training School.	18	Personal interview and letters of recommendation.	Personal interview and letters of recommendation.	High-school diploma or its equivalent and letters of recommendation.	Ability to sing and to read and play simple music.
New Britain, Conn.	State Normal School.	17	Personal interview.	Personal examination.	High-school diploma or its equivalent.	Personal examination.
Wilmington, Del.	Miss Beaman's Training School for Kindergarten.	18	do.	do.	do.	Oral demonstration.
Washington, D. C.	Columbia Kindergarten Training School.	18	Recommendations and correspondence.	Correspondence.	Certificate produced.	Correspondence or affidavit of teachers.
Do.	Howard University (colored).	(2)	Letter from school last attended.	Letter from a physician.	Admission blank filled by principal of high school.	Examination.
Do.	Wilson Normal School.	(1)	Unsatisfactory students admitted to teachers' school.	Examination.	High-school graduate or equivalent; examination.	Do.
Do.	Lucy Webb Hayes Training School.	18	Recommendations.	Physician's certificate.	Application blank; principal's certificate.	Examination.
Do.	Washington Normal School, No. 2 (colored).	(1)	Letter from school last attended. Unsatisfactory students discouraged.	Physical examination.	High-school graduate; equivalent with examination.	Examination.
Tallahassee, Fla.	Florida College for Women.	18	do.	do.	High-school graduate or equivalent.	do.

STATISTICS OF KINDERGARTEN TRAINING SCHOOLS.

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		18	Recommendations from pastor or teacher.	Personal observation and probation period.	High-school diploma or its equivalent and application blank.	(2)
Atlanta, Ga.	Atlanta Kindergarten Normal and Elementary School.		Discretion of instructors.	Doctor's certificate or supervisor's examination.	High-school graduate or equivalent.	Musicians preferred but not required.
Do.	Atlanta University (colored).	(1)	Supervisor and board of directors.	Doctor's certificate and questions on application blank.	Four-year high-school course.	Do.
Columbus, Ga.	Free Kindergarten Association Training School.	18	Reference and interview if possible.	Probation and examination.	High-school education or its equivalent.	Probation—voids requirements only.
La Grange, Ga.	La Grange Settlement.	18	Two months' probation.	Health certificate may be required.	Diploma of accredited high school or examination equivalent to college entrance requirements.	Required but not made an absolute necessity.
Savannah, Ga.	Kate Baldwin Free Kindergarten Association Normal School.	18	Trial for one or two months as assistant in practice kindergarten.	Test made by school physician during first two months.	High-school diploma or equivalent.	Tests by musical instructor during first three months.
Honolulu, Hawaii.	Honolulu Free Kindergarten Training School.	(1)	Personal interview; letters; three months' probation.	Examination.	Graduation from a four-year high-school course or equivalent; credential letters.	Examination and training.
Chicago, Ill.	Chicago Kindergarten Institute.	18	During the course.	Examination by the department of physical education.	Fifteen high-school units determined by blank filled out by high-school principal.	No entrance requirements.
Do.	Chicago Normal College.	(1)	Interview with director and first quarter practice teaching.	Personal statement and judgment of faculty and specialists.	High-school or equivalent; school records and blanks filled.	Ability to sing and to play simple music.
Do.	Chicago University.	18	References from previous teachers and three months' trial.	Examination by school physician.	Equivalent of four-year high-school course, or 15 units, and blank filled, and credentials, diploma or its equivalent; examination if necessary.	Application blank filled.
Do.	Kindergarten Collegiate Institute.	18	Credentials and interviews, and correspondence.	Application blank filled.	High-school diploma or its equivalent; examination if necessary.	Sufficient piano ability to play kindergarten songs.
Do.	National Kindergarten College.	18	Credentials.	Examination by physical director.	High-school diploma.	Special musicclass for those deficient.
Do.	Pestalozzi-Froebel Kindergarten Training School.	(1)	Trial.	Physical examination.	High-school diploma or equivalent.	No special requirement.
Normal, Ill.	State Normal University.	17	Personal interview and recommendations.	Questioning and observation.	High-school diploma or equivalent.	Music teacher's test.
Indianapolis, Ind.	Teachers College of Indianapolis.	18	High-school records and recommendation of pastor.	Entrance examination.	Credentials.	Execution.
South Bend, Ind.	South Bend Training School.	18	Probation.	No requirements.	Graduate of accredited high school.	Tests in music department.
Valparaiso, Ind.	Valparaiso University.	(1)	Judging student's work in theory and practice.	No requirements.	High-school graduation.	No requirements.
Oscar Fells, Iowa.	State Teachers College.		Discretion of faculty.			
Des Moines, Iowa.	Drake University.					

† Not specified.
 ‡ If not well prepared, must make up deficiency during the course.
 § High-school graduate.
 ¶ For 3-year special course, 17 years.

KINDERGARTEN TRAINING SCHOOLS.

TABLE 2.—Entrance requirements—Continued.

Location.	Name of school.	Age.	Personality and fitness determined by—	Health and absence of physical defect determined by—	Academic preparation determined by—	Musical ability determined by—
Emporia, Kans.	State Normal School.	(1)	Faculty of school.	Examination by physical training department.	Graduation from a four-year high school or academy of approved standing.	Ability to play piano not rigidly enforced.
Pittsburg, Kans.	State Manual Training School.	(1)			Graduation from accredited high school.	Vocal music in course.
Louisville, Ky.	Louisville Normal School.	17	Interviews and letters and trial in classes.	Interviews and credentials.	Graduation from a four-year high-school course or its equivalent and letters.	Supervisors in music and kindergarten supervising.
New Orleans, La.	New Orleans Normal and Training School.	16		Health certificate and examination by medical director.	Diploma of high school or its equivalent and written examination.	Formal tests for proficiency.
Do.	Tulane University.	16			Fourteen and one-half units of high-school work or equivalent.	
Baltimore, Md.	Affordby Kindergarten Normal School.		Six weeks' trial.	Six weeks' trial.	Six weeks' trial.	Six weeks' trial.
Boston, Mass.	Boston Normal School.	18		Examination by head of physical training department.	Diploma from four-year high-school course or entrance examination.	Ability to sing and some piano efficiency.
Do.	Frederick School of Kindergarten Normal Class.	18	Personal interview or credentials.	Physician's certificate.	Graduate high school or normal or college or equivalent.	Tests in ability to play and sing.
Do.	Mrs. Niel's Training School for Kindergartners.	18	Personal interview and correspondence, and recommendations.	Personal interview or correspondence.	Personal interview and correspondence and recommendations from former schools.	
Do.	Perry Kindergarten Normal School.	18	Letters required.	Letters or physician's certificate.	High-school diploma or private school equivalent.	Vocal capacity required.
Do.	Wheeler Kindergarten Training School.	15	Interviews and two months' probation.	Certificate.	Testimonials and papers.	Demonstration of skill.
Bridgewater, Mass.	State Normal School.	16	Requirements of State board.	Medical examination.	High-school certificate or examination.	Supervisor of music.
Cambridge, Mass.	Leadley Normal School.	18	Interview and letters of recommendation.	Physician's certificate.	High-school diploma.	Not required but advised.
North Adams, Mass.	Mark Hopkins School.	16	Credentials.	Physical examination.	Evidence of satisfactory preparation for a total of 14 units.	Facility in piano or singing.
Springfield, Mass.	Springfield Kindergarten Training School.	18	Interview.	Physician's certificate.	Diploma or written records of class standing.	Tests in proficiency.
Worcester, Mass.	State Normal School.	16	Personal interview.	Physical examination.	Certificate and examination of high-school training or equivalent.	Personally tested.
Alma, Mich.	Alma College.	18				Ability to read and execute simple rhythms and songs.

			No requirements.	No requirements.	No requirements.	Examination.
				Physician's certificate.	Competitive written examination.	
Big Rapids, Mich.	Farris Institute.	(1)	Evidences of candidate.	Medical examination.	High-school diploma or equivalent.	Public school musical education during first term.
Detroit, Mich.	Washington Normal School.	19	General and personal inquiry.	Examination.	High-school diploma.	Tests during first term.
Grand Rapids, Mich.	Grand Rapids Kindergarten Training School.	18	Three months' probation.	Recommendation of high school physician.	High-school diploma.	Personal tests, playing, and singing.
Kalamazoo, Mich.	Western State Normal School.	18	Recommendation of high school physician.	Interviews and reports.	Diploma from an accredited high school or equivalent.	Testing singing ability.
Marquette, Mich.	Northern State Normal School.	18	One term's work.	Inquiry and interviews and correspondence.	High-school diploma or equivalent.	Vocal test by music instructor.
Monkton, Mich.	City Normal Training School.	(1)	Interviews and letters.	Medical Inspector.	High-school graduation.	Examination.
Wyandotte, Mich.	State Normal College.	18	Interviews and reports.	Certificate from high school superintendent.	Certificate from high school superintendent.	Probation: music course; first term.
Duluth, Minn.	State Normal School.	18	Letters and credentials and personal interviews.	Personal interview.	High-school diploma and class records.	Singing music, correctly played.
Manitowish, Minn.	do.	18	Recommendation by high school principal.	Superintendent of instruction.	Twelve grades and credits presented.	Must be good musician.
Minneapolis, Minn.	Minneapolis Kindergarten Association Normal School.	(1)	Superintendent of instruction.	No special requirements.	Graduate of high school or equivalent.	Musical instructor and kindergarten director.
St. Paul, Minn.	The St. Paul Normal School.	18	Director of department.	Physical examination.	Entrance credits from accredited high schools.	Tests in playing and singing.
Winona, Minn.	State Normal School.	18	Personal interview.	Personal interviews and past records.	High-school diploma.	Tests by kindergarten director.
Kansas City, Mo.	Froebel Kindergarten Training School.	16	Superintendent of instruction.	Physician's examination.	High-school graduation.	Examination by director of music.
Kearney, Nebr.	State Normal School.	(1)	Director of department.	Physical examination.	High-school diploma.	
Omaha, Nebr.	Omaha Teachers Training School.	18	Superintendent of instruction.	Personal interviews and past records.	High-school diploma.	
Peru, Nebr.	State Normal School.	18	Director of department.	Physical examination.	High-school diploma.	
University Place, Nebr.	Nebraska Wesleyan University.	18	Superintendent of instruction.	Physical examination.	High-school diploma.	
Wayne, Nebr.	State Normal School.	18	Director of department.	Physical examination.	High-school diploma.	
East Orange, N. J.	Miss Cora Webb Peet's Kindergarten Normal Training School.	18	Personal interviews and past records.	Personal interviews and past records.	High-school diploma.	
Montclair, N. J.	State Normal School.	18	Physical examination.	Physical examination.	High-school diploma.	
Trenton, N. J.	Carroll Robbins Training School.	18	Examination by principal.	Physical examination.	High-school diploma.	

1 Not specified.
 2 If not well prepared, must make up deficiency during the course.
 3 Resulting in acceptance, withdrawal, or increase of time for the course.
 4 Actual average age is 18 or 19 years.
 5 High-school graduate.

TABLE 2.—Entrance requirements—Continued.

Location.	Name of school.	Age.	Personality and fitness determined by—	Health and absence of physical defect determined by—	Academic preparation determined by—	Musical ability determined by—
Albany, N. Y.	Albany Teachers Training School.	16		Medical examination.	Graduate from a high school or graduate from a teachers' training school.	Observation of pupil during practice-teaching.
Buffalo, N. Y.	State Normal School.	16		Certificate of health.	High-school diploma or equivalent.	
Do.	Training School of Buffalo Kindergarten Association.	18	Personal interview and credentials.	Personal interview.	High-school course or equivalent.	Singing ability, no fixed standard for piano.
Oakland, N. Y.	State Normal School.	16		Physician's certificate.	Four-year academic diploma.	Tests in singing and playing the piano.
Fredonia, N. Y.	do.	16			High-school diploma or equivalent, to be approved by the commissioner of education.	
Geneseo, N. Y.	do.	(1)		Examination on entrance.	High-school diploma.	No examination.
Herkimer, N. Y.	Pots Mission Institute.	18	Testimonials.	Physician's certificate.	Graduate from high school.	Examination.
New York (Brooklyn), N. Y.	Adelphi College.	18	Personal interview.	Physical examination.	Diploma from approved high school and certificate of admission.	Test by music director.
Do.	Brooklyn Training School for Teachers.	17	Written or oral English entrance examination.	Physical entrance examination.	Board of education requirements.	Instrumental and vocal entrance examination.
Do.	Pratt Institute.	18	Personal interview.	Two physical examinations and tests.	Four-year high-school diploma or equivalent.	Examination in vocal and instrumental music by director of the school.
New York (Manhattan), N. Y.	Ethical Culture School.	18	Personal interview and letters.	Personal interview.	Entrance examination.	Ability to sing and some proficiency in playing.
Do.	Training School of the Freebel League of New York City.	18	Personal interview and references.	Physician's certificate.	High-school diploma or equivalent, or examination.	Demonstration of musical sense and playing ability.
Do.	Kreus Bembury for Kindergarten.	18	Interviews and correspondence.	do.	Certificates of principals of previous schools.	Performance and testimonials.
Do.	Harrisville Melrose Mills Kindergarten Training School.	18	Personal interview.	Examination.	Credentials submitted.	Examination by music director.
Do.	New York Training School for Teachers.	17	Examination.	Interview and questioning.	Examination.	Examination.
Do.	Hunter College of the City of New York.	18	Competitive tests for entrance.	Physical examination.	Diploma from accredited high-school four-year course or its equivalent.	Competitive entrance examination in playing and singing.
Do.	Teachers College, Columbia University.				Graduate of four-year academic course.	Ability to play the piano.
Oneonta, N. Y.	State Normal School.	16				

Potomac, N. Y.	16	Personal interviews.	Personal interviews.	High-school diploma.	Examination by music supervisor.
Rochester, N. Y.	17	High-school records.	Physical examination.	High-school diploma or equivalent and city examination.	Ability to play and sing such music as is required in kindergarten.
Valley City, N. Dak.	15	Records from previous schools.	Committee.	Graduates from first-class high school.	Vocal music in course.
Athens, Ohio	18	Interview and probation.	Statement of applicant.	Graduation from recognized high school or equivalent.	Statement of applicant or examination.
Cincinnati, Ohio	18	Interview and one month's probation.	Physician's certificate.	Entrance credits at University of Cincinnati, high-school credentials, or college.	Tests by music supervisor.
Do.	18	Recommendations.	Recommendations and blank filled.	Diploma.	Recommendations and blank filled.
Cleveland, Ohio	18	Personal interview and credentials.	Personal interview.	Blank filled and letters, high-school graduate or equivalent.	Blank filled and letters.
Columbus, Ohio	18	Personal interview and correspondence.	Personal observation.	High-school credentials and diploma.	Tests during term.
Oberlin, Ohio	18	do.	Certificate and personal interview.	High-school diploma of first rank.	Blank filled.
Toledo, Ohio	18	Blank filled.	Personal interview.	Blank filled, high-school graduate.	Do.
Edmond, Okla.	18	Personal interview.	Personal interview.	Full high-school course.	Ability to play and sing kindergarten music.
Portland, Oreg.	18	do.	do.	Credits and interview.	Credits and interview.
Harrisburg, Pa.	18	do.	do.	High-school* or academic diploma from four-year high school or normal school.	Ability to play and sing simple music.
Lock Haven, Pa.	(9)	do.	do.	Graduate from four-year high school or normal school.	High-school records.
Philadelphia, Pa.	17	Probationary month.	Physician's certificate and examination.	Diploma from high school or college or equivalent.	Personal test.
Do.	(1)	High-school records.	High-school records.	Graduate four-year high school.	Required. No definite standard.
Do.	18	Personal interview.	Personal interview.	Diploma.	Examination by director.
Pittsburgh, Pa.	18	do.	Medical examination by school physician.	Graduate from four-year high school.	
Providence, R. I.	17	High-school records and examination.	Physical examination and certificate.	High-school diploma.	

