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KINDERGARTEN SUPERVISION
IN CITY SCHOOLS

By

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CONTENTS.

	Page.
Letter of transmittal.....	5
Introduction.....	7
Cities having kindergarten supervisors.....	9
Supervision in cities grouped according to population.....	11
Supervision in cities grouped according to number of kindergartens.....	18
Preparation and experience of kindergarten supervisors.....	21
Responsibility of supervisors in organization and administration of kindergartens.....	23
The kindergarten program or course of study.....	30
Visits to kindergartens—Interviews and meetings with teachers.....	31
Points upon which supervisors base their estimates of kindergarten teachers' ability.....	37
Methods of stimulating teachers to further study.....	39
Relation of school principals to kindergarten teachers and kindergarten supervisors.....	40
Relation of supervisors of special subjects (music, art, manual training, physical education) to the kindergartens.....	40
Kindergarten primary instruction for both groups of teachers.....	42
Cities in which no special supervisor of kindergartens is employed.....	44
Opinions of kindergarten teachers as to the type of supervisor deemed desirable.....	47
Practical suggestions for nonsupervised systems of kindergartens.....	48
Conclusions and recommendations.....	49

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, August 20, 1918.

SIR: In 1914-15 the Bureau of Education made a study of kindergarten training schools, the results of which were published in Bulletin, 1916, No. 5. Following the publication of this bulletin a number of supervisors of kindergartens throughout the United States requested the Bureau of Education to make a study of kindergarten supervision similar to that of training schools. The results are presented in the accompanying report. Study of the material herewith shows that the custom among school officials is to class supervisors of kindergartens with supervisors of special *subjects*, such as music, art, manual training, physical education. This listing implies that the kindergarten is a subject rather than a stage or phase of education. It is hoped that one of the results of the publication of the manuscript transmitted herewith will be to correct this classification by bringing to light the true function of kindergarten supervision, which is that of dealing with teachers and children, not with a subject.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

KINDERGARTEN SUPERVISION IN CITY SCHOOLS.

1. INTRODUCTION.

Kindergarten supervision as a distinct department of school organization is just reaching the stage of historic self-consciousness. Little, if any, literature on the subject is discoverable, although the office of supervisor, or inspector, or director, has always been maintained in connection with both public school kindergartens and privately supported kindergartens during the 50 odd years of their existence in the United States.

From the first the form of kindergarten procedure has differed so radically from that of the usual public school that the services of some one specially trained in kindergarten theory and practice were necessary to the success of kindergarten classes; while in the case of a group of kindergartens under the control of an association, it was imperative that a trained kindergartner of maturity and judgment should become responsible to the association for the progress of the children and the maintenance of high standards among the kindergarten teachers, as well as for the practical details pertaining to the housing and equipment of the classes.

In the early days there seems to have been no dividing line between the office of training teacher and that of supervisor. One person performed both functions. Because very few training schools were in operation in the seventies and eighties of the past century, the supply of kindergartners was inadequate to the demand. The introduction of kindergartens into a public school system always involved the problem of procuring trained teachers. Out of the exigencies of the situation grew the custom of engaging a kindergarten director who could give instruction to young women students and also assume general oversight of the kindergartens as fast as they were opened.

According to this arrangement, the morning hours of the students were devoted to practical work with the children; those of the supervisor to visiting and directing the practice in the kindergartens. Two or three afternoons a week the supervisor instructed the students in the theory and manipulation of the kindergarten gifts and occupations, and in the interpretation of Froebel's Mother Play.

The St. Louis arrangement, as described by Dr. W. T. Harris in one of his early reports, was of this type. From 1873 to 1876 Miss Susan Blow had freely given her services as training teacher and supervisor. For the school year 1876-77, Dr. Harris reported:

Two supervisors have been appointed, Mrs. C. J. Hildreth and Miss Cynthia P. Dozier, who inspect the kindergartens and make weekly reports to the superintendent, give weekly lectures to the assistants, besides conducting each a kindergarten.

In a series of articles entitled, "Leaves from the Notebook of a Supervisor," Miss Dozier herself gives an interesting account of the experiences of those early days.¹

In a later report of the kindergartens in St. Louis, Dr. Harris made this comment:

In order to make it worth while for volunteers to join the system, as well as to secure the development of the salaried teachers, it is necessary to have two persons of superior ability who can give instruction once a week on the theory and practice (the gifts and occupations) of Froebel's system.

Another historic sidelight is furnished by a report presented in 1881 by Mr. James MacAlister, superintendent of public schools in Milwaukee, to the executive committee of the board of education, relative to the establishment of public kindergartens in that city. In regard to organization, Mr. MacAlister said:

I beg to suggest that the best mode of organizing the system would be the appointment of a fully competent person to act as director of the kindergarten now in operation at the normal school and chief director of the kindergartens as they are opened throughout the city. It would be her duty to train the assistants, to give the necessary instruction by lecture and otherwise at the normal school kindergarten, and to supervise the work wherever carried on.
* * * I need say nothing as to the importance of securing a chief director of ability and education, of thorough knowledge, and an enthusiast in the work. Much will depend on this selection, but I have no doubt a person suited to the duties and responsibilities can be found.

The following year, Miss Sarah A. Stewart was appointed to fill the important post.

Of recent years the steady expansion of systems of public kindergartens, with their correspondingly heavy demands upon the time of the supervisor, and the broadening of kindergarten training courses to meet the new educational requirements, have made it impossible, except in small city systems, for the two offices to be vested in one person. Although the supervisor is no longer of necessity a training teacher, she is still looked upon as a leader in the formation and conduct of study classes attended by graduate kinder-

¹ Kindergarten Review, January, February, March, 1909.

garten teachers. This is evidently a survival and extension of the teaching phase of early supervision practices.

In theory, the kindergarten is regarded as an integral part of public school systems, but the existence of an actual gap is revealed by the fact that in city school directories and other publications the supervisor of kindergartens is listed with the supervisor of music, the supervisor of drawing, or the supervisors of other special *subjects*. Such listing undoubtedly serves the convenience of the board of education, but it has the effect of obscuring the true function of kindergarten supervision, which is that of dealing with children (and subjects), not merely with a subject.

2. CITIES HAVING KINDERGARTEN SUPERVISORS.

Of the 307 cities which reported to the Bureau of Education four or more kindergartens, with four or more teachers, 135 have special supervisors for kindergartens and 172 have no special kindergarten supervisor.

Following the usage common to the majority of cities, the terms "supervisor," "director," and "assistant" are used throughout this report to designate, respectively, the officer in charge of the system, the head teacher in a kindergarten, and the assistant teacher.

Table 1 lists the cities having kindergarten supervisors, with the number of kindergartens in each city according to figures for 1916, and the name of the supervisor.

TABLE 1.—*Cities and supervisors.*

Cities.	Kindergartens.	Supervisor.
Birmingham, Ala.	24	Agnes M. Wilson.
Mobile, Ala.	9	Elizabeth Johnston.
Bisbee, Ariz.	7	Elizabeth Twiggton.
Phoenix, Ariz.	6	Nellie M. Pollock.
Bakersfield, Cal.	7	Mary Strickland.
Los Angeles, Cal.	137	M. Madeline Neverka. ¹
Oakland, Cal.	60	Ida Vandergaw.
Pasadena, Cal.	15	Maud Alice Davis. ²
Pomona, Cal.	6	Clara S. Brown.
Redlands, Cal.	5	Daisy D. Virgin.
Sacramento, Cal.	17	Rose M. Sheehan.
Santa Barbara, Cal.	6	Viola M. Gilson.
Denver, Colo.	78	H. Grace Parsons.
New Britain, Conn.	16	Ella A. Fallon.
New Haven, Conn.	30	Jessie Seranton.
New London, Conn.	6	Gertrude L. Stadtmueller.
South Manchester, Conn.	5	Ella Washburn.
Waterbury, Conn.	24	Agnes C. Fitzpatrick.
Washington, D. C.	70	Catherine R. Watkins.
Athens, Ga. ³	27	Willette A. Allen.
Columbus, Ga.	8	Edwina Wood.
Savannah, Ga. ⁴	6	Hortense M. Orcutt.
Evanston, Ill. (district 75)	8	Helen G. Dwyer. ⁵
Moline, Ill.	7	Nellie Anthony.
Peari, Ill.	19	Lucy Way.
Riverside, Ill. ⁶	4	Laura Morse.

¹ Kindergartens temporarily discontinued.

² Succeeded Grace Fulmer, 1917.

³ Resigned, 1916.

⁴ Kindergartens under association control.

⁵ Resigned, 1917.

KINDERGARTEN SUPERVISION IN CITY SCHOOLS.

TABLE 1.—Cities and supervisors—Continued.

Cities.	Kindergartens.	Supervisor.
Crawfordsville, Ind.	4	Iula R. Schwin.
Evansville, Ind.	24	Belle Coffey.
Fort Wayne, Ind.	13	Paul Edmerton.
Hammond, Ind.	16	Alta Adkins.
Huntington, Ind.	4	Prudence Kenner.
Indianapolis, Ind.	61	Martha B. Criley.
Michigan City, Ind.	8	Dorothy Armstrong.
Muncie, Ind.	5	Lillian Mitchell.
South Bend, Ind.	16	Mrs. Alma O. Ware.
Terre Haute, Ind.	32	Stella Webb.
Vincennes, Ind.	6	Clare McCarthy.
Oreston, Iowa	4	Theresa Lambert.
Davenport, Iowa	19	Mrs. Abigail O. Sheriff.
Des Moines, Iowa	72	Bessie M. Park.
Fort Dodge, Iowa	6	Miriam Hoover.
Colleyville, Kans.	5	Milho Earle.
Salina, Kans.	4	Mrs. Hazel N. Moore.
Lexington, Ky.	14	Elizabeth Pyle.
Lexington, Ky.	7	Lucey Walby.
Louisville, Ky.	34	Louise Dietz; assistant, Allene Seaton.
New Orleans, La.	43	Frances E. Randolph.
Bangor, Me.	8	Sellie E. Brown.
Boston, Mass.	143	Caroline D. Aborn; assistant, Lillian Peor.
Cambridge, Mass.	17	Alice V. McIntyre.
Fall River, Mass.	9	Mabel A. Robertson.
Lowell, Mass.	14	Alice T. Lee.
Newton, Mass.	43	Adelaide L. Thompson.
Pittsfield, Mass.	6	Edith C. Rice.
Springfield, Mass.	16	Bertha McConkey.
Worcester, Mass.	39	Mrs. Mary H. Barker.
Battle Creek, Mich.	12	Mrs. Desadee R. Duntley.
Bessemer, Mich.	5	Electa Ransom.
Crystal Falls, Mich.	6	Florence M. Finley.
Detroit, Mich.	116	Regina R. Heller.
Grand Rapids, Mich.	70	Annie Blanchard.
Houghton, Mich.	4	Anna M. Nye.
Ironwood, Mich.	14	Gladys M. Shriver.
Jackson, Mich.	14	Lula A. Reed.
Kalamazoo, Mich.	18	Mae E. Raymond.
Lansing, Mich.	23	Waine Troy.
Marquette, Mich.	4	Anna O'Donnell.
Muskegon, Mich.	10	Caroline A. Sibley.
Chisholm, Minn.	4	Clara R. Cook.
Duluth, Minn.	34	Ethel I. Salsbury.
Excelsior, Minn.	10	Martha Voelker.
Gilbert, Minn.	5	Mary E. Buckmaster.
Hibbing, Minn.	14	Theo Thurber.
Minneapolis, Minn.	87	Julia Wade Abbott.
St. Paul, Minn.	67	Mary F. McClellan.
Virginia, Minn.	7	Eva R. Sofenson.
Laurel, Miss.	6	Janetta E. Howard.
Kansas City, Mo.	77	Cora English.
St. Louis, Mo.	160	Marv McVulloch.
Lincoln, Nebr.	19	Alice M. Cusack.
Omaha, Nebr.	72	Mrs. Orietta S. Chittenden.
Concord, N. H.	5	Helen L. Southgate.
Atlantic City, N. J.	15	Ella J. Hamilton.
Bloomfield, N. J.	18	Ida E. Robinson.
Jersey City, N. J.	12	Ella J. Richardson.
Keosaupee, N. J.	11	May Robbins.
Newark, N. J.	102	Margaret McCloskey.
Perth Amboy, N. J.	22	Adelina d'Arveau.
Rutherford, N. J.	5	Bertha K. Koehler.
Summit, N. J.	4	Lorena Frost.
Trenton, N. J.	61	Bertha M. Barwis.
Albany, N. Y.	24	Ellen Jones.
Amsterdam, N. Y.	7	Ejbel Kobb.
Binghamton, N. Y.	28	Grace E. Rogers.
Buffalo, N. Y.	121	Ella C. Elder.
Hthaca, N. Y.	4	Edith Marshall.
Lawrence, N. Y.	6	Anns S. Van Wyck.
Lockport, N. Y.	12	Frances E. Putnam.
New York, N. Y.	956	Fannelle Curtis; assistants, Louella A. Palmer, Janet Nicholson.

