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## Kindergartens in North Dakota

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KINDERGARTENS IN NORTH DAKOTA

A Thesis  
Submitted to the Graduate Faculty  
of the  
University of North Dakota

By  
Bridget Anne Gallagher  
"

In Partial Fulfillment of the Requirements  
for the Degree of  
Master of Science in Education

August

1953

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This thesis, submitted by Bridget Anne Gallagher in partial fulfillment of the requirements for the Degree of Master of Science in Education, is hereby approved by the committee in charge of her work.

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CHAPTER I  
INTRODUCTION

Research has proven that many of our present day difficulties of students are due to lack of mental, physical, emotional, and social readiness for the tasks which confront them in each succeeding grade and even in situations encountered in life. These difficulties could be eliminated, in part at least, by extending the educational services downward and integrating them with the rest of the program of public education. Thus the establishment of a kindergarten as a part of the primary unit of every school would be highly commendable because then each and every child would receive the type of education which would insure this physical, mental, emotional, and social development which is so necessary.

There is a growing realization of the importance of proper education and guidance for the five-year-old. Mary Dabney Davis, in A Report on the Status and Need for Nursery Schools and Kindergartens, says



Present opinion on nursery schools and kindergartens favors a general extension of these programs for young children and is recognizing their value as the initial unit of primary education.<sup>1</sup>

Parents, educators, social workers, and civic groups throughout the country are lending their efforts and resources toward making the services of the kindergarten more widely available. State legislation and local regulations are being made and extended to authorize and provide schools for children under six. However, growth appears slow and it is not uniform.

Although the first kindergarten was established in our country nearly a century ago, kindergarten training is not yet available to all children in the public schools. It is the purpose of this study, therefore, to find out about the establishment and growth of kindergartens in North Dakota. An attempt will be made to answer two questions: (1) What is the present status of kindergartens in North Dakota? The answer to this question will give the number, location, and history of the public school kindergartens in the state. It will also give a brief survey of the part-time public kindergartens and the private kindergartens, which are now in existence. (2) How do the kindergartens in North Dakota

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<sup>1</sup>Mary Dabney Davis, Schools For Children Under Six, United States Office of Education, Bulletin No. 5, 1947, Washington, D. C., p. 1.



compare with those in the states of Minnesota and South Dakota as well as a few of the kindergartens in the larger cities of our country? Since North Dakota is predominantly a rural state, it is probable that most of the kindergartens will have been recently established. Therefore, this comparison should prove significant for the evaluation of kindergartens in North Dakota.

Mary Dabney Davis has drawn attention to the results of Selective Service Examination for the World War.<sup>2</sup> A shockingly large proportion of young men and women were found to be physically or mentally unfit for the armed services, due in many instances to childhood neglect. Kindergarten would have, through the proper guidance of these people in childhood, lessened the number of such cases considerably. Now the countries within the United Nations are emphasizing the need of giving children under six a fair start in life by placing special care and protection for young children at the head of the list for their war-time and post-war services to the civilians.

The distinct advantages of pre-school education was made known to the people through child-care centers set up during

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<sup>2</sup>Ibid., p. 2.



war-time by the government and by welfare groups; so now it is generally accepted, especially in urban areas, that kindergarten education is necessary to the well-rounded development of the child. The kindergarten is provided with the equipment and program which meets the needs for the development of the physical body, for experience in learning how to get along, for gaining ideas, and for developing a vocabulary with which to express these ideas.

Gladys Gardner Jenkins and others say

Because the child is interested in conforming at this age, it is a year during which he may be taught to adjust to the needs of the group and to accept a need for respecting authority in necessary situations. The child who goes to kindergarten during this year of good equilibrium has a better chance of learning to adjust to a schoolroom situation with a minimum of strain than does the six-year-old, who goes to school for the first time during a year generally marked not by good adjustment but by conflict.<sup>3</sup>

The writer, through observation of four, five, and six-year-olds can readily confirm the above statement. The four-year-old is more content to work and play alone. He is not as curious about the people and things around him as the five-year-old. Therefore he has few conflicts with others. The six-year-old's curiosity and unbounded energy leads him to be in continual conflict with people and things around him.

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<sup>3</sup>Gladys Gardner Jenkins, Helen Shacter and William W. Bauer, These Are Your Children, Scott, Foresman and Company, Chicago, 1949, p. 26.



The five-year-old has a very curious mind which leads him to solve problems in a very unassuming manner. He seems anxious to conform. In contrast, the six-year-old rushes into everything, and often seems to be in conflict with himself as well as with people and things around him. Therefore, it is essential that the five-year-old is helped by specially trained teachers, to make the adjustment necessary to enable him to cope with the conflicts of the sixth year in a commendable manner. Keith Headley, in a bulletin entitled Four and Five-Year-Olds at School, says

Four and five-year-olds, then need time to grow, adequate space in which to grow, equipment and materials suitable to their ages and abilities, and, perhaps, most important of all, other children to play with and guidance of adults who know what children are like and what they need for growth and development. Public education has assumed responsibility for meeting these needs by establishing kindergartens.<sup>4</sup>

Sister M. O. Frietsch says that the pressure of political social and economic conditions of the present times have brought on a strong pressure for pre-school education. The kindergarten is concerned with the educational needs of the child between the ages of four and six years. She believes there are many advantages of kindergarten training.<sup>5</sup>

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<sup>4</sup>Keith Headley, Four and Five-Year-Olds at School, Bulletin of The Association for Childhood Education International, Washington, D. C., 1950, p. 8.

<sup>5</sup>Sister M. O. Frietsch, "What of the Kindergarten," Education, Vol. LXVI (November, 1945), pp. 173-176.



1. It gives the child an opportunity to learn through directed play. This is the child's natural medium for experiences at his level of development.

2. It gives him an opportunity to learn through singing. The child sings for enjoyment but he learns to use his voice correctly and to appreciate good simple music.

3. It provides for him an opportunity for emotional release through rhythms. The child learns to sense in his own body and to interpret in physical movement the basic principles of the rhythmic beat.

4. It gives him an opportunity to listen to stories and to dramatize. He enjoys it and does it for fun; but it stimulates his imagination, strengthens his memory to retain sequence of events, and enriches his powers of oral expression.

5. It trains in self-control, sportsmanship, safety, good health habits, and good citizenship through free play, organized games, and the lunch and rest periods.

6. It serves as a transitory period from the home to the school. The complete set-up of the room is more home-like than the ordinary schoolroom and the periods are short and flexible. The activities carried on, especially at the beginning, are very similar to those in which the child has



participated in the home. The child is allowed a great deal of freedom and he can work and play alone at first if he wishes. The social and emotional adjustment is gradual and happy because the teacher guides and helps each child to solve his own particular problems without pressure. Thus the child learns to accept school routine and the larger group of children without any serious maladjustment.

7. The happy balance of free and directed activities prepares the child to follow directions and to exercise self-control. It exposes him to a variety of experiences and learning situations that form a good background for readiness in reading, numbers, science and language.

M. Lucille Harrison, an Associate Professor of Kindergarten-Primary Education in Colorado State College of Education, says

Many studies have been made of the importance of kindergarten training for children as it affects their later school progress. With few exceptions these point to the fact that the instruction given in pre-primary years in school definitely promotes success to a measurable extent through the early grades in the elementary school. This is probably due to the readiness which is fostered in the kindergarten years for the subjects taught in the early grades.<sup>6</sup>

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<sup>6</sup>M. Lucille Harrison, Reading Readiness, Houghton Mifflin Company, Chicago, 1939, p. 16.



Paul McKee says that apparently many persons believe that readiness for reading is the result of a child's natural growth and that the school has little to do with it. He says that the kindergarten and first grade teachers should make special provision for stimulating and fostering the child's development for such readiness. This constitutes definite instruction in readiness as well as removal of physical and emotional disturbances.<sup>7</sup>

Our system of public schools was founded upon the belief that the community is responsible for the education of the children. Therefore, education will move forward only as fast as the community is ready to accept a change. Rural communities do not usually experience the social and economic pressures that are felt in the urban areas and thus the added service of kindergarten may not seem necessary to them. However, more attention is being focused on the needs in this field by educators, parents, and social and civic workers; and it is believed that more and more provisions for such opportunities will be offered even in the rural areas.

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<sup>7</sup>Paul McKee, The Teaching of Reading, Houghton Mifflin Company, Chicago, 1948, p. 143.



CHAPTER II  
HISTORY OF THE KINDERGARTEN

Frederick Froebel, who is credited with being the founder of the kindergarten, was a noted educator who realized that the early years of childhood are very important and that the existing system of education at that time did not meet the needs of the children. Froebel's own life is a good example of an unhappy childhood. He lost his mother when he was nine months old and his father paid little attention to him. He was cared for by servants and his brothers. His father remarried and his second wife rejected Froebel, who was now about four years old. Through his step-mother's conduct, he was isolated from his own family and made to feel a stranger in his own home. While being driven inwardly from his home, he was forbidden to go beyond the yard and garden. Thus he was not only alone but in a prison. Denton J. Snider says, "This isolation and suffering of these early years had no small part in calling forth his grand remedial deed the kindergarten."<sup>1</sup>

His father attempted to teach him to read, but was unsuccessful. He regarded Froebel as a stupid boy and

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<sup>1</sup>Denton J. Snider, History of the Kindergarten, Sigma Publishing Company, New York, 1900, p. 5.



decided to send him to the village school. Here he was defiant, disobedient, and generally destructive because he was misjudged and mistreated. Snider says, "Very significant is it to observe by what means he sought afterwards to overcome just this destructive spirit in the child through the kindergarten."<sup>2</sup>

Froebel was very undecided about a career. He finally decided to teach and went to Yverdon, Switzerland, to study under Pestalozzi, who proclaims, "... man must now be educated to freedom, to an ordered freedom; for man uneducated, but free, will destroy civilization."<sup>3</sup>

Through the years of his teaching, Froebel used many methods which were forerunners of the philosophy used in the kindergarten. His pupils did paper pricking, cutting and folding. They took field trips and worked with card-board and wood. The boys cultivated a garden as part of their education, besides partaking in a great deal of building. Froebel was a strong advocate of the teacher-pupil plan and he learned the principle of individualized education in Switzerland.

Froebel saw the defects in Pestalozzi's philosophy of education. Pestalozzi, through his object lessons, depended

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<sup>2</sup>Ibid., p. 7.

<sup>3</sup>Ibid., p. 90.



upon the acquisition of knowledge through the senses. He regarded the child as a receptive being. Froebel passed beyond this limit and realized that the child is productive, too. Therefore, he stressed games and occupations by which the child learned through activity.

Froebel, between teaching and attending school, gradually worked out the system of play-gifts, which are the central idea of the kindergarten. In the spring of 1837 at Blackenburg, Germany, the first kindergarten was set up in an old Powder Mill.<sup>4</sup> The kindergarten movement gradually spread through Germany, although the progress was hard and slow because it was opposed by the government. Schools to train kindergarten teachers were gradually established. Froebel once said, "Now, I know it will be centuries before my view of the human being as a child, and the education corresponding to it, can be accepted."<sup>5</sup>

Baroness Von Marenholtz was instrumental in spreading the kindergarten through Europe. She made it not only national but international. She could be called the mother of the kindergarten.<sup>6</sup>

The kindergarten was brought to the United States by the German liberals, who were fleeing from the political

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<sup>4</sup>Ibid., p. 293.

<sup>5</sup>Ibid., p. 441.

<sup>6</sup>Ibid., p. 453.



developments in the homeland.<sup>7</sup> The years extending from 1855 until the Philadelphia Exposition are known as the period of introduction of kindergartens in America. Mrs. Carl Schurz, a pupil of Froebel, established the first kindergarten in the United States at her home in Watertown, Wisconsin, in 1855.

Henry Barnard, editor of The American Journal of Education, at the time the first kindergarten was established in the United States, was influential in arousing interest in the education of young children. His report of the kindergarten at the International Exhibit of Educational Systems and Materials in England in 1854 interested Miss Elizabeth Palmer Peabody, who was the apostle of the kindergarten movement in the United States.<sup>8</sup> She established a kindergarten in Boston in 1860, and she, together with a number of other individuals have been instrumental in advocating the principles of kindergarten education during the first stages of this movement in the United States.

In the period from 1870 until 1880, the kindergartens were accepted by Americans as an institution which was adapted to American conditions and needs.<sup>9</sup> Mrs. Susan Pollock, Miss Susan E. Blow and Mrs. Alice E. Putman were leaders in the kindergarten movement during this decade.

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<sup>7</sup>Nina C. Vandewalker, The Kindergarten in American Education, The Macmillan Company, New York, 1908, pp. 9-12.

<sup>8</sup>Ibid., p. 15.

<sup>9</sup>Ibid., p. 9.



Kindergarten education was carried on successfully in the public schools at St. Louis, Missouri, by Superintendent William T. Harris and Miss Susan E. Blow. The recommendation that the St. Louis Board of Education adopt the kindergarten as a part of the school system was actually carried out in 1873.<sup>10</sup>

About this same time the first kindergarten Training School was established in Boston.<sup>11</sup> Since the first kindergartens were mostly private and philanthropic in nature, the preparation of the teachers was taken care of by a few private training schools. The establishment of kindergartens as a part of the public school system was soon followed by the introduction of kindergarten training in the Normal Schools. The first school of this type was opened at the State Normal School at Oshkosh, Wisconsin, in the spring of 1880.<sup>12</sup> Outstanding leaders in the field of teacher training for the kindergarten in its early days were Madame Matilda Kriege, John Kraus and, his wife, Maria Boelte Kraus, who was at one time a pupil of Froebel's widow.