* High-school graduate.

† Not specified.

‡ One by a physician, the other by director of physical training department.

§ Also by instructor in music.

* Also satisfactory completion of 2 years of normal school or college work.

† Also records of college work.

‡ High-school graduate or normal-school graduate.

TABLE 2.—*Entrance requirements*—Continued.

Location.	Name of school.	Age.	Personality and fitness determined by—	Health and absence of physical defect determined by—	Academic preparation determined by—	Musical ability determined by—
Charleston, S. C.	Training School of South Carolina Kindergarten Association.	18	Letters of commendation and personal interview.	Letters and statement of student.	High-school diploma or equivalent; competitive examination for free scholarship.	Detrable but not required.
Greenville, S. C.	Greenville Female College.	17	Probation of several weeks.	Examination by physician.	Graduation from high school.	Tests by music director.
Rock Hill, S. C.	Winthrop State Normal and Industrial College.	18	Observation and practice.	Observation and practice.	Diploma or entrance examination.	Observation.
Madison, S. Dak.	State Normal School.	(1)	A month's probation.	Personal interview.	Accredited high school.	Ability to sing and play simple music.
Knoxville, Tenn.	Knoxville Kindergarten Training Class.	18	Credentialed letters.	Physician's certificate.	Graduation from high school or equivalent.	Do.
Dallas, Tex.	Dallas Free Kindergarten Training School and Industrial Association.	18	Personal interview and letters.	Personal interview and letters.	High-school diploma and blank filled.	Report of previous work.
Fort Worth, Tex.	Fort Worth Kindergarten Training School.	18	Personal interview and blank filled.	Personal interview and blank filled.	Four-year high-school course or equivalent.	Ability preferred, not required.
San Antonio, Tex.	San Antonio Kindergarten Training School.	18	Head of kindergarten department.		High-school course of 15 units.	Ability to sing and play simple music.
Salt Lake City, Utah.	University of Utah.	18	Entrance examination.	Physician's certificate.	Graduate of four-year high-school course.	Ability to sing and play simple music.
Farmville, Va.	do.	15	Personal interview and credential.	Physical examination.	Fourteen units, or certificate of examination.	Ability to sing and play simple music.
Harrisonburg, Va.	do.	18	Entrance examination.	Physical examination.	Entrance examination.	Ability to sing and play simple music.
Richmond, Va.	Richmond Training School for Kindergarten.	17	Personal interview and credential.	Physical and mental examination.	High-school diploma or equivalent.	Ability to sing and play simple music.
Ellensburg, Wash.	State Normal School.	17	Judgment of teachers.	Physical and mental examination.	Graduation from four-year high-school course or examination.	Examination by music director.
Milwaukee, Wis.	do.	18	Probation of one term.		Graduation from high school of good standing.	Music required.
Superior, Wis.	do.	18				

¹ High-school graduate.

² Must be 19 before completing course.

³ If not well prepared, must make up deficiency during course.

⁴ Must make up deficiency in academic credits before entering or during summer school.

TABLE 3.—Income, length of courses, certificates.

Location.	Name of school.	Income.		School year (months).	Course.		Certificates given at end of—		
		From tuition fees.	From other sources.		Total.	Years in course.	One year.	Two years.	Three or four years.
Birmingham, Ala.	Training School for Teachers.	\$150		\$150	9	2			
Mobile, Ala.	Mobile Kindergarten Training School.	175	\$560	\$735	9	2			
Berkeley, Cal.	Bernard Kindergarten Training School.			(1)	9	2			
Los Angeles, Cal.	State Normal School.			(1)	10	2			
Pasadena, Cal.	Broad Oaks Kindergarten Training School.	1,650	0	1,650	10	2			
San Francisco, Cal.	Golden Gate Fr. Kindergarten Normal School.	0	14,000	14,000	10	2			
Greenley, Colo.	State Teachers College.			(1)	9	2-4			A. B. degree. ²
Gunnison, Colo.	State Normal School.				9	2			
Springport, Conn.	Connecticut Froebel Normal Kindergarten Training School.	2,120		2,120	8	1,2			
New Britain, Conn.	Fannie A. Smith Froebel Kindergarten Training School.	2,070		2,000	8	1,2			
Wilmington, Del.	State Normal School.	650		(1)	10	2			
Washington, D. C.	Miss Beaman's Training School for Kindergartners.	1,380	2,230	3,610	8	1,2	Certificate.		
Do.	Columbia Kindergarten Training School.			(1)	1	2			
Do.	Howard University (colored).			(1)	1	2			
Do.	J. Ormond Wilson Normal School.			(1)	10	2	Certificate.		
Do.	Lucy Webb Hayes Training School.			(1)	10	2			
Tallahassee, Fla.	Florida State Normal School No. 2 (colored).			(1)	10	2			
Atlanta, Ga.	Atlanta Kindergarten Normal and Elementary School.	1,250		1,250	9	2			
Do.	Atlanta University (colored).	120	1,306	1,426	8	2			
Columbus, Ga.	Free Kindergarten Association Training School.	210	790	1,000	8	2			
La Grange, Ga.	La Grange Kindergarten Training School.			(1)	10	2			
Savannah, Ga.	Kate Baldwin Free Kindergarten Association.	330	4,110	4,440	8	2			
Honolulu, Hawaii.	Honolulu Free Kindergarten Training School.	185	9,532	9,817	8	2			
Chicago, Ill.	Chicago Kindergarten Institute.	14,000		14,000	8	2	Certificate.		
Do.	Chicago Normal College.			(1)	10	2			
Do.	Chicago University.			(1)	9	2-4			
Do.	Kindergarten Collegiate Institute of Chicago.	2,800	2,676	5,476	9	2			Ph. B. degree. ²
Do.	National Kindergarten College.	15,956	9,438	25,394	9	2	Certificate.		Diploma. ²
Do.	Petalocci-Froebel Kindergarten Training School.	9,000	9,000	10,200	9	2			
Normal, Ill.	State Normal University.				10	2			Certificate

¹ Supported by funds of institution. ² Fund for maintenance of free kindergartens and training school.

³ Noted on p. 44.

* Fund for maintenance of free kindergartens and training school.

* Noted on p. 44.

* Supported by funds of institution.

Location.	Name of school.	Income.		Course.		Certificates given at end of—			
		From tuition fees.	From other sources.	Total.	School year (months).	Years in course.	One year.	Two years.	Three or four years.
Indianapolis, Ind.	Teachers College of Indianapolis	\$8,191		\$8,191	10	2-4	Certificate.	Diploma.	Diploma.
North Bend, Ind.	North Bend Training School	1,503			9	2,3	do.	do.	Do.
Peoria, Ill.	Peoria State Normal School				11	2,3	do.	do.	Certificate.
Peoria, Ill.	Peoria State Normal School				9	2,3	do.	do.	do.
Des Moines, Iowa	Des Moines University				9	2,3	do.	do.	Certificate.
Emporia, Kans.	State Normal School				9	2,3	do.	do.	do.
Emporia, Kans.	State Normal School				11	2,3	do.	do.	Diploma.
Pittsburg, Kans.	Louisville Normal School	900			10	2,3	do.	do.	do.
Louisville, Ky.	Louisville Normal School				9	2,3	do.	do.	Certificate.
New Orleans, La.	New Orleans Normal and Training School				8	2,3	do.	do.	Diploma.
Do.	Tulane University				8	2,3	do.	do.	do.
Baltimore, Md.	Asafordby Kindergarten Normal School	2,500			8	2,3	do.	do.	Certificate.
Boston, Mass.	Boston Normal School			(1)	10	2,3	do.	do.	Diploma.
Do.	Freebel School of Kindergarten Normal Classes				8	2,3	do.	do.	do.
Do.	Miss Nial's Training School for Kindergartners				8	2,3	do.	do.	do.
Do.	Vermont Kindergarten Normal School				8	2,3	do.	do.	do.
Do.	Washburn Kindergarten Training School	15,000		15,000	8	2,3	do.	do.	do.
Do.	State Normal School			(1)	9	2,3	do.	do.	do.
Bridgeport, Mass.	Lesley Normal School	7,000			9	2,3	do.	do.	do.
Cambridge, Mass.	Mark Hopkins School				9	2,3	do.	do.	do.
North Adams, Mass.	Syracuse Kindergarten Training School	2,000		2,000	9	2,3	do.	do.	do.
Syracuse, Mass.	State Normal School				9	2,3	do.	do.	do.
Alma, Mich.	Alma College		\$320		9	2,3	do.	do.	do.
Big Rapids, Mich.	Ferris Institute	1,280		1,600	9	2,3	do.	do.	do.
Detroit, Mich.	Washington Normal School	1,600		1,600	10	2,3	do.	do.	do.
Grand Rapids, Mich.	Grand Rapids Kindergarten Training School	5,478	148	5,626	8	2,3	do.	do.	do.
Kalamazoo, Mich.	Western State Normal School				10	2,3	do.	do.	do.
Marquette, Mich.	Northern State Normal School				9	2,3	do.	do.	do.
Marquette, Mich.	City Normal Training School				9	2,3	do.	do.	do.
Ypsilanti, Mich.	State Normal School	945	94	1,039	10	1 1/2	do.	do.	do.
Do.	State Normal School				9	2,3	do.	do.	do.
Do.	State Normal School				9	2,3	do.	do.	do.
Do.	State Normal School				10	2,3	do.	do.	do.
Minneapolis, Minn.	Minnesota Kindergarten Association Normal School			8,300	10	2,3	do.	do.	do.
St. Paul, Minn.	St. Paul Normal School				9 1/2	2	do.	do.	Certificate.
Winona, Minn.	State Normal School				9	2,3	do.	do.	Diploma.
Kansas City, Mo.	Freebel Kindergarten Training School	3,700		3,700	10	2	do.	do.	Diploma.
Do.	State Normal School			(1)	9	2	do.	do.	Certificate.
Kearney, Neb.	State Normal School				9	2	do.	do.	do.

STATISTICS OF KINDERGARTEN TRAINING SCHOOLS.

State, N. Y.	Name of School	Year	Students	Teachers	Cost	Term	Qualification	Diploma or Certificate
Omaha, Neb.	Omaha Teachers Training School	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	State Normal School	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	Nebraska Wesleyan University	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	State Normal School	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	Miss Cora Webb Peet's Kindergarten Normal Training School	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	State Normal School	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	Arthur Robinson Training School	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	Albany Teachers Training School	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	State Normal School	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	Training School of Buffalo Kindergarten Association	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	State Normal School	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	do	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	Folsom Mission Institute	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	Adelphi College	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	Brooklyn Training School for Teachers	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	Pratt Institute	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	Ethical Culture School	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	Training School of the Froebel League of New York City	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	Kreus Seminar for Kindergarten	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	Harris-Melrose Mills Kindergarten Training School	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	New York Training School for Teachers	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	Hunter College of the City of New York	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	Teachers College, Columbia University	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	State Normal School	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	do	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	Rochester Training School for Teachers	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	State Normal School	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	State Normal College	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	Chickadee Kindergarten Association Training School	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	Chickadee Missionary Training School	1909	100	10	12,000	10	10	Diploma
Omaha, Neb.	Cleveland Kindergarten Training School	1909	100	10	12,000	10	10	Certificate
Omaha, Neb.	Columbus Kindergarten Normal Training School	1909	100	10	12,000	10	10	Diploma

Supported by funds of institution.
 * Based on pp. 46, 47.
 * Term with number of students.
 * Includes receipts of kindergarten and primary school.
 * This amount includes tuition from students in home economics department, which was temporarily supported by the association.

TABLE 3.—Income, length of course, certificates—Continued.

Location.	Name of school.	Income.		Course.	Certificates given at end of—				
		From tuition fees.	From other sources.		Total.	School year (months).	Years in course.	One year.	Two years.
Oberlin, Ohio.	Oberlin Kindergarten Training School.	\$5,217	\$220	\$5,437	9	2	Certificate.	Diploma.	
Edinboro, Ohio.	Low Froebel Kindergarten Training School.			6,000	10	2	do.	do.	
Edinboro, Ohio.	Central State Normal School.			(1)	9	2	do.	do.	
Edinboro, Ohio.	Elizabeth C. Matthews Normal Training School.				9	2	do.	do.	
Edinboro, Ohio.	Froebel Kindergarten Training School.			(1)	10	1, 2	Certificate.	Certificate.	
Edinboro, Ohio.	Central State Normal School.	2,000	60	2,060	10	2	Certificate.	Diploma.	
Edinboro, Ohio.	Froebelian School for Women.				10	2	Certificate.	Diploma.	
Edinboro, Ohio.	Philadelphia Normal School for Girls.			(1)	10	2	do.	do.	
Edinboro, Ohio.	Pittsburgh Training School for Teachers.	2,480	64	2,544	10	2	Certificate.	Diploma.	
Edinboro, Ohio.	State Normal School.			(1)	10	2	do.	do.	
Edinboro, Ohio.	Training School of the South Carolina Kindergarten Association.	400	100		8	2	Diploma.		Certificate. ²
Greenville, S. C.	Greenville Female College.	800		(1)	9	2	Certificate.	Diploma.	Diploma.
Greenville, S. C.	Windsor State Normal and Industrial College.			(1)	9	2	Certificate.	Diploma.	A. B. degree. ²
Madison, S. D.	State Normal School.			(1)	9	2	do.	do.	
Marion, Tenn.	Knoxville Kindergarten Training Class.				9	2	do.	do.	
Dallas, Tex.	Dallas Free Kindergarten Training School and Industrial Association.			(1)	9	2	Certificate.	do.	
Fort Worth, Tex.	Fort Worth Kindergarten Training School.	725	215		8	2	do.	do.	
San Antonio, Tex.	San Antonio Kindergarten Training School.	520	394		9	2	do.	do.	
Salt Lake City, Utah.	University of Utah.	525		(1)	9	2	do.	do.	
Greenville, Va.	State Normal School.			(1)	9	2	do.	do.	
Richmond, Va.	Richmond Training School for Women.			(1)	8	2	do.	do.	
St. Louis, Mo.	St. Louis Kindergarten Training School.	1,000	725		8	2	Statement. ⁴	Diploma. ³	
St. Louis, Mo.	State Normal School.			(1)	10	2	do.	do.	
St. Louis, Mo.	do.			(1)	10	2	do.	do.	
St. Louis, Mo.	do.			(1)	10	2	do.	do.	
Superior, Wis.	Superior, Wis.				10	2	do.	do.	

¹ Supported by funds of institution.

² After freshmen and sophomore years, kindergarten students specialize.