* Kindergartens under association control.

† Succeeded Florence Padgett, 1916.

‡ Succeeded Hazel Hayden, 1917.

§ In addition to the public school kindergartens, four other groups in Brooklyn and Manhattan are under the control of associations.

TABLE 1.—Cities and supervisors—Continued.

Cities.	Kinder- gartens.	Supervisor.
Olean, N. Y.	12	Clara Ethel Case.
Schenectady, N. Y.	19	Frances Leitzel.
Syracuse, N. Y.	61	Maud C. Stewart.
Troy, N. Y.	13	Frances T. Henry.
Utica, N. Y.	21	Sara E. Nolan.
Cincinnati, Ohio.	66	Julia Bothwell.
Cleveland, Ohio.	196	Margaret A. Truce.
Dayton, Ohio.	40	Anna H. Littell.
Lorain, Ohio.	9	
Mansfield, Ohio ¹	7	Mary Ellen Runyan.
Springfield, Ohio.	10	Anna L. Barrett.
Toledo, Ohio.	76	Laura Whitney.
Guthrie, Okla.	6	Mary Harris.
Oklahoma City, Okla.	46	Susan Thompson. ²
Tulsa, Okla.	4	Avis Smith.
Philadelphia, Pa.	271	Anna W. Williams.
Pittsburgh, Pa.	100	Ella R. Boyce, assistant, Elizabeth Rankin.
Scranton, Pa.	30	Elizabeth R. Rice.
Providence, R. I.	65	Julia Pepper.
Dallas, Tex. ³	6	Mary King Drew.
Fort Worth, Tex.	17	Sarah W. Crawford.
Houston, Tex.	4	Helena Wilson.
Ogden, Utah.	8	Verna Tavey.
Salt Lake City, Utah.	13	L. M. Qualtrough.
Norfolk, Va. ⁴	5	Lillian M. Waterworth.
Richmond, Va.	19	Mary E. Pennell.
Antigo, Wis.	6	Amelia Sablin.
Ashland, Wis.	6	Lydia Donittle.
Brookfield, Wis.	13	Gertrude Morgan. ⁵
Franklin Lac, Wis.	16	Anna Clark.
Kenosha, Wis.	16	Jane E. Vernon. ⁶
La Crosse, Wis.	10	Irene Harbeck. ⁶
Oshkosh.	22	Clara James.
Racine, Wis.	24	Myrtle Farnham.
Shelbvian, Wis.	16	Theodora Aronson.
Waukesha, Wis.	8	Meda Newbecker.

¹ Kindergartens temporarily discontinued.

² Succeeded Edna Mae Lindsay.

³ Kindergartens under association control.

⁴ Resigned, 1917.

⁵ Succeeded Edna E. Hood, 1917.

⁶ Succeeded Gwendolyn Fenton, 1917.

3. SUPERVISION IN CITIES GROUPED ACCORDING TO POPULATION.

Of the cities of 250,000 and over, Chicago, Baltimore, Milwaukee, San Francisco, Seattle, and Rochester are without special supervisors of kindergartens. Greater New York employs one chief and two assistant supervisors for the public-school kindergartens. In addition to these, one supervisor is employed by each of the four associations—Brooklyn Free Kindergarten Society, New York Kindergarten Association, Children's Aid Society, and St. Bartholomew's Parish. In San Francisco several groups of free kindergartens are maintained by associations.

Boston and Pittsburgh employ one chief and one assistant supervisor for the public kindergartens. In Detroit and Los Angeles the kindergartens and first grades are under one supervisor; in Denver the kindergartens and first two grades are in charge of one person; and in Jersey city the kindergartens and first four grades are supervised by the same person.

Table 2 indicates the nature and scope of supervision in cities of over 250,000 population.

TABLE 2.—Supervision in cities of 250,000 and over.

Cities.	Kindergartens.	Type of supervision.
Los Angeles, Cal.	137	One supervisor of kindergartens and first grades.
San Francisco, Cal.	11	No special supervisor.
Denver, Colo.	78	One supervisor of kindergartens and first two grades.
Washington, D. C.	79	One supervisor of kindergartens.
Chicago, Ill.	376	No special supervisor.
New Orleans, La.	43	One supervisor of kindergartens.
Baltimore, Md.	23	No special supervisor.
Boston, Mass.	143	Two supervisors of kindergartens.
Detroit, Mich.	116	One supervisor of kindergartens and first grades.
Minneapolis, Minn.	87	One supervisor of kindergartens.
Kansas City, Mo.	77	Do.
St. Louis, Mo.	109	Do.
Jersey City, N. J.	12	One supervisor of kindergartens and first four grades.
Newark, N. J.	102	One supervisor of kindergartens and primary grades.
Buffalo, N. Y.	121	One supervisor of kindergartens.
New York, N. Y.	936	Three supervisors of kindergartens.
Rochester, N. Y.	74	No special supervisor.
Cincinnati, Ohio.	66	One supervisor of kindergartens.
Cleveland, Ohio.	186	Do.
Philadelphia, Pa.	271	Do.
Pittsburgh, Pa.	100	Two supervisors of kindergartens.
Providence, R.I.	65	One supervisor of kindergartens.
Seattle, Wash.	27	No special supervisor.
Milwaukee, Wis.	134	Do.

¹A supervisor was in charge of kindergartens until 1914, when she withdrew in order to establish a kindergarten training school in Seattle. Her influence and advice are still active factors in the city kindergartens.

Of the cities with a population between 100,000 and 250,000, Bridgeport, Hartford, New Bedford, Camden, Paterson, and Columbus do not employ a special supervisor for kindergartens. In six cities, the kindergartens and primary grades are under one supervisor; and in one of these, Louisville, an assistant devotes her entire time to the supervision of the kindergartens. In Birmingham, Albany, Syracuse, and Fort Worth, the supervisor fulfills also the duties of training teacher in the city normal school.

Atlanta and Dallas have no public school kindergartens; but in each of these cities a kindergarten association is sponsor for several free kindergartens, and maintains a kindergarten training school of which the supervisor has charge. The kindergartens in Indianapolis are under the control of an association.

The situation with regard to the group of cities between 100,000 and 250,000 is set forth in Table 3.

KINDERGARTEN SUPERVISION IN CITY SCHOOLS.

TABLE 3.—Supervision in cities of 100,000 to 250,000.

Cities.	Kindergartens.	Type of supervision.
Birmingham, Ala.	23	The supervisor of kindergartens is also head of kindergarten training department in the city normal school.
Oakland, Cal.	60	One supervisor of kindergartens and primary grades.
Bridgeport, Conn.	4	No special supervisor.
Hartford, Conn.	17	Do.
New Haven, Conn.	50	One supervisor of kindergartens.
Atlanta, Ga.	27	Two supervisors of association kindergartens are also teachers in the training school.
Indianapolis, Ind.	61	One supervisor of association kindergartens.
Des Moines, Iowa.	72	One supervisor of kindergartens.
Louisville, Ky.	34	One supervisor of kindergartens and primary grades, with an assistant giving entire time to the kindergartens.
Cambridge, Mass.	17	One supervisor of kindergartens and primary grades.
Fall River, Mass.	9	One supervisor of kindergartens.
Lowell, Mass.	14	One supervisor of kindergartens and first four grades.
New Bedford, Mass.	22	No special supervisor.
Springfield, Mass.	16	One supervisor of kindergartens.
Worcester, Mass.	39	Do.
Grand Rapids, Mich.	70	One supervisor of kindergartens and first grades.
St. Paul, Minn.	67	One supervisor of kindergartens.
Omaha, Neb.	92	Do.
Camden, N. J.	26	No special supervisor.
Trenton, N. J.	24	Do.
Trenton, N. J.	61	One supervisor of kindergartens.
Albany, N. Y.	24	The supervisor of kindergartens is also head of kindergarten training department of city normal school.
Syracuse, N. Y.	61	Do.
Columbus, Ohio.	4	No supervisor of kindergartens.
Dayton, Ohio.	40	One supervisor of kindergartens.
Toledo, Ohio.	56	Do.
Scranton, Pa.	30	Do.
Dallas, Tex.	5	The supervisor of kindergartens is also head of kindergarten training school.
Fort Worth, Tex.	17	Do.
Houston, Tex.	4	One supervisor of kindergartens.
Salt Lake City, Utah.	13	One supervisor of kindergartens and primary grades.
Richmond, Va.	19	One supervisor of kindergartens.

¹ Kindergartens temporarily discontinued.
² Omaha and South Omaha schools have been consolidated.

Of the 39 cities with 50,000 to 100,000 population, 19 have special supervisors. In nine cities the kindergartens and primary grades are under one supervisor. In Peoria and South Bend the supervisor is also in charge of a kindergarten training class.

Savannah has no public school kindergartens, but several free classes are supported by various organizations and supervised by the principal of the association training school.

In Norfolk the expense of maintaining free kindergartens is shared by the board of education and an association, and the supervision of the classes is carried on by the principal of the association training school.

Table 4 sets forth the nature and scope of kindergarten supervision in the 39 cities.

KINDERGARTEN SUPERVISION IN CITY SCHOOLS.

TABLE 4.—Supervision in cities of 50,000 to 100,000.