The kindergarten was promoted by means of organizations. The Kindergarten Association was formed during the decade of 1880-1890.<sup>13</sup> It came into existence in all the larger towns

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<sup>10</sup>Ibid., p. 21.

<sup>11</sup>Ibid., p. 17.

<sup>12</sup>Ibid., p. 22.

<sup>13</sup>Ibid., pp. 56-57.



and in many of the smaller towns. It did much to awaken educational thought and to stimulate interest in the education of the young child. Among the leaders in the promotion of the Kindergarten Associations are Mrs. Phoebe H. Hearst, Mrs. Alice H. Putman, Kate Douglas Wiggin, Mrs. Sarah B. Cooper and Caroline M. C. Hart. The aims or purposes of the Association were<sup>14</sup>

1. To help mothers meet the problems their own children presented.
2. To establish and further the cause of kindergartens.
3. To do philanthropic work which seemed so necessary.

Many parent groups were also organized to study the educational problems of children. The Mothers Conference in Chicago in 1894, and the National Congress of Mothers in Washington, D. C., in 1897, are examples of such parenthood education.

Women's clubs promoted the growth of kindergartens in much the same manner as associations and individuals. Miss Elizabeth Peabody and Miss Annie Laws were instrumental in arousing interest in the clubs to further the growth of kindergartens.

Religious organizations have done much to foster the growth of kindergartens, also. The Trinity Church in

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<sup>14</sup>Ibid., p. 58.



Toledo, Ohio, in 1877, established a kindergarten as a part of the parish school.<sup>15</sup> The value of kindergartens has been recognized in missionary work and so, many kindergartens have been established in foreign mission schools. The growth of kindergartens in the churches has been slow but steady. The kindergartens in many of our public schools owe their origin to church initiative.

The Women's Christian Temperance Union has done much to advance the cause of the kindergarten. According to Miss Vandewalker this Union used the kindergartens as a means of getting access into the homes where drink had caused the greatest havoc. Then the mothers could be made acquainted with the fundamental principles of child rearing as shown in the theory and practice of kindergarten work.<sup>16</sup> When Miss Mary E. McDowell was Superintendent of the Kindergarten Department of the Women's Christian Temperance Association, a department was edited in the Kindergarten News under the heading, Women's Christian Temperance Association Kindergartens. In this the following suggestions were made:<sup>17</sup>

1. To offer to support a kindergarten in the public schools for one year. Thus the Board of Education and the parents would have an opportunity to learn the value of kindergarten training.

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<sup>15</sup>Ibid., p. 76.

<sup>16</sup>Ibid., p. 104.

<sup>17</sup>Ibid., p. 106.



2. To help secure effective kindergarten legislation. They stated that laws incorporating the kindergarten as a part of the state public school system should be passed in every state. Such laws were made effective in Vermont in 1887 and in Michigan in 1891 by the Women's Christian Temperance Association.

Another agency which has helped acquaint the public with the kindergarten is the social settlement. Settlement work has aims which are identical with those of the kindergarten and Froebel. Miss Jane Adams says that Froebel's ideas were not for children alone but for education in general. The kindergarten should be a center for neighborhood work. The first two settlements opened in the United States had kindergartens. They were the University Settlement in New York and the Hull House in Chicago.<sup>18</sup>

Large business firms have also furthered the advancement of the kindergarten movement by establishing kindergartens for the benefit of their employees. The National Cash Register Company of Dayton, Ohio, and The Colorado Fuel and Iron Company of Pueblo have maintained kindergartens to provide facilities and programs for the education of the children of their employees. Dayton, also, has a complete system of kindergartens. President Patterson believed that it is the early training of children which is so important to produce good successful workers.<sup>19</sup>

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<sup>18</sup>Ibid., pp. 110-111.

<sup>19</sup>Ibid., pp. 114-116.

The adoption of the kindergarten by these different religious and philanthropic agencies has been of great value in the advancement of the kindergarten movement and of education in general. However, these kindergartens have been more or less an advanced form of nursery school and the educational advantages have been ignored. They have been characterized by large classes, poor working materials, and poorly trained and under-paid teachers.

The National Educational Association became interested in the kindergarten movement because of increasing Froebelian literature, the growing appeal of kindergarten theory, the proved adaptability of the kindergarten to public school conditions, and the increasing emphasis upon the aesthetic element in education. In 1872, the National Education Association presented Froebel's doctrines to the American educational public. In 1880, the cause of the kindergartens was given a hearing by this organization. In 1884, a kindergarten department in the National Education Association was created at Madison, Wisconsin. The first meeting of this department was held at Saratoga. President W. N. Hailman stated the principles and methods used in the kindergarten and explained how they could be applied to school life. In 1892, under the leadership of Miss Sarah A. Stewart



the International Kindergarten Union was organized at Saratoga. This organization held its first meeting at the Teachers College in New York in 1896.<sup>20</sup>

Summer schools and the exposition of kindergarten work in various sections of the country at World Fairs and Expositions have, also, aided the extension of the kindergarten in the United States.

The new educational views and practices embodied in the kindergarten have been imparted to many by means of literature. Books, magazines, articles, and annual reports of superintendents who have successful kindergartens in their systems, have spread the educational values of kindergartens to the public.

The decade from 1880 to 1890 could be called the Association Decade in kindergarten history; while the decade from 1890 to 1900 could be called the Public School Decade in the kindergarten movement.<sup>21</sup> Although many kindergartens were established in the public schools before 1900, progress has been slow up to the present time. The reasons for this slow expansion are:

1. The expense of maintaining kindergartens is greater than that of the primary school. This is due to the cost of

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<sup>20</sup>Ibid., pp. 129-138.

<sup>21</sup>Ibid., p. 184.

kindergarten material and to the smaller teacher load which is required in the kindergarten.

2. The lack of proper state legislation which would permit the expenditure of public school funds for the education of kindergarten children.<sup>22</sup>

An appreciation of the kindergarten, as a part of the state educational system, was shown in the last decade of the century by establishing kindergartens in the state homes for the dependent and neglected children and in the institutions for the defective classes.<sup>23</sup> Kindergartens were also established in the government Indian schools when Professor W. N. Hailman was superintendent of these schools in 1894.<sup>24</sup>

The kindergarten has had a tremendous influence on American education. The effects, to be specific are:

1. It has revolutionized the attitude of the world toward childhood.
2. It has given motherhood a newer and higher significance.
3. It has transformed primary education and its effects are also felt throughout the grades.
4. It has enriched the lives of the children who have participated.<sup>25</sup>

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<sup>22</sup>Ibid., pp. 184-187.

<sup>23</sup>Ibid., p. 201.

<sup>24</sup>Ibid., p. 206.

<sup>25</sup>Ibid., pp. 209-210.



The changes which have taken place in American education have been due to many different influences. The movements exerting the greatest influence during the period between the Philadelphia Exposition and the Chicago Exposition were the kindergarten movement, the art and manual training movement, and the nature study movement. These movements continued during the second period from the Chicago Exposition until 1910, but they were re-inforced by the new psychology, child study, and Herbartianism.<sup>26</sup>

Kindergarten literature, which interpreted the kindergarten and discussed the development of children, interested such noted educators and psychologists as John Dewey and G. Stanley Hall. These two psychologists, because they believed that the educational procedure used in the kindergarten could be used in the grades, greatly extended the Froebelian practices. They not only extended the kindergarten but they modified it to meet the child's present day needs. The kindergarten specialists, Patty Hill of New York and Alice Temple of Chicago, were instrumental in doing away with the abstract materials used by Froebel and substituting new play materials, songs, stories, and games based upon the new psychology. They substituted dramatic play growing out of social experiences from everyday life for the formal use

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<sup>26</sup>Ibid., pp. 213-214.



of Froebelian materials. Maria Montessori, who developed materials for the use of children of low mentality in Italy and emphasized the need for children of different abilities to move at their own pace, had a definite influence on the social aspect of the kindergarten. We have adopted her ideas of children's responsibility for the housekeeping of the room and the importance of self-help; although we now use practical everyday living situations to insure opportunities for practice rather than the artificial methods which she advocated. We have accepted Montessori's belief that the teacher should keep herself in the background and guide rather than to be a person who is concerned with cramming information into the minds of the children.<sup>27</sup> Thus the combined influence of all these individuals and movements has modified the Froebelian system of kindergarten education to meet the present day needs of American children.

Since the beginning of the century, kindergartens have slowly been gaining ground. This has been due, in part, to the nation-wide, federally financed programs, first initiated during the depression to help the children of needy families, and later to provide for the children of war-workers.<sup>28</sup>

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<sup>27</sup>Josephine C. Foster and Neith E. Headley, Education in the Kindergarten, American Book Company, Chicago, 1948, p. 17.

<sup>28</sup>Mary Dabney Davis, op. cit., p. 1.



The growth in the number of children attending kindergartens in the United States is shown in the Forty-sixth Yearbook of the National Society for the Study of Education. In 1880, there were 31,227 children attending kindergarten; in 1900, there were 225,394; in 1930, there were 777,899; in 1934, there were 639,281; in 1940, there were 645,268; and in 1944, there were 700,877. The attendance in private kindergartens was greater than that of the public in 1888. It was 16,082 in the private and 15,145 in the public. From 1900 until the present time, the public kindergarten enrollments have been considerably greater than that of the private kindergarten. This emphasizes the growth of public kindergartens.<sup>29</sup> In 1945-46, 772,957 children were enrolled in public school kindergartens in the United States. This number represents more than one-fourth as many children as were enrolled in first grade in the public schools. Of the 3,796 cities listed in 1947-48, 59 per cent of the 1,518 cities reporting stated that they were operating kindergartens. More large cities offer education for the children under six than do the small cities and there are more such schools in the northern part of our country than in the southern.<sup>30</sup>

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<sup>29</sup>Forty-sixth Yearbook, Part II, Early Childhood Education, National Society for the Study of Education, Chicago, 1947, p. 46.

<sup>30</sup>Elizabeth Neterer, Portfolio in More and Better Schools for Children Under Six, Research Leaflet of the Association for Childhood Education (International), No. 10, Washington, D. C., p. 1.



The factors affecting the extension of kindergartens at the present time are:<sup>31</sup>

1. Surveys to determine the status of existing programs and to discover the areas of greatest need for initiating and extending these services.

2. Legislation with provision for the use of public funds and the inclusion of the kindergarten in the primary school program is still needed in many states. With the exception of one, all states have some type of legislation related to the education of children under six. Most of the legislation is permissive, however, and does not offer any financial aid to establish these kindergartens. Eleven of the states now offer supervisory services to assist local school units in developing these programs.

3. Active interest of civic, professional, and industrial groups, and their cooperation with school officials and parents.

4. Recognition of the importance of these schools as an essential for parents, as an economic asset in terms of the conservation of childhood, and as laboratories for pre-parental and pre-vocational education for high school and college students.

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<sup>31</sup>Mary Dabney Davis, op. cit., pp. 11-19.



## SUMMARY

The kindergarten was first brought to the United States by interested followers of Froebel, who came here at the time of the German upheaval. Emphasis upon the importance of education during the first years of childhood and the changes in social and economic conditions have brought about an expansion of the kindergarten theories of education in this country. The adoption of the kindergarten by religious, philanthropic, and business agencies has focused the attention of many upon early childhood education. Literature pertaining to the kindergarten program, kindergarten associations, and the establishment of centers for the training of kindergarten teachers were all instrumental in stimulating the growth of kindergarten education. When the interest of parents and professional people was aroused, the kindergarten gradually won its way into the public schools. The daily press, periodicals, exhibits, films, and the radio have all been used to emphasize the importance of the kindergarten to the children and to their parents. The overcrowded conditions in certain sections of our country during the war years and the migration of the population have been reasons, also, for the establishment of kindergartens. The number of mothers working to help husbands who are taking

advantage of the G. I. Bill of Rights or for other economic reasons, the increase in the birth rate, and a recognition of the value of childhood education have helped in the extension of the kindergarten at the present time to provide adequate education for the increasing population of young children.



## CHAPTER III

## KINDERGARTENS IN NORTH DAKOTA

As North Dakota is predominantly a rural state, it is not at all surprising that progress in the growth of kindergartens has been slow. According to the survey made by Mary Dabney Davis in 1947, there were six and eight-tenths per cent of the children from two through five years of age in the urban areas in school in North Dakota. Sixty-seven children out of a possible number of 8,592 in the urban areas were enrolled in public school kindergartens at that time.<sup>1</sup> This means that North Dakota ranked thirty-seventh among the states in the percentage of children from two through five years of age, who were enrolled in public schools. There were eleven states whose percentage was lower; and the greatest proportion of these was in the South.

In 1946 the Educational Research Division of the National Education Association, in the study entitled Status of Child-Care Centers, Nursery Schools, and Kindergartens in 33 States and Territories and in 203 School Systems in Cities Over 30,000 in Population, found the following facts which are important to this study.<sup>2</sup>

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<sup>1</sup>Mary Dabney Davis, op. cit., p. 26.

<sup>2</sup>Status of Child-Care Centers, Nursery Schools, and Kindergartens in 33 States and Territories and in 203 School Systems in Cities Over 30,000 in Population, Research Division of the National Education Association, Circular No. 8, 1946, pp. 7-17.