³ Part of public-school system.

⁴ Noted on p. 47.

STATISTICS OF KINDERGARTEN TRAINING SCHOOLS.

TABLE 4.—Enrollment, fees and other expenses, graduates.

Location.	Names of school.	Enrollment.						Cost per year to students.			Graduates.						
		For 1-year course.	For 2-year course.	For 3-year course.	For 4-year course.	For special or graduate courses.	Total.	Tuition fee.	Books and materials.	Room and board.	Number since school began.	Number teaching in kindergarten.	Teaching in other grades.	Engaged in other work.	Number married.	Salary received first year.	Relation of demand to supply.
Birmingham, Ala.	Training School for Teachers	0	34	0	0	0	34	\$180	\$10	(*)	50	24	7	0	16	\$450	Below.
Birmingham, Ala.	Mobile Kindergarten Training School.	0	7	0	0	0	7	125	15	3200	8	0	0	0	0	280	Do.
Birmingham, Ala.	Birmingham Kindergarten Training School.	0	61	0	0	0	61	225	20	315	174	40	0	4	(*)	500-780	Equal.
Birmingham, Ala.	State Normal School.	0	88	0	0	0	88	100	20	225-180	280	0	0	0	(*)	600	Do.
Birmingham, Ala.	Birmingham Kindergarten Training School.	0	30	0	0	0	30	8	10	300-350	232	30	0	(*)	(*)	600	Do.
Birmingham, Ala.	Golden Gate Free Kindergarten Normal School.	0	30	0	0	0	30	0	10	300-350	232	30	0	(*)	(*)	600	Do.
Greenville, S. C.	State Teachers College	0	49	2	0	0	51	45	2	200	241	0	(*)	0	0	500-650	Above.
Greenville, S. C.	State Normal School	2	2	0	0	0	4	80	12	200	75	0	0	0	0	450	Equal.
Greenville, S. C.	Connecticut Free Kindergarten	0	13	0	0	0	21	173	60	0	0	60	0	(*)	(*)	350-450	Do.
Greenville, S. C.	Primary Training School	0	19	0	0	1	22	100	20	250	173	60	0	(*)	(*)	350-450	Do.
Greenville, S. C.	Frederick A. Smith Free Kindergarten Training School.	0	23	0	0	0	23	0	0	180	103	70	3	0	30	350	Above.
New Britain, Conn.	State Normal School	0	23	0	0	0	23	0	0	180	103	70	3	0	30	350	Above.
New Britain, Conn.	Miss Beaman's Training School for Kindergarten	0	8	0	0	0	8	100	15	0	6	3	1	0	2	350	Below.
New Britain, Conn.	Connecticut Kindergarten Training School.	3	15	0	0	0	18	100	25	400	200	100	20	10	50	350-650	Equal.
New Britain, Conn.	Connecticut Kindergarten Training School.	0	25	0	0	0	25	20	6	100	58	26	9	1	8	500	Below.
New Britain, Conn.	Frederick A. Smith Free Kindergarten	0	11	0	0	0	11	75	10	270	90	60	3	2	14	500	Do.
New Britain, Conn.	Levy Webb Hayes Training School.	0	24	0	0	0	24	0	26	200	40	30	0	0	6	350-600	Equal.
New Britain, Conn.	Washington Normal School No. 2 (colored).	0	16	0	0	0	16	100	10	350	51	42	5	2	22	450	Do.
Tallahassee, Fla.	Florida State College for Women.	0	16	0	0	0	16	100	10	350	51	42	5	2	22	450	Do.
Tallahassee, Ga.	Atlanta Kindergarten Normal and Elementary School.	0	8	0	0	0	8	21	10	100	1	0	(*)	0	0	225	Above.
Tallahassee, Ga.	Atlanta University (colored).	0	8	0	0	0	8	20	0	250	70	25	(*)	(*)	(*)	250-450	Equal.
Tallahassee, Ga.	Free Kindergarten Association Training School.	0	5	0	0	0	5	(*)	12	10	0	0	0	0	0	0	0
La Grange, Ga.	La Grange Settlement.	0	5	0	0	0	5	(*)	12	10	0	0	0	0	0	0	0

* For first year, \$90 for second.
 * Including gymnasium suit, laundry, and incidentals.
 * Tuition, room, and board included in one fee.

* Enrolled for partial courses for grade work.
 * About half of those who are teaching.
 * For first year, \$75 for second.

* For nonresident students.
 * Students live at home.
 * Unable to give number.
 * Underestimated; records lost in fire of 1900.

TABLE 4.—Enrollment, fees and other expenses, graduates—Continued.

Location	Name of school	Enrollment						Cost per year to students			Graduates						
		For 1-year course	For 2-year course	For 3-year course	For 4-year course	For special or graduate courses	Total	Tuition fee	Books and materials	Room and board	Number since school began	Number teaching in kindergarten	Teaching in other grades	Engaged in other work	Number married	Salary received last year	Relation of demand to supply
Savannah, Ga.	Kate Baldwin Free Kindergarten Association	0	8	0	0	2	11	\$50	\$5	\$320	67	14	12	14	27	\$320	Above
Honolulu, Hawaii	Honolulu Free Kindergarten Training School	0	6	0	0	0	6	40	5	(¹)	31	7	5	1	13	500	Equal
Chicago, Ill.	Chicago Kindergarten Institute	0	110	6	0	0	145	100	10	450	472	(¹)	(¹)	(¹)	137	590	Do.
Do.	Chicago Normal College	0	47	0	0	0	47	0	10	(¹)	135	140	7	15	15	500	Above
Do.	Chicago University	0	57	0	14	0	171	120	20	400	139	79	45	10	10	500-700	Equal
Do.	Chicago Normal College	0	36	0	0	21	57	100	5	250	260	45	400	400	500	Above	
Do.	National Kindergarten College	0	115	17	3	12	147	125	10	350	525	100	100	200	500	Equal	
Do.	Friedrich Froebel Kindergarten Training School	0	79	0	0	90	169	100	10	200-250	233	171	10	42	500	Above	
Normal, Ill.	State Normal University	0	24	0	0	11	35	14	28	400	7	2	5	0	0	600	Below
Indianapolis, Ind.	Teachers College of Indianapolis	0	76	13	4	43	135	50	15	190	2,297	35	0	0	0	600	Equal
South Bend, Ind.	South Bend Training School	0	17	3	0	35	55	75	10	175-250	300	150	0	0	0	450	Do.
Valparaiso, Ind.	Valparaiso University	21	10	0	0	64	125	0	12	175-250	300	149	26	6	0	500	Do.
Cedar Falls, Iowa	State Teachers College	0	41	2	0	0	50	15	27	388	205	88	26	6	22	500	Do.
Des Moines, Iowa	Drake University	0	21	0	0	3	24	100	27	388	205	7	22	8	0	500	Do.
Emporia, Kans.	State Normal School	0	22	0	0	0	22	2	12	200-300	37	2	6	0	0	475	Equal
Emporia, Kans.	State Manual Training School	95	6	0	0	0	101	0	16	250	396	(¹)	7	0	0	450	Below
Louisville, Ky.	Louisville Normal School	0	15	0	0	0	15	140	0	200	140	(¹)	1	3	0	300	Do.
New Orleans, La.	New Orleans Normal and Training School	0	7	0	0	0	7	80	13	200	10	(¹)	5	0	0	400	Equal
Baltimore, Md.	Tulane University	0	30	0	0	0	30	7	180	0	200	146	15	102	400-475	Above	
Boston, Mass.	Lyndon Kindergarten Normal School	0	7	0	0	0	7	180	0	200	200	146	15	15	500	Equal	
Boston, Mass.	Practical School of Kindergarten Normal Class	0	40	0	0	0	40	150	11	300	400	150	50	15	300	Equal	
Do.	Miss Niel's Training School for Kindergarten	0	60	0	0	0	60	100	0	0	(¹)	(¹)	0	0	0	0	Do.
Do.	Perry Kindergarten Normal School	0	38	0	0	0	38	100	12	250	101	98	3	39	250-450	Above	
Do.	Wheelock Kindergarten Training School	12	150	0	0	0	162	100	15	250	1,200	600	100	400	400-550	Equal	
Bridgewater, Mass.	State Normal School	0	0	0	2	0	2	33	0	10	43	6	24	4	9	500	Above
Cambridge, Mass.	Lesley Normal School	0	59	0	0	0	59	100	15	300-400	6	34	3	3	320-400	Do.	
North Adams, Mass.	Mark Hopkins School	0	20	0	0	0	20	0	0	0	70	0	0	0	0	0	Do.

STATISTICS OF KINDERGARTEN TRAINING SCHOOLS.

[illegible]

- 1 Students live at home.
- 2 Noted on p. 47.
- 3 Summer school students.
- 4 Not including summer-school students.
- 5 Awarded for partial course for grade work.
- 6 Since 1907 no partial course was first offered.
- 7 For nonresident students.
- 8 Unable to give number.
- 9 The majority.
- 10 Length of course is 18 months.
- 11 Included in tuition fee.
- 12 Enrollment is limited to this number.
- 13 For strictly kindergarten work.
- 14 No records kept.
- 15 No records kept.
- 16 For graduates so far.
- 17 Taking primary-kindergarten course.
- 18 The majority of those teaching.

KINDERGARTEN TRAINING SCHOOLS.

TABLE 4.—Enrollment, fees and other expenses, graduates—Continued.

Location.	Name of school.	Enrollment.						Cost per year to students.			Graduates.					
		For 1-year course.	For 2-year course.	For 3-year course.	For 4-year course.	For special or graduate courses.	Total.	Tuition fee.	Books and materials.	Room and board.	Number school began.	Number teaching in kindergarten.	Teaching in other grades.	Engaged in other work.	Number married.	Salary received first year.	Relation of demand to supply.
Herkimer, N. Y.	Felts Mission Institute.	0	12	0	0	1	13	\$80	\$20	\$140	150	25	25	74	\$400-720	Above.
New York (Brooklyn), N. Y.	Adelphi College.	0	70	0	0	0	70	100	0	0	350	175	25	0	0	Do.
Do.	Brooklyn Training School for Teachers.	0	0	0	0	7	7	75	20	250	110	88	30	20	720	Equal.
Do.	Pratt Institute.	0	59	0	0	0	59	100	28	0	430	220	30	120	500-750	Above.
New York (Manhattan), N. Y.	Ethical Culture School.	0	0	0	0	0	0	0	0	0	590	120	181	200	400	Equal.
Do.	Training School of the Froebel League of New York City.	0	7	11	4	37	59	100	20	450	19	13	1	4	550-850	Above.
Do.	Kreis Seminary for Kindergarten Teachers.	0	12	0	0	0	12	200	25	0	1,000	26	0	2	500	Equal.
Do.	Harris-Stichman-Kline Kindergarten Training School.	0	25	0	0	0	25	150	0	0	28	0	0	0	700	Above.
Do.	New York Training School for Teachers.	0	14	0	0	0	14	0	0	0	103	90	6	0	720	Equal.
Do.	Hunter College of the City of New York.	0	30	0	0	22	52	160	20	300-360	240	163	2	33	720	Do.
Do.	Teachers College, Columbia University.	0	31	0	0	26	57	0	3	0	139	25	100	0	500-550	Below.
Oswego, N. Y.	State Normal School.	1	53	0	0	0	56	0	0	0	210	0	1	18	500	Equal.
Do.	do.	0	21	0	0	0	21	0	0	0	0	0	0	0	550	Above.
Rochester, N. Y.	Rochester Training School for Teachers.	0	7	0	0	1	8	6	5	150	14	5	3	0	450	Below.
Valley City, N. Dak.	State Normal College.	0	12	0	0	3	15	20	14	170	14	5	1	0	500	Do.
Athens, Ohio.	State Normal School.	0	44	0	0	10	54	110	25	350	400	350	10	40	500-600	Above.
Chickasaw, Ohio.	Chickasaw Kindergarten Association Training School.	0	8	0	0	2	10	130	5	0	12	11	1	0	0	Do.
Cleveland, Ohio.	Cleveland Kindergarten Training School.	0	78	11	0	0	89	100	15	350	357	242	0	102	600	Equal.
Columbus, Ohio.	Columbus Kindergarten Normal.	0	14	0	0	0	14	76	10	200	168	110	10	40	450	Do.
Oberlin, Ohio.	Oberlin Kindergarten Training School.	0	78	0	0	2	80	80	25	200	283	91	57	24	500	Do.
Toledo, Ohio.	Law Froebel Kindergarten Training School.	26	20	0	0	0	56	110	0	280	600	300	60	240	400-500	Above.
Edmond, Okla.	Central State Normal School.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Portland, Ore.	Elizabeth K. Matthews Normal Training School.	0	6	0	0	0	6	100	25	300	25	15	0	0	600	Equal.
Harrisburg, Pa.	Froebel Kindergarten Training School.	0	6	0	0	3	9	80	20	300	40	20	8	9	400-600	Above.
Look Haven, Pa.	Central State Normal School.	0	0	0	0	0	0	0	0	0	20	0	0	0	0	0

KINDERGARTEN TRAINING SCHOOLS.

TABLE 5.—Curriculum.

Location.	Name of school.	Minutes in recitation period.	Recitation periods required for graduation.	Number of recitation periods devoted to—															
				Physical training.	Academic subjects.				Psychology and child study.	Kindergarten technique.			Kindergarten theory.		Education in general.			Other related subjects.	
					Music.	Art.	Nature study.	Literature and stories.		Games.	Gifts.	Occupations.	Program.	"Education of Man."	"Mother Play."	Other books on kindergarten.	General pedagogy.		Primary methods.	History of education.
Birmingham, Ala.	Training School for Teachers.	60	1,022	72	144	144	72	180	10	14	(1)	10	7	18	126	36	45	45	45
Mobile, Ala.	Mobile Kindergarten Training School.	45	574	50	20	20	30	172	50	50	40	60	10	10	50	6	220	72	220
Berkley, Cal.	Berkley Kindergarten Training School.	60	540	36	36	18	18	144	24	24	24	24	48	48	48				
Los Angeles, Cal.	State Normal School.	45	1,340	104	91	65	80	130	(1)	200	38	120	80	26	26	39	65	65	208
Pasadena, Cal.	Broad Oaks Kindergarten Training School.	50	808	48	72	72	48	48	(1)	42	42	40	36	24		24	16	24	192
San Francisco, Cal.	Golden Gate Free Kindergarten Normal School.	45	720	40	45	40	45	45	45	45	45	45	30	20	30	45	20	45	95
Greeley, Colo.	State Teachers College.	50	1,164	120	60	60	120	108	50	120	72	48	60	36	10	60	60	(8)	120
Greeley, Colo.	State Normal School.	45	830	114	32	80	60	60	16	96	36	16	48	24	16	80	240	80	120
Bridgport, Conn.	Connecticut Froebel Normal Kindergarten Training School.	60	1,940	120	40	30	100	100	120	60	60	60	60	60	60	80		100	220
Do.	Fannie A. Smith Froebel Kindergarten Training School.	15-40	751	88	95		30	42	40	128	75	25	64	32	20	10	12	10	10
New Britain, Conn.	State Normal School.	45	1,190	120	60	100	120	180	100	40	120	80	80	40	40		80	20	10
Wilmington, Del.	Miss Beaman's Training School for Kindergarten Teachers.	60	594		60	30	60	60	60	45	45	30	90	10	40		4	30	
Washington, D. C.	Columbia Kindergarten Training School.	60-75	480		14	14		16	40	32	96	96	32	30	32		16	32	
Do.	Howard University (colored).	55	1,335	64	32	62	64	96	64	32	64	9	32	32	32	48	48	96	592
Do.	J. C. Furness Wilson Normal School.	40	1,242	90	108	114	144	90	54	102	72	48	60			12		30	72
Do.	Lacy Webb Hayes Training School.	50	675	50	30	30	20	60	30	75	75	40	40			35		30	40
Do.	Washington Normal School No. 2 (colored).	45	1,098	72	144	36	72	162	72	72	108	72	144					36	36

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- In connection with history of education and psychology.
- Exclusive of physical training, hygiene, and practice teaching.
- Including occupations.
- Including "Education of Man" and other books on kindergarten.
- Including practice teaching.
- Including occupations and program.
- Including all work in kindergarten theory.