Cities.	Kin- dergar- tens.	Type of supervision.
Mobile, Ala.	9	One supervisor of kindergartens and first grades.
Berkeley, Cal.	13	No special supervisor.
Sacramento, Cal.	17	One supervisor of kindergartens.
San Diego, Cal.	9	No special supervisor.
Pueblo, Colo.	11	Do.
New Britain, Conn.	16	One supervisor of kindergartens and first grades.
Waterbury, Conn.	28	Do.
Savannah, Ga.	6	The supervisor of association kindergartens is also head of kindergarten training school.
Peoria, Ill.	19	The supervisor of kindergartens is also head of kindergarten training department of city normal school.
Evansville, Ind.	24	One supervisor of kindergartens and primary grades.
Fort Wayne, Ind.	13	Do.
South Bend, Ind.	16	The supervisor of kindergartens is also head of kindergarten training school.
Terre Haute, Ind.	22	One supervisor of kindergartens.
Kansas City, Kans.	7	No special supervisor.
Covington, Ky.	14	One supervisor of kindergartens.
Portland, Me.	11	No special supervisor.
Holyoke, Mass.	10	Do.
Somerville, Mass.	4	Do.
Flint, Mich.	40	Do.
Duluth, Minn.	34	One supervisor of kindergartens and primary grades.
Manchester, N. H.	5	No special supervisor.
Atlantic City, N. J.	15	One supervisor of kindergartens and primary grades.
Bayonne, N. J.	15	No special supervisor.
Hoboken, N. J.	9	Do.
Passaic, N. J.	18	Do.
Ringhramton, N. Y.	28	One supervisor of kindergartens and primary grades.
Schenectady, N. Y.	19	Do.
Troy, N. Y.	13	One supervisor of kindergartens.
Utica, N. Y.	21	One supervisor of kindergartens and primary grades.
Yonkers, N. Y.	38	No special supervisor.
Akron, Ohio.	40	Do.
Springfield, Ohio.	10	One supervisor of kindergartens.
Oklahoma City, Okla.	46	Do.
Erie, Pa.	10	No special supervisor.
Johnstown, Pa.	4	Do.
Wilkes-Barre, Pa.	7	Do.
Pawtucket, R. I.	13	Do.
El Paso, Tex.	4	Do.
Norfolk, Va.	8	The supervisor of association kindergartens is also head of kindergarten training school.

Of the cities of 25,000 to 50,000 population, 40 have no special kindergarten supervisors. Five cities employ one supervisor for kindergartens and primary grades.

Evanston is organized into two school districts; in only one of these is employed a supervisor for kindergartens.

In Columbus, Ga., an association maintains a kindergarten training school the principal of which is also supervisor of the public-school kindergartens.

In Butte, Mont., the kindergartens have shared with the entire school system the benefit of an assistant superintendent, who is an experienced teacher and supervisor.

The nature and scope of kindergarten supervision in cities of 25,000 to 50,000 are indicated in Table 5.

KINDERGARTEN SUPERVISION IN CITY SCHOOLS.

TABLE 5.—Supervision in cities of 25,000 to 50,000.

Cities.	Kindergartens.	Type of supervision.
Alameda, Cal.	5	No special supervisor.
Long Beach, Cal.	14	Do.
Pasadena, Cal.	15	One supervisor of kindergartens and primary grades.
Colorado Springs, Colo.	8	No special supervisor.
Meriden, Conn.	15	Do.
Stamford, Conn.	18	Do.
Augusta, Ga.	6	Do.
Columbus, Ga.	8	The supervisor of kindergartens is also head of association kindergarten training school.
Aurora, Ill.	4	No special supervisor.
Evanston, Ill.	14	One supervisor of kindergartens in district 75.
Moline, Ill.	17	One supervisor of kindergartens.
Oak Park, Ill.	4	No special supervisor.
East Chicago, Ind.	8	Do.
Hammoud, Ind.	16	One supervisor of kindergartens and primary grades.
Muncie, Ind.	5	One supervisor of association kindergartens.
Burlington, Iowa	8	No special supervisor.
Cedar Rapids, Iowa	15	Do.
Council Bluffs, Iowa.	25	Do.
Davenport, Iowa	19	One supervisor of kindergartens and primary grades.
Dubuque, Iowa	7	No special supervisor.
Waterloo, Iowa	16	Do.
Topeka, Kans.	4	Do.
Lexington, Ky.	7	One supervisor of kindergartens.
Bangor, Me.	8	Do.
Brookline, Mass.	10	No special supervisor.
Haverhill, Mass.	4	Do.
Newton, Mass.	13	One supervisor of kindergartens.
Pittsfield, Mass.	6	Do.
Salem, Mass.	6	No special supervisor.
Waltham, Mass.	7	Do.
Battle Creek, Mich.	12	One supervisor of kindergartens and primary grades.
Bay City, Mich.	24	No special supervisor.
Jackson, Mich.	14	One supervisor of kindergartens.
Kalamazoo, Mich.	18	Do.
Lansing, Mich.	23	Do.
Muskegon, Mich.	10	Do.
Butte, Mont.	6	No special supervisor.
Lincoln, Nebr.	19	One supervisor of kindergartens and primary grades.
Nashua, N. H.	8	No special supervisor.
East Orange, N. J.	9	Do.
Montclair, N. J.	9	Do.
New Brunswick, N. J.	12	Do.
Orange, N. J.	11	Do.
Perth Amboy, N. J.	22	One supervisor of kindergartens.
West Hoboken, N. J.	7	No special supervisor.
Amsterdam, N. Y.	7	One supervisor of kindergartens.
Auburn, N. Y.	10	No special supervisor.
Cohoes, N. Y.	4	Do.
Jamestown, N. Y.	21	Do.
Mount Vernon, N. Y.	14	Do.
New Rochelle, N. Y.	14	Do.
Niagara Falls, N. Y.	14	Do.
Poughkeepsie, N. Y.	10	Do.
Watertown, N. Y.	7	Do.
Lorain, Ohio.	20	Do.
Tulsa, Okla.	9	One supervisor of kindergartens.
Cranston, R. I.	4	Do.
Newport, R. I.	8	No special supervisor.
Ogden, Utah.	10	Do.
Green Bay, Wis.	8	One supervisor of kindergartens.
Kenosha, Wis.	4	No special supervisor.
La Crosse, Wis.	16	One supervisor of kindergartens.
Madison, Wis.	10	Do.
Oshkosh, Wis.	15	No special supervisor.
Racine, Wis.	22	One supervisor of kindergartens.
Sheboygan, Wis.	24	Do.
Superior, Wis.	16	Do.
	19	No special supervisor.

Of the cities of 15,000 to 25,000 population, 89 are without a special kindergarten supervisor. In 8 cities, the kindergartens and primary grades are under one supervisor; in one of these, Bloomfield, N. J., all the elementary grades, including the kindergarten, are under the supervision of one person.

In Gary, Ind., the assistant superintendent exercises certain supervisory functions in connection with the kindergartens.

The situation in these cities is set forth in detail in Table 6.

TABLE 6.—Supervision in cities of 15,000 to 25,000.

Cities.	Kinder- gartens.	Type of supervision.
Phoenix, Ariz.	6	One supervisor of kindergartens and primary grades.
Pine Bluff, Ark.	10	No special supervisor.
Bakersfield, Cal.	7	One supervisor of kindergartens.
Riverside, Cal.	6	No special supervisor.
San Bernardino, Cal.	5	Do.
Greenwich, Conn.	10	Do.
New London, Conn.	6	One supervisor of kindergartens.
Norwich, Conn.	11	No special supervisor.
Waukegan, Ill.	4	Do.
Gary, Ind.	14	Do.
Michigan City, Ind.	8	One supervisor of kindergartens.
Mishawaka, Ind.	5	No special supervisor.
Richmond, Ind.	9	Do.
Vincennes, Ind.	6	One supervisor of kindergartens.
Fort Dodge, Iowa	6	Do.
Colleville, Kans.	5	Do.
North Adams, Mass.	6	No special supervisor.
Westfield, Mass.	7	Do.
Escanaba, Mich.	8	Do.
Flint, Mich.	5	Do.
Hibbing, Minn.	14	One supervisor of kindergartens.
Virginia, Minn.	7	One supervisor of kindergartens and primary grades.
Winona, Minn.	7	No special supervisor.
Concord, N. H.	5	One supervisor of kindergartens.
Bloomfield, N. J.	18	One supervisor of kindergartens and all elementary grades.
Hickensack, N. J.	11	No special supervisor.
Kearney, N. J.	11	One supervisor of kindergartens and primary grades.
Long Branch, N. J.	5	No special supervisor.
Plainfield, N. J.	11	Do.
West New York, N. J.	5	Do.
Dunkirk, N. Y.	12	Do.
Gloversville, N. Y.	9	Do.
Ithaca, N. Y.	4	One supervisor of kindergartens and primary grades.
Lackawanna, N. Y.	7	No special supervisor.
Lockport, N. Y.	12	One supervisor of kindergartens and primary grades.
Olean, N. Y.	12	Do.
Port Chester, N. Y.	9	No special supervisor.
Rome, N. Y.	11	Do.
White Plains, N. Y.	8	Do.
Ashville, N. C.	6	Do.
Elvira, Ohio	8	Do.
Wilwood, Ohio	11	Do.
Mansfield, Ohio	7	One supervisor of kindergartens.
Norwood, Ohio	4	No special supervisor.
Sixty Falls, S. Dak.	7	Do.
Burlington, Vt.	6	Do.
Appleton, Wis.	14	Do.
Beloit, Wis.	13	One supervisor of kindergartens.
Eau Claire, Wis.	10	No special supervisor.
Fond du Lac, Wis.	16	One supervisor of kindergartens and primary grades.
Wausau, Wis.	9	No special supervisor.

¹ Kindergartens temporarily discontinued.

Table 7 indicates the nature and scope of supervision in the 94 cities under 15,000 population.

TABLE 7.—Supervision in cities with under 15,000 population.

Cities.	Kinder- gartens.	Type of supervision.
Bisbee, Ariz.	7	One supervisor of kindergartens.
Pomona, Cal.	6	Do.
Redlands, Cal.	5	Do.
Santa Ana, Cal.	6	No special supervisor.
Santa Barbara, Cal.	6	One supervisor of kindergartens and primary grades.
Fort Collins, Colo.	4	No special supervisor.
Bristol, Conn.	10	Do.
Naugatuck, Conn.	6	Do.
South Manchester, Conn.	5	One supervisor of kindergartens.
Wallingford, Conn.	4	No special supervisor.
Miami, Fla.	5	Do.
Riverside, Ill.	4	One supervisor of association kindergartens.
Crawfordsville, Ind.	4	One supervisor of kindergartens.
Huntington, Ind.	4	Do.

KINDERGARTEN SUPERVISION IN CITY SCHOOLS.

TABLE 7.—Supervision in cities with under 15,000 population—Continued.