1. There was little interest shown in child-care centers of any kind in the states, which were predominantly rural in character. Many states were interested in expanding educational services downward, but they realized the tremendous cost of such a program. Some suggested that federal aid be given to the states as an incentive to increase the downward expansion of educational services. Some stated that the establishment of "child-care centers" would only encourage mothers to work when it was not financially necessary and thus cause neglect of children.

2. The medium annual cost per pupil in nursery schools was \$338. The medium annual cost per pupil in the kindergarten was considerably lower, the figure being \$93.

3. The questionnaire asked for opinions as to the possible effect on present school expenditures of legislation authorizing child-care centers or nursery schools, which are supported partly by state and partly by local school funds. About 32 per cent of the 203 cities reporting said that it would be constructive, while 27 per cent felt it would be destructive. The remainder did not believe it would have any effect on expenditures for kindergarten, were uncertain as to probable effect, or did not answer the questionnaire.

Sixteen per cent of the school systems believed teachers' salaries would be improved, while 34 per cent believed that they would suffer under such legislation. The



others could see no effect, were uncertain, or gave no answer. Twenty-three per cent believed it would leave more money for new instructional material, while 36 per cent felt that expenditures for such materials would be curtailed.

4. Many city school officials felt that the elementary and secondary schools were far below standard because of lack of funds and that those grades should be improved before education is extended downward. They believed that nursery schools should be operated by a welfare agency.

5. The State Department of Education in North Dakota reported that the law does not permit local districts to establish child-care centers or nursery schools; but that it does permit the establishment of kindergartens. There was no report given on the number of kindergartens in North Dakota; nor on the financial support of them. Likewise, there was no report on any plans for future legislation for kindergartens in North Dakota.

According to Mary Dabney Davis, specialist in nursery, kindergarten, and primary education, the proportion of both four and five-year-olds in urban and rural districts in kindergartens in North Dakota was less than five per cent. There were eleven per cent of four and five-year-olds in cities with a population over 2,500, enrolled in kindergartens in North Dakota.<sup>3</sup>

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<sup>3</sup>"The Status of the States," School Life, Vol. XVIII (October, 1932), p. 27.

The study of the present status of kindergartens in North Dakota was carried on by making a preliminary survey by means of questionnaires sent to 32 cities and towns in North Dakota. The questionnaires were sent to all cities with a population over five thousand and 22 questionnaires were sent to towns with lesser population. A copy of this questionnaire appears in Appendix A. Thirty-one of the questionnaires were answered.

This survey shows a total of twenty communities having kindergartens of some kind. There are ten communities in North Dakota with a population of more than five thousand. Of these ten communities, four have public school kindergartens, four have private kindergartens, and two have no kindergartens. Towns with a population of less than twenty-five hundred seem to be more interested in part-time public kindergartens than do the larger cities. These kindergartens are in operation for a period from four to eight weeks.



TABLE I. DISTRIBUTION BY POPULATION OF COMMUNITIES HAVING THE VARIOUS TYPES OF KINDERGARTENS AND NO KINDERGARTENS

Population Classification	Communities With Full- Time Public Kindergartens		Communities With Part- Time Public Kindergartens		Communities With Private Kindergartens		Communities With No Kindergartens		All Communities	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	A. (30,000 or over)	1	17	0	0	0	0	0	0	1
B. (10,000 to 30,000)	2	33	0	0	0	0	1	9	3	10
C. (5,000 to 10,000)	1	17	0	0	4	50	1	9	6	19
D. (2,500 to 5,000)	0	0	1	17	1	13	0	0	2	7
E. (Fewer than 2,500)	2	33	5	83	3	37	9	82	19	61
TOTAL	6	100	6	100	8	100	11	100	31	100

The main reasons for the lack of kindergartens in most communities are deficiency of funds for support and no space in the school buildings.

TABLE II. PROBABLE REASONS FOR LACK OF FULL-TIME PUBLIC SUPPORTED KINDERGARTENS

Reasons	Communities With Part-Time Public Kindergartens		Communities With Private Kindergartens		Communities With No Kindergartens		All Communities	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	1. No financial support and lack of space in school building.	2	33	6	75	3	27	11
2. No financial support.	0	0	0	0	3	27	3	12
3. Community is not interested.	0	0	0	0	1	9	1	4
4. No space in school building.	0	0	2	25	4	37	6	24
5. No reason	4	67	0	0	0	0	4	16
TOTAL	6	100	8	100	11	100	25	100

Surveys of kindergartens in North Dakota were made under the direction of Mrs. Opal Wooldridge, Kindergarten Supervisor, State Teachers College, Valley City, North Dakota, in 1947 and again in 1952. These surveys give much significant information.



TABLE III. KINDERGARTEN SURVEY OF NORTH  
DAKOTA MADE IN 1947

Location	Kind	No. of Pupils	Age of Pupils	Remarks
Belcourt	Federal	39	5	Sponsored by United States Department of Interior, Turtle Mountain Indian Agency.
Beulah	Private	30	4	One month in summer.
Bismarck William Moore School	Private	31	5	Nine month kindergarten. Fee charged.
Bismarck	Private	Varies	4-5	In operation a number of years.
Cavalier	Public	32	5	Part-time public kindergarten.
Crosby	Private			Discontinued recently because of lack of space.
Devils Lake	Private	36	2-5	Community Nursery and Kindergarten sponsored by Elks and other organizations for paying and under-privileged children.
Dickinson	Private	25-	4-6	Part of Dickinson's Recreational Program. Paid for by parents whose children attend.
Fargo Emerson H. Smith School	Private	45	5	Operated cooperatively by a group of mothers.
Fargo	Catholic School	34	4½ and 5	Operated as part of the regular school system.

Table III (Continued)

Location	Kind	No. of Pupils	Age of Pupils	Remarks
Grafton	Public	50	5	Part-time public kindergarten.
Grafton	Catholic School	30	4½ and 5	Operated as part of regular school system.
Grand Forks Belmont School	Private	20	4-5	Play school operated nine months of the year.
Grand Forks Washington School	Private	15	4-5	Play school operated nine months of the year.
Grand Forks University of North Dakota	Public	30	3-5	Child study unit called a play school, conducted by the Psychology Department. Used as a laboratory for Psychology and Home Economics students.
Jamestown Crippled Children's School	Public	5	5-8	Maintained for the benefit of the crippled children of the school.
Mandan	Private	27	4-6	Recently discontinued.
Mayville State Teachers College	Public	Varies	Pre-school age	Sponsored by children literature class.
Minot Sunnyside School	Private	17	5 by Nov. 1	Planned for children who will enter first grade in the fall.
Pembina	Public	25	5-6	Conducted during month of June.
Valley City Lincoln School	Public	19	5 by Jan. 1	Regular part of school system.



Table III (Continued)

Location	Kind	No. of Pupils	Age of Pupils	Remarks
Valley City Richie School	Public	55	5 by Jan. 1	Regular part of school system.
Valley City State Teachers College	Public	22	5 by Jan. 1	Definite part of college school.
Walhalla	Public	40	5	Part-time public school system.
Westhope	Public		5-6	Six-week kindergarten conducted in the spring.
Williston	Private	12	5	Conducted in a home.

In 1947 there was one community in North Dakota that had full-time, public-supported kindergartens as part of the regular school system. This school system had two kindergartens in operation. There were three public kindergartens conducted at the University and in the colleges. There was one federal and one state kindergarten. There were five part-time public kindergartens. There were twelve private kindergartens in operation and five of these were conducted in the public school buildings. Two private kindergartens had been recently discontinued.

TABLE IV. KINDERGARTEN SURVEY OF NORTH DAKOTA MADE IN 1952

Location	Where Held	Kind	No. of Pupils Enrolled		Age of Pupils	Length of Period in Hours		Length of Term in Weeks	Years in Operation	Fee Charged
			A.M.	P.M.		A.M.	P.M.			
1. Bismarck	Richhold School	Public	35	35	5 by Jan. 1	2½	2	36	2	\$6 mo.
2. Bismarck	Will-Moore School	Public	35	35	5 by Jan. 1	2½	2	36	2	\$6 mo.
3. Cavalier	School	Public	19	19	6 by Jan. 1	2½	2½	4	6	None
4. Crete	School	Public	4	4	5 by Jan. 1	2¼	2¼	Uncertain Yet	1	None
5. Dickinson	Community	Private		31	5		2	36	8	\$6 mo.
6. Ellendale	School	Public	25 to 30		6 by Jan. 1	2		6	5	None
7. Fargo	Agassiz School	Public	29	30	5 by Jan. 1	2-3/4	2¼	36	1	None
8. Fargo	Agassiz School	Public	28	29	5 by Jan. 1	2-3/4	2¼	36	1	None
9. Fargo	Emerson Smith	Public	29	24	5 by Jan. 1	2-3/4	2¼	36	1	None



Table IV (Continued)

Location	Where Held	Kind	No. of Pupils Enrolled		Age of Pupils	Length of Period in Hours		Length of Term in Weeks	Years in Operation	Fee Charged
			A.M.	P.M.		A.M.	P.M.			
10. Fargo	Emerson Smith	Public	26	27	5 by Jan. 1	2-3/4	2 1/4	36	1	None
11. Fargo	Horace Mann	Public	27	24	5 by Jan. 1	2-3/4	2 1/4	36	1	None
12. Fargo	Horace Mann	Public	27	26	5 by Jan. 1	2-3/4	2 1/4	36	1	None
13. Fargo	Roosevelt	Public	27	23	5 by Jan. 1	2-3/4	2 1/4	36	1	None
14. Fargo	Roosevelt	Public	25	23	5 by Jan. 1	2-3/4	2 1/4	36	1	None
15. Fargo	Roosevelt	Public	23	23	5 by Jan. 1	2-3/4	2 1/4	36	1	None
16. Fargo	Woodrow Wilson	Public	26	22	5 by Jan. 1	2-3/4	2 1/4	36	1	None
17. Fargo	First Methodist	Private	25	27	5 by Jan. 1	2	2	36	6	\$10 mo.
18. Fargo	Grace Lutheran	Private		26	5 yrs.		2 1/2	36	1	Donations

Table IV (Continued)

Location	Where Held	Kind	No. of Pupils Enrolled		Age of Pupils	Length of Period in Hours		Length of Term in Weeks	Years in Operation	Fee Charged
			A.M.	P.M.		A.M.	P.M.			
19. Garrison Home		Private	12		5 yrs.	3		36	1	\$12 mo.
20. Grafton School		Public	40 to 50	34	6 by Jan. 1	2½	2½	4	5	None
21. Grafton State School		State	23	22	6 to 8	1½	1½	36	48	None
22. Grand Forks	Belmont	Public	26		5 by Dec. 31	2½		36	3	\$2 yr.
23. Grand Forks	Belmont	Public	26	25	5 by Dec. 31	2½	2¼	36	3	\$2 yr.
24. Grand Forks	Lincoln	Public	30	28	5 by Dec. 31	2½	2¼	36	3	\$2 yr.
25. Grand Forks	Roosevelt	Public	27	28	5 by Dec. 31	2½	2¼	36	3	\$2 yr.
26. Grand Forks	Roosevelt	Public	27	28	5 by Dec. 31	2½	2¼	36	3	\$2 yr.
27. Grand Forks	Washington	Public	23	23	5 by Dec. 31	2½	2¼	36	3	\$2 yr.
28. Grand Forks	West School	Public	34	31	5 by Dec. 31	2½	2¼	36	3	\$2 yr.



Table IV (Continued)

Location	Where Held	Kind	No. of Pupils Enrolled		Age of Pupils	Length of Period in Hours		Length of Term in Weeks	Years in Operation	Fee Charged
			A.M.	P.M.		A.M.	P.M.			
29. Grand Forks	Wilder School	Public	30	31	5 by Dec. 31	2½	2¼	36	3	\$2 yr.
30. Grand Forks	Winship	Public	20	22	5 by Dec. 31	2½	2¼	36	3	\$2 yr.
31. Grand Forks	Winship	Public	23	21	5 by Dec. 31	2½	2¼	36	3	\$2 yr.
32. Harvey	School	Public	17	26	5 yrs.	2½	2	6	2	\$5 mo.
33. James-town	Home	Private	16	16	5 yrs.	2	2	42	2	\$4 wk.
34. James-town	Crippled Children's School	Private	11	11	4 to 7	3	1	40	4	
35. Kenmare	St. Agnes Academy	Private		24	4 to 5		2	36	1	\$1 mo.
36. Lisbon	Federated Church	Private	26		4 to 5	2		10	3	\$9 mo.
37. Mandan	Home	Private	24		5 to 6	2		32	2	\$10 mo.
38. Pembina	School	Public	10 to 15		4 to 6	2½		6	8	\$4 mo.

Table IV (Continued)

Location	Where Held	Kind	No. of Pupils Enrolled		Age of Pupils	Length of Period in Hours		Length of Term in Weeks	Years in Operation	Fee Charged
			A.M.	P.M.		A.M.	P.M.			
39. Riverdale	School	Public	43	45	5 by Dec. 31	2½	2½	36	1	\$2 yr.
40. Valley City	Lincoln	Public	36		5 by Jan. 1	2½		36	25	\$.65 yr.
41. Valley City	City Library (part of school)	Public	27		5 by Jan. 1	2½		36	30	\$.65 yr.
42. Valley City	Richie College School	Public	27	27	5 by Jan. 1	2½	2¼	36	30	\$.65 yr.
43. Valley City	State Teachers College	Public	23		5 by Jan. 1	3		36	46	None
44. Wahpeton	Wahpeton City Hall	Private		21	5 by Jan. 1		2	24	1	\$10 mo.
45. Walhalla	School	Public	20	20	5 to 6	2	2	2	5	None
46. Watford City	First Lutheran Church Basement	Private		18	5 by Dec. 25		2½	36	2	\$10 mo.