1. Noted on pp. 49-50.
2. Also classes with playground director.
3. A few lessons added to those given to all students.
4. Pupils in the Physical Education class.
5. Given in connection with gardening, harvesting, and field excursions.
6. An elective study.
7. Including general pedagogy.
8. Half periods.

KINDERGARTEN TRAINING SCHOOLS.

TABLE 5.—Curriculum—Continued.

Location.	Name of school.	Minutes in recitation period.	Recitation periods required for graduation.	Number of recitation periods devoted to—																
				Physical training.	Academic subjects.				Psychology and child study.	Kindergarten technique.				Kindergarten theory.			Education in general.			Other related subjects.
					Music.	Art.	Nature study.	Literature and stories.		Games.	Gifts.	Occupations.	Program.	"Education of Man."	Other books on kindergarten.	General pedagogy.	Primary methods.	History of education.		
Boston, Mass.	Boston Normal School.	45	1,600	80	145	80	40	75	80	40	125	125	15	80	35	28	30	26	247	
Do.	Frederick School of Kindergarten Normal Classes.	30-60		20	24	24	64	40	106	(?)	64	64	64	24	44	24	36	36	20-36	
Do.	Mrs. Niel's Training School for Kindergartners.	45-60						20	64	64	74	64	64	32	10	20	20			
Do.	Perry Kindergarten Normal School.																			
Do.	Western Kindergarten Training School.	60	820	40	40	15	54	34	94	60	90	34	34	90	36	20	20	34	94	
Bridgewater, Mass.	State Normal School.	45	1,935	100	120	245	100	80	200	40	100	80	40	140	10		60	60	500	
Cambridge, Mass.	Lesley Normal School.	90	373	15	14	45		15	30	45	40	45	15	45			30	30	4	
North Adams, Mass.	Mark Hopkins School.	45	228	76	76	171	76	36	72	108						114				
Springfield, Mass.	Springfield Kindergarten Training School.	40	720	72	72	36	36	36	72	36	72	72	72	36	36	36	108			
Worcester, Mass.	State Normal School.	40	2,063	152	152	114	114	114	60	60	60	60	40	60	60	10	132	38	674	
Alma, Mich.	Alma College.	55	928	60	60	36	36	60	84	38	76	144	34	34	36		12	60	256	
Big Rapids, Mich.	Ferris Institute.	40	60	40	40	40	40	40	12	80	100	120	40	84	24	24	60	60		
Detroit, Mich.	Washington Normal School.	60	1,330	190	100	120	120	40	160	100	120	120	40	20	40	40	40	40		
Grand Rapids, Mich.	Grand Rapids Kindergarten Training School.	50	720	30	70	20	20	20	90	46	90	72	30	72	12	20	40	50	18	
Kalamazoo, Mich.	Western State Normal School.	50	1,440	48	96	96	48	48	96	48	48	48	48	48	48	48	24	48	240	
Marquette, Mich.	State Normal School.	50	1,440	48	96	96	48	48	96	48	48	48	48	48	48	48	48	48	240	
Marquette, Mich.	City Normal Training School.	45	1,610	40	40	80	80	100	140	20	20	20	20	20	20	200	80	15		
Ypsilanti, Mich.	State Normal College.	40	240	48	48	96	48	96	104	48						144	40	60	372	
Duluth, Minn.	do.	45	1,086	(?)	120	120	60	312	192	60	20	40	12	60	60	44	40	60	300	
Mankato, Minn.	do.	45	1,440	240	60	60	60	120	120	60	60	60	60	60	60	60	60	60	372	
Minneapolis, Minn.	Minneapolis Kindergarten Association Normal School.	60	650	76	76	70	30	28	80	40	40	40	10	45	30	60	15	32	48	

KINDERGARTEN TRAINING SCHOOLS.

TABLE 5. Curriculum—(continued).

Location.	Name of school.	Number of recitation periods devoted to—										Education in general.						
		Minutes in recitation period.	Recitation periods required for graduation.	Physical training.	Academic subjects.			Kindergarten technique.			Kindergarten theory.	General pedagogy.	Primary methods.	History of education.	Other related subjects.			
					Music.	Art.	Nature study.	Literature and stories.	Psychology and child study.	Games.	Clubs.	Occupations.	Program.	"Mother Day."	"Education of Man."	Other books on kindergarten.		
New York (Manhattan), N. Y.	Hunter College of the City of New York.	53	1,635	76	228	228	...	76	114	76	114	171	76	76	38	57	57	57
Do.	Teachers College, Columbia University.	50	(1)	(1)	30	30	...	90	150	30	60	90	90	60	...	...	80	60
Queens, N. Y.	State Normal School.	45	1,480	120	60	160	100	100	100	100	40	40	40	80	...	...	100	440
Proctor, N. Y.	do.	45	1,480	120	100	160	100	100	100	100	50	40	40	80	...	...	100	400
Rochester, N. Y.	Rochester Training School for Teachers.	40	1,442	165	228	280	72	92	90	20	40	25	10	40	20	10	38	182
Valley City, N. Dak.	State Normal School.	45	...	108	210	90	...	...	180	24	24	60	48	24	12	24	30	150
Ashtabula, Ohio.	Cincinnati Kindergarten Association Training School.	60	...	76	76	114	...	...	153	44	63	17	32	114	9	28	57	153
Cincinnati, Ohio.	Cincinnati Missionary Training School.	50	...	64	16	64	64	80	96	48	64	64	64	48	32	16	16	64
Do.	Cincinnati Missionary Training School.	60	1,912	34	114	78	46	88	96	92	82	92	68	84	53	33	52	...
Cleveland, Ohio.	Cleveland Kindergarten Training School.	50	...	15	68	81	10	90	66	68	75	50	20	47	10	...	15	72
Columbus, Ohio.	Columnbus Kindergarten Normal Training School.	60	704	64	32	96	64	82	64	64	40	96	24	32	32	...	64	...
Oberlin, Ohio.	Oberlin Kindergarten Training School.	55	900	12	72	144	108	36	108	72	36	36	(1)	(1)	(1)	(1)	120	54
Toledo, Ohio.	Law Froebel Kindergarten Training School.	75	712	80	80	40	40	40	40	80	80	80	40	20	20	...	40	12
Edmond, Okla.	Central State Normal School.	55	1,100	83	60	180	60	...	180	...	...	...	...	...	...	...	60	180
Portland, Ore.	Elizabeth K. Matthews Normal Training School.	45	792	72	72	72	36	36	72	36	72	72	36	72	36	36	36	36
Harrisburg, Pa.	Froebel Kindergarten Training School.	60	512	36	36	18	18	20	76	20	33	50	20	40	20	30	30	10
Leak Haven, Pa.	Central State Normal School.	45	1,420	120	60	200	150	200	200	200	192	192	16	128	16	32	75	75
Philadelphia, Pa.	Probellan School for Women.	(*)	...	96	96	96	64	144	256	192	192	192	16	128	16	32	12	12

STATISTICS OF KINDERGARTEN TRAINING SCHOOLS.

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Do.....	46	2,400	160	80	160	120	80	280	80	160	40	60	(7)	(7)	80	580	80	360
Philadelphia Normal School for Girls.	50	760	72	72	144	108	128	144	36	72	36	36	18	36	18	36	36	360
Do.....	55	1,480	120	120	120	80	100	80	20	100	40	80	20	40	40	60	80	280
Pittsburgh, Pa.	55	555	114	114	114	60	60	60	30	30	38	38	24	24	38	38	114	380
State Normal School, Providence, R. I.	55	555	30	60	30	60	30	60	30	60	30	60	15	30	30	30	30	380
Training School of the South Carolina Kindergarten Association.	60	.....	72	36	72	36	252	216	18	18	36	72	36	36	216	72	72	380
Greenville, S. C.	45	.....	(7)	60	96	60	36	120	60	60	60	60	60	60	60	60	60	330
Winthrop State Normal and Industrial School.	40	1,068	108	48	84	50	70	150	42	36	36	84	84	84	180	70	110	380
State Normal School, Knoxville, Tenn.	60	441	50	(8)	40	38	25	38	40	40	38	25	40	8	43	16	16	380
Training Class, Dallas, Tex.	55	553	32	32	36	28	36	192	18	36	36	16	12	6	10	12	36	380
Dallas Free Kindergarten Training School and Industrial Association.	60	567	32	32	32	5	80	64	42	64	92	32	60	10	32	32	380	
Fort Worth Kindergarten Training School.	60	543	48	24	18	36	72	48	72	72	36	72	12	6	6	3	18	380
San Antonio Kindergarten Training School.	60	1,872	144	216	76	38	38	76	38	76	38	38	19	19	57	76	228	380
Salt Lake City, Utah.	45	2,068	144	72	144	144	72	144	72	72	108	108	18	72	180	144	432	380
State Normal and Industrial School for Women, Harrisonburg, Va.	50	1,030	65	85	85	128	97	65	65	65	65	50	90	70	30	50	40	380
Richmond Training School for Kindergartners.	40	1,440	36	54	90	36	54	162	54	72	54	72	36	36	54	36	135	380
State Normal School, do.	50	1,175	120	100	160	100	120	150	75	75	50	50	50	50	50	50	205	380
do.	50	1,160	110	100	100	100	160	100	30	42	200	10	15	20	50	50	100	380
Superior, Wis.	50	1,160	110	100	100	100	160	100	30	42	200	10	15	20	50	50	100	380

- 1 Including primary methods.
 2 Depends upon academic requirements.
 3 Depends upon individual needs.
 4 Included in education in general.
 5 Including all work in technique and theory.
 6 Not specified.
 7 Included in general pedagogy.
 8 Amount of time varies.
 9 Courses in games and folk dancing.
 10 Given by private instructors outside of class.
 11 Including singing and dancing.
 12 Including singing and dancing.
 13 Including practice teaching.
 14 Partly covered by course in kindergarten theory.

TABLE 6.—*Observation and practice teaching.*

[NOTE.—In this table x means Yes; 0 means No or none; s means some or few.]

Location	Name of school	Periods (30 minutes) required during course of observation and practice	Periods of observation required	Followed by organized discussion	Weeks of practice	Periods per day	Practice teaching first or second year	By whom supervised	Periods of observation in grades	Weeks of practice in grades
Birmingham, Ala.	Training School for Teachers	765	45	x	36	4	Second	Director	8	
Boston, Mass.	Mobile Kindergarten Training School	1,024	10	x	64	4	Both	do.	10	
Berkeley, Cal.	Berkeley Kindergarten Training School	772	72	x	36	4	Second	do.	8	
Los Angeles, Cal.	State Normal School	652	62	x	20	4	do.	Practice supervisor	8	10
Frederick, Md.	Frederick Kindergarten Training School		40	x	30	4	Both	Training teachers	0	6
San Francisco, Cal.	Golden Gate Free Kindergarten Normal School	1,600	200	x	70	4	do.	Director	8	
Grevelly, Colo.	State Teachers College	240	60	x	36	1	Second	Training teacher	8	12
Cummins, Colo.	State Normal School	360	180	x	12	1	do.	do.	8	36
Bridgeport, Conn.	Connecticut Freebel Normal Kindergarten Primary Training School	1,280	240	x	52	4	Both	do.	8	
Do.	Fannie A. Smith Freebel Kindergarten Training School	680	80	x	32	4	do.	Director	8	8
New Britain, Conn.	State Normal School	470	120	x	20	4	Second	Training teacher	8	3
Wilmington, Del.	Miss Beaman's Training School for Kindergarten	1,116	90	0	30	4	do.	do.	0	
Washington, D. C.	Childs Kindergarten Training School	1,024	256	x	45	4	Both	do.	8	8
Do.	Howard University (colored)	512	256	x	32	4	do.	Practice teacher	8	
Do.	J. Ormand Wilson Normal School	468	128	x	20	4	do.	do.	8	
Do.	Lucy Webb Hayes Training School	610	210	x	30	2	do.	Practice teacher	0	0
Do.	Washington Normal School No. 2 (colored)	720	120	x	80	4	do.	do.	8	
Tallahassee, Fla.	Florida State College for Women	1,224	248	x	36	4	do.	Training teacher	8	9
Atlanta, Ga.	Atlanta Kindergarten Normal and Elementary School	300	50	x	42	4	Both	Director	8	
Do.	Atlanta University (colored)	102	61	x	17	3	Second	do.	8	0
Columbus, Ga.	Free Kindergarten Association Training School	1,280			64	4	Both	do.	8	
La Grange, Ga.	La Grange Settlement			x	72	4	do.	Training teacher	8	3
Savannah, Ga.	Kate Baldwin Free Kindergarten Association	(¹) 1,280	640	x	62	4	do.	Director	8	0
Honolulu, Hawaii	Honolulu Free Kindergarten Training School	450	0	0	60	4	do.	do.	0	0

TABLE 6.—*Observation and practice teaching—Continued.*

Location.	Name of school.	Periods (45 minutes) during course of observation and practice.	Periods of observation required.	Followed by organized discussion.	Weeks of practice.	Periods per day.	Practice teaching first or second year.	By whom supervised.	Periods of observation in grades.	Weeks of practice in grades.
Ypsilanti, Mich.	State Normal College.	440	60	x	72	3	Both.	Director.	0	0
Dubuque, Minn.	State Normal School.	180	60	x	24	1	Second.	Training teacher.	0	6
Manassas, Minn.	do.	640	60	x	12	3	Both.	do.	0	13
Minneapolis, Minn.	Minnesota Kindergarten Association.	850			76	4	Both.	Director.	0	8
St. Paul, Minn.	Normal School.	200	(?)	x	20-26	2	Second.	Critic teacher.		
St. Paul, Minn.	State Normal School.	608	36	x	12	4	do.	Training teacher.	0	12
Wasson, Minn.	State Normal School.	640	216	x	54	4	Both.	Director.	0	3
Kansas City, Mo.	Frederick Kindergarten Training School.	1, 252	160	x	54	1	Second.	Training teacher.	0	0
Kearney, Nebr.	State Normal School.	540	180	x	36	2	Second.	Director.	0	0
Omaha, Nebr.	Omaha Teachers Training School.	540	72	x	32	1	do.	Training teacher.	0	0
Park, Nebr.	State Normal School.	252	72	x	36	4	do.	do.	0	0
University Place, Nebr.	Nebraska Wesleyan University.	400	24	x	20	4	do.	do.	0	0
Wayne, Nebr.	State Normal School.	224	24	x	8	4	do.	Critic teacher.	0	0
East Orange, N. J.	Miss Cora Webb Peet's Kindergarten Normal Training School.	816	206	x	31	4	Both.	Director.	0	20
Montclair, N. J.	State Normal School.	315	240	x	18	4	Second.	do.	(1)	20
Trouton, N. J.	Carroll Robbins Training School.	800	240	x	60	3	do.	do.	0	0
Albany, N. Y.	Albany Teachers Training School.	900	240	x	60	3	do.	do.	0	0
Buffalo, N. Y.	State Normal School.	560	200	x	40	2	Second.	Critic teacher.	0	0
Do.	Teachers Association of Buffalo Kindergarten Association.	560	200	x	36	4	do.	Director.	0	30
Cardland, N. Y.	State Normal School.	580	260	x	36	4	do.	Critic teachers.	0	0
Frederick, N. Y.	do.	900	450	0	35	3	do.	Director.	12-18	0
Geneseo, N. Y.	Folts Mission Institute.	342	72	x	18	4	do.	do.	0	0
Harlem, N. Y.	Adephi College.	500	60	x	20	5	do.	do.	0	0
New York City (Brooklyn), N. Y.	Brooklyn Training School for Teachers.	800	100	x	26	4	Both.	do.	0	16
Do.	Frat Institute.	500	180	x	16	4	Second.	do.	0	0
Do.	Ethical Culture School.	720	48	x	33	4	Both.	do.	0	0
New York (Manhattan), N. Y.	Training School of the Froebel League of New York City.									