Cities.	Kinder- gartens.	Type of supervision.
Laporte, Ind.	4	No special supervisor.
Belle Plaine, Iowa	4	Do.
Creston, Iowa	4	One supervisor of kindergartens.
Fairfield, Iowa	4	No special supervisor.
Marshalltown, Iowa	16	Do.
Mason City, Iowa	12	Do.
Oskaloosa, Iowa	9	Do.
Washington, Iowa	4	Do.
Salina, Kans.	4	One supervisor of kindergartens.
Augusta, Me.	5	No special supervisor.
Brantree, Mass.	5	Do.
Benton Harbor, Mich.	12	Do.
Bessemer, Mich.	5	One special supervisor of kindergartens.
Cadillac, Mich.	5	No special supervisor.
Crystal Falls, Mich.	6	One supervisor of kindergartens.
Dowagiac, Mich.	6	No special supervisor.
Holland, Mich.	10	Do.
Houghton, Mich.	4	One supervisor of kindergartens and primary grades.
Ironwood, Mich.	14	One supervisor of kindergartens.
Ishpeming, Mich.	8	No special supervisor.
Manistee, Mich.	6	Do.
Manistique, Mich.	4	Do.
Marquette, Mich.	4	Do.
Menominee, Mich.	8	Do.
Midland, Mich.	4	One supervisor of kindergartens.
Oscoda, Mich.	5	No special supervisor.
Owosso, Mich.	8	Do.
Petosky, Mich.	6	Do.
Sault Ste. Marie, Mich.	7	Do.
Three Rivers, Mich.	4	Do.
Traverse City, Mich.	8	Do.
Aurora, Minn.	6	Do.
Chisholm, Minn.	4	One supervisor of kindergartens.
Coermalne, Minn.	4	No special supervisor.
Ely, Minn.	4	Do.
Eveleth, Minn.	10	One supervisor of kindergartens and primary grades.
Gilbert, Minn.	5	One supervisor of kindergartens.
Mankato, Minn.	4	No special supervisor.
Laurel, Miss.	6	One supervisor of kindergartens and primary grades.
Great Falls, Mont.	12	No special supervisor.
Helena, Mont.	6	Do.
Fremont, Nebr.	9	Do.
Hastings, Nebr.	5	Do.
Astbury Park, N. J.	4	Do.
Clifton, N. J.	14	Do.
Englewood, N. J.	4	Do.
Garfield, N. J.	8	Do.
Kutler, N. J.	8	Do.
Rutherford, N. J.	5	One supervisor of kindergartens.
South Orange, N. J.	4	No special supervisor.
Summit, N. J.	4	One supervisor of kindergartens.
Weehawken, N. J.	5	No special supervisor.
Westfield, N. J.	8	Do.
West Orange, N. J.	7	Do.
Geneva, N. Y.	4	Do.
Hornell, N. Y.	10	Do.
Johnstown, N. Y.	4	Do.
Lansingburg, N. Y.	4	Do.
Lawrence, N. Y.	6	One supervisor of kindergartens.
Little Falls, N. Y.	5	No special supervisor.
North Tonawanda, N. Y.	10	Do.
Saratoga Springs, N. Y.	5	Do.
Tonawanda, N. Y.	6	Do.
Fremont, Ohio	4	Do.
Washington C. H., Ohio	4	Do.
Guthrie, Okla.	6	One supervisor of kindergartens.
Titusville, Pa.	4	No special supervisor.
Warren, Pa.	9	Do.
Antigo, Wis.	6	One supervisor of kindergartens and primary grades.
Ashland, Wis.	6	Do.
Beaver Dam, Wis.	8	No special supervisor.
Janesville, Wis.	6	Do.
Manitowoc, Wis.	6	Do.
Marinette, Wis.	10	Do.
Monroe, Wis.	6	Do.
Neenah, Wis.	6	Do.
Oconto, Wis.	4	Do.
Stevens Point, Wis.	7	Do.
Waukesha, Wis.	8	One supervisor of kindergartens.
West Allis, Wis.	6	No special supervisor.

Kindergartens temporarily discontinued.

4. SUPERVISION IN CITIES GROUPED ACCORDING TO NUMBER OF KINDERGARTENS.¹

Of 12 cities having 100 or more kindergartens, 10 have supervisors of kindergartens and 2 have no special supervisors:

New York, N. Y. (936)	Los Angeles, Cal. (137)
Chicago, Ill. (376) ²	Milwaukee, Wis. (134) ²
Philadelphia, Pa. (271)	Buffalo, N. Y. (121)
Cleveland, Ohio (936)	Detroit, Mich. (116)
St. Louis, Mo. (169)	Newark, N. J. (102)
Boston, Mass. (143)	Pittsburgh, Pa. (100)

Of 8 cities having between 70 and 100 kindergartens, 7 have supervisors of kindergartens and 1 has no special supervisor:

Minneapolis, Minn. (87)	Toledo, Ohio (76)
Washington, D. C. (79)	Rochester, N. Y. (74) ²
Denver, Colo. (78)	Des Moines, Iowa (72)
Kansas City, Mo. (77)	Grand Rapids, Mich. (70)

Of 9 cities having between 50 and 70 kindergartens, all have supervisors of kindergartens:

St. Paul, Minn. (67)	Trenton, N. J. (61)
Cincinnati, Ohio (66)	Syracuse, N. Y. (61)
Providence, R. I. (65)	Oakland, Cal. (60)
Omaha, Nebr. (62)	New Haven, Conn. (50)
Indianapolis, Ind. (61)	

Of 11 cities having between 30 and 50 kindergartens, 8 have supervisors of kindergartens and 3 have no special supervisor:

Oklahoma City, Okla. (46)	Yonkers, N. Y. (36) ²
New Orleans, La. (43)	Louisville, Ky. (34)
Akron, Ohio (40) ²	Duluth, Minn. (34)
Dayton, Ohio (40)	Terre Haute, Ind. (32)
Flint, Mich. (40) ²	Scranton, Pa. (30)
Worcester, Mass. (39)	

Of 20 cities having between 20 and 30 kindergartens, 11 have supervisors of kindergartens and 9 have no special supervisor:

Waterbury, Conn. (28)	Racine, Wis. (24)
Binghamton, N. Y. (28)	Birmingham, Ala. (23) ²
Atlanta, Ga. (27)	Baltimore, Md. (23) ²
Seattle, Wash. (27) ²	Lansing, Mich. (23)
Candlen, N. J. (26) ²	New Bedford, Mass. (22) ²
Council Bluffs, Iowa (25) ²	Perth Amboy, N. J. (22)
Evansville, Ind. (24)	Oshkosh, Wis. (22)
Bay City, Mich. (24) ²	Jamestown, N. Y. (21) ²
Albany, N. Y. (24)	Utica, N. Y. (21)
Paterson, N. J. (24) ²	Watertown, N. Y. (20) ²

¹ Figures in parentheses following name of city indicate number of kindergartens.

² No special supervisor.

Of 30 cities having between 15 and 20 kindergartens, 20 have supervisors of kindergartens and 10 have no special supervisor:

Davenport, Iowa (19)	New Britain, Conn. (16)
Peoria, Ill. (19)	Hammond, Ind. (16)
Lincoln, Nebr. (19)	South Bend, Ind. (16)
Schenectady, N. Y. (19)	Marshalltown, Iowa (16) ¹
Richmond, Va. (19)	Waterloo, Iowa (16) ¹
Superior, Wis. (19) ¹	Springfield, Mass. (16)
Stamford, Conn. (18) ¹	Fond du Lac, Wis. (16)
Kalamazoo, Mich. (18)	Kenosha, Wis. (16)
Bloomfield, N. J. (18)	Sheboygan, Wis. (16)
Passaic, N. J. (18) ¹	Pasadena, Cal. (15)
Sacramento, Cal. (17)	Meriden, Conn. (15) ¹
Hartford, Conn. (17) ¹	Cedar Rapids, Iowa (15) ¹
Moline, Ill. (17)	Atlantic City, N. J. (15)
Cambridge, Mass. (17)	Bayonne, N. J. (15) ¹
Fort Worth, Tex. (17)	Madison, Wis. (15) ¹

Of 30 cities having between 12 and 15 kindergartens, 15 have supervisors of kindergartens and 15 have no special supervisor:

Long Beach, Cal. (14) ¹	Fort Wayne, Ind. (13)
Evanston, Ill. (14)	Newton, Mass. (13)
Gary, Ind. (14) ¹	Olean, N. Y. (13)
Covington, Ky. (14)	Troy, N. Y. (13)
Lowell, Mass. (14)	Pawtucket, R. I. (13) ¹
Ironwood, Mich. (14)	Salt Lake City, Utah (13)
Jackson, Mich. (14)	Beloit, Wis. (13)
Hibbing, Miss. (14)	Mason City, Iowa (12) ¹
Clifton, N. J. (14) ¹	Battle Creek, Mich. (12)
Mount Vernon, N. Y. (14) ¹	Benton Harbor, Mich. (12) ¹
New Rochelle, N. Y. (14) ¹	Great Falls, Mont. (12) ¹
Rome, N. Y. (14) ¹	Jersey City, N. J. (12)
Lakewood, Ohio (14) ¹	New Brunswick, N. J. (12) ¹
Appleton, Wis. (14) ¹	Dunkirk, N. Y. (12) ¹
Berkeley, Cal. (13) ¹	Lockport, N. Y. (12)

Of 40 cities having between 9 and 12 kindergartens, 8 have supervisors of kindergartens and 32 have no special supervisor:

San Francisco, Cal. (11) ¹	Holland, Mich. (10) ¹
Pueblo, Colo. (11) ¹	Muskegon, Mich. (10)
Norwich, Conn. (11) ¹	Eveleth, Minn. (10)
Portland, Me. (11) ¹	Auburn, N. Y. (10) ¹
Hackensack, N. J. (11) ¹	Hornell, N. Y. (10) ¹
Kearney, N. J. (11)	Niagara Falls, N. Y. (10) ¹
Orange, N. J. (11) ¹	North Tonawanda, N. Y. (10) ¹
Plainfield, N. J. (11) ¹	Springfield, Ohio (10)
Pine Bluff, Ark. (10) ¹	Eric, Pa. (10) ¹
Bristol, Conn. (10) ¹	Newport, R. I. (10) ¹
Greenwich, Conn. (10) ¹	Eau Claire, Wis. (10) ¹
Brookline, Mass. (10) ¹	La Crosse, Wis. (10)
Holyoke, Mass. (10) ¹	Marinette, Wis. (10) ¹

¹ No special supervisor.

Moble, Ala. (9)	Hoboken, N. J. (9) ¹
San Diego, Cal. (9) ²	Montclair, N. J. (9) ¹
Richmond, Ind. (9) ²	Gloversville, N. Y. (9) ²
Oskaloosa, Iowa (9) ²	Port Chester, N. Y. (9) ²
Fall River, Mass. (9)	Lorain, Ohio (9)
Fremont, Nebr. (9) ¹	Warren, Pa. (9) ¹
East Orange, N. J. (9) ¹	Wausau, Wis. (9) ¹

Of 41 cities having 7 or 8 kindergartens, 11 have supervisors of kindergartens and 30 have no special supervisor:

Colorado Springs, Colo. (8) ²	Waukesha, Wis. (8)
Columbus, Ga. (8)	Bisbee, Ariz. (7)
East Chicago, Ind. (8) ¹	Bakersfield, Cal. (7)
Burlington, Iowa (8) ¹	Kansas City, Kans. (7) ²
Bangor, Me. (8)	Lexington, Ky. (7)
Dowagiac, Mich. (8) ¹	Dubuque, Iowa (7) ¹
Escanaba, Mich. (8) ¹	Waltham, Mass. (7) ¹
Ishpeming, Mich. (8) ¹	Westfield, Mass. (7) ¹
Menominee, Mich. (8) ¹	Sault Ste. Marie, Mich. (7) ²
Michigan City, Mich. (8)	Virginia, Minn. (7)
Owosso, Mich. (8) ¹	Winona, Minn. (7) ¹
Traverse City, Mich. (8) ¹	West Hoboken, N. J. (7) ¹
Nashua, N. H. (8) ¹	West Orange, N. J. (7) ¹
Garfield, N. J. (8) ¹	Amsterdam, N. Y. (7)
Nutley, N. J. (8) ¹	Lackawanna, N. Y. (7) ¹
Westfield, N. J. (8) ¹	Poughkeepsie, N. Y. (7) ²
White Plains, N. Y. (8) ¹	Mansfield, Ohio (7)
Elyria, Ohio (8) ¹	Wilkes-Barre, Pa. (7) ¹
Cranston, R. I. (8) ¹	Sioux Falls, S. Dak. (7) ¹
Ogden, Utah (8)	Stevens Point, Wis. (7) ¹
Beaver Dam, Wis. (8) ¹	

Of 59 cities having 5 or 6 kindergartens, 24 have supervisors of kindergartens and 34 have no special supervisor.