Table IV (Continued)

Location	Where Held	Kind	No. of Pupils Enrolled		Age of Pupils	Length of Period in Hours		Length of Term in Weeks	Years in Operation	Fee Charged
			A.M.	P.M.		A.M.	P.M.			
47. West Fargo	School	Public	35	35	5 yrs.	2½	2½	6	2	None
48. Westhope	School	Public		30	6 by Jan. 1		3	4	4	None
49. Willis-ton	Home	Private	29	29	5 by Dec. 31	2	2	36	10	\$6 mo.

This survey shows that there are 27 kindergartens in the public school systems of six of the communities in North Dakota at the present time. Fargo has ten public school kindergartens, Grand Forks has ten, Valley City has three, Bismarck has two, Riverdale has one, and Crete has one. There are eight part-time public kindergartens and they are all located in towns with a population of less than five thousand. There is one state kindergarten and one in a state teachers college. There are 12 private kindergartens. This makes a total of 49 kindergartens. Mrs. Wooldridge said that three kindergartens were not included in the survey because of lack of information. The preliminary survey showed three kindergartens which were not mentioned in the survey made by Mrs. Wooldridge. Part-time kindergartens were reported at Carrington and Mayville and a private kindergarten was reported at Enderlin. The "Play School" is still in operation at the University of North Dakota and there is a private kindergarten at Minto, North Dakota. A six-weeks kindergarten is being opened at Park River, North Dakota, for the first time this spring. There are approximately 54 kindergartens in operation in North Dakota at the present time, which is more than double the number in operation in 1947. The greatest increase has been in the number of public school kindergartens. Twenty-



four kindergartens have been established in the public schools within the last three years. Some of the kindergartens which were in operation in 1947, have been discontinued for some reason, and new ones have been established. This is the usual procedure in the early history of kindergartens in any locality because the value of kindergartens has not yet been fully recognized.

There are approximately twenty-three hundred five-year-olds attending some kind of a kindergarten in North Dakota at the present time. Eleven hundred, or about half of these children, are in public kindergartens which are a part of a regular school system.

According to the statistics secured from the State Department of Education, there are 12,427 children in the first grade in the public schools of North Dakota. The statistics obtained from the Federal Security Agency, Office of Education, Washington, D. C., show that approximately one-seventh of the children in elementary schools in the United States are in private schools of some kind. Using this same proportion for the state, we find approximately 14,205 six-year-olds in the first grade in all elementary schools. Assuming that there are approximately the same number of five-year-olds, since the exact number cannot be obtained, it is found that there are approximately eight per cent of the five-year-olds in kindergarten. This is an increase of about seven per cent since 1947.

The information on the history of kindergartens in North Dakota was obtained by personal interviews and letters.

Kindergartens originated in North Dakota in much the same manner that they began in other states, and in the United States as a whole. Private kindergartens were first established by interested citizens for religious, philanthropic, and educative reasons.

According to the report of the Fargo Council of Parents and Teachers, the first kindergarten was established in Fargo about 1891. Through a personal interview with Miss Katherine Kiefer, Moorhead, Minnesota, the committee, that reported to the council, learned that this kindergarten was established in a former saloon building at about 104 or 106 Front Street. Later the kindergarten was held in a red school building which was moved from the present site of the Washington School to where Kjorlie Coal Yard now stands at First and Front. This school was founded in shanty town Fargo, which had shack after shack back of Front Street to the Fargo House. It was founded by a number of public-spirited citizens. They were Mrs. A. P. Clapp, Mrs. Krohn Herbst, Mrs. Alex Stern, Mrs. Max Stern, Mrs. William McFadden, Rev. Ballou (a Unitarian Minister), and Mr. Farnham. It was a free kindergarten; the funds being raised by subscription. The late Miss Laura C. Burchall of Philadelphia, was the first teacher. Miss Kiefer



taught this school from 1897 to 1915. Sometimes as many as 40 children, from ages two to six, were enrolled. It was not always too warm. Many times there were not enough seats so the better chunks of firewood were sometimes substituted. Materials used in the kindergarten were fewer and smaller than today. Some stores donated things to the kindergarten at Christmas time, particularly de Lendrecies. The teachers' salaries were small when compared with the present time. The director received about \$30 a month for half-day teaching and the assistants about \$15. When the public kindergartens came into existence in 1915, this kindergarten was discontinued.

The public school kindergartens in Valley City, North Dakota, originated from the private kindergarten, which was established in the library by a group of interested women. There were private kindergartens in one of the public schools at Bismarck, North Dakota, and Nursery Schools in two of the public schools at Grand Forks, North Dakota, before the public kindergartens were established.

These nursery schools and private kindergartens in the schools, churches, and homes are undoubtedly the forerunners of the public school kindergartens. Therefore, the private kindergartens in North Dakota are important and worthy of study.

The oldest public kindergarten in North Dakota was established in the State School at Grafton, North Dakota, in 1905. The officials of this school took advantage of the benefits which could be derived from kindergarten training for the mentally deficient children. Kindergarten philosophy advocates that children learn by doing and that each child should progress at his own individual rate.

The college school kindergarten at the State Teachers College, Valley City, North Dakota, was established in 1907 and has been in operation continuously since that time. In addition to the regular program planned for kindergarten-primary majors, a Kindergarten Education Workshop was offered in 1952 under the direction of Mrs. Opal Wooldridge, Kindergarten Supervisor. Another workshop is to be offered this summer.

Public kindergartens were not new in Fargo when they were reinstated in 1952. The first public kindergartens were established in 1915 at the Washington Elementary School in the south side of the town and at the Lincoln Elementary School in the north side of town. One teacher taught a half-day in each school. There were kindergartens at various times in different buildings between 1920 and 1924, but definite knowledge of them is lacking.



In the minutes of the regular meeting of the Board of Education on April 6, 1927, a record was made of the fact that Mrs. Hunsaker, Chairman of the Kindergarten Committee, stated that the committee would present to the board, a petition, signed by two thousand voters, requesting that kindergartens be re-established and maintained in the schools where it was advisable and where facilities could be provided. At a regular meeting of the Board of Education held May 4, 1927, kindergarten petitions, signed by one-fifth of the legal voters, were presented by Mrs. Hunsaker. A motion was made to refer the petitions to the new board. An organization meeting of the new board was held on May 4, 1927. It was recorded that, by an unanimous vote of the board, the superintendent was instructed to proceed to make arrangements to secure kindergarten teachers where needed. At the regular meeting held July 6, 1927, the superintendent recommended that a carpenter be employed to make kindergarten tables. The superintendent's recommendation was adopted unanimously. On August 3, 1927, a regular meeting of the Board was held, during the course of which, a purchase of two hundred kindergarten chairs at \$2.10 each was authorized. In the regular meeting held September 7, 1927, salaries of principals in certain elementary schools were increased because of the addition of kindergartens in these schools. At a regular meeting held October 5, 1927,

it was reported that 61 kindergarten children had enrolled at the Agassiz School and that it was necessary to employ a substitute teacher on half-time basis. From this date on, no significant references to kindergarten are found for approximately five years.

During the years between 1927 and 1932, it is agreed that there were kindergartens at Agassiz School, Central High School, Hawthorne Elementary School, Clara Barton School, Horace Mann School, Jefferson School, Lincoln School, Roosevelt Elementary School, and the Woodrow Wilson Elementary School. In the larger of these buildings, one teacher taught the entire day, with different groups of children coming in the mornings and afternoons. In the smaller buildings, one teacher would teach mornings in one building and afternoons in another. There was a certain amount of experimenting in sectioning the children for morning and afternoon classes, but no definite policy seemed to exist. Some years the children were organized alphabetically and in other years the younger children came in the morning and the older children came in the afternoon.

At a meeting of the Board of Education held on July 13, 1932, there is a record of a report of the Administration Committee, which recommends that kindergartens be discontinued at an estimated saving of \$10,000 a year. The report was adopted.



No mention has been made of establishing kindergartens again in Fargo until 1944, when the Instruction Committee submitted their report to the Board of Education. It was recommended by this committee that the Board of Education should not submit the matter of re-establishing kindergartens to the electors at this time unless required to do so by a petition. After a careful study of this question, the committee felt that:

1. There was a scarcity of suitable rooms.
2. There was a shortage of competent teachers in the kindergarten field.
3. The cost of establishing and operating a kindergarten would jeopardize the plan to increase salaries of teachers already employed.

Although a group of mothers urged the Board to establish kindergartens at this time, it was deemed feasible not to do so.

In 1949, the Agassiz Grade Parent-Teacher Association decided to work for the re-establishment of kindergartens in Fargo. The project was brought to the Council and to all the Units and it was approved. The Agassiz group requested the Board to re-establish kindergartens; but the Board felt that they could do nothing then, since the current building program was not completed.

The Parent-Teacher Organization continued working on this project and in 1950-51, Mrs. Clifford Miller, council president, appointed a committee to study the problem. This committee, with Mrs. J. J. Schultz as chairman, recommended, that if all possible, kindergartens be re-established in 1952. The Board of Education voted to put this question on the ballot at the annual school election on April 15, 1952. There were 1,761 votes cast in the election, with a 1,355 vote in favor of the re-establishment of kindergartens.

Because of lack of space in the school buildings, it was impossible to establish the required number of kindergartens to take care of all the five-year-olds in Fargo. So it was decided by the Board that ten units, which would take care of twenty groups of approximately 25 children each, would be incorporated into the school system. This set-up would take care of five hundred children whose admittance would depend on the order of registration.

The initial cost of establishing these kindergartens was approximately \$55,000 and the annual operation of ten kindergartens amounts to approximately \$35,000 to \$40,000. The annual cost would increase as additional kindergartens are added, when building space is adequate.

Mr. H. H. Kirk, Superintendent of Public Schools in Fargo, is an enthusiastic supporter of kindergartens. At the



request of the National Kindergarten Association, Mr. Kirk prepared an article on kindergartens which shows his understanding of the value of kindergartens. In a message to the voters of Fargo, in which he explained the procedure which would be followed if the voters decided to approve the re-establishment of kindergartens, Mr. Kirk says:

There is no question in my mind as to the good to be derived from the kindergarten. The cost of such a provision will be returned to the parents and property owners many times. The kindergarten is really an economy in the scheme of education. It is one of those necessary forms of service for which we are always paying whether we have it or not.

Miss Minnie J. Nielson says that an attempt to start a kindergarten in Valley City, North Dakota, was made in 1914, when a group of mothers started a private kindergarten in the basement of the library. These women interested Mr. G. W. Hanna, then Superintendent of the City Public Schools, in their project and the kindergartens were established in the public schools in 1917 and have been continuous since that time. Mr. Hanna says that the kindergartens were established directly by the Board of Education in 1917. Mrs. Ole Simonson, a former teacher from New York City, and Dr. Rudolph Aacher, at that time a teacher in the State Normal School at Valley City, were enthusiastic helpers. The kindergartens at Valley City have weathered all the stresses of hard times. The

people of Valley City maintained their kindergartens when the people of North Dakota, and the nation, sought to economize by eliminating all the so-called "frills and fads." For a short time they were forced to economize by maintaining only one kindergarten. It was held in the north side of town in the library in the forenoon and in the south side of town in the Lincoln School in the afternoon. One teacher taught both kindergartens. At the present time there are three kindergartens in Valley City, which take care of all children who desire kindergarten training.

Dr. Elroy H. Schroeder, Superintendent of Public Schools in Grand Forks, North Dakota, says that the question of establishing kindergartens in the public schools of Grand Forks was discussed by the Board of Education sporadically for many years, but not seriously until the time of the building program in 1947.

There was some opposition to the establishment of kindergartens by a minority of the Board, due to information received from publications distributed to members of the Board by those opposed to kindergartens. These publications quoted research work in the kindergarten field, which showed that kindergarten training not only accomplished very little toward the education of the child, but that it caused the formation of habits which were detrimental to later school success.



This information from the results of the research work, together with the fact that state aid cannot be obtained for the kindergarten child, caused the few opposing members of the Board to question the justification of the expenditure of public tax moneys for the establishment of kindergartens.

As previously stated, education can move forward only as fast as the community is ready to accept the change. Dr. Schroeder, knowing the value of kindergarten training and the status of the community in educational thinking, advocated that kindergartens be included in the building program and serve a double purpose of enriching the curriculum offering and as a selling point for the new school bond issues. This suggestion was accepted by all members of the Board. They were now assured that it was wise to obtain the opinion of the voters on the question of establishing kindergartens by their acceptance or rejection of the building program.

A great deal of preliminary work was done to set up this building program and the kindergarten. An innovation in census taking in North Dakota served as a starting point. The census of 1947 was taken when school was in session in order to secure a record of every child if possible. In June, when it usually is taken, many people are on their vacations and others who have moved into town for the school year, have returned to their farm homes. Contrary to the usual procedure of securing a record of children between the ages of six to

twenty-one, all children between the ages of one to twenty-one were recorded. The records of all the children were grouped according to age to obtain the number of children in each age group and then maps were made to ascertain the exact geographic location of these children. Thus a much needed longer range recording was made of the approximate number of children who would enroll for the next five years. The above record, plus all old census records, provided trends upon which to gauge future enrollment.