KINDERGARTEN TRAINING SCHOOLS.

TABLE 6.—Observation and practice teaching—Continued.

Location.	Name of school.	Periods (45 minutes) required during course of observation and practice.	Periods of observation required.	Followed by organized discussion.	Weeks of practice.	Periods per day.	Practice teaching first and second year.	By whom supervised.	Periods of observation in grades.	Weeks of practice in grades.
Salt Lake City, Utah.	University of Utah.	1, 110	36	x	28	4	Both.	Director.	3	18
Portland, Ore.	State Normal School.	150	144	x	35	3	Second.	Training teacher.	3	18
Richmond, Va.	State Normal and Industrial School for Women.	384	175	x	12	4	do.	do.	3	0
Richmond, Va.	Richmond Training School for Kindergarten.			x	28	4	do.	Director.	3	0
Ellensburg, Wash.	State Normal School.	540	24	x	45	3	Both.	Training teacher.	3	9
Ellensburg, Wash.	do.	600	(1) 55	o	30	4	Both.	Director.	3	18
Ellensburg, Wash.	do.	600		x	36	4	Both.	do.	3	20

1 Four weeks every other month.

- * Also training teacher.
- * Also primary supervisor.
- * This category of students prevents organized observation.
- * Also normal supervisor.
- * Written reports required.

NOTES ON THE TABLES.

ON TABLE 1, SCHOOLS FOR TRAINING KINDERGARTEN TEACHERS.

Among the kindergarten training schools reporting to the Bureau of Education are the names of some that have recently been discontinued, some that have merged with others, some whose names have changed, and some that have been temporarily suspended during a period of reorganization. In order to facilitate reference to these schools and to record the changes mentioned, the following lists are given:¹

SCHOOLS THAT HAVE PASSED FROM PRIVATE TO PUBLIC CONTROL.

(Figures in parentheses refer to year change went into effect.)

Birmingham, Ala. Training School for Teachers, Kindergarten Department (1912).
 Louisville, Ky. Louisville Normal School, Kindergarten Department (1911).
 Pittsburgh, Pa. Training School for Teachers, Kindergarten Department (1912).
 Fort Worth, Tex. Kindergarten Training School (1910).

SCHOOLS THAT HAVE CHANGED NAMES.

New Orleans, La. Tulane University of Louisiana, Newcomb College, Kindergarten Department. (Formerly Free Kindergarten Training School of New Orleans.)
 Chicago, Ill. Kindergarten Collegiate Institute of Chicago. (Formerly Chicago Free Kindergarten Association.)
 Chicago, Ill. National Kindergarten College. (Formerly Chicago Kindergarten College.)
 Boston, Mass. Miss Niel's Training School for Kindergartners. (Formerly Miss Laura Fisher's School for Kindergartners.)

SCHOOLS AND DEPARTMENTS DISCONTINUED.

Chicago, Ill. Froebel Kindergarten Association. (Merged with Chicago Kindergarten Institute.)
 Bangor, Me. Bangor Kindergarten Training School.
 Lowell, Mass. State Normal School, Kindergarten Department.
 East Orange, N. J. The Misses Adams's Kindergarten Training School.
 New York, N. Y. Kraus Seminary for Kindergartners.
 New York, N. Y. Scudder School, Kindergarten Department.
 Plattsburg, N. Y. State Normal School, Kindergarten Department.
 Youngstown, Ohio. Kindergarten Training School.
 Edmond, Okla. State Normal School, Kindergarten Department.
 Weatherford, Okla. State Normal School, Kindergarten Department.
 Philadelphia, Pa. Mrs. Van Kirk's School.
 Charleston, S. C. Training School of the South Carolina Kindergarten Association.

SCHOOLS AND DEPARTMENTS RECENTLY ORGANIZED OR UNDERGOING REORGANIZATION.

San Jose, Cal. State Normal School, Kindergarten Department.
 Moorhead, Minn. State Normal School, Kindergarten Department.
 Maryville, Mo. State Normal School, Kindergarten Department.
 St. Louis, Mo. City Normal School, Kindergarten Department.
 New York, N. Y. Training School of the New York Kindergarten Association.
 Kent, Ohio. State Normal School, Kindergarten Department.
 Pittsburg, Pa. The School of Education, University of Pittsburgh.
 Cheney, Wash. State Normal School, Kindergarten Department.

¹ Statistics in the tables are for the school year 1912-13.

KINDERGARTEN TRAINING SCHOOLS.

SCHOOLS AND DEPARTMENTS REPORTING INCOMPLETELY.

Warrensburg, Mo. State Normal School, Kindergarten Department.
 Fremont, Nebr. Fremont College, Kindergarten Department.
 Trenton, N. J. State Normal School, Kindergarten Department.
 Oswego, N. Y. State Normal School, Kindergarten Department.
 Syracuse, N. Y. City Training School.
 Nashville, Tenn. Methodist Training School, Kindergarten Department.
 Norfolk, Va. Norfolk Kindergarten Association Training School.
 Seattle, Wash. State Normal School, Kindergarten Department.

SCHOOLS KNOWN TO EXIST BUT NOT REPORTING.

Mount Pleasant, Mich. State Normal School, Kindergarten Department.
 New Paltz, N. Y. State Normal School, Kindergarten Department.
 New York, N. Y. Jenny Hunter Kindergarten Training School.
 Philadelphia, Pa. Miss Hart's Training School.
 Yankton, S. Dak. Kindergarten Training School.

SCHOOLS HAVING KINDERGARTENS FOR OBSERVATION AND PRACTICE BUT GIVING NO SPECIAL TRAINING TO STUDENTS.

Tuskegee, Ala. Tuskegee Normal and Industrial Institute (colored).

State Normal Schools at—

Willimantic, Conn.
 Plymouth, Mass.
 Salem, Mass.
 Cape Girardeau, Mo.
 Kirksville, Mo.
 Silver City, N. Mex.
 East Stroudsburg, Pa.
 Kutztown, Pa.

State Normal Schools at—

Millersville, Pa.
 La Crosse, Wis.
 Oshkosh, Wis.
 Platteville, Wis.
 River Falls, Wis.
 Stevens Point, Wis.
 Whitewater, Wis.

ON TABLE 3, LENGTH OF COURSES, CERTIFICATES, AND DIPLOMAS.

State Normal School, Los Angeles, Cal., requires one year of kindergarten training if the student be a college graduate; six months, if she be a graduate of some other recognized kindergarten training school.

Golden Gate Free Kindergarten Normal School, San Francisco, Cal., gives a diploma which is accredited by the State board of education.

State Teachers College, Greeley, Colo., offers a four-year course leading to an A. B. degree.

Chicago Kindergarten Institute, Chicago, Ill., gives a certificate for one year of work to students coming from accredited training schools.

National Kindergarten College, Chicago, Ill., offers a primary course of one year and a regular kindergarten course of two years. Graduate courses cover two additional years after the student has had successful teaching experience, and for those courses a diploma as assistant training teacher and a degree of bachelor of education are granted.

University of Chicago, Chicago, Ill., requires two years for a certificate in kindergarten teaching, two additional years (after two years of successful experience in teaching) for a supervisor's certificate, and four years for the degree of bachelor of philosophy in education.

Teachers College, Indianapolis, Ind., gives additional diplomas following the three and four-year courses.

South Bend Training School, South Bend, Ind., grants a diploma for the two-year course and a normal diploma for the three-year course.

State Teachers College, Cedar Falls, Iowa, gives a special kindergarten diploma to students completing the two-year course, and the State board of examiners also grants a certificate which is valid for five years and which may be renewed at the end of that time by the writing of a thesis and presenting evidence of successful experience. For a supervisor's diploma a three-year course is required.

Boston Normal School, Boston, Mass., requires all students to take general studies in the first year and specialize during the second year, either in kindergarten or elementary grade work. A three-year course is just beginning to be required, and the second and third years will be given to specific preparation for kindergarten and two elementary grades.

Froebel School of Kindergarten Normal Classes, Boston, Mass., offers a one-year course of preparatory work. A diploma is granted for the regular two-year normal course. Postgraduate work is given in the third year. A course for primary teachers is offered.

State Normal Schools, Bridgewater and Worcester, Mass. The regular course is three years. Special students are admitted for a shorter time, and a certificate given for the special course.

Alma College, Alma, Mich. On completion of the two-year course the State department of public instruction grants a State life certificate. An additional diploma from the college is given at the end of three years, and the degree of bachelor of science at the end of four years.

Ferris Institute, Big Rapids, Mich. The State department of public instruction grants a State life certificate to the holders of the diploma.

Kindergarten Training School, Grand Rapids, Mich. A diploma is given at the end of two years, and the State department of public instruction also grants a State life certificate to the holders of the diploma. A postgraduate diploma is given at the end of three years.

State Normal College, Ypsilanti, Mich. A State life certificate is granted at the end of two years, and the degree of bachelor of pedagogy at the end of three years.

State Normal Schools, Duluth, Mankato, and Winona, Minn. The diploma has the legal value of a first-grade certificate for two years, and on indorsement after two years of successful teaching becomes a life certificate. The holder is entitled to teach in the kindergarten or in the grades.

Kindergarten Association Normal School, Minneapolis, Minn. On completion of the two-year course a diploma is given. This diploma is accredited in the State, and the holder receives the same "permit to teach" kindergarten and primary which is granted to the graduates of kindergarten departments of State normal schools.

State Normal School, Warrensburg, Mo., gives a kindergarten-primary diploma which entitles the holder to teach in either kindergarten or primary.

State Normal School, Kearney, Nebr. After three years of teaching a life certificate is granted.

Teacher Training School, Omaha, Nebr., gives an assistant's certificate at the end of two years, and a director's certificate at the end of three years.

State Normal School, Peru, Nebr., gives a diploma at the end of two years. This is also a certificate to teach three years in Nebraska. After three years of successful teaching, a life certificate is granted. The degree of bachelor of education is conferred upon those who do two years of graduate work in the regular normal-school subjects.

Nebraska Wesleyan University, University Place, Nebr., gives a diploma; a first-grade State certificate is also granted by the State board of education.

State Normal School, Wayne, Nebr., gives a first-grade State certificate and a city-State certificate at the end of two years. After two additional years of teaching a professional life certificate is conferred.

State Normal Schools, Montclair, Trenton, N. J., give a kindergarten-primary certificate entitling the holder to teach in kindergarten or in the first three grades.

Teachers Training School, Albany, N. Y. At the end of two years a New York State training-school certificate for grade work is given. Students completing the third year (or special kindergarten course) receive an Albany City kindergarten certificate, also a special kindergarten certificate from the New York State education department.

Adelphi College, Brooklyn, N. Y. The college allows from 40 to 42 points toward the degree of bachelor of arts for the work of the normal kindergarten course in Adelphi College. A graduate of the normal department may obtain her degree with two and one-half years of additional work in the college.

Ethical Culture School, New York, N. Y., gives a two-year course in kindergarten with a kindergarten diploma, and a three-year course in kindergarten and primary with a kindergarten-primary diploma.

Training School of the Froebel League, New York, N. Y. gives a three-year course for mothers, a two-year course for nurses, and a two-year normal kindergarten course. A diploma is granted upon satisfactory completion of the normal course, and a certificate upon the satisfactory completion of the other courses.

Teachers College, Columbia University, New York, N. Y. In 1912-13 a bachelor of science degree and diploma in kindergarten teaching were given at the end of a two-year course based upon fulfillment of entrance requirements—two years of normal school or college work, in addition to graduation from a four-year high-school course or equivalent. A bachelor of science degree and diploma in kindergarten supervision were given at the end of a two-year course based upon two years of successful teaching experience in addition to graduation from an accredited kindergarten training school or normal school. In 1914-15 the new requirements for admission to the course in kindergarten teaching are a bachelor of arts or a bachelor of science degree from an accredited college, and ability to play the piano. The course of study consists of special department courses, observation and practice, and graduate courses to meet the university requirements for the degree of master of arts. For admission to the course in kindergarten supervision and normal teaching the candidate must be a graduate of an accredited kindergarten training school or normal school and must have had two years of successful teaching experience. At the end of two years the degree of bachelor of science (or master of arts) is conferred, together with a diploma as kindergarten supervisor or kindergarten training teacher.

City Normal School, Rochester, N. Y., confers a city diploma; a State certificate is also granted.

State Normal School, Valley City, N. Dak., grants a diploma and second-grade special certificate, and, after nine months of successful teaching, a professional certificate for life.

Kindergarten Association Training School, Cincinnati, Ohio, gives a training-school diploma at the end of the two-year course. Students who have had at least two years of college work are awarded the degree of bachelor of arts in education by the University of Cincinnati.

Kindergarten Training School, Cleveland, Ohio. At the end of two years a certificate is awarded entitling the holder to teach as assistant in public-school kindergartens. After a certain amount of experience the assistant becomes a director. At the end of the three-year course a diploma is awarded entitling the holder to a position as director. At present the third year is optional, but it is intended to lengthen the regular course to three years.

Normal School for Girls, Philadelphia, Pa. The two-year course is elective and parallel with the grade course in the school. A trial certificate is awarded, to be made permanent after one year of successful teaching in the city schools.

State Normal School, Providence, R. I. At the end of two and one-half years a diploma and a certificate are awarded entitling the holder to teach in kindergarten and in the first and second grades.

Winthrop Normal and Industrial College, Rock Hill, S. C. The kindergarten course covers four years. The freshman and sophomore courses are the same as all other college courses. In the junior year students begin to specialize in kindergarten work. Normal kindergarten students receive the regular A. B. degree conferred upon all those who have completed the four-year college course.