Phoenix, Ariz. (6)	Laurel, Miss. (6)
Riverside, Cal. (6) ¹	Butte, Mont. (6) ¹
Pomona, Cal. (6)	Helena, Mont. (6) ¹
Santa Ana, Cal. (6) ¹	Lawrence, N. Y. (6)
Santa Barbara, Cal. (6)	Tonawanda, N. Y. (6) ¹
Naugatuck, Conn. (6) ¹	Asheville, N. C. (6) ¹
New London, Conn. (6)	Guthrie, Okla. (6)
Augusta, Ga. (6) ¹	Burlington, Vt. (6) ¹
Savannah, Ga. (6)	Antigo, Wis. (6)
Vincennes, Ind. (6)	Ashland, Wis. (6)
Fort Dodge, Iowa (6)	Manitowoc, Wis. (6) ¹
North Adams, Mass. (6) ¹	Mouroe, Wis. (6) ¹
Pittsfield, Mass. (6)	Neenah, Wis. (6) ¹
Salem, Mass. (6) ¹	West Allis, Wis. (6) ¹
Crystal Falls, Mich. (6)	Alameda, Cal. (5) ¹
Munitee, Mich. (6) ¹	Redlands, Cal. (5)
Petoskey, Mich. (6) ¹	San Bernardino, Cal. (5) ¹
Aurora, Minn. (6) ¹	Miami, Fla. (5) ¹

¹ No special supervisor.

Mishawaka, Ind. (5) ¹	Concord, N. H. (5)
Muncie, Ind. (5)	Manchester, N. H. (5) ²
South Manchester, Conn. (5)	Long Branch, N. J. (5) ²
Coffeyville, Kans. (5)	Rutherford, N. J. (5)
Augusta, Me. (5) ¹	Weehawken, N. J. (5) ¹
Braintree, Mass. (5) ²	West New York, N. J. (5) ²
Bessemer, Mich. (5)	Little Falls, N. Y. (5) ¹
Gadillac, Mich. (5) ²	Saratoga Springs, N. Y. (5) ²
Osceola, Mich. (5) ²	Dallas, Tex. (5)
Pontiac, Mich. (5) ²	Norfolk, Va. (5)
Gilbert, Minn. (5)	Janesville, Wis. (5) ¹
Hastings, Nebr. (5) ¹	

Of 47 cities having 4 kindergartens, 12 have supervisors of kindergartens and 35 have no special supervisor.

Fort Collins, Colo. ²	Coleraine, Minn. ²
Bridgeport, Conn. ²	Ely, Minn. ¹
Wallingford, Conn. ²	Mankato, Minn. ²
Aurora, Ill. ¹	Asbury Park, N. J. ²
Oak Park, Ill. ²	Englewood, N. J. ¹
Riverside, Ill. ²	South Orange, N. J. ²
Waukegan, Ill. ²	Summit, N. J.
Crawfordsville, Ind.	Cohoes, N. Y. ²
Huntington, Ind.	Geneva, N. Y. ¹
La Porte, Ind. ¹	Ithaca, N. Y.
Belle Plaine, Iowa. ²	Johnstown, N. Y. ²
Creston, Iowa.	Lansingburgh, N. Y. ^{2, 3}
Fairfield, Iowa. ¹	Columbus, Ohio. ¹
Washington, Iowa. ²	Fremont, Ohio. ¹
Salina, Kans.	Norwood, Ohio. ¹
Topeka, Kans. ²	Washington C. H., Ohio. ²
Haverhill, Mass. ²	Tulsa, Okla.
Somerville, Mass. ²	Johnstown, Pa. ²
Houghton, Mich.	Titusville, Pa. ²
Manistique, Mich. ²	El Paso, Tex. ²
Marquette, Mich. ²	Houston, Tex.
Midland, Mich.	Green Bay, Wis. ²
Three Rivers, Mich. ²	Oconto, Wis. ¹
Chisholm, Minn.	

5. PREPARATION AND EXPERIENCE OF KINDERGARTEN SUPERVISORS.

General educational preparation.—As a foundation for their professional preparation, the larger number of supervisors have been graduated from a four-year high-school course. Several have taken some high-school work followed by normal school training. Others have added one, two, or three years of college work to their high-school foundation. A number of others have taken special courses in art, music, literature, psychology, or philosophy; while two super-

² No special supervisor.

visors are graduates in music. One supervisor has had a course in a business college.

Of those who have completed a college course, four hold the degree of bachelor; one has received a B. A. degree from the University of Michigan, one an A. B. degree from the University of Nebraska, one a B. S. degree from Columbia University, and the fourth a B. A. degree from Beloit College.

Specific kindergarten training of supervisors of kindergartens.—All supervisors who are in charge of kindergartens alone have had full kindergarten training. Preceding their assignment to supervisory positions, they have had, also from 2 to 22 years of actual teaching experience with children in kindergartens. In addition to experience with children, a considerable number of supervisors have been teachers in kindergarten training schools, and several have taught in primary grades.

One supervisor has had experience as grade critic in a normal school.

Extension of professional preparation.—A noteworthy fact connected with the preparation and experience of supervisors is that with very few exceptions frequent attendance upon summer school sessions has been employed as a means of extending and intensifying the training originally received. The summer schools of the University of Chicago and of Columbia University are many times mentioned; sessions at Chautauqua, N. Y., have been attended by several supervisors. Other supervisors have evidently secured leave of absence from their duties for definite periods of time in order to avail themselves of the excellent courses in kindergarten supervision offered during the winter terms of the universities.

Specific kindergarten training of kindergarten-primary supervisors.—A full course in kindergarten education has been taken by the larger number of supervisors who are in charge of both kindergartens and primary grades. A few supervisors report having had some courses in kindergarten work; the remaining few report that they have had no specific kindergarten training whatsoever.

It appears, therefore, that placing the kindergartens and primary grades under the supervision of a person who has not had specific kindergarten training is as much for the sake of economic convenience as for the sake of achieving organic relations between the kindergarten and the early grades.

In this connection, Miss Ida Vandergaw, of Oakland, Cal., writes:

In Oakland the supervisor of primary work is officially the *adviser* of the kindergarten teachers. Kindergarten classes have been organized at intervals since 1895. . . . In 1918, the kindergartners asked the board of education that the supervisor of primary work be officially made their adviser.

Mrs. Abigail Sheriff, of Davenport, Iowa, makes this note:

My visits to the kindergartens are hardly those of a supervisor.

The report from the supervisor in Bessemer, Mich., is:

I am a grade supervisor and have but little time to give to kindergarten problems. We have children in kindergarten only one-half a year, substituting subprimary for the second half year.

The kindergartens of a public-school system are fewer in number than the primary grades; the demands, therefore, of the grades exceed those of the kindergartens, and the supervisor is obliged to give her time where it is most needed. For this reason a special supervisor for kindergartens alone is about to be appointed in Evansville, Ind. It is felt that more intensive supervisory work should be carried on among the kindergarten teachers.

Miss Alice T. Lee, of Lowell, Mass., reports that previous to her appointment as supervisor of primary grades and kindergartens she had been a primary principal for many years and had watched the development of the kindergartens in Lowell, and it has since been her aim to make the kindergarten a unit in the school system.

In Battle Creek, Mich., the kindergartens have come in gradually during the past few years, and there are still not enough of them to warrant the expense of a special supervisor for kindergartens and first grades; the primary supervisor, therefore, is at present in charge of them.

The supervisor of grade work in Antigo, Wis., Miss Amelia Sabin, has very little time for the supervising of "straight kindergarten" work. The kindergarten teachers teach a class of subprimary children in the morning and a class of kindergarten children in the afternoon. The supervisor is obliged to spend most of her time with new or beginning teachers in all grades. Sometimes she is called upon to substitute for teachers in the grades and also in the high school.

6. RESPONSIBILITY OF SUPERVISORS IN ORGANIZATION AND ADMINISTRATION OF KINDERGARTENS.

The tone of the reports of this phase of the subject indicates a good spirit of cooperation on the part of the superintendent, the school principal, the kindergarten teachers, and the kindergarten supervisor. This relationship offers an opportunity for truly democratic conduct, and while written reports can not be entirely relied upon for a statement of actual conditions, still, from the fact that principals and teachers and sometimes parents are called in consultation, it is evident that the ideals at work in these school relations are democratic; that there is a disposition to share responsibility, to hold conferences, and to act only as a result of united judgment.

The number of sessions a day, and the length of the sessions.—The degree of responsibility borne by the supervisor in regard to the number and length of sessions ranges from "making most of the decisions" to "no responsibility" whatsoever. In 16 cities¹ the supervisor has a large responsibility, consulting, of course, with the superintendent, the school principal, and the kindergarten teachers.

In 25 cities,² the supervisor acts in an advisory capacity, recommending to the board of education or school committee and to the superintendent measures concerning the number and length of sessions.

In 12 cities,³ rulings in all such matters are made by the board of education. Supervisors in Ironwood, Mich., and Rutherford and Trenton, N. J., report: "The State laws govern the number and length of sessions."

Supervisors in 10 cities,⁴ report that when they assumed office the kindergartens were already organized and in running order. Supervisors in eight cities⁵ write that they are only "partly responsible" for these details.

In 20 cities,⁶ supervisors report that they are not at all responsible.

In the case of kindergartens controlled by associations,⁷ the supervisor confers with the executive officers of the association and then renders decisions.

Number of children to each kindergarten; number of months children remain in kindergarten; promotion of children.—Measures relating to the size of the classes and the time of promotion from kindergarten to first grade are largely under the control of the super-

¹ Birmingham, Ala., Los Angeles, Sacramento, and Santa Barbara, Cal., Denver, Colo., Columbus, Ga., Crawfordsville and Vincennes, Ind., Fort Dodge, Iowa, Battle Creek and Detroit, Mich., Kansas City, Mo., Butte, Mont., Kearney, N. J., Schenectady and Syracuse, N. Y.

² Phoenix, Ariz., New Britain and South Manchester, Conn., Moline, Ill., Sallua, Kans., Fall River and Worcester, Mass., Kalamazoo and Lansing, Mich., Gilbert, St. Paul, and Virginia, Minn., Lincoln, Nebr., Bloomfield, N. J., Albany, Buffalo, and Utica, N. Y., Cincinnati, Ohio, Oklahoma City, Okla., Philadelphia and Pittsburgh, Pa., Richmond, Va., Beloit, Fond du Lac, and Waukesha, Wis.

³ Bakersfield and Oakland, Cal., Boston and Lowell, Mass., Muskegon, Mich., Minneapolis, Minn., Olean and Troy, N. Y., Scranton, Pa., Providence, R. I., Kenosha and La Crosse, Wis.

⁴ Pasadena and Pomona, Cal., New London, Conn., Evansville and Hammond, Ind., Chisholm, Minn., St. Louis, Mo., Atlantic City, N. J., Toledo, Ohio, Antigo, Wis.

⁵ New Haven, Conn., Peoria, Ill., Fort Wayne, Ind., Louisville, Ky., Bangor, Me., Cambridge, Mass., Dayton, Ohio, Salt Lake City, Utah.

⁶ Waterbury, Conn., Washington, D. C., Michigan City, South Bond, and Terre Haute, Ind., Newton and Pittsfield, Mass., Bessemer, Grand Rapids, Houghton, and Jackson, Mich., Eveleth, Minn., Laurel, Miss., Jersey City, N. J., Binghamton, Ithaca, and Lockport, N. Y., Mansfield, Ohio, Fort Worth, Tex., Sheboygan, Wis.