The large enrollment of children in the three parochial schools in Grand Forks enabled the public schools to provide adequately for all children attending, up to this time. This information secured from the preliminary survey assured the Board of Education of the need of a building program. It also enabled them to decide on the number of schools needed and to determine the best location for each school.

Arrangements were made to place the bond issue on the ballot at a school election in 1947. Shortly before the election, Dr. Schroeder explained the new building program and the establishment of kindergartens in all the elementary school buildings at various Parent-Teacher Association and Service Club meetings.

The bond issue for the building program, which included kindergartens, received a favorable vote from the citizens of Grand Forks.



The building program was started as soon as possible. When the buildings were ready, the Board instructed Dr. Schroeder to proceed with arrangements for the establishment of kindergartens.

Dr. Schroeder and Mr. Walter Loomer, Co-ordinator of Elementary Education in Grand Forks, visited the kindergarten department of a number of colleges, including Moorhead, Minnesota, Bemidji, Minnesota, and Valley City, North Dakota, to obtain first hand knowledge of the organization, equipment, curriculum, and program of the kindergarten. They conferred several times with Mrs. Opal Wooldridge, Supervisor of Kindergarten Training at the State Teachers College, Valley City, North Dakota, which is the only training center for kindergarten in North Dakota. They also conferred with the Director of Kindergarten Education at Miss Wood's Kindergarten School, which is a part of Macalester College at St. Paul, Minnesota.

In the fall of 1949, Mr. Loomer made a survey of the needs for a kindergarten program. The survey included, tentatively, the number of available rooms in all the grade buildings for kindergarten, the equipment needed, the estimated enrollment, the number of teachers needed, teacher load, adjustment between districts, and the length of day.

In the spring of 1950, Mrs. Wooldridge was invited to come to Grand Forks to meet with Dr. Schroeder, Mr. Loomer, the principal of each grade school and prospective kindergarten teachers to examine the proposals made and to offer suggestions. The problems of organization, administration, equipment, material, curriculum, program, teacher training and public relations were discussed.

The first enrollment for kindergarten children in Grand Forks was conducted in the spring of 1950 in all the grade schools. Newspaper articles, radio announcements, talks at Parent-Teacher Association meetings, letters to parents, and enrollment blanks sent home with school children having prospective kindergarten entrants in the home were used to encourage enrollment of all five-year-olds. Only about three-fourths of the children, who entered kindergarten in the fall of 1950, had registered in the spring. This is typical of the skepticism usually shown any new school project in the community.

The small spring enrollment, the lack of kindergartens in the parochial schools in Grand Forks, and the fact that kindergartens are optional made it extremely difficult to make arrangements for the opening of the kindergartens in the fall, because the number of kindergarten entrants could not be determined. Hence, it was difficult to know how many teachers to employ.



Kindergartens were opened in all seven of the elementary schools in the fall of 1950, with the minimum necessary facilities for all five-year-olds who wished to attend. After the kindergarten program had been in session for about six weeks, Mrs. Wooldridge was again invited to come to Grand Forks to visit the kindergartens and to confer with the teachers individually. She also met with the administrators and the kindergarten teachers to discuss all problems of the kindergarten program, which had by this time manifested themselves.

Throughout the three years that the kindergartens have been in session in Grand Forks the kindergarten teachers have met with the administrators, whenever necessary, to determine the needs and type of additional equipment and materials; to set up the lunch program which would be most satisfactory to the child, the parent, and the teacher; to select the type of rug best suited for the child's rest period; to help make the report card; to select the readiness test, which is now in use; and to discuss all problems related to the curriculum and kindergarten program in general.

During the three years that kindergartens have been in session in Grand Forks, the enrollment and, consequently, the number of kindergartens in the system, have increased. Three kindergartens have been added during the three-year period to

TABLE V. THE GROWTH OF THE KINDERGARTEN IN GRAND FORKS  
DURING THE THREE-YEAR PERIOD OF  
EXISTENCE

Years	Number of Five-year- olds in the Community	Number of Five-year- olds in Kindergarten	Per cent of Five-year- olds in Kindergarten	Number of Kindergartens
1950-1951	422	361	86	7
1951-1952	550	475	86	8
1952-1953	606	548	90	10

take care of the increased enrollment, and another kindergarten will be opened in the new Lewis and Clark School in the fall of 1953. There is a larger percentage of five-year-olds in the community in kindergarten during the past year than there was previously. This trend of increase indicates that the public is being convinced of the value of kindergarten training, and perhaps, in a few years practically all five-year-olds in the community will be enrolled in kindergarten.

The census report shows a steady increase in the number of five-year-olds for each ensuing year, so enrollment will no doubt increase accordingly. However, the adequate provision of facilities for all five-year-olds since the beginning of the kindergarten program in Grand Forks insures the same provision for the future.



According to T. S. Grimsrud, Director of Grade Schools, the kindergartens were established in two of the public schools at Bismarck, North Dakota, by the Board of Education in 1950. The American Association of University Women, the Parent-Teachers Association, and interested parents were instrumental in getting these kindergartens established. A fee of six dollars a month is collected by the school district for each child in attendance. The rooms, equipment, and supplies are furnished by the district. The kindergarten teachers are employed and paid by the Board of Education. These kindergartens care for approximately half of the five-year-olds in Bismarck at the present time.

Mr. G. M. Stephens, Superintendent of Public Schools at Riverdale, North Dakota, says that the public kindergarten at Riverdale was established by a vote of the people in the annual school election in 1952. The Board of Education was petitioned, by interested parents, to place the issue on the ballot. Riverdale, being the site of the Garrison dam, is populated by people from many sections of the country, who are employed at the dam. Perhaps many of the parents came from communities that had kindergartens; and they wished to have the same advantage for their children. Riverdale receives federal aid for their kindergartens through Public Law 874 which establishes aid for schools affected by governmental activities.

The kindergarten at Crete, North Dakota, was established by the Board of Education of Denver District No. 4 of Sargent County, according to Mrs. E. Carrie Murray, the primary teacher. Since the attendance in the first three grades was small, a kindergarten was established in connection with the primary grades. The kindergarten children take part in the rhythms, singing, stories, and games of the primary grades; and then have regular kindergarten activities such as puzzles, blocks, clay, etc., while the primary grades carry on with their regular work.

Provisions, in the law, for kindergartens in North Dakota, were first adopted by the State Legislature in 1909 with amendments in subsequent years, the latest being in 1931. The law reads as follows:

Section 15-4501. Establishing Kindergartens: Petition; Election. The school board of education of any school district, at any annual election, may submit the question of establishing free kindergartens in connection with the public schools of the district for the instruction of resident children under the age of six years. On the petition of not less than one-fifth of the electors of the school district, the board must submit the question at the next annual school election. If a majority of the votes cast on the proposal favor the establishment of kindergartens, the board shall establish kindergartens and shall maintain them until they are discontinued as provided in this chapter.

Section 15-4502. Courses of Study in Kindergartens; Rules and Regulations. The board shall establish a course of study and discipline and such other rules and regulations governing the kindergartens as it may deem best, and shall govern them, so far as practicable, in the manner and by the officers provided for law for the government of other public schools.



Section 15-4503. Kindergarten Teachers: Qualifications. No person shall be employed as a teacher in the kindergarten who is not the holder of a valid certificate issued by the superintendent of public instruction entitling the holder to teach in the kindergartens of this state. Any person who has completed the course of training for kindergarten teachers at any of the state normal schools shall be granted a certificate to teach in the kindergartens of the state. Any person who has completed an equivalent course at other schools may be granted such certificate at discretion of the superintendent.

Section 15-4504. Discontinuance of Kindergartens: Election. After a kindergarten has been in operation under the law of this state for two years or more, the board, at any annual election, may submit the question of discontinuing the same. On the petition of not less than one-fifth of the electors of the school district, the board must submit such question at the next annual school election. If a majority of the electors of the district voting at the election favor discontinuing the kindergarten, it shall be discontinued.<sup>4</sup>

In the 1951 Legislative Assembly, a bill was introduced which provided for the payment of tuition for all public school kindergartens. This tuition was to be paid from the County Tuition Funds on approximately the same basis as the present elementary tuition. The bill was read in the Committee on Education; but was rejected at once by the committee. No attempt has been made by any group or individual to secure favorable legislation for state aid for public school kindergartens since that time.

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<sup>4</sup>North Dakota Revised Code of 1943, Vol. II, By the Code Revision Committee for the Benefit of the State of North Dakota, Knight Printing Company, Fargo, North Dakota, 1944.

## SUMMARY

The first private kindergarten in North Dakota was established at Fargo in 1891. According to the survey made by Mrs. Wooldridge, the first public kindergarten was established at the Grafton State School in 1905. This is a full-time nine month kindergarten. The kindergarten in the College School at the State Teachers College, Valley City, was opened in 1907. This is a half-day kindergarten operated for the purpose of training kindergarten teachers. Fargo adopted public kindergartens in 1915 and discontinued them in 1932. They were reinstated in 1952. Valley City Public Schools established their kindergartens in 1917 and they have been operated continuously since. Williston has had a private kindergarten for ten years. The rest of the 54 kindergartens, private and public, have been in operation not longer than eight years. Since 1945, therefore, 50 kindergartens have been established. Twenty-four, or nearly half of these, are public kindergartens.

There has been a decided interest in kindergartens in recent years in North Dakota. It is of great importance to the growth of the kindergarten movement that this interest is manifested in many of the smaller communities as well as the larger cities. There are two full-time and eleven part-time public kindergartens in the smaller communities of the state.



North Dakota, being predominantly rural, has a decided majority of the legislators from small communities. Many of these legislators will be more inclined to vote favorably for kindergarten legislation, if they realize the value of kindergarten training through first-hand knowledge of it.

The existence of public kindergartens throughout the state and a good public relations program would enable interested individuals and organized groups to initiate and secure state aid for kindergarten children. This favorable legislation would be instrumental in increasing the growth of kindergartens in North Dakota.

## CHAPTER IV

A COMPARISON OF THE PUBLIC SCHOOL KINDERGARTENS  
IN SEVERAL STATES

Interest in kindergarten education has increased during the past few years in North Dakota. Twenty-four public school kindergartens have been established in five communities since 1950. This recent trend is indicative of the probable growth of kindergartens in the future, especially if state aid can be secured for kindergarten children.

Therefore, an evaluation of the present kindergartens in North Dakota, by means of comparison with kindergartens in other states, should prove profitable for the kindergartens already established as well as those which will, no doubt, be established in the future.

The study of this comparison was accomplished by sending 19 questionnaires to superintendents of school systems in Minnesota, ten in South Dakota, eight in Montana, six in North Dakota, and five to a sampling of cities in the United States. Only one community in Montana reported kindergartens. Therefore, the city in Montana will be used as one of the sampling cities. The number of communities used in this study will be thirty-six. A copy of this questionnaire will be found in Appendix B.



TABLE VI. DATES OF ORGANIZATION OF THE KINDERGARTENS  
IN THE STATES

Year of Organization	C O M M U N I T I E S							
	Minnesota		South Dakota		Five Cities		North Dakota	
	No.	%	No.	%	No.	%	No.	%
1891-1895	1	6	0	0	0	0	0	0
1896-1900	0	0	0	0	0	0	0	0
1901-1905	1	6	0	0	0	0	0	0
1906-1910	1	6	0	0	0	0	0	0
1911-1915	0	0	0	0	2	40	0	0
1916-1920	1	6	0	0	0	0	1	17
1921-1925	2	12	0	0	0	0	0	0
1926-1930	0	0	2	25	0	0	0	0
1931-1935	2	11	1	12.5	0	0	0	0
1936-1940	0	0	0	0	0	0	0	0
1941-1945	1	6	1	12.5	1	20	0	0
1946-1950	1	6	2	25	1	20	2	33
1951-	0	0	0	0	0	0	3	50
Unknown	7	41	2	25	1	20	0	0
TOTAL	17	100	8	100	5	100	6	100

The dates of organization of seven of the kindergartens in Minnesota, two in South Dakota, and one in the five cities were unknown. This is evident that these kindergartens have

been in session many years. Information from the questionnaires revealed that the kindergartens in two of these communities were discontinued in 1932, because of the depression and were re-established at a later date. The date of re-establishment was the one used in this table. There has been a decided increase in the number of communities having kindergartens during the past three years in North Dakota.

TABLE VII. A COMPARISON OF THE NUMBER OF ELEMENTARY SCHOOLS HAVING KINDERGARTENS WITH THE NUMBER OF ELEMENTARY SCHOOLS IN THE SYSTEM

Communities	Number of Elementary Schools in the School System	Number of Elementary Schools that have Kindergartens
Minnesota	192	188
South Dakota	38	34
Five Cities	87	75
North Dakota	26	19
TOTAL	343	316

North Dakota communities do not provide facilities for all five-year-olds as well as the communities in Minnesota and South Dakota. This is due to the fact that Fargo has not completed the building program and Bismarck has only partially



public-supported kindergartens. Over-crowded conditions, which usually exists in larger cities, is probably the reason for lack of complete facilities for the five-year-olds in the five cities studied.