Kindergarten Training Schools at Dallas and Fort Worth, Tex., confer diplomas which are accredited in the State department of education.

State Normal Schools at Milwaukee and Superior, Wis. Students completing the kindergarten course satisfactorily receive a diploma which legally entitles them to teach for one year in any kindergarten or primary department. After one year of successful experience the diploma becomes a life certificate.

TABLE 4. ENROLLMENT, FEES, GRADUATES.

Enrollment.—The Barnard Kindergarten Training School, Berkeley, Cal., states that the 18 special students reported were those who were taking a course in the Montessori system.

The State normal schools of Greeley, Colo., and Emporia, Kans., state specifically that a number of students are taking partial courses in kindergarten work for the sake of doing better teaching in the grades.

The University of Chicago, Chicago, Ill., and the State Normal School of Peru, Nebr., include their summer-school students in their total enrollment.

The National Kindergarten College, Chicago, Ill., gives a total enrollment exclusive of summer-school students.

The training school of the Froebel League, New York, N. Y., includes in its total enrollment mothers and nurses who are taking regular courses provided for their special requirements.

Cost of instruction.—In the State normal schools of Nebraska and Wisconsin the necessary textbooks can be rented for a small fee.

Graduates.—The subsequent careers of graduates is an interesting consideration in the history of any school; especially is this true of kindergarten training schools. The reports admit the difficulty of giving definite and complete information on this point; nevertheless the figures are sufficiently full and significant to indicate that there are steady and insistent demands for young women with kindergarten training to fill positions of responsibility connected with various forms of social work outside of the profession of kindergarten teaching.

Some of these wider opportunities, aside from supervising, teaching in training schools, and grade teaching, are positions in settlements, on playgrounds, in libraries, in home and foreign missions, as deaconesses, as doctors, as nurses, as social welfare workers, as story-tellers. Graduate kindergartners are also found specializing in music, art, and literature; studying for advanced degrees; or engaged in editorial work, business, and farming.

The Chicago Kindergarten Institute, Chicago, Ill., gives figures which include students who have taken partial and graduate courses as well as those who are full graduates. Of this total number 383 are now teaching, 45 are in other kinds of educational positions, 31 are in other lines of work, and 63 are at home.

The National Kindergarten College, Chicago, Ill., reports that records of students for the period between 1885 and 1890 are not available. Moreover, the number of

graduates, 825, represents for the most part those who have completed the three years' course, the change to a two years' requirement dating from 1910.

Teachers College, Columbia University, New York, N. Y., has not a complete record of the kindergarten department, but reports that 231 students were graduated in kindergarten teaching from 1908 to 1913 and 93 in kindergarten training and supervision.

Demand and supply.—Reports from public normal schools indicate that the demand for kindergarten trained graduates to fill purely kindergarten positions is less than the supply, but that there is an excessive demand for such graduates to fill grade positions. On the other hand, the private kindergarten training schools report that their graduates are in constant demand to fill positions in kindergartens as well as in the grades.

ON TABLE 5, CURRICULUM.

Other books on kindergarten.—Kindergarten literature embraces a large number of books, pamphlets, reports, and articles in magazines. The writings of Froebel ordinarily entering into the kindergarten course of study are the Mother Play, Education of Man, Pedagogics of the Kindergarten, and Education by Development. The Mother Play and Education of Man are in general use as textbooks; the Pedagogics and Education by Development are studied in connection with the practical work in gifts and occupations (kindergarten manual activities), or used as reference and collateral readings.

The other books on kindergarten most frequently mentioned in the reports are: Froebel's Educational Laws (Hughes); Symbolic Education, Letters to a Mother, Educational Issues in the Kindergarten (Blow); The Kindergarten (Blow-Hill-Harrison); The Kindergarten in American Education (Vandewalker); A Study of Child Nature (Harrison); Froebel and Education by Self-activity (Bowen); Life of Froebel (Snider); Kindergarten Problems (Teachers College Record).

Other subjects.—The range and variety of these subjects present such an interesting aspect of the kindergarten course of study that they seem to warrant the arrangement of a supplementary table.

TABLE 7.—Schools giving subjects other than those in Table 5.

Location.	School.	Number of periods.	Subjects other than those in Table 5.
Mobile, Ala.	Mobile Kindergarten Training School.	46	School hygiene, parliamentary law, voice training, organic education, sociology.
Berkeley, Cal.	Barnard Kindergarten Training School.		Hygiene, home nursing.
Los Angeles, Cal.	State Normal School.	208	Reading, social ethics, school law, electives.
Pasadena, Cal.	Broad Oaks Kindergarten Training School.	192	Sociology, dramatic reading, home activities, industrial arts, child physiology.
San Francisco, Cal.	Golden Gate Free Kindergarten Normal School.	95	Hygiene, sanitation, emergencies, children's diseases, home visiting, mothers' meetings.
Oreoley, Ohio.	State Teachers College.	120	Sociology, biology.
Gunnison, Colo.	State Normal School.		Montessori methods and materials.
Bridgeport, Conn.	Connecticut Froebel Normal Kindergarten Primary Training School.	230	Logic, English (reading, spelling, phonics), and special lectures.
Do.	Fannie A. Smith Froebel Kindergarten Training School.	10	General fitness for teaching.
Washington, D. C.	Howard University (colored).	803	Physiology, hygiene, botany, English composition, Bible literature and history, first aid, advanced psychology.
Do.	J. Ormond Wilson Normal School.	72	Physiology, hygiene, current topics, spelling.

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TABLE 7.—Schools giving subjects other than those in Table 5—Continued.

Location.	School.	Number of periods.	Subjects other than those in Table 5.
Washington, D. C.	Lucy Webb Hayes Training School.	40	Expression, first aid, emergencies, children's diseases.
Do.	Washington Normal School No. 2 (colored).	36	Household arts.
Tallahassee, Fla.	Florida State College for Women.	268	Hygiene, electives.
Atlanta, Ga.	Atlanta Kindergarten Normal and Elementary School.		Science (physics, zoology, astronomy, ornithology).
Do.	Atlanta University (colored).	306	Civil government, United States history, methods in grammar, art and methods, elocution, sanitation.
Savannah, Ga.	Kate Baldwin Free Kindergarten Association.		Hygiene, sanitation, schoolroom decoration, physical care of children.
Honolulu, Hawaii.	Honolulu Free Kindergarten Training School.	60	Physiology, hygiene, work in nursery under trained nurse.
Chicago, Ill.	Chicago Kindergarten Institute.	144	Biographical studies, ethics, home activities, sociology, Montessori, laboratory.
Do.	Chicago Normal College.	100	Oral expression.
Do.	Chicago University.	156	History for primary grades, electives.
Do.	Kindergarten Collegiate Institute.	50	Hygiene (infant, personal, social, school), home economics, Bible history.
Do.	National Kindergarten College.	100	Interpretation of music, architecture, ethics, social institutions, debates, extemporaneous speaking, maternal efficiency.
Do.	Pestalozzi-Froebel Kindergarten Training School.	86	Home activities, sociology, life of Pestalozzi, anthropology, baby story, color work, playground work, interpretation of art and music.
Normal, Ill.	State Normal University.	120	Sociology, playground work.
South Bend, Ind.	South Bend Training School.	72	Domestic science, hygiene, ethics.
Cedar Falls, Iowa.	State Teachers College.	180	Electives.
Dr. Moines, Iowa.	Drake University.	72	Bible literature.
Emporia, Kans.	State Normal School.	140	Hygiene, sanitation, library methods, electives.
Louisville, Ky.	Louisville Normal School.	30	Industrial work.
New Orleans, La.	New Orleans Normal and Training School.	224	English, school hygiene, rhythm.
Boston, Mass.	Boston Normal School.	247	Mathematics, grammar, ethics, oral reading, composition.
Do.	Froebel School of Kindergarten Normal Classes.	20-36	
Do.	Wheelock Kindergarten Training School.	94	Social psychology, English, social welfare, conferences, hygiene (with nature study).
Bridgewater, Mass.	State Normal School.	500	English, reading, physiology, arithmetic, geometry, penmanship.
Cambridge, Mass.	Lesley Normal School.	4	Montessori.
Worcester, Mass.	State Normal School.	674	Geography, history, English, mathematics, hygiene.
Alma, Mich.	Alma College.	256	English, Bible, college life, electives.
Detroit, Mich.	Washington Normal School.	40	Principles of teaching.
Grand Rapids, Mich.	Grand Rapids Kindergarten Training School.	18	Playground management, mothers' meetings.
Kalamazoo, Mich.	Western State Normal School.	240	Arithmetic, reading, English, chorus, electives.
Marquette, Mich.	Northern State Normal School.	240	Do.
Duluth, Minn.	State Normal School.	372	Manual training, home economics, social science, reading, English themes.
Mankato, Minn.	do.	300	Reading, domestic science, sociology, penmanship, school management.
Minneapolis, Minn.	Minneapolis Kindergarten Association Normal School.	48	Hygiene, baby welfare, scientific administration of charity, juvenile courts, Binet-Simon tests.
Winona, Minn.	State Normal School.	96	Manual training, European history.
Peru, Nebr.	do.	180	Electives.
Wayne, Nebr.	do.	115	Geography, arithmetic, electives.
Montclair, N. J.	do.	19	Rhythm.
Trenton, N. J.	Carroll Robbins Training School.	214	Science, methods (geography, history, mathematics), penmanship, domestic art.
Albany, N. Y.	Albany Teachers Training School.	76	Primary, methods in handwork.

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TABLE 7.—Schools giving subjects other than those in Table 5—Continued.

Location.	School.	Number of periods.	Subjects other than those in Table 5.
Buffalo, N. Y.....	State Normal School.....	200	Logic, penmanship, English (reading, spelling, phonics, voice).
Cortland, N. Y.....	do.....	200	Do.
Fredonia, N. Y.....	do.....	80	Logic.
Geneseo, N. Y.....	do.....	130	Library methods, manual training, methods in vocal music.
Herkimer, N. Y.....	Fols Mission Institute.....	105	School management, elocution.
New York (Brooklyn), N. Y.....	Adelphi College.....	198	Biology, sociology, Bible history (optional).
Do.....	Brooklyn Training School for Teachers.....	240	Logic, penmanship, sewing, English (reading, spelling, phonics, voice).
Do.....	Pratt Institute.....	45	Gardening, hygiene, social welfare, lectures.
New York (Manhattan), N. Y.....	Training School of the Froebel League of New York City.....	85	Crystal forms, logic.
Do.....	Hunter College of the City of New York.....	57	Logic, hygiene, vocal gymnastics, basketry, dressmaking.
Do.....	Harriette Melissa Mills Kindergarten Training School.....	30	Logic.
Do.....	Teachers College Columbia University.....	60	The home and conservation of childhood.
Oneonta, N. Y.....	State Normal School.....	440	Logic, methods (history, reading, mathematics, geography, penmanship).
Potdam, N. Y.....	do.....	400	Do.
Rochester, N. Y.....	Rochester Training School for Teachers.....	182	Manual training, sewing, school management.
Valley City, N. Dak.....	State Normal School.....	150	Penmanship, school management, review of grammar.
Athens, Ohio.....	do.....	152	Sociology, hygiene, sanitation, school management, school law, electives.
Cincinnati, Ohio.....	Cincinnati Kindergarten Association Training School.....	64	Organization of mothers' clubs, applied art.
Do.....	Cincinnati Missionary Training School.....		Hygiene, sociology, mothers' meetings.
Cleveland, Ohio.....	Cleveland Kindergarten Training School.....	72	Rhythmics, parliamentary drill, ethics, social institutions, sociology, hygiene.
Oberlin, Ohio.....	Oberlin Kindergarten Training School.....	90	Bible, history of art.
Philadelphia, Pa.....	Froebelian School for Women.....	100	Modern drama, history of art.
Do.....	Philadelphia Normal School for Girls.....	300	Science, hygiene.
Do.....	Temple University.....		Language, literature, school gardening.
Pittsburgh, Pa.....	Pittsburgh Training School for Teachers.....	280	Manual training, domestic science, penmanship, sociology, reading.
Rock Hill, S. C.....	Winthrop State Normal and Industrial School.....	330	Mathematics, language, physiology, hygiene.
Dallas, Tex.....	Dallas Free Kindergarten Training School and Industrial Association.....	3	Hygiene.
Salt Lake City, Utah.....	University of Utah.....	228	Ethics, English, hygiene.
Farmville, Va.....	State Normal School.....	468	Manual training, reading, methods (grammar, arithmetic, history, geography), hygiene, industrial occupations.
Harrisonburg, Va.....	do.....	432	Physiology, hygiene, school management, methods (grammar, arithmetic, history, geography), gardening, home nursing, English.
Richmond, Va.....	Richmond Training School for Kindergarten.....	40	Study of Dante, educational reforms.
Ellensburg, Wash.....	State Normal School.....	135	Oral expression, sociology, biology, neurology.
Milwaukee, Wis.....	do.....	205	Lectures on school hygiene and sanitation, library reference work, composition, expression.
Superior, Wis.....	do.....	100	Rhetoric, sociology, electives.

III. SUGGESTED TWO-YEAR KINDERGARTEN COURSE.

The course here presented is the result of much careful study on the part of the Bureau of Education committee.¹ The request for such a course was made at the Springfield meeting of the International Kindergarten Union, April, 1914, and the secretary of the committee was instructed to formulate a tentative course containing certain provisions, to be sent to the committee members. As a result of the suggestions and criticisms made upon this, the course was revised by the chairman and again sent out. This course still met with some objections on the part of a few members, but was approved by the majority. After a discussion of its general features at the Cincinnati meeting, February, 1915, the course was assigned to a special sub-committee to make some further changes, and again sent out. As a result of the last revision it has received few criticisms of any note, and is therefore considered acceptable to the committee as a whole. The course is based upon the following considerations, which were adopted at the Cincinnati meeting:

1. That the Bureau of Education committee should advocate a school year of not less than 36 weeks, in view of the fact that normal schools, colleges, and universities have a year of that length or more.
2. That it should advocate not more than a year of practice teaching in a two-year course. A larger proportion means that this work must be undertaken before students have had the theoretical study that will give them the insight needed for intelligent participation in kindergarten procedure. It means also that the time for the subjects of the course will be too limited for their adequate mastery. This is in accord with the custom of the best normal schools and with the views of those who sent in returns.²
3. That it should advocate not more than one-third as much observation during the first year as there is student teaching during the two years, and that this observa-

¹ For members of this committee see p. 4.

² On this point there is not entire conformity of judgment. The advantages of devoting a greater amount of time to practice teaching are voiced by Miss Elizabeth Harrison in the following note:

One year of practice work in a two-year course, divided as planned in the tentative report, robs the student of the observations of the continuous daily growth of the children and of the clear-cut educational continuity of the program with its adjustment to emergencies and incidental interests as they arise. My long experience as a kindergarten training teacher has proved to my satisfaction that there is no one part of the training which awakens interest and vitalizes theoretical study so much as the constant and daily contact of the young kindergarten with the practical problems of applying her theory to real life conditions.

The possible injury done to the children by immature cadet teaching may be minimized by two months of observation and discussion at the beginning of the freshman year. If the observation work is organized upon a psychological basis, so that it is not mere haphazard observation, and the report of each student's observation is brought in and discussed with the supervisor, the two months are worth four months of scattered, interrupted, or undirected observation.