⁷ Atlanta and Savannah, Ga., Riverside Kindergarten Extension Association, Riverside, Ill., Indianapolis and Muncie, Ind.; Brooklyn Free Kindergarten Society, Brooklyn, N. Y.; Children's Aid Society, New York, N. Y.; New York Kindergarten Association, New York, N. Y.; St. Bartholomew's Parish, New York, N. Y.; Free Kindergarten and Industrial Association, Dallas, Tex.; Free Kindergarten Association, Norfolk, Va.

visor. Noticeable, too, is the extent to which the judgments of the school principal and of the kindergarten teachers enter into the decisions, especially in regard to promotions. This is the case in 44 cities.¹

In 22 cities,² the supervisor offers advice and suggestions.

Supervisors in 11 cities³ report that they have no responsibility in these matters. Supervisors in 5 cities⁴ report that they are partly responsible; and those in 8 other cities⁵ write that the kindergartens were already organized when they entered upon their duties.

The reports from Bakersfield and Oakland, Cal., Ironwood, Mich., and Beloit, Wis., refer to State laws which fix the age at which children shall be promoted from the kindergarten.

In the Bakersfield kindergartens the supervisor allows the enrollment to reach 50 and then establishes a waiting list. In Oakland the board of education granted the petition of the Kindergarten Club, composed of all the kindergarten teachers in the department, that 50 pupils be the maximum per teacher, the class to be divided into a morning group and an afternoon group as soon as the number enrolled exceeds 30. In regard to promotions, the supervisor in Oakland reports: "If the parents are willing, an immature child 6 years of age may be kept longer in the kindergarten, although by State law a child may enter primary at 6 years of age."

The report from Cincinnati mentions annual promotions in all the grades, including the kindergarten, and reports from Rutherford, N. J., and La Crosse, Wis., mention semiannual promotions. In exceptional cases, however, the supervisor and teachers may exercise discretion.

In Minneapolis, Minn., kindergarten children are promoted to first grade by maturity rather than by age.

Planning the kindergarten rooms.—It is a matter for surprise that supervisors, in the main, have such comparatively restricted latitude

¹ Birmingham, Ala., Phoenix, Ariz., Los Angeles, Sacramento, and Santa Barbara, Cal., Denver, Colo., New Haven and Waterbury, Conn., Columbus, Ga., Peoria, Ill., Crawfordsville, Evansville, Fort Wayne, South Bend, and Vincennes, Ind., Fort Dodge, Iowa, Salina, Kans., Louisville, Ky., Bangor, Me., Fall River, Newton, and Boston, Mass., Battle Creek, Detroit, Houghton, and Lansing, Mich., Eveleth and Minneapolis, Minn., Laurel, Miss., Butte, Mont., Lincoln, Nebr., Bloomfield and Kearney, N. J., Albany, Binghamton, Buffalo, Ithaca, Lockport, Olean, Schenectady, Syracuse, and Utica, N. Y., Dayton, Ohio, and Waukesha, Wis.

² New Britain and South Manchester, Conn., Moline, Ill., Lowell and Worcester, Mass., Kalamazoo and Muskegon, Mich., Gilbert, St. Paul, and Virginia, Minn., Omaha, Nebr., Rutherford and Trenton, N. J., Troy, N. Y., Cincinnati, Ohio, Philadelphia, Pittsburgh, and Scranton, Pa., Providence, R. I., Fond du Lac, Kenosha, and La Crosse, Wis.

³ Washington, D. C., Michigan City and Terre Haute, Ind., Pittsfield, Mass., Grand Rapids and Jackson, Mich., Jersey City, N. J., Mansfield, Ohio, Oklahoma City, Okla., Fort Worth, Tex., Sheboygan, Wis.

⁴ Cambridge, Mass., Bessemer, Mich., Kansas City, Mo., Salt Lake City, Utah, Richmond, Va.

⁵ Pasadena and Pomona, Cal., New London, Conn., Hammond, Ind., Chisholm, Miss., Atlantic City, N. J., Toledo, Ohio, Antigo, Wis.

in room planning. Kindergarten rooms, and first-grade rooms as well, should be as unlike the traditional schoolroom as possible. The physical and social needs of young children demand that especial attention be paid to the hygienic, artistic, and convenient arrangements of the rooms and surroundings in which their education is carried on. Blackboards, cupboards, and window seats must be low enough for 5 and 6-year-old children to use with comfort; there must be abundant floor space for the free activities; the windows must be placed with reference to the hygiene of the eyes; and toilet-room conveniences must be planned for the best welfare and comfort of the small persons who use them.

In spite of the obvious need for the judgment of a trained kindergarten, the reports indicate that in 35 cities¹ the supervisor has no responsibility for planning the room. In 27 cities² the supervisor is sometimes consulted and is evidently permitted to give suggestions.

Larger powers are granted to supervisors in 15 cities,³ for they submit plans and recommend measures which are usually carried out by the board of education and the superintendent. In Fort Wayne, Ind., the supervisor "may arrange plans provided she keeps within the first bid of the contractor."

In only 9 cities does it appear that a desirable degree of cooperation exists between the kindergarten supervisor and the school architect; and of these 9, supervisors in 5⁴ report that the architect accepts the recommendations and suggestions of the supervisor and kindergarten teachers; in the other 4 cities⁵ the architect submits his plans for kindergarten rooms to the supervisor for her approval. In Minneapolis the architect consults the supervisor concerning such details as spaces for pictures, amount of blackboard space, kindergarten cupboards, etc. In Cincinnati the art supervisor is often called in consultation.

Supervisors in Redlands, Cal., Laurel, Miss., Albany and Schenectady, N. Y., report that their responsibilities are confined to the ar-

¹ Birmingham, Ala., Pomona, Cal., New London and Waterbury, Conn., Columbus, Ga., Moline, Ill., Evansville, Hammond, Michigan City, and Terre Haute, Ind., Louisville, Ky., Cambridge, Lowell, Newton, and Pittsfield, Mass., Bessemer, Houghton, Kalamazoo, and Lansing, Mich., Eveleth and Virginia, Minn., Butte, Mont., Concord, N. H., Binghamton, Ithaca, and Lockport, N. Y., Mansfield, Ohio, Fort Worth, Tex., Salt Lake City, Utah, Richmond, Va., Antigo, Fond du Lac, Kenosha, La Crosse, and Sheboygan, Wis.

² Phoenix, Ariz., Pasadena, Cal., New Haven, Conn., Washington, D. C., Peoria, Ill., Crawfordville, South Bend, and Vincennes, Ind., Coffeyville and Salina, Kans., Bangor, Me., Fall River and Worcester, Mass., Battle Creek and Jackson, Mich., Gilbert and St. Paul, Minn., Lincoln, Nebr., Atlantic City, Jersey City, Rutherford, and Trenton, N. J., Olean and Utica, N. Y., Philadelphia, Pa., Providence, R. I., Waukesha, Wis.

³ Bakersfield, Los Angeles, Sacramento, and Santa Barbara, Cal., Denver, Colo., New Britain and South Manchester, Conn., Fort Wayne, Ind., Fort Dodge, Iowa, Boston, Mass., Chisholm, Minn., Kansas City, Mo., Dayton, Ohio, Scranton, Pa., Beloit, Wis.

⁴ Oakland, Cal., Detroit and Grand Rapids, Mich., Minneapolis, Minn., Buffalo, N. Y., Kearney, N. J., Syracuse, N. Y., Cincinnati, Ohio, Pittsburgh, Pa.

range of furniture and the details of decoration in kindergarten rooms already existing. The supervisor in Toledo may select rooms suitable for the kindergartens in the new school buildings in course of erection.

The report from Worcester, Mass., contains this significant item:

The kindergarten subcommittee of the Worcester school board recently went on record in a request to the superintendent of public buildings that arrangements be made in every new building and every addition to an old building for a kindergarten room.

Provision for gardening and other out-door work.—A maximum of out-door life is important for children, and actual contact with plants and animals such as is possible only out of doors is a vital element in child life. Kindergarten teachers are trained to recognize these values, and, in spite of difficulties of climate and popular objections to exposure, they strive to have the children in the open air a great deal of the time.

The responsibility of arranging for gardening in connection with the kindergartens is in the hands of the supervisors in 22 cities.¹ In one of these, Columbus, Ga., the supervisor insists upon gardening as a necessary part of the kindergarten course. From Salina, Kans., the supervisor writes: "We had very successful individual gardens." The arrangement in Rutherford, N. J., is such that four kindergartens share in one general garden. In Cincinnati the supervisor assists in providing gardens but is not always directly responsible for them. The report continues:

Often the kindergarten, with the consent of the principal of the school and the supervisor of kindergartens, arranges for space in the neighborhood if there is nothing available in the school yard. Each fall the supervisor arranges with the park commissioner for space in the parks for bulbs, and the park gardener assists in the planting. All the schools in the down-town district use these beds.

Of 13 other cities having outdoor work, the chief responsibility in 7 of them² rests upon the principal of the school building and the kindergarten teachers. In 3 cities³ the superintendent of schools, advised by the kindergarten supervisor, sees that there are kindergarten gardens. The rules of the school committee in Lowell, Mass., provide for gardening activities. In Birmingham, Ala., there is a supervisor of gardens who cooperates with the kindergarten teachers in providing gardening facilities for the young chil-

¹ Los Angeles and Santa Barbara, Cal.; Denver, Colo.; New Haven, Conn.; Columbus, Ga.; Fort Wayne, South Bend, and Vincennes, Ind.; Salina, Kans.; Jackson and Lansing, Mich.; Chisholm and Minneapolis, Minn.; Butte, Mont.; Atlantic City and Rutherford, N. J.; Schenectady and Utica, N. Y.; Cincinnati, Dayton, and Mansfield, Ohio; Scranton, Pa.

² Oakland and Redlands, Cal.; Evansville, Ind.; Boston, Mass.; Bloomfield and Trenton, N. J.; Buffalo, N. Y.

³ New Britain, Conn.; Crawfordsville, Ind.; Coffeyville, Kans.

dren. The kindergarten supervisor in Philadelphia plans the kindergarten gardens in cooperation with the regular school gardens.

In 16 cities¹ the kindergarten supervisor encourages, advises, and urges the teachers to include gardens in the activities of the kindergarten. The supervisor in Pittsfield, Mass., herself provides the seeds. The supervisor in Grand Rapids, Mich., provides the necessary implements. The supervisor in Pittsburgh, Pa., with wise prevision recommends to the school building committee that gardens be included in all the school plans.

Supervisors in 15 cities² report that they have no responsibility in this particular matter.

The obstacles of adverse climate and lack of ground space, and some of the alternatives practiced where gardens are not possible are brought to light in reports from 20 cities where little or no outdoor gardening is done. In South Manchester, Conn.; Peoria, Ill.; Bangor, Me.; Concord, N. H.; and Troy, N. Y., no gardening is carried on. In Bakersfield, Cal. and Washington, D. C., the children of the kindergartens share garden space with the rest of the school where such space exists; otherwise indoor boxes are provided or the children are encouraged to do home gardening. In Louisville, Ky., and Virginia, Minn., ground space can rarely be secured. The season in Houghton, Mich., is too short for school gardens, but the supervisor urges and helps to plan home gardens. Home gardens are emphasized also in Hammond, Ind. The weather being prohibitive, little outdoor work is possible in Gilbert, Minn. The size of the class and the location of the school determine the amount and kind of outdoor work done in Albany, N. Y. Gardening is optional where ground space permits in Terre Haute, Ind., and Newton, Mass. Kansas City, Mo., reports no gardening but good playground equipment for the kindergartens. Laurel, Miss., and La Crosse, Wis., provide for excursions and field trips. In Kearney, N. J., the director of physical education confers with the kindergarten supervisor in regard to outdoor games. Fort Dodge, Iowa, reports that provision for outdoor work is coming about gradually.