TABLE VIII. NUMBER OF COMMUNITIES HAVING EACH TYPE OF SUPPORT FOR KINDERGARTENS

Type of Support	Minnesota	South Dakota	Five Cities	North Dakota
Local tax	0	8	0	2
Local and state aid tax	17	0	0	0
Local and material fee tax	0	0	5	2
Local tax and tuition	0	0	0	1
Federal tax, local tax, and material fee	0	0	0	1

North Dakota has the greatest variety of means of support for kindergartens. The five cities, which are located in Washington, Illinois, Michigan and Montana, do not receive state aid. All the kindergartens in Minnesota receive state aid while those in South Dakota rely only on the local tax for support. A willingness to finance kindergartens and a request for more kindergartens was reported from all the communities. Six of the communities in Minnesota and four of the five

cities reported that the citizens were working for legislation for kindergartens. North Dakota and South Dakota reported little effort to secure such legislation.

Two half-day sessions with different groups of children in the same building is the general plan followed by most of the communities in this study. The length of day varies from 280 to 300 minutes, which means sessions ranging from two and one-fourth to two and one-half hours. Class sizes in the kindergartens in Minnesota range from 21 to 40 children; while those in South Dakota, in the five cities, and in North Dakota range from 16 to 35 children.

In a bulletin of the Association of Childhood Education International, Washington, D. C., entitled Four and Five-Year-Olds at School, it was stated

A single teacher may be able to carry on with a group of thirty or more five-year-olds or with eighteen or twenty four-year-olds, but when the number gets beyond twenty to twenty-four five-year-olds or fourteen to sixteen four-year-olds the teacher will feel that she is not adequate to meet with any degree of success the many and varying needs of the children. The group must be small enough to know each child well.<sup>1</sup>

The exact number of teachers holding the different types of certificates mentioned in the questionnaire was not given.

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<sup>1</sup>Four and Five-Year-Olds, Bulletin of the Association for Childhood Education International, Washington, D. C., 1950, p. 9.



However, all but four of the teachers employed in the kindergartens held some one of the certificates mentioned. Three teachers held state general certificates and one held a standard certificate.

TABLE IX. THE AGE REQUIREMENT FOR ADMITTANCE OF CHILDREN TO KINDERGARTEN

Age Requirement	Minnesota		South Dakota		Five Cities		North Dakota		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
5 by Sept. 1	0	0	0	0	2	40	0	0	2	5½
5 by Oct. 1	1	6	1	12½	0	0	0	0	2	5½
5 by Nov. 1	2	12	1	12½	1	20	0	0	4	11
5 by Dec. 1	1	6	0	0	1	20	0	0	2	6
5 by Jan. 1	13	76	6	75	1	20	6	100	26	72
TOTAL	17	100	8	100	5	100	6	100	36	100

The age requirement generally accepted is that of five by January first, which coincides with the age requirement of six by January first for the first grade in most states. This is also the age requirement most generally accepted by the private kindergartens in North Dakota.

TABLE X. REQUIREMENTS OTHER THAN AGE FOR ADMISSION TO KINDERGARTEN

Requirements	Minnesota		South Dakota		Five Cities		North Dakota		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Physical Examination	6	35	2	25	3	60	1	17	12	33
Immunization	4	24	1	13	1	20	1	17	7	19
Mental Maturity Test	1	6	1	13	1	20	0	0	3	8
Social Maturity Test	0	0	0	0	0	0	0	0	0	0
None	11	65	5	63	0	0	4	67	20	56

There are few requirements, other than age, for admission to kindergarten in all of the communities. Only 33 per cent of the communities require a physical examination before entrance. However, many of the communities reported that they encouraged immunization and a physical examination. Very little is done with testing for maturity.

The most popular methods of recruiting children for the kindergarten are the census report and spring enrollment. The summer round-up program and newspaper articles are favorite means of recruiting, also. The communities in North Dakota favor spring enrollment and newspaper articles.



TABLE XI. THE VARIOUS METHODS OF RECRUITING ENROLLMENT

Method	Minnesota		South Dakota		Five Cities		North Dakota		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Summer Round-Up Program	15	88	1	13	1	20	0	0	17	47
Spring pre-school visiting days	3	18	3	38	2	40	1	17	9	25
Newspaper articles	6	35	4	50	4	80	2	33	16	44
Census Report	11	65	5	63	1	20	1	17	18	50
Spring enrollment	10	59	2	25	2	40	4	67	18	50
Contacting families through present students	4	24	2	25	2	40	1	17	9	25
General publicity	0	0	0	0	0	0	1	17	1	3

Attendance in kindergarten was reported to be optional by most of the communities. Therefore, the methods of recruiting for enrollment are most important to secure enrollment of all five-year-olds.

TABLE XII. THE PERCENTAGE OF FIVE YEAR OLDS IN THE KINDERGARTEN

Percentage	Minnesota		South Dakota		Five Cities		North Dakota		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
41-45	0	0	0	0	0	0	1	16.5	1	3
46-50	0	0	0	0	0	0	0	0	0	0
51-55	0	0	0	0	0	0	0	0	0	0
56-60	0	0	0	0	0	0	0	0	0	0
61-65	0	0	0	0	0	0	0	0	0	0
66-70	0	0	0	0	0	0	1	16.5	1	3
71-75	0	0	0	0	0	0	0	0	0	0
76-80	2	12	2	25	2	40	1	16.5	8	22
81-85	0	0	0	0	0	0	0	0	0	0
86-90	1	6	2	25	0	0	2	34	4	11
91-95	2	12	1	13	1	20	1	16.5	5	14
96-100	11	64	3	37	2	40	0	0	16	44
Unknown	1	6	0	0	0	0	0	0	1	3
TOTAL	17	100	8	100	5	100	6	100	36	100

The communities in North Dakota have a lower percentage of five-year-olds in the kindergarten than the other communities. This may be due to the fact that the kindergartens are newer and fewer. It takes time to acquaint the



people of the community with the kindergarten program. Then, also, two of the communities have limited facilities because of lack of total public support and no space available in the school buildings.

TABLE XIII. THE PERCENTAGE OF CHILDREN IN THE FIRST GRADE WHO HAD KINDERGARTEN EXPERIENCE

Percentage	Minnesota		South Dakota		Five Cities		North Dakota		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
31-35	0	0	0	0	0	0	1	16	1	3
36-40	0	0	0	0	0	0	1	17	1	3
41-45	0	0	0	0	0	0	0	0	0	0
46-50	0	0	0	0	0	0	0	0	0	0
51-55	0	0	0	0	0	0	0	0	0	0
56-60	0	0	0	0	1	20	0	0	1	3
61-65	0	0	0	0	0	0	0	0	0	0
66-70	0	0	0	0	0	0	0	0	0	0
71-75	0	0	1	13	0	0	1	17	2	6
76-80	1	6	1	13	0	0	0	0	2	6
81-85	0	0	0	0	0	0	0	0	0	0
86-90	2	12	3	37	0	0	0	0	5	13
91-95	4	23	1	12	1	20	1	17	7	19
96-100	10	59	2	25	3	60	0	0	15	41
No report	0	0	0	0	0	0	2	33	2	6
TOTAL	17	100	8	100	5	100	6	100	36	100

The first grades in the communities in Minnesota and in the five cities have the highest percentage of children, who have had kindergarten training. This is probably due to the fact that the rural children in Minnesota, because of a great deal of consolidation of school systems, have a better opportunity to attend kindergarten and the first grades in the five cities probably have few children from the rural districts or the surrounding country. South Dakota has a fairly high rating in the percentage of first grade children who had kindergarten experience. North Dakota has a lower rating probably because:

1. Three of the communities in North Dakota have kindergartens for the first time this year. Fargo and Crete reported no children in the first grade with kindergarten training, and Riverdale reported thirty-three per cent. The first grade children in Riverdale probably have moved in from communities that had kindergartens, since this community is the site of the federal government project.

2. Fargo and Bismarck cannot provide facilities for all five-year-olds because of lack of space.

3. The kindergartens in Grand Forks and Bismarck are relatively new.



Valley City has the oldest kindergarten in the state and, consequently, the highest percentage of children in the first grade who had kindergarten experience.

TABLE XIV. THE TYPE OF READING READINESS PROGRAM USED IN THE KINDERGARTENS

Type of Reading Readiness Program	Minnesota		South Dakota		Five Cities		North Dakota		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Definitely planned program	6	35	3	37	3	60	0	0	12	33
Strong emphasis toward end of year	7	41	5	63	1	20	2	33 1/3	15	42
Incidental emphasis throughout year	4	24	0	0	0	0	2	33 1/3	6	17
No special emphasis	0	0	0	0	1	20	2	33 1/3	3	8
TOTAL	17	100	8	100	5	100	6	100	36	100

The highest percentage of communities report a program which emphasizes reading readiness toward the end of the year. A high percentage of all the communities in the study, excepting those in North Dakota, have a strong definitely planned program. Reading was not taught in any of the kindergartens.

TABLE XV. THE FACTORS, OTHER THAN AGE, USED FOR ENTRANCE REQUIREMENTS FOR FIRST GRADE

Factors	Minnesota		South Dakota		Five Cities		North Dakota		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Teacher's judgment	8	47	3	38	1	20	4	67	16	44
Combined judgment of teacher and principal	8	47	3	38	2	40	2	33	15	42
Mental maturity test	1	6	1	13	2	40	1	17	5	14
Reading readiness test	6	35	3	38	3	60	1	17	13	36
Social adjustment test	2	12	0	0	1	20	0	0	3	8
Physical fitness	3	18	1	13	1	20	2	33	7	19
Parents wishes	4	24	3	38	0	0	2	33	9	25
None	2	12	0	0	0	0	2	33	4	11

About 86 per cent of the communities rely on the teacher's judgment, or the combined judgment of the teacher and principal, for a decision on the promotion of the kindergarten child to the first grade. About one-fourth of the communities consider the parents' wishes, also. Since kindergarten is optional, it would not be fair to the child to retain him in the kindergarten against his parents' wishes, when other children could



enter the first grade without kindergarten training. However, all means possible should be used to convince the parents that another year of development in the kindergarten would be beneficial to the child, who is immature. Readiness tests are used to some extent, but again little is done with maturity tests. Physical fitness does not seem to be too important a factor in promotion. Since kindergartens are new in three of the communities of North Dakota this year, it is understandable that two of them have not yet worked out a promotion program of any kind.

TABLE XVI. REASONS FOR OPERATING A KINDERGARTEN OTHER THAN EDUCATION

Means Used	Minnesota		South Dakota		Five Cities		North Dakota		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Parent guidance	3	18	4	50	2	40	2	33	11	31
Demonstration work	0	0	3	38	0	0	1	17	4	11
Student teachers	1	6	3	38	1	20	2	33	7	19
Experimental	0	0	0	0	0	0	0	0	0	0
Research	0	0	1	13	0	0	0	0	1	3
Child-center care	0	0	1	13	0	0	1	17	2	6

Thirty-one per cent of all the kindergartens in this study operate their kindergartens for parent guidance in addition to education. North Dakota ranks favorably with the other kindergartens in the study in this respect. However, too little effort is made to acquaint the parents with the program of child development. This is one reason why kindergartens develop so slowly in the rural areas. Parents do not realize the true value of the kindergarten.

Open house was the favorite method of acquainting the parents with the kindergarten program. The next favorite methods, in order of popularity, are conferences, Parent-Teacher Association programs, report cards, newspaper articles, special parents' meetings, handbooks and school letters. The communities in North Dakota rated 100 per cent in the method which was most used by all the communities studied and they had a high rating in the other favorite methods. Thus, it is evident that the communities in North Dakota are working out a good public relations program for the kindergarten.



TABLE XVII. THE VARIOUS MEANS OF ACQUAINTING THE PARENTS WITH THE KINDERGARTEN PROGRAM

Means Used	Minnesota		South Dakota		Five Cities		North Dakota		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Open house	14	82	5	65	3	60	6	100	28	78
Special parents' meeting	8	47	2	25	3	60	4	67	17	47
P. T. A. program	13	76	5	65	4	80	3	50	25	69
Newspaper articles	9	53	5	65	1	20	4	67	19	53
School paper	4	24	2	25	2	40	0	0	8	22
School letter	7	41	1	13	2	40	4	67	14	39
Report cards	13	76	3	38	2	40	4	67	22	61
Cooperative parents' help in kindergarten	4	24	1	13	2	40	0	0	7	19
Pre-school visiting days	8	47	2	25	1	20	2	33	14	39
Handbook	8	47	4	50	2	40	1	17	15	42
Conferences	14	82	6	75	3	60	4	67	27	75
Parent education classes	0	0	1	13	1	20	0	0	2	6
Room tea	0	0	0	0	1	20	0	0	1	3

Open house and Parent-Teacher Association programs are the favorite means of acquainting the members of the community with the kindergarten program. Newspaper articles and the radio are also popular. The communities in North Dakota rate high in all four methods mentioned above.