Many of our normal schools complain of the lack of sufficient enthusiasm on the part of their students to incite them to go on with further preparation for their work than that required by the State law. I have found the exact contrary to be the case, many students making serious sacrifices not only of opportunities to take good positions in schools, but of many of the comforts and conveniences of life in order to pursue a third year of work, which is not required for a diploma. This is because they have realized their limitations in practice work in the two-year course. This consciousness of need of more thorough preparation has come to them through their being able to see the result of their first year's work in their second year.

Cutting down the life with the children in order that more theoretic work may be obtained seems to ignore the truth that it is the *vitality of interest* which a student takes in a subject that causes him or her

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tion be articulated with courses in child study and psychology and be accredited in such courses.

4. That it should advocate an organization of work by which some subjects—psychology, science, English, etc.—can be studied intensively with several recitations a week, and others—art, physical training, manual expression, and music—extended over a longer period of time with less frequent recitations.

5. That the committee should advocate a school day of not more than four periods of recitation work in subjects that require an hour or more of preparation; or of two periods of recitation work when students are engaged in practice teaching, a morning's practice being considered the equivalent of two afternoon periods, even though it may consume more time.

6. That the committee should suggest the amount of work in the different subjects during the course, but leave the exact amount each year and the place of each in the course to the individual school or training teacher.

7. That it should advocate the use of general educational terms for courses when advisable, instead of specific ones intelligible to kindergartners only.

8. That the committee should advocate an increase in the length of the kindergarten course eventually, but that it should direct its first efforts to the making of a more efficient two-year course by suggesting a better balance between the different phases that constitute it, and a better organization of the related subjects as parts of an organic whole. In the meantime the committee should formulate a tentative three-year course to be discussed in the near future, and presented as soon as conditions warrant.

In addition to these points the committee adopted the following entrance requirements suggested by the Committee of Nineteen:

1. It is universally conceded that an applicant for admission into a kindergarten training school should have completed her eighteenth year.

2. A diploma from an accredited high school is generally required. Kindergarten training schools are advancing to the rank of colleges.

3. The applicant should possess general culture, fine character, and native ability. She should, in addition to these qualifications, have a sympathetic attitude toward children.

4. A degree of musical ability or endowment and fundamental training in music is desirable and is required in the best training schools.

5. A physician's certificate of good health is required.

to master the subject, not the number of hours appointed for the preparation of that subject. Concentration of attention is obtained by the realization of the need of a subject in mind.

It is true that this reduction of practice teaching brings us into closer uniformity with the other grades of advanced school work; but if we have established a more vital way of preparing a young woman for the profession of teaching, shall we give it up because others have not kept pace with it?

Almost all superintendents writing to engage a kindergarten teacher stipulate that she shall be an "experienced" teacher, showing their recognition of the value of much real contact with children. One can not call a student who has had only one year of teaching an "experienced" teacher. I believe the average superintendent estimates that a teacher does not arrive at full efficiency under four or five years of experience. How then can she be placed in a position of responsibility over a whole room full of children with merely one year's work?

Another reason against doing away with one-half of the contact with the actual life-side of our profession is that the morning practice work is a constant appeal to the affections and sympathies of the young teacher, such as does not come from any textbook or theoretical work. And surely we who advocate the newer and higher education of the human race realize that the education of the heart is as much needed as the education of the head. If there is any doubt of this, the present European war would cause the doubt to collapse. That we need more time for general study I heartily agree, but this should come from requiring additional time for preparation rather than from cutting down the most vital part of the preparation now required to establish in the heart and brain of the young women of our nation the tremendous importance and significance of the right mothering of little children.

The committee also adopted a resolution that an additional bulletin on kindergarten training be prepared in the near future, which should contain several suggested courses, such as:

- A two-year course for public normal schools.
- A two-year course for private normal schools.
- A three-year kindergarten course.
- A three-year kindergarten-primary course.
- A college kindergarten course.
- A kindergarten and home-making course.

TWO-YEAR COURSE IN DETAIL.

Length.—36 weeks a year, 5 days a week, 4 periods a day, 45 to 50 minutes a period. Total number of periods, 1,440.

If it is desired to state this in terms of credits, it would be as follows:

- 1,440 hours—20 credits.
- A whole credit—72 hours' work.
- A half credit—36 hours' work.
- A quarter credit—18 hours' work.

It should be noted that some universities will credit nothing under 36 hours.

In accordance with paragraph 7 above (p. 52), it has been agreed that the term "student teaching" shall be used to indicate practice work; "kindergarten manual activities," gifts and occupations; and "kindergarten curriculum," program work.

OUTLINE OF COURSE.

SECTION 1. STUDENT TEACHING AND OBSERVATION.

Subject	Hours	Credits	Suggested time
Student teaching.....	362	24	Second semester, first year.
Observation.....	106	24	First semester, second year.
Student teaching in first grade.....		(1)	First semester, first year.
			Second semester, second year.

¹ Credited under general or kindergarten education.

SECTION 2. GENERAL EDUCATION.

Principles of education.....	36	1	Preferably first year.
Educational psychology and child study.....	108	12	First year.
History of education.....	36	3	Second year, second semester.

SECTION 3. KINDERGARTEN EDUCATION.

Kindergarten manual activities.....	108	12	First year.
Games.....	45		
Curriculum.....	45	3	First and second years.
Kindergarten principles and methods.....	45		
Proseball literature.....	36	3	Second year.
Other kindergarten literature.....	36		

OUTLINE OF COURSE—Continued.

SECTION 4. RELATED PROFESSIONAL SUBJECTS.

Subjects.	Hours.	Credits.	Suggested time.
Art.....	72	1	First year.
Music.....	72	1	Second year.
Natural science.....	72	1	Do.
Child and school hygiene (social welfare).....	108	1½	Do.
Physical training.....	108	1½	Distributed through two years.
Primary methods.....	86	1	Second year.
English and children's literature.....	108	1½	First and second years.

DESCRIPTION.

Section 1. Student teaching and observation.—While the observation is listed separately in order that the number of hours may be readily seen, it is the intention that it shall be given in connection with some other subject—child study, psychology, Mother Play, primary methods or kindergarten subjects—thus giving it more definite purpose. The student teaching in the kindergarten is planned for the latter part of the first year and the first part of the second year. This, in the opinion of the committee, is the time when it will be the most valuable, but it might be placed altogether in the second year, and under some conditions this will be necessary.

The student should spend at least two hours, preferably the entire morning, in the schoolroom and should begin actual teaching as soon as possible. During the 36 weeks she should have opportunity to teach each of the subjects and to direct the entire kindergarten. All student teaching should be carefully supervised by the critic teacher.

The committee recognizes that in many training schools it may be difficult or impossible to provide for this amount of student teaching, but it recommends it, believing that this amount will provide the best training.

Section 2. General education.—Under this head are placed those subjects that interpret the general foundations of teaching—principles of education, educational psychology and child study, and the history of education.

The committee would like to give special importance to the courses in psychology and child study, to which it is suggested the study of the Mother Play book should be related. The subject, however, will have little significance in the mind of the student unless it is accompanied by actual observation of children and opportunities for some intimate companionship with them. In the history of education it is suggested that only an introduction to the subject be given, rather than extended study, as it is work that can be carried so far that it is more suitable for graduate study when given intensively.

The major part of the course should be spent on the history of the modern period of education as developed in Europe and America.

Section 3. Kindergarten education.—Kindergarten education includes the special professional subjects that are practical, as well as those that are theoretical. The amount of time given to these subjects will no doubt vary in different schools, and it is well that it should do so. Uniformity in detail would be something to be deplored, but the proportion suggested by the committee is on the basis of sufficient actual experience in the doing of the practical activities to give power, variety, and familiarity. Paralleling or following these courses a sufficient proportion of theory is planned to reinforce these with a broad outlook. There is also planned a study of Froebel's books and of those who have interpreted him or have written material which gives parallel views. There is freedom here for a deeper study of the Mother Play, so that the book may be used not only as an interpretation of children's activities in relation to child study, but also as an expression of the philosophy underlying the system of training (see MacVannal, Teachers College Record).

Section 4. Related professional subjects.—The committee does not desire in a brief outline like this to indicate in much detail the work in these subjects. It offers only a few explanations and suggestions. In the arts it is suggested that the work will be broader if the subject cover two phases; first, the study for the sake of personal power and appreciation and also technique; second, its use in the applied art of teaching. Nature study is listed under the head of natural science. It should be given a thoroughly scientific foundation and must be given a thoroughly defined place. The games and physical training should, if possible, extend throughout the two years and the same double aspect of the subject should be preserved here.

It might be well if the games were given in connection with physical training; thus avoiding a scattering of subjects and indicating to the student the relation between them. It is suggested that some work for use in playgrounds might be given and a discussion and consideration of the planning, equipment, and apparatus for a playground for very young children.

The course in child and school hygiene should be made as practicable as possible, giving the genetic point of view and taking up many of the phases of social welfare work, which gives so much value to the relation between the school and the community.

With regard to primary methods, it is not the aim of the committee to give to the student training which fits her to be a primary teacher; but it is important that she should have some work which develops a sense of perspective and a little experience with children in the grade just above that which she expects to teach; so that the contrast and wider knowledge may contribute to a more intelligent development of the children of kindergarten age.

Suggested text and reference books.—The following list is compiled from 12 lists sent in by committee members. The books named are those used by the largest number.

Psychology and Child Study:

Psychology. *Angell.*
Psychology. *James' Briefer Course.*
Fundamentals of Child Study. *Kirkpatrick.*
The Individual in the Making. *Kirkpatrick.*
Growth and Education. *Tyler.*
Education by Plays and Games. *Johnson.*
Hygiene and the Child. *German.*

General Education:

The Educational Process. *Bagley.*
The Normal Child and Primary Education. *Gessell.*
How We Think. *Dewey.*
The Child and the Curriculum. *Dewey.*
The School and Society. *Dewey.*

Kindergarten Education:

The Mother Plays. *Proebel.*
The Education of Man. *Proebel.*
Pedagogics of the Kindergarten. *Proebel.*
Education by Development. *Proebel.*
Letters to a Mother. *Blow.*
The Kindergarten. *Blue-Hill-Harrison.*
Proebel's Educational Laws. *J. L. Hughes.*

Kindergarten education—Continued.

A Study of Child Nature. *Harrison.*
Experimental Studies in Kindergarten Education. (*Teachers College Record.*)

History of Education:

Brief Course in the History of Education. *McNemar.*
Changing Conceptions of Education. *Cobbler.*
The Kindergarten in American Education. *Peck.*

General Subjects:

Art—
The Fine and Industrial Arts in the Elementary School. *Seymour.*
Music—
Education Through Music. *Parsons.*
Literature—
Literature in the Elementary School. *McClintock.*
How to tell Stories. *S. C. Bryant.*
Nature Study—
Nature Study. *Bliss.*
Nature Study and Life. *Bridge.*

IV. IDEALS IN KINDERGARTEN TRAINING.

[Report presented by the Committee of Nineteen of the International Kindergarten Union.]

In addition to "Standards of Entrance Requirements" and "Standards for Courses of Study" that have been presented, "Standards in Ideals" underlying the courses of study may be presented as worthy of the earnest consideration of those engaged in the training of the kindergarten.

Not the kindergarten technique alone is important, but also that training for social work which will influence the home and community life of mothers and children. Special studies and lectures should be given which will assist students in the organization and conduct of mothers' clubs and parents' meetings and will enable them to become efficient social workers in their communities.

Since the kindergarten is an integral part of the whole of education, the kindergarten training school should give knowledge of the best for which the primary school stands. It should define the influence which the kindergarten principles and practices should exercise upon elementary school work.

The kindergarten agencies, the song, games, story, creative self-expression through handwork, have become firmly established in the primary school. Too often, however, these agencies have been used without the insight into the educational principles they illustrate.

To establish organized connection between the kindergarten and the elementary grade, it is imperative that the connection be made by persons familiar with the best practice of the kindergarten and the best practice of the elementary grade, and thoroughly cognizant of the educational principles underlying these respective practices.

"The teacher is an educator, not merely an instructor."

Individual development of body, mind, and character of students should be earnestly sought, as well as the endeavor to acquire a standard course of study. Training must be given for responsibility, adaptability, efficiency in new situations, and initiative.

Homes for students have been opened in connection with a few training schools, where the work and social responsibilities are taken up as a part of the daily training for individual development of the young women.

Many training schools are applying in their work with students the kindergarten principles and methods, allowing the student to discover these rather than to take so much upon authority, as has frequently been done in the past. If students see these principles in the nature of the developing child as well as in the Froebelian books, they will recognize the value of the authority.

To develop a wise, independent judgment of values, for instance, in songs, games, stories, etc., not only in school work but outside of school hours, is an ability which students should acquire.

The development of the religious life of the students should also receive attention equal to that in any good college.

The kindergarten course, to be successful, must develop creative self-activity in the students.

In standardizing ideals, the Committee of Nineteen agree that even when certain books are read and studied by all, certain formulae with materials understood and followed, certain fixed standards of

personality and scholarship attained, the real work of awakening the spirit has only begun. The spiritual significance of the work must be deepened by the elimination of all that is capricious, sentimental, and superficial.

To develop insight and impart vitality, now that the pioneer days are over, is the greatest task of the modern training school.

The following statements were presented by several members of the Committee of Nineteen at a meeting held in Cincinnati February 25, 1915, and are included in this report:

OUTLINE OF IDEALS FUNDAMENTAL IN WORK OF TRAINING CLASS.

(By Mrs. ALICE H. PUTNAM, formerly principal of the training school of the Froebel Kindergarten Association, Chicago.)

Two points of view:

- (a) Personal development of student as to character, and along lines of the study and love of art, science, literature, etc., as well as her capacity for home-making.
- (b) Such training as shall strengthen and develop a wise and loving attitude toward children, which always reacts most favorably on the student's own personality. This must include—
 - (1) A true respect for child nature and study of child's individuality;
 - (2) Attention to the variations in child nature;
 - (3) Analysis of child's tendencies;
 - (4) Comparative study of groups of children;
 - (5) Some knowledge of the children's home environment;
 - (6) A balanced judgment of their manifestation.

All of this implies much personal contact with children while the student is in training. Theorizing and psychologizing, however good, are not sufficient. The training school should provide for concrete, though necessarily condensed, experience in all these points. This implies a training in personal responsibility, which is lacking in the average young woman recently graduated from the high school (as well as in those who come from some homes of the present day). It implies training in efficient adaptability to the situations in which the student may find herself. It implies an immediate and practical use of class study in psychology, now perhaps for the first time reduced to a working basis.

Other means of training in responsibility and efficiency lie in the homely daily duties of the kindergarten, viz, caring for ventilation and neatness of the room, oversight of the children's personal habits, laws of hygiene, etc., caring for the material and teaching the children to be responsible for it; attention to time divisions for work and play, etc.