Reports from supervisors of association kindergartens indicate that gardening is encouraged and carried on wherever space can be secured.

Supply of kindergarten materials.—Because of the special and technical nature of the materials used in the kindergarten, the supervisor and kindergarten teachers bear the chief responsibility for

¹ Pasadena and Sacramento, Cal., Pittsfield, Mass., Battle Creek, Bessemer, Detroit, and Grand Rapids, Mich., St. Paul, Minn., Jersey City, N. J., Binghamton and Syracuse, N. Y., Pittsburgh, Pa., Salt Lake City, Utah, Richmond, Va., Beloit and Kenosha, Wis.

² Phoenix, Ariz., Pomona, Cal., New London and Waterbury, Conn., Cambridge, Mass., Kalamazoo, Mich., Eveleth, Minn., Lincoln, Nebr., Ithaca and Lockport N. Y., Providence, R. I., Fort Worth, Tex., Antigo, Fond du Lac, and Sheboygan, Wis.

selecting and ordering the supplies. In 57 cities¹ the supervisor is entirely responsible, "subject to financial limitations," say the reports from Ironwood, Mich., and Fond du Lac, Wis. In Concord, N. H., the supervisor not only orders the materials, but also cares for them. In Grand Rapids, Mich., the supervisor receives requests from the teachers and does the purchasing.

In 14 cities² it is the teachers who prepare requisition lists and submit them to the supervisor for approval. The practice in Oakland, Cal., is to decide on the supplies by a vote of the kindergarten teachers as a body.

In Birmingham, Ala., Coffeyville, Kans., Houghton, Mich., and Omaha, Nebr., the supervisor prepares the lists and sends them to the superintendent for approval. In Bloomfield, N. J., the teachers send lists directly to the superintendent after having had a conference on the subject with him.

It is the custom in Bakersfield, Cal., Lansing, Mich., Rutherford, N. J., Troy, N. Y., and Scranton, Pa., for supervisor and teachers to confer over the lists, then send requisitions to the board of education.

In Boston the supervisor recommends and approves the lists, and action is taken by the board of superintendents. The supervisor in Cincinnati orders and apportions the supplies, and the business department of the school system secures bids, makes purchases, and distributes the materials.

Supplies are provided according to the rulings of the school committee in Lowell, Mass.

In 10 cities³ the supervisor acts as adviser or assumes a slight degree of responsibility. In Phoenix, Ariz., Waterbury, Conn., Evansville, Ind., Eveleth, Minn., and Sheboygan, Wis., the supervisor reports "no responsibility."

In the case of groups of kindergartens supported by associations, the supervisor has a large share of responsibility.

The materials for the kindergartens supported by the New York Kindergarten Association are supplied from a "Penny Fund" contributed by the children.

¹ Los Angeles, Pomona, and Santa Barbara, Cal.; Denver, Colo.; New Haven and South Manchester, Conn.; Washington, D. C.; Columbus, Ga.; Moline and Peoria, Ill.; Crawfordsville, Fort Wayne, Hammond, South Bend, Terre Haute, and Vincennes, Ind.; Fort Dodge, Iowa; Salina, Kans.; Louisville, Ky.; Bangor, Me.; Newton, Pittsfield, and Worcester, Mass.; Detroit, Grand Rapids, Ironwood, Jackson, Kalamazoo, and Muskegon, Mich.; Chisholm, Minneapolis, and Virginia, Minn.; Kansas City, Mo.; Butte, Mont.; Lincoln, Nebr.; Concord, N. H.; Jersey City, Kearney, Perth Amboy, and Trenton, N. J.; Albany, Binghamton, Buffalo, Ithaca, Syracuse, and Utica, N. Y.; Dayton and Mansfield, Ohio; Oklahoma City, Okla.; Philadelphia, and Pittsburgh, Pa.; Fort Worth, Tex.; Ogden and Salt Lake City, Utah; Fond du Lac, La Crosse, and Waukesha, Wis.

² Oakland, Redlands, and Sacramento, Cal.; New London, Conn.; Cambridge and Fall River, Mass.; Battle Creek, Mich.; Laurel, Miss.; Atlantic City, N. J.; Schenectady, N. Y.; Providence, R. I.; Antigo, Beloit, and Kenosha, Wis.

³ Pasadena, Cal.; New Britain, Conn.; Michigan City, Ind.; Rosemer, Mich.; Gilbert and St. Paul, Minn.; Lockport and Olean, N. Y.; and Richmond, Va.

7. THE KINDERGARTEN PROGRAM OR COURSE OF STUDY.

The supervisor's share in program making.—Some degree of responsibility for the kindergarten plan or program is assumed by almost every supervisor. In the main, the supervisor supplies and emphasizes the essential principles of program making and holds meetings with the teachers for the purpose of discussing and preparing plans of work. Upon the teachers is placed the responsibility for adapting the general principles to the specific conditions and needs of their respective groups of children.

Some supervisors supply their teachers with a yearly or quarterly, or monthly outline, printed or typed; in some cases these outlines are included in the printed courses of study provided for all the grades. A handbook covering the year's work is given to the kindergarten teachers in Denver.

In some instances teachers are required to send their plans for a week or a month in advance to the supervisor for her modifications and suggestions. In other instances, the supervisor defines the standards and aims and looks to the teachers to bring about the desired results.

*Methods employed in preparing the program. **

	Number of supervisors. ¹
Supervisor holds program meetings, discussions, conferences with teachers; enunciates general principles.....	58
Supervisor provides printed or typed course of study; yearly, quarterly, or monthly outlines suggestive in character.....	24
Teachers submit plans to supervisors for modifications.....	10
Each teacher makes her own plans entirely.....	8
Supervisor defines aims and standards; results are expected from teachers.....	4
Miss Blow's uniform program is followed.....	3
Supervisor gives fixed program; teachers modify it as to details.....	2
Experienced teachers plan their own programs; inexperienced teachers submit plans to the supervisor.....	1

How supervisors secure creativeness from the teachers.—Originality and creativeness are terms capable of more than one interpretation, and covering a wide range of departures from the conventional. For this reason, not the least of the kindergarten supervisor's problems is that of leading teachers to use such excellent discernment that they may be able to judge between what is genuinely creative in their own work and what is merely unusual or positively freakish.

To this end, supervisors repeatedly stress the essential principles of education as distinct from teaching devices, and lay emphasis upon the necessity for considering the limitations as well as the

¹Including supervisors of association kindergartens.

possibilities that lie within the material used in the kindergarten. The teachers, therefore, are requested to bring with them to program meetings models of handwork, ideas for the use of nature materials, suggestions for games and rhythms, and plans for exhibits. These contributions are then judged by teachers and supervisor according to accepted standards of excellence, and the best ones selected to be worked out in the kindergartens.

By way of encouragement of value and originality, it is the practice of some supervisors to arrange a meeting of all the teachers in the kindergarten room of one who is doing noteworthy work and is willing to demonstrate it to her fellow teachers; in some instances, individual teachers are sent to observe the original work of one of their number. Some supervisors attend State and National conventions and bring back stimulating suggestions, ideas, and material that can be applied to local conditions; some supervisors make it possible for the teachers themselves to attend conventions or visit out-of-town kindergartens. Making teachers responsible for developing and demonstrating certain subjects at the teachers' meetings, and encouraging them to experiment with various materials are other methods employed by supervisors.

Summary of the means used by supervisors and number of times each method is mentioned.

	Times mentioned.
Much freedom allowed to teachers and their personality permitted to show itself; the program kept flexible.....	33
Reports, new ideas, suggestions, contributions brought by teachers and supervisor to group meetings, and use made of such contributions.....	26
Details left to teachers, responsibilities for the kindergarten placed definitely upon them; also responsibilities connected with teachers' meetings.....	24
Successes and signs of originality encouraged and emphasized; restraint is placed upon criticism of results.....	20
Meetings arranged at kindergarten rooms where teachers doing original work demonstrate it; individual teachers visit such kindergartens.....	10
Teachers urged to visit out-of-town kindergartens; to read and study; to see and discuss new ideas in operation; to experiment with methods and materials.....	10
Teachers required to submit written program in advance for criticism.....	8
"Only well-trained teachers are employed".....	2
"Do not secure it".....	1

8. VISITS TO KINDERGARTENS—INTERVIEWS AND MEETINGS WITH TEACHERS.

Frequency of visits.—The determining factors in the number of visits paid annually to each kindergarten are the number of kindergartens under the charge of a supervisor, and the needs of individual kindergartens. While a regular schedule of frequency is the aim

of the supervisor, she breaks in upon the regularity in case the younger and inexperienced teachers require more of her assistance.

In Philadelphia, with 271 kindergartens; Boston, with 143; Los Angeles, with 137; and Pittsburgh, with 100, the supervisor can visit each kindergarten not oftener than once or twice a year, exceptions being made in cases of special need. The supervisor in Pittsburgh reports: "I plan to visit each kindergarten twice a year; my assistant visits them three times a year. Many more visits than these are made to kindergartens which require special help." Detroit has 116 kindergartens; each one receives three visits a year. Washington, D. C., with 79 kindergartens, reports about three visits a year to each kindergarten.

Supervisors in Minneapolis, St. Louis, Cincinnati, and Richmond relate the frequency of their visits to the needs of each kindergarten; in Jersey City and Ogden visits are made "as often as possible"; while in New Haven, South Manchester, and Oakland the supervisors do not adhere to any regular schedule.

In Denver, Grand Rapids, Kansas City, Trenton, Buffalo, and Sheboygan supervisors visit each kindergarten four or five times a year. Seven visits a year is the schedule in Albany, Oklahoma City, and Salt Lake City; eight visits in St. Paul, and ten in Worcester.

A monthly visit is the practice in 31 cities.¹ In Pomona, Terre Haute, Battle Creek, Lincoln, and Troy, once in three weeks is the schedule. Once in two weeks is the rule in 13 cities,² Pasadena, however, stretching the time to once in 16 days. In Crawfordsville, Syracuse, and Bloomfield the rule is three times a month.

Weekly visits are made in Columbus (Ga.), Fort Dodge, Muskegon, Chisholm, Eveleth, Laurel, Fond du Lac, and Kenosha. Twice a week is the rule in Houghton and Rutherford. In Bangor the supervisor reports that she spends nearly every morning in a kindergarten.

In each of four cities—Bakersfield, Concord, Mansfield, and Salina—the supervisor directs one kindergarten and makes supervisory visits to the other classes several times a year. In Bakersfield the time allowance for visiting is one day each week.

Supervisors of groups of kindergartens controlled by an association pay visits weekly, monthly, or according to the needs of the individual kindergartens.

¹ Birmingham, Ala., Phoenix, Ariz., Redlands and Santa Barbara, Cal., New Britain and Waterbury, Conn., Evansville, Fort Wayne, and Michigan City, Ind., Louisville, Ky., Cambridge, Fall River, Lowell, and Pittsfield, Mass., Bessemer, Ironwood, Jackson, and Lansing, Mich., Omaha, Nebr., Atlantic City, Perth Amboy, N. J., Ithaca, Lockport, Schenectady, and Utica, N. Y., Toledo, Ohio, Scranton, Pa., Providence, R. I., Antigo, Beloit, and La Crosse, Wis.

² Pasadena and Sacramento, Cal., Moline and Peoria, Ill., Hammond and South Bend, Ind., Coffeyville, Kas., Kalamazoo, Mich., Gilbert and Virginia, Minn., Kearney, N. J., Olean, N. Y., Dayton, Ohio.