TABLE XVIII. THE VARIOUS MEANS OF PUBLICIZING THE KINDERGARTEN PROGRAM

Means Used	Minnesota		South Dakota		Five Cities		North Dakota		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Open house	12	71	5	63	2	40	6	100	25	69
P. T. A. programs	12	71	6	75	3	60	4	67	25	69
Newspaper articles	8	47	6	75	0	0	4	67	18	50
Adult education classes	1	6	0	0	0	0	0	0	1	3
Radio	6	35	5	63	0	0	1	17	12	33
Films	2	12	1	13	1	20	0	0	4	11
General publicity	0	0	1	13	0	0	0	0	1	3

An attempt was made to evaluate, on a subjective basis, kindergarten training in all the public kindergartens in the study to determine the success of the kindergarten program in



TABLE XIX. A SUBJECTIVE EVALUATION OF FIRST GRADE CHILDREN WITH AND WITHOUT KINDERGARTEN TRAINING

	Minnesota			South Dakota			North Dakota		
	Developed			Developed			Developed		
	About	the	Better	About	the	Better	About	the	Better
Readiness	Less	Same	Better	Less	Same	Better	Less	Same	Better
<b>Physical</b>									
1. Control of large muscles such as skipping, hopping, bouncing balls, etc.	20		80	15.4		84.6	25		75
2. Control of finer muscles as shown in drawing, writing, painting, clay modeling, coloring, etc.	13.3		86.7	7.7		92.3	37.5		62.5
3. General physical health, vision, hearing, speech defects, etc.	46.7		53.3	53.8		46.2	62.5		37.5
<b>Emotional</b>									
1. Ability to follow school routine.			100	23.1		76.9	6.3		43.7
2. Adjustment pertaining to aggressiveness and shyness.	6.7		93.3			100	12.5		87.5
3. Length of attention span.	26.7		73.3	30.8		69.2	50		50
4. Independence			100	15.4		84.6	12.5		87.5
<b>Social</b>									
1. Ability to work and play with others.			100			100	25		75
2. Desire to do things.	40		60	7.7		38.5	56.2		43.8
3. Ability to share.	13.3		86.7	30.8		69.2	43.8		56.2
4. Self-control and ability to follow school regulations. (Discipline)	33.3		66.7	15.4		15.4	69.2	25	37.5
5. Ability to cooperate with the teacher and the children.	20		80	46.2		53.8	62.5		37.5

Table XIX. (Continued)

	Minnesota			South Dakota			North Dakota		
	Developed			Developed			Developed		
	About the Less	Same	Better	About the Less	Same	Better	About the Less	Same	Better
Readiness									
Auditory									
1. Ability to discriminate between sounds in words (Rhyming and initial sounds).	66.7	33.3		23.1	76.9		87.5	12.5	
2. Ability to follow directions.	6.7	93.3			100		50	50	
Visual									
1. Ability to follow lines in writing, drawing and coloring.	20	80		15.4	84.6		31.2	68.8	
2. Ability to distinguish likenesses and differences in pictures and words.	40	60		23.1	76.9		25	75	
Mental									
1. Ability to remember sequence of events in stories.	26.7	73.3		38.5	61.5		87.5	12.5	
2. Ability to express himself.	6.7	93.3		7.7	92.3		43.7	56.3	
3. Development of the left-to-right direction.	13.3	86.7		30.8	69.2		43.7	56.3	
4. Ability to do logical thinking.	40	60		46.2	53.8		68.8	31.2	
5. Interest in learning to read.	26.7	73.3		38.5	61.5		75	25	



North Dakota in relation to that of kindergartens in the other states. The opinion of each first grade teacher who had taught children with and without kindergarten training, was obtained by means of a questionnaire. Seventy questionnaires were sent to first grade teachers in the schools of the systems in this study in Minnesota, South Dakota, and North Dakota. Twenty-five were sent to teachers in Minnesota, 18 in South Dakota, and 27 in North Dakota. Answers were obtained from 15 in Minnesota, 13 in South Dakota, and 16 in North Dakota. A total of 44 questionnaires were returned. A copy of this questionnaire appears in Appendix C.

The above evaluation shows that the development of control over large and small muscles is good in all communities, but more attention could be given to the general health of the child. Table X, on page 69, shows that only 33 per cent of the communities require a physical examination, only 19 per cent require immunization, and 56 per cent have no health requirements. Of course, kindergartens are optional in most communities; therefore, it would seem almost necessary to encourage rather than require health regulations, at least, until the kindergartens are well established and fully accepted by the community.

Emotional readiness is quite well developed in all the communities. However, the development of the attention span and the ability to follow school routine is not as well developed in the kindergartens of North Dakota as in the others in this study.

The evaluation indicates a need for improvement in the development of social readiness in the kindergartens in North Dakota. This is especially true of the ability of the child to cooperate and follow school regulations.

Likewise, the communities in North Dakota need improvement in the development of auditory readiness and in all phases of mental readiness. Table XIV, on page 74, shows that the kindergartens in North Dakota do not have a definitely planned program for reading readiness. Two of them emphasize reading readiness toward the end of the year, two give incidental readiness throughout the year, and two give no special emphasis to it.

When considering this evaluation we must remember two things. First, that kindergartens are relatively new in North Dakota; and second, that this is a subjective evaluation.

Table VI, on page 64, shows that the kindergartens in the communities in Minnesota have been established the longest, those in South Dakota are next, while those in North Dakota



are most recent. The evaluation of kindergartens by first grade teachers shows that the kindergartens in the communities in Minnesota have the highest rating in most phases of readiness, those in South Dakota are next highest, while those in North Dakota are lowest in most phases of readiness. This indicates that the longer established kindergartens probably have better programs and they are better accepted by first grade teachers.

The evaluation sheet, as well as information received when talking directly to some of the first grade teachers in the communities of North Dakota who evaluated kindergartens, indicates that the lowest ratings are in most cases connected in some way with the management of the child or discipline. It was also noted that the teachers who have recently graduated from college and those who have been employed in the school system after the kindergartens were established, are most apt to give a higher rating to the various phases of readiness. On the other hand, the opinion of the more experienced teachers, who have taught several classes of non-kindergarten children, is very valuable for the improvement of the kindergarten program.

During the past two years the kindergarten and first grade teachers in Grand Forks met twice with Mr. Loomer, Co-ordinator of Elementary Education, to discuss mutual

problems. From the discussions held at these meetings has come the suggestion that the kindergarten teachers use a readiness workbook from the series of readers used in the grades. It was also suggested that a guide or program should be made to enable kindergarten teachers to maintain a good balance between all types of readiness.

In June, 1952, Mr. Loomer compared the test scores of first grade children in Grand Forks who had had kindergarten training with those who had not had such training. The following table shows the results.

Children with kindergarten experience rated two points higher than those without it. The same is true of the average score. The grade equivalents of the two median scores show two-tenths year advantage for the group with kindergarten experience. This shows just one phase of kindergarten training. There are many beneficial results of kindergarten training which cannot be measured objectively.

The results of these evaluations, subjective and objective, show that although the kindergarten program in the communities in North Dakota needs improvement, it has most certainly been very worthwhile.



TABLE XX. GATES PRIMARY READING TEST SCORES MADE BY  
GRAND FORKS FIRST GRADE CHILDREN IN 1952

Scores	Total	No. With Kindergarten Experience	No. Without Kindergarten Experience
26	6	6	0
25	19	17	2
24	5	5	0
23	5	4	1
22	10	8	2
21	9	7	2
20	9	6	3
19	24	20	4
18	23	19	4
17	31	21	10
16	29	23	6
15	20	15	5
14	32	24	8
13	26	22	4
12	11	5	6
11	18	12	6
10	12	8	4
9	7	3	4
8	8	6	2
7	3	1	2
6	2	1	1
5	3	1	2
4	4	2	2
3	3	3	0
2	4	3	1
1	1	1	0
0	0	0	0
TOTALS	324	243	81
Md. Score	16	16	14
GE of Md. Score	2.3	2.3	2.1
Av. Score	15.6	16.1	14.1

## SUMMARY

The kindergartens in the communities in North Dakota, considering the recent establishment of most of them, compare quite favorably with the kindergartens in the other communities in this study. The organization, administration policies, recruiting methods, and means of acquainting the public with the kindergarten are pretty much in accord with those in the kindergartens in the other communities.

Although the ground work is very well laid, most of the kindergartens are relatively new and, therefore, need time to grow and develop.

The establishment of kindergartens has been slow and difficult because it is predominantly a rural state and no state aid is given for kindergarten children. However, the rapid expansion of kindergartens within the past three years is indicative of further expansion in the future and the obtainment of state aid for kindergarten children.



CHAPTER V  
SUMMARY AND CONCLUSIONS

This study was undertaken to determine the present status of kindergartens in North Dakota and to compare the present public kindergartens in North Dakota with kindergartens in Minnesota, South Dakota, and five cities located in Montana, Washington, Wisconsin and Illinois. This comparison was made mainly in organization, means of support, administrative policies, curriculum, public relations program and evaluation of the program.

Data from 31 questionnaires, surveys made by Mrs. Opal Wooldridge of the State Teachers College at Valley City, North Dakota, and personal knowledge reveal the following facts:

1. There are 54 kindergartens in North Dakota at the present time. Twenty-seven of these are public school kindergartens located in six communities. There is one state kindergarten at Grafton and one for the training of kindergarten teachers at the State Teachers College at Valley City, North Dakota. The kindergarten at the University of North Dakota is used as a laboratory for psychology and home economics students. There are eleven part-time public kindergartens and thirteen private kindergartens.

2. In 1947, according to Mary Dabney Davis, there were 67 out of a possible 8,592 five-year-olds in the urban areas of North Dakota enrolled in public kindergartens. This means that not even one per cent of the five-year-olds of the urban areas were in public kindergartens at that time. At the present time, about eleven hundred out of approximately 14,205 five-year-olds in both urban and rural areas are in public kindergartens. This means that about eight per cent of all the five-year-olds in North Dakota are in public kindergartens, which is an increase of approximately seven per cent since 1947. About one thousand children now have the advantage of a kindergarten education in the public schools of North Dakota in comparison to approximately 67 about five years ago.

3. The legislation for kindergartens in North Dakota is strictly permissive. It is concerned with establishment of kindergartens, course of study, teacher qualifications, and the discontinuance of kindergartens. There is no legislation for state aid for kindergarten children in North Dakota and only one attempt has been made to secure such legislation.

4. The main reasons given for lack of kindergartens in most of the communities are no space in the school buildings and lack of funds for support.

5. A private kindergarten was first established in Fargo in 1891. The private kindergartens, church, school, and



philanthropic, were the predecessors of the public kindergartens. The state kindergarten at Grafton, North Dakota, has been in session for 48 years and the kindergarten at the State Teachers College at Valley City has been in existence for 46 years. The public schools of Valley City have had public kindergartens for 36 years and Fargo has had them intermittently since 1915. There has been a decided increase in private, part-time public and full-time public kindergartens during the past ten years.

Data from 36 questionnaires used to compare the public kindergartens in North Dakota with those in Minnesota, South Dakota and five cities in the United States has revealed the following facts:

1. Public kindergartens in North Dakota are relatively new in comparison to the others in the study. Twenty-four of them have been established within the past three years.

2. The public kindergartens in Minnesota receive state aid, while those in South Dakota and those in the five cities are supported by the local tax plus the fee charged for material. Varied means of support are used for the public kindergartens in North Dakota; namely, local tax, local tax plus the fee for material, local tax plus tuition, and local tax plus federal aid and the fee charged for material.

It seems that every possible means of support has been used to get enough funds to establish kindergartens. This is typical of the struggle in the kindergarten movement throughout its entire history. Time, and a good public relations program, should prove the value of kindergarten training; so that eventually favorable legislation for state aid can be secured.

3. The plan for organization, entrance requirements, recruiting methods, promotional policies, and means of acquainting the parents and the public in general with the kindergarten program are quite similar in North Dakota to those used by the kindergartens studied in the communities of other states.

4. The percentage of five-year-olds in kindergarten in North Dakota is lower than that of the kindergartens in the other states. Consequently, the percentage of children in the first grade, who have had kindergarten training, is also lower. A part of this is, no doubt, due to the newness of the kindergarten program in North Dakota. Valley City, which has the oldest kindergartens in North Dakota, has a better percentage of attendance than the more newly established kindergartens. The attendance in the kindergartens in Grand Forks has increased during the three years of existence. Better public



relations and a sincere effort to acquaint the parents with the kindergarten program would do much to raise the percentage of attendance in the kindergarten.

5. There is no definitely planned reading readiness program in any of the kindergartens in North Dakota. One-third of the kindergartens emphasize reading readiness toward the end of the year, one-third have incidental readiness throughout the year, and one-third give it no special emphasis. Thirty-three per cent of all the kindergartens in the study have a definitely planned program of reading readiness and 42 per cent emphasize it toward the end of the year.

6. There is very little done in the testing program in any of the kindergartens in the study. Thirty-six per cent of the communities use readiness tests but very few use mental maturity tests or social adjustment tests.

The questionnaires requesting the evaluation of the kindergartens give the strong and weak points of the kindergarten program as viewed by the first grade teachers. The children who have had kindergarten training have been judged to have varying degrees of better development in all phases of readiness; but some phases show less development than others. This is true of the social, auditory, mental, and some phases of the emotional readiness of the children in the kindergartens of North Dakota. This is also true of the general

health of the child in all the communities. These phases, which have a lower rating in this evaluation, show either a deficiency in the kindergarten program in these areas or the supposition that the first grade teachers expect too much of the kindergarten. It could be both.

The kindergartens in North Dakota compare very favorably with other kindergartens in the study, considering the fact that most of them are relatively new. However, it is evident that if the kindergarten movement is going to continue to spread in North Dakota, the value of kindergarten training must be made known to administrators, teachers, parents, and the public in general.

Teacher training institutions are now giving a great deal more attention to child development and psychology and to the social and economic trends, which are affecting education. Since kindergarten education is a part of these modern trends; it is pertinent that the educational leaders who go out into the field, work to arouse interest in kindergarten education in the community in which they are employed.