This implies oversight by the training teacher of the student's choice of song, story, pictures, games, material selected outside of the ordinary tools of the kindergarten. She should have such comparative experience now, while she is under guidance, as will make for a wise and independent judgment of values, that she may not be led astray by all that comes to her from the press and other sources labeled "for the kindergarten." It implies that she have a love for and some knowledge of nature's laws, in order to guide the children in their work with seeds, gardening, care of such domestic animals as may be brought to them, etc. It implies an ability to lead the child's interest in nature materials, as well as in picture, song, story, etc., to higher levels; an ability to hold him to his best, in whatever he is doing, without interfering

too much with the child's spontaneous effort to master his own problems, for his instinctive curiosity should be led to replace itself by a higher mental process which is still normally childlike.

The training school must also consider to some extent the question "after kindergarten, what?" Therefore the student should have some knowledge of the best that the elementary school stands for to-day, that children leaving the kindergarten may not find themselves strangers in a strange land. The training student should be made to feel that the kindergarten is but part of a larger whole, and that its isolation means weakness if not death.

Our student is a social being as well as an individual, therefore all the vital questions of life are to be, or are now, hers, and she should have help in the art of living with her fellows. To this end a "Student's home" seems to be almost a necessary adjunct to a training school. Out of this closer life with her fellow students will come lessons that can not be set down in any curriculum—friendships which vitally affect character for better, for worse, and many lessons in human nature, in home problems, in self-government, etc.

Nothing has been said definitely about the student's spiritual growth, but if all "religion has relation to life, and the life of religion is to do good," we have a right to believe that the guiding, controlling, right motive of the student in all that has been suggested is the center, the spring from which the higher life may flow.

Here is where the personal human contact between training teacher and student may make, or mar, development. It means a course of study and action in which a stranger may not meddle, and yet the "motive" is what gives strength and poise to every human soul.

Such, in brief, are the ideals for which we should stand, knowing well that every truth which we inculcate, if spoken with a right motive at the heart of it, will "remain and like the 'mist which went up from the earth' will fall again and water the whole face of the ground."

IDEALS OF KINDERGARTEN TRAINING SCHOOLS.

(By LOUI WHEELLOCK, Principal of the Wheelock Kindergarten Training School, Boston, Mass.)

I. *Environment.*—The kindergarten training school should be suitably housed in light, airy rooms, with appropriate pictures upon the walls, and other reminders of the ideals which govern the work with the children. Pleasant surroundings help in the social atmosphere of the school, and have an effect in determining its efficiency.

II. *Numbers.*—A large training school offers the stimulus of numbers. It makes possible a more perfect democracy. It prevents provincialism by bringing students into contact with many others, often from different parts of the country. The horizon of each is widened, and the life of each individual student enriched by interchange of ideas and contact with different personalities. The large school secures more esprit de corps and enthusiasm.

III. *Faculty.*—The faculty of a training school should be sufficiently large to secure individual attention for each student.

There should be an expert teacher in all departments and a special teacher for general educational subjects, such as psychology, history of education, and principles of education.

Special teachers for music, art, handwork, games, and stories should be provided. The supervisor of practice should follow carefully the work of each student and be able to judge of her ability in controlling children and of her teaching capacity.

IV. *Curriculum.*—The curriculum of the training school should include the general educational and special subjects already mentioned, as well as a careful and continued study of Froebelian literature and Froebelian materials.

Every school owes its students the opportunity to become thoroughly acquainted with these Froebelian agencies.

Other materials may be studied and used, and the student should become sufficiently independent in her thinking to be able to choose those best adapted to meet her own conditions as the future may develop them.

Some cultural subject, as literature or ethics, should make a part of the curriculum in order that doors may be opened into a larger life and the students may have help in their own thinking and a treasury from which to draw.

V. *Child-study*.—Child-study should be correlated with psychology and the observation of the junior year. The observation should begin with the opening of the course and continue throughout the year for at least two or three days a week.

The scientific attitude gives the desire to know. Knowledge leads to understanding and understanding means sympathy; hence the scientific attitude toward child life.

The ideal for the observation is living with the children according to Froebel's motto.

The student should be allowed to participate in the games and to become a part of the kindergarten life without taking any direct teaching.

VI. *Aim*.—The students in the kindergarten training school, as well as the children in the kindergarten, have a right to the life that now is. They have a right to the normal relations of life during the two years of training.

No drill, no preparation for dreaded examinations, should take the place of the normal interest in studies and in child life, which will make an earnest, thorough, and enthusiastic teacher and a lovable woman.

The school is society, and the student in training is already a member of society. A part of her training is to equip her to meet all the relationships which naturally claim her. She should be from the first in sympathetic cooperation with her fellow students and teachers.

The curriculum should not be so crowded as to make all social intercourse impossible during the time of training.

The kindergartner comes into closer relation with the families of the neighborhood than any other person; therefore, she is a social worker.

The training course should include a study of sociology, of community problems, of child-welfare agencies and racial psychology, so that the student on graduation may find herself not only perfected in the technique of the system, but ready to meet the demands that will be made upon her in her neighborhood work.

IDEALS BASIC OF KINDERGARTEN TRAINING.

(By Mrs. MARY BOOMER PAGE, Principal of Chicago Kindergarten Institute, Chicago, Ill.)

FOR ADULTS.

1. By means of cultivating personalities.
2. The highest standard of civilization should be incorporated in the curriculum, such as philosophies, history, science, literature, art, etc.
3. Curriculum should be based on spiritual interpretation of life.
 - (a) Life itself is the expression of spirit.
 - (b) Means to the above end; ethics practically demonstrated as well as studied; a student resident home to embody the above.
 - (c) Special course in home-making.
4. Apply concretely ideals in student work through social relations.
 - (a) Through sympathetic and emotional channels.
 - (b) Intellectual development in relation to curriculum and ethical life.
 - (c) Training of will by application of self activity in practical affairs.
5. Presentation of ideals for service.

FOR CHILDREN.

1. By means of fine personalities believing in ideals and standards working for them along concrete lines.
2. Constant aim, the development of character for the sake of life; and the relation of the human beings to the Unseen.
3. Presentation of ideals.
 - (a) Through actual experiences.
 - (b) Through all means offered by the kindergarten ("doing") music, art, literature, technical materials, etc.
 - (c) The interpretation of all means for the above ends with distinct emphasis on "feeling, thinking, willing" for social good.

IDEALS IMPLIED IN STANDARDS OF KINDERGARTEN TRAINING.

(By ALICE E. FITZ, Principal, School of Kindergarten Education, Pratt Institute, Brooklyn, N. Y.)

In the training of the kindergartner, or child educator, Froebelian educational ideals should take precedence. They should be taken into consideration in arranging the curriculum, in determining the relation of subject to subject and in the order in which experiences are given to the student.

The kindergartner is to become an educator, not merely an instructor, and should experience the meaning of self-education and self-knowledge. She should have, as far as possible, first-hand experiences of life prior to theorizing about them. The plan of the training school should be such that it may furnish opportunities for assuming responsibilities, for fulfilling duties, for taking the initiative, for self-government, for meeting new problems, and for culture and general efficiency. Wherever possible, homes should be opened in connection with the training school, so that students may in this way have some experiences of home making and keeping, and of social responsibilities, and learn to adapt themselves to each others' differing ideals of living.

As the field of the kindergartner is a wide one, covering work with mothers as well as children, of all races, classes, and creeds, some general sociological outlook is imperative. The student must become familiar with existing conditions of life in the homes of her children, and with the modern agencies for the betterment and education of these people. Lectures on related topics, and opportunities to visit settlements, institutions, and schools should be given to all student kindergartners.

The varying physical conditions found in children of kindergarten age, together with the prevalence of contagious diseases, make it important for provision to be made for students to become acquainted with normal physical standards and the tests for determining them. Therefore, observation of children in any way departing from the normal should be made, and some training given in making tests of individuals, so that normal conditions may be recognized and sustained.

The agencies for creative self-expression of the students should be the excursions, plays, games and rhythms, songs, stories, gifts, and occupations of the kindergarten, together with such knowledge of their wider application in music, art, science, and literature as may be necessary to increase the students' appreciation and culture.

As the work of the kindergartner rests upon an understanding of nature and her processes it is of paramount importance that she be placed at some time during her course in an environment that will enable her to come in sympathetic touch with all phases of life in nature, especially through participating in the nurture of plants and animals. The next step which naturally follows is this gained power of observation and nurture transferred to children. Students should have ample opportunity to observe all phases of child life, especially manifestations of individual children, and to become responsible for their physical care, as well as for their education. While love for children is what sustains the kindergartner through the patient painstaking

necessary to nurture, yet only through the following of principles can she hope to make her work truly educative. A sympathetic attitude is the basis for understanding, but is not enough; she must be guided by definite educational principles. These she will find in Froebel's writings, in modern child study, and psychology.

The aim of the kindergarten training is the harmonious development of body and mind in relation to the soul. Spiritual ideas must be placed before the student; she must become aware of the fact that these can be realized in life, and that only those things are worth while which have eternal value.

As the kindergarten is to become an integral part of the whole of education, the training schools for kindergartners should give definite knowledge as to the aims of the primary-school, its methods and means, and the possible relation it bears to the kindergarten. Students should see how the educational principles at work in the kindergarten may be further defined and carried out as the child's education advances in the school. They should see that, as mutual understanding of principle comes to kindergartner and teacher alike, antagonisms cease, and that they then will find themselves in company with the many others who are striving for the eternal goal of truth.

While this broader aspect of kindergarten education is an ideal that may not be immediately realized, it is in accordance with those principles enunciated by Frederick Froebel 75 years ago. With renewed insight into the needs of humanity that modern life shows us, we can not expect to train its leaders of education in a short time; therefore, two years would hardly suffice for realization of these ideals in the training of the kindergartner.

IDEALS TO BE REALIZED IN KINDERGARTEN TRAINING.

(By NINA C. VANDEWALKER, Head of Kindergarten Department, State Normal School, Milwaukee, Wis.)

If the conception of education which the kindergarten embodies is to be realized through its work, the kindergarten training teacher must be guided by certain ideals in organizing and carrying out a course for the training of kindergartners. Since the right kind of kindergarten work requires certain inborn qualities, the training teacher should encourage only young women of earnest purpose, natural adaptation to little children, good intellectual insight, and musical and artistic ability to enter the course.

Because the demands of work with little children are varied, the course must provide for the different kinds of demands. The student requires knowledge along several lines as the basis for her work. She needs to gain an insight into the child's progressive development and the educational needs to which that development gives rise. She needs an acquaintance with the instrumentalities of education appropriate to the different stages, and the methods of using them effectively. She needs a knowledge of nature, of art, of music, and of literature, since these are agencies for the child's development in the home, the kindergarten and the school alike. To give the prospective kindergartner the knowledge to make her work intelligent in these and other lines must therefore be one of the training teacher's ideals.

If the kindergarten course is properly organized, however, this knowledge will have been acquired as a means to an end, that of using it to further children's development. The course must therefore provide opportunity for experience with children of different types and ages, in the different phases of kindergarten work, and under sufficient guidance to insure success. To lead young women to success in furthering children's development is to lead them to the evolution and mastery of their own souls, a result often bought with a price by both students and training teacher. To bring about the development in students that will enable their work with children to reach the plane of art is another of the training teacher's ideals.

To give the prospective kindergartner the command of her own resources that will enable her to realize the ideals of the kindergarten in a fair degree is to accomplish the

main purpose of kindergarten training. That training has not accomplished its full purpose, however, unless it has given her the abiding interest in her work that only an exalted conception of life can give. The conception which the kindergarten embodies is the root from which such an interest grows and the literature which embodies it must therefore form a part of the kindergarten course. It is from this mainly that kindergartners have received the impulse toward the realization of a larger life for themselves—the life of service to the mothers of their children, to the school of which the children form a part, and to the community in its various forms of cooperative effort. To give students the knowledge needed for effective work with little children, to assist them in developing skill in carrying on their chosen work in all its phases, and to inspire them to a fuller realization of the meaning of life in its varied relationships—these are some of the ideals to be realized in training kindergartners.

BULLETIN OF THE BUREAU OF EDUCATION.

[Note.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Numbers omitted are out of print.]

1906.

- *No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

1908.

- *No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8.

1909.

- No. 2. Admission of Chinese students to American colleges. John Fryer.
- *No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- No. 5. Statistics of public, society, and school libraries in 1908.
- No. 7. Index to the Reports of the Commissioner of Education, 1887-1907.
- *No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- *No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

1910.

- No. 2. State school systems: III. Legislation and judicial decisions relating to public education. Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- *No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.

1911.

- *No. 1. Bibliography of science teaching. 5 cts.
- *No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- *No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- *No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- *No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.
- No. 7. Undergraduate work in mathematics in colleges and universities.
- *No. 9. Mathematics in the technological schools of collegiate grade in the United States. 5 cts.
- *No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- *No. 14. Provision for exceptional children in the public schools. J. H. Van Bockie, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- *No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.
- *No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11. 5 cts.

1912.

- *No. 1. A course of study for the preparation of rural-school teachers. F. Mutchler and W. J. Craig. 5 cts.
- *No. 2. Report of committee on uniform records and reports. 5 cts.
- *No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- *No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- *No. 6. Agricultural education in secondary schools. 10 cts.
- *No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- *No. 9. Country schools for city boys. William S. Myers. 10 cts.
- No. 11. Current educational topics, No. 1.
- *No. 12. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- *No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.

- *No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- *No. 18. Teaching language through agriculture and domestic science. M. A. Leiper. 5 cts.
- *No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- *No. 22. Public and private high schools. 25 cts.
- *No. 23. Special collections in libraries in the United States. W. D. Johnston and I. G. Mudge. 10 cts.
- No. 26. Bibliography of child study for the years 1910-11.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- *No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
- *No. 29. Bibliography of the teaching of mathematics, 1900-1912. D. E. Smith and Chas. Goldsieber.
- *No. 30. Latin-American universities and special schools. Edgar E. Brandon. 30 cts.

1913.

- No. 1. Monthly record of current educational publications, January, 1913.
- *No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- *No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
- *No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- No. 5. Monthly record of current educational publications, February, 1913.
- *No. 6. Agricultural instruction in high schools. C. H. Robison and T. B. Jenks. 10 cts.
- *No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
- *No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
- No. 11. Monthly record of current educational publications, April, 1913.
- *No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
- *No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. 5 cts.
- No. 15. Monthly record of current educational publications, May, 1913.
- *No. 16. Bibliography of medical inspection and health supervision. 15 cts.
- *No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
- *No. 19. German industrial education and its lessons for the United States. Holmes Beckwith. 15 cts.
- *No. 20. Illiteracy in the United States. 10 cts.
- No. 21. Monthly record of current educational publications, June, 1913.
- *No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
- *No. 23. The Georgia club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
- *No. 24. A comparison of public education in Germany and in the United States. Georg Kerschensteiner. 5 cts.
- *No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
- *No. 26. Good roads arbor day. Susan B. Sipe. 10 cts.
- *No. 28. Expressions on education by American statesmen and publicists. 5 cts.
- *No. 29. Accredited secondary schools in the United States. Kendrick C. Babcock. 10 cts.
- *No. 30. Education in the South. 10 cts.
- *No. 31. Special features in city school systems. 10 cts.
- *No. 34. Pension systems in Great Britain. Raymond W. Sles. 10 cts.
- *No. 35. A list of books suited to a high-school library. 15 cts.
- *No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
- No. 37. Monthly record of current educational publications, October, 1913.
- *No. 38. Economy of time in education. 10 cts.
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