Length of visits.—Like the frequency of visits, their duration varies in relation to need and circumstance. By some supervisors, the entire session of two and one-half or three hours is regarded as essential to effective supervision. This is the case in 20 cities,¹ in one of which, Fond du Lac, the time is divided between the kindergarten and the primary room in each building.

In 15 cities² the minimum length of a visit is between one and two hours.

In 22 cities³ the minimum length is one hour, but the supervisor in Waterbury makes a point of spending an *entire* session once a year in each kindergarten. In Boston the supervisor plans to stay not less than one hour in one room unless there are three kindergartens in the same building; in this event, she goes from one to another every few minutes.

Briefer visits are the rule in 30 cities,⁴ the length ranging from 15 to 45 minutes. In Houghton extreme brevity is achieved, the minimum being 5 minutes, the maximum 60 minutes.

In Moline, Laurel, Jersey City, Cincinnati, and Philadelphia, no set duration is observed, the demands of the occasion determining the length of the visit.

Supervisors of association kindergartens, as a rule, let their visits cover the entire session.

No positive assertion can be made regarding the connection between effective supervision and the length of the supervisor's visit; but, obviously, experience must be a potent factor in quickening the perceptions and clarifying the judgments of an observer. Interesting testimony on this point is contained in Miss Dozier's Leaves from a Supervisor's Notebook.⁵ In 1876 Miss Dozier became one of two supervisors placed in charge of the public school kindergartens of St. Louis. Describing the events of those pioneer days, when Dr.

¹ Redlands, Cal., South Manchester, Conn., Washington, D. C., Coffeyville, Kans., Grand Rapids, Ironwood, and Kalamazoo, Mich., Minneapolis, Minn., Kansas City, Mo., Omaha, Nebr., Concord, N. H., Rutherford, Trenton, N. J., Albany, Troy, N. Y., Mansfield, Ohio, Oklahoma City, Okla., Ogden, Utah, Fond du Lac and Sheboygan, Wis.

² Phoenix, Ariz., Bakersfield, Cal., Michigan City and Terre Haute, Ind., Louisville, Ky., Pittsfield, Mass., Bessemer, Jackson, and Muskegon, Mich., Perth Amboy, N. J., Buffalo and Utica, N. Y., Toledo, Ohio, Richmond, Va., La Crosse, Wis.

³ Birmingham, Ala., Los Angeles, Pasadena, Pomona, and Santa Barbara, Cal., New Britain, New Haven, and Waterbury, Conn., Columbus, Ga., Peoria, Ill., Crawfordville and South Bend, Ind., Fort Dodge, Iowa, Boston and Lowell, Mass., Detroit and Lansing, Mich., St. Louis, Mo., Lockport, N. Y., Dayton, Ohio, Fort Worth, Tex., Beloit, Wis.

⁴ Sacramento, Cal., Denver, Colo., Evansville, Fort Wayne, Hammond, Ind., Bangor, Me., Cambridge, Fall River, and Worcester, Mass., Battle Creek, Crystal Falls, and Houghton, Mich., Chisholm, Eveleth, Gilbert, St. Paul, and Virginia, Minn., Lincoln, Nebr., Atlantic City, Bloomfield, and Kearney, N. J., Ithaca, Olean, and Schenectady, N. Y., Pittsburgh and Scranton, Pa., Providence, R. I., Salt Lake City, Utah, Antigo and Kenosha, Wis.

⁵ Kindergarten Review, January, February, and March, 1909.

William T. Harris, the superintendent of the St. Louis schools, was desirous of proving the practicability of introducing kindergartens into the school system, Miss Dozier says:

With the rapid increase in the number of kindergartens, a new problem arose. I could not make a short visit to a kindergarten suffice for my observations. Again I went to Dr. Harris; and when he told me the time would come when I could enter a kindergarten and in five minutes determine the tendencies of the work, I doubted his statement. With 68 kindergartens to be seen and helped, I learned my lesson. In the end I could enter a kindergarten and at a glance take in the environment, determining the questions of orderliness, good or bad housekeeping. A look at the desk, piano, window-sills, and the work of the children as it lay spread out on the tables, was sufficient to arrive at the teacher's orderliness in space, and it was also a revealer of her mental orderliness. A glance would acquaint me with the teacher's fullness or poverty of æsthetic taste. One searching look, and the measure of the children's interest and attention was known. The teacher's poise, happy, cheerful, busy, genuine atmosphere was at once felt. * * * I understood the teacher's power of control. I could detect the hygienic conditions and how faithfully the janitor performed his duties.

Nature and purpose of visits.—The aims and ideals held in the minds of kindergarten supervisors in respect to their relations with the teachers under their charge are abundantly revealed in the reports concerning the nature of the visits to the kindergartens. The many times that friendliness, kindness, helpfulness, and tact are mentioned, indicate the high value attached to these personal qualities, and show an earnest intention on the part of the supervisors to perform their obligations in a commendably sympathetic frame of mind.

“To give helpful suggestions,” “to advise,” “to assist teachers with their difficulties,” “to cooperate in all possible ways,” “to encourage, inspire, stimulate,” “to praise good work,” are expressions of frequent occurrence. It is interesting to note in this connection that the personal characteristics which kindergarten supervisors consciously aim to exhibit toward their teachers are the very ones which teachers appreciate most highly according to a study of Teachers' Estimates of Supervisors,¹ by Grace E. Bird. In her study Miss Bird remarks:

The quality receiving the highest number of votes was friendly sympathy or kindly encouragement, with a percentage of 55. For the sake of brevity this might be called kindness. In a former experiment the same quality received the largest number of votes among 150 normal-school girls, 253 high-school boys, and 139 high-school girls, in estimating the best qualities of the best teachers they ever had. * * * So far, it seems that in school work this simple Christian virtue is more appreciated than any other quality, either affective or intellectual.

¹ *School and Society*, June 16, 1917.

When it comes to a matter of supervisory practice, the reports indicate a variety of aspects. Criticisms of a positive or constructive character are the rule. Some supervisors follow up their suggestions by giving a demonstration of the desired method. Conducting the morning circle, telling stories, leading the games, developing an exercise in handwork, are some of the forms of demonstration.

Observation, with a view to conferring with the teachers later on, is another practice. Some supervisors direct their observations chiefly toward the conditions and needs of the children; some toward the kindergarten room in respect to its order, hygienic condition, and decorations; other focus their attention upon the methods, manners, and spirit of the teachers with the children; and still others observe closely the way the teachers are developing the program—thought and handling the material.

The statement is made by several supervisors that one purpose of their visits is to keep in touch with the children themselves, and thus to gain fresh inspiration.

When arranged in order of frequency of mention, the nature and purpose of visits stand as follows:

<i>Nature and purpose of visits.</i>	Times mentioned.
To give helpful suggestions, friendly aid, kindly advice, sympathetic cooperation.....	40
To offer constructive and appreciative criticism.....	25
To observe, study, compare, with a view to conferring with teachers later on.....	22
To <i>show how</i> , to take part in morning circle, game circle, story-telling, gift work and handwork.....	18
To judge of efficiency, methods, manners, and spirit of teachers with children.....	18
To encourage, stimulate, inspire.....	16
To confer with teachers at close of session, to interchange ideas, to discuss.....	10
To inspect, to exercise general supervision.....	10
To note the conditions and needs of children.....	9
To judge of organization, to note the kind of discipline, to rate the teachers, to get the atmosphere of the room.....	7
To see how the work is developed by the teachers and how the program is carried out.....	6
To note the condition of the room as to its orderliness, hygienic condition, decorations.....	5
To correct the work and point out defects.....	3
To see that students from the training school are gaining proper experience in practice teaching.....	3
To keep in touch with childhood and thus gain inspiration.....	3
To ascertain what parent-calls should be made.....	1

For the sake of comparison, the qualities and practices enumerated in Miss Bird's study of Teachers' Estimates of Supervisors are here-with appended:

	Percentages of frequency of mention.
Kindness or sympathy.....	55
Systematic individual supervision.....	48
Cooperation.....	16
Executive ability.....	10
Professional knowledge.....	10
Progressiveness.....	8
Leadership in the community.....	8
Reliable judgment.....	7
Broad scholarship.....	5

Individual interviews.—It is impossible to emphasize too strongly the necessity for tact and good judgment on the part of the supervisor in holding interviews with teachers. A teacher's usefulness may be permanently enhanced or irredeemably stunted according to the attitude of the supervisor toward her and her daily problems.

In order that the greatest amount of encouragement and help may accrue to the teachers, the time immediately following a visit to a kindergarten is, as a rule, devoted to the personal conference. The problems are then apparent, the situation fresh in mind, and the supervisor's suggestions are timely.

Some supervisors observe office hours and receive individual teachers at such times. Others hold interviews by appointment, or at the request of teachers, or whenever a need arises. One supervisor reports that the telephone is sometimes employed for the conference.

Group meetings.—Meetings of supervisor with teachers, held monthly or oftener, are the rule. In cities having several hundred kindergartners, the supervisor finds it necessary to call together the teachers of one district at a time, in order to preserve the informal and helpful character of the meetings.

Much variety is noticeable in the nature of the meetings, not only in respect of one city taken with another, but also in respect of one meeting with another in the same city. The discussion of business connected with supplies and other administrative details occupies but a small portion of the time. Discussions of the program or plan of work, discussions of topics selected or assigned in advance to individuals or groups, discussions of general educational principles and of new educational movements, both within and apart from the kindergarten, interchange of ideas and methods between the kindergarten teachers and grade teachers, as well as the demonstration of practical phases of work, occupy the meeting period of one to two hours.

The following arrangement, according to the number of times each kind of purpose is mentioned, speaks for itself:

<i>Nature and purpose of meetings.</i>	Times mentioned.
To discuss kindergarten program or course of study and problems and needs.	50
To discuss general educational principles and assigned or chosen topics and to hear reports from groups of teachers to whom topics have been assigned	40
To demonstrate practical phases of work with children or with teachers; games, handwork, and suggestive exercises given by supervisor; to discuss plans for mothers' meetings.	27
To gain mutual stimulus and inspiration; to raise standards and improve methods; to unify but not uniformize the work in the kindergartens.	26
To exchange experiences as to subject matter and methods, as to new lines of work being tried out in kindergartens, tests, and experiments; to introduce new ideas.	26
To gain broader acquaintance with kindergarten interests, current literature, conventions, methods of organization.	12
To exchange ideas with grade teachers as to subject matter and methods in relation to the child and the curriculum of the grades.	12
To discuss new educational movements apart from the kindergarten.	8
To listen to lectures; to hear speakers from a distance.	3
To study great literature occasionally for self renewal and refreshment.	1

9. POINTS UPON WHICH SUPERVISORS BASE THEIR ESTIMATES OF KINDERGARTEN TEACHERS' ABILITY.

While the qualities upon which supervisors base their estimate of teachers do not differ essentially from those deemed valuable in grade teachers, certain of them receive a greater emphasis in the training schools which specialize in preparing kindergarten teachers.

The right kind of kindergarten work requires certain native qualities in the young women desiring to become kindergarten teachers. These qualities, the spirit of nurture or mothering, a sympathetic understanding of how a little child feels and thinks, and insight into the significance of crude beginnings, are the very ones the kindergarten training school consciously aims to develop and intensify in the students-in-training.

Grade teachers, on the other hand, are trained to consider and deal with the child as a *learning* being, and not primarily as a feeling, doing individual.

During the period of training, the kindergarten student has much personal contact with children. Her experience in observation and practice teaching awakens in her the vitality of interest so characteristic of all kindergartners and enables her