The kindergarten program, itself, must be made to be such that evidence of kindergarten training will be present in the home, church, school and community.

This study has brought to light a number of areas in which further study is needed to promote the quality and number of kindergartens in North Dakota.



The reasons given for the lack of kindergartens in most communities are lack of space and a deficiency of funds for support. Are communities taxing themselves to the limit? A study of financial resources for kindergartens is needed.

A study of the persons who hold administrative positions should be made to determine whether or not they are in favor of kindergartens. The educational leaders in a community can do a great deal to promote educational projects.

The attitude of primary teachers toward kindergarten and the background from which this attitude stems should be investigated. A mutual understanding of each others problems, by the primary and kindergarten teachers, would aid in a smooth transition of the children from the kindergarten to the first grade. This would be beneficial to all concerned, besides aiding the growth of kindergartens.

A comparison of the number and types of pupil failures, which exist in schools with no kindergartens, as compared to those that do have kindergartens, might help build a better program.

A course of study would be very beneficial to the kindergarten program because it would enable the teachers to secure balance in all areas of development. If this course of study were used only as a guide, it would not interfere with the

informal freedom which is so essential in the kindergarten to provide opportunity for social, emotional, physical, and mental development at each child's own rate of learning ability.

There is urgent need for further studies of play activities and play equipment. Does the present play equipment include adequate material for child interest in mechanical appliances? There is need for the development of means for measuring the educative effects of play equipment.

A survey of records, reports and parent conferences is needed. Are these present means of acquainting the parents with the program of development for their children effective?

There is a definite need of a list of music records, music books, poems, stories and books which are appropriate for the kindergarten child. Such a list and their sources would greatly aid the busy kindergarten teacher and further the development of the child.

It would be interesting to determine, through a questionnaire, how much project work is actually carried on in the kindergartens.

A study of the development of the children could be made with special emphasis on changes that take place and the possible reasons for these changes. This would be beneficial for all phases of the development of the child but especially for the social and emotional readiness which is so important for the child's present and future happiness.



At the present time, Mr. Robert Sande, Fargo, North Dakota, is making a survey in the public kindergartens of North Dakota of the teacher load, qualifications and experience of teachers and the equipment.

The extension of the kindergarten movement in the rural areas, together with research work in the kindergarten field to improve the program, should arouse the interest of educators, parents, and civic and social workers in the kindergarten movement and be an incentive for the creation of kindergarten departments in more of the teacher training institutions of the state. Well trained teachers and a good kindergarten program should convince the legislators, as well as the public, of the importance of securing favorable legislation for state aid to kindergartens to insure this necessary development for all five-year-olds.

Since the community is responsible for the education of the young, it seems only just that every five-year-old should have the opportunity to learn to make adjustments and to receive the best development possible in his most formative year of life. Kindergarten training would help each and every child to become a well-adjusted happy individual who can later take his rightful place in society as a useful citizen.



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## APPENDIX A

## Public School Kindergartens in North Dakota Cities and Towns

Name of city or town \_\_\_\_\_

Name of county \_\_\_\_\_

Name of person answering \_\_\_\_\_

Directions: Indicate by a check the answers that most nearly fit your situation.

What is the size of your city or town?

1. ( ) City 30,000 or over
2. ( ) City 10,000-30,000
3. ( ) City 5,000-10,000
4. ( ) City 2,500-5,000
5. ( ) Town under 2,500

Do you have public school kindergarten in your school system?

1. ( ) Yes
2. ( ) No

If not, check reasons probably most important.

1. ( ) The administration is not interested
2. ( ) No financial support
3. ( ) The community is not interested
4. ( ) No space in the school buildings
5. ( ) Other \_\_\_\_\_

Did you ever have public school kindergartens in your system?

1. ( ) Yes
2. ( ) No

If so, why were they discontinued?

1. ( ) Lack of financial support
2. ( ) Lack of interest in the community
3. ( ) Lack of interest in the administration
4. ( ) Lack of space in the school buildings
5. ( ) Other \_\_\_\_\_



## APPENDIX A (Continued)

Have you ever had kindergarten classes during vacation months taught by the regular teachers?

1. ( ) Yes
2. ( ) No

If so, could you give me the name of the person in charge?

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## APPENDIX B

## Public School Kindergartens

1. How many public elementary schools are there in your system? \_\_\_\_\_
2. How many first grades do you have in your elementary schools? \_\_\_\_\_
3. What is the total enrollment in all public school first grades? \_\_\_\_\_
4. What evidence of support for kindergartens have you noticed in your community?
  - (a) ( ) Willing financial support
  - (b) ( ) Requests for more kindergartens in your public schools
  - (c) ( ) Legislative support for kindergarten bills
  - (d) ( ) Local organizations working for kindergarten legislation
  - (e) ( ) None \_\_\_\_\_
  - (f) ( ) Other \_\_\_\_\_
5. How many public elementary schools have tax-supported public kindergartens during the regular term? \_\_\_\_\_
6. Give date of the first tax-supported, public kindergarten organized in your school system. \_\_\_\_\_
7. How are these public kindergartens supported?
  - (a) ( ) Cost paid entirely by local tax
  - (b) ( ) Cost paid by local tax plus state aid
  - (c) ( ) Cost paid by local tax with a fee of \$\_\_\_\_\_ per student a semester for materials
  - (d) ( ) Tuition fee of \$\_\_\_\_\_ a semester collected by the school system
  - (e) ( ) Other plan \_\_\_\_\_
8. For what purpose other than education of children does your public school kindergarten operate?
  - (a) ( ) Parent guidance
  - (b) ( ) Demonstration work for colleges
  - (c) ( ) Student teachers
  - (d) ( ) Experimental
  - (e) ( ) Research
  - (f) ( ) Child-center care
  - (g) ( ) Other \_\_\_\_\_



## APPENDIX B (Continued)

9. What relation has the kindergarten to the elementary school system?
- (a) ( ) An integral part of the school system required by every child before entrance into first grade
- (b) ( ) Optional with parents
- (c) ( ) Separate unit serving as a laboratory
- (d) ( ) Other \_\_\_\_\_
10. Which plan or plans of organization did you use in setting up your program?
- (a) ( ) A full day session for one group with lunch served to children at noon
- (b) ( ) A full day session for one group without lunch
- (c) ( ) Two half-day sessions with different groups in the same building
- (d) ( ) Half-day sessions in two different buildings
- (e) ( ) Other \_\_\_\_\_
11. Check the length of day in the kindergarten.
- 150 minutes \_\_\_\_\_ 180 minutes \_\_\_\_\_ 210 minutes \_\_\_\_\_
- 240 minutes \_\_\_\_\_ 280 minutes \_\_\_\_\_ Other \_\_\_\_\_
12. How many kindergarten teachers do you employ during the regular term?
- Number of full-time teachers \_\_\_\_\_ Part-time teachers \_\_\_\_\_
13. What training qualifications do your kindergarten teachers have?
- (a) ( ) Kindergarten certificates Number \_\_\_\_\_
- (b) ( ) Primary certificates Number \_\_\_\_\_
- (c) ( ) Primary certificates with kindergarten emphasis Number \_\_\_\_\_
- (d) ( ) Elementary certificates with kindergarten emphasis Number \_\_\_\_\_
- (e) ( ) Other \_\_\_\_\_
14. Is kindergarten attendance available to all children whose parents wish it? Yes \_\_\_\_\_ No \_\_\_\_\_
15. What is the total enrollment in all public school kindergartens? \_\_\_\_\_
16. Check the approximate number of kindergarten children attending a single session.
- (16-20) \_\_\_\_\_ (21-25) \_\_\_\_\_ (26-30) \_\_\_\_\_ (31-35) \_\_\_\_\_
- Other (State Number) \_\_\_\_\_

## APPENDIX B (Continued)

17. A kindergarten teacher having more than 30 children in a single session has
- (a) ( ) A salaried qualified assistant teacher
  - (b) ( ) A part-time salaried qualified assistant teacher
  - (c) ( ) A part-time college or high school student assistant
  - (d) ( ) Cooperative parent participation
  - (e) ( ) Volunteer help
  - (f) ( ) None available
  - (g) ( ) Other plans \_\_\_\_\_
18. Give approximately the per cent of five-year-olds in the community in the public school kindergarten. \_\_\_\_\_
19. Give approximately the per cent of first grade children who have attended kindergarten. \_\_\_\_\_
20. How is the kindergarten enrollment recruited and determined?
- (a) ( ) Summer round-up program
  - (b) ( ) Spring pre-school visiting days
  - (c) ( ) Newspaper articles
  - (d) ( ) Census report
  - (e) ( ) Spring enrollment
  - (f) ( ) Contacting families through children already in school
  - (g) ( ) Other \_\_\_\_\_
21. When do you admit children to kindergarten?
- (a) ( ) Annually in September
  - (b) ( ) Semi-annually in September and February
  - (c) ( ) Other plans \_\_\_\_\_
22. Give age requirement for September kindergarten entrants \_\_\_\_\_ February \_\_\_\_\_
23. Proof of age of child entering public kindergarten is required. Yes \_\_\_ No \_\_\_
24. Requirements other than age used for admission to kindergarten.
- (a) ( ) Physical examination
  - (b) ( ) Immunization Which ones \_\_\_\_\_
  - (c) ( ) Mental maturity test Name \_\_\_\_\_
  - (d) ( ) Social maturity test Name \_\_\_\_\_



## APPENDIX B (Continued)

25. Children move from kindergarten to first grade by means of  
 (a) ( ) Annual promotion  
 (b) ( ) Semi-annual promotion  
 (c) ( ) Primary unit plan
26. Factors other than age you considered as entrance requirements for first grade.  
 (a) ( ) Teacher's judgment as to child's maturity  
 (b) ( ) Combined judgment of teacher and principal  
 (c) ( ) Reading readiness test Name \_\_\_\_\_  
 (d) ( ) Mental maturity test Name \_\_\_\_\_  
 (e) ( ) Social adjustment records  
 (f) ( ) Physical fitness  
 (g) ( ) Parents wishes  
 (h) ( ) Other \_\_\_\_\_
27. Does your kindergarten give special attention to building reading readiness?  
 (a) ( ) Definitely planned program  
 (b) ( ) Strong emphasis toward the end of the year  
 (c) ( ) Incidental emphasis throughout the year  
 (d) ( ) No special emphasis  
 (e) ( ) Other \_\_\_\_\_
28. Does your kindergarten start the formal teaching of reading? Yes \_\_\_ No \_\_\_
29. What provisions are made for acquainting parents with the program?  
 (a) ( ) None  
 (b) ( ) Open house  
 (c) ( ) Special parents' meetings  
 (d) ( ) P. T. A. programs  
 (e) ( ) Newspaper articles  
 (f) ( ) School paper or bulletins  
 (g) ( ) School letters  
 (h) ( ) Report cards  
 (i) ( ) Cooperative parent help in kindergarten  
 (j) ( ) Pre-school visiting days  
 (k) ( ) Handbook  
 (l) ( ) Conferences  
 (m) ( ) Parent education classes  
 (n) ( ) Other \_\_\_\_\_

## APPENDIX B (Continued)

30. What provisions are made to acquaint other members of the community with the kindergarten program?
- (a) ( ) None
  - (b) ( ) Open house
  - (c) ( ) P. T. A. programs
  - (d) ( ) Newspaper articles
  - (e) ( ) Adult education classes in family life
  - (f) ( ) Radio
  - (g) ( ) School films on kindergarten activities
  - (h) ( ) Other \_\_\_\_\_
31. If you have discontinued your public school kindergarten, please give the following information.
- (a) Date of discontinuance \_\_\_\_\_
  - (b) Reasons for discontinuance \_\_\_\_\_



## APPENDIX C

## Kindergarten Evaluation by First Grade Teachers

Please check the column, which to your best judgment, indicates the rating of the children in your class who have had kindergarten training in comparison to former groups of first graders who had not had such training. Please keep in mind groups as wholes rather than a few exceptional individual children. Since this is an evaluation of kindergarten training, please be very frank. I earnestly seek your carefully considered judgment on each of the points listed below. Your constructive criticism can help to build a better kindergarten program. It is not necessary to sign your name.

Less Developed	Developed About Same	Better Developed
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## Physical Readiness

1. Control of large muscles such as skipping, hopping, bouncing balls, etc.
2. Control of finer muscles as shown in drawing, writing, painting, clay modeling, coloring, etc.
3. General physical health, vision, hearing, speech defects, etc.

## Emotional Readiness

1. Ability to follow school routine.
2. Adjustment pertaining to aggressiveness, and shyness.
3. Length of attention span.
4. Independence



## APPENDIX C (Continued)

	Less Developed	Developed About Same	Better Developed
<b>Social Readiness</b>			
1. Ability to work and play with others.			
2. Desire to do things.			
3. Ability to share.			
4. Self-control and ability to follow school regulations. (Discipline)			
5. Ability to cooperate with the teacher and the children.			
<b>Auditory Readiness</b>			
1. Ability to discriminate between sounds in words. (Rhyming and initial sounds.)			
2. Ability to follow directions.			
<b>Visual Readiness</b>			
1. Ability to follow lines in writing, drawing and coloring.			
2. Ability to distinguish likenesses and differences in pictures and words.			
<b>Mental Readiness</b>			
1. Ability to remember sequence of events in stories.			
2. Ability to express himself.			
3. Development of the left-to-right direction.			
4. Ability to do logical thinking.			
5. Interest in learning to read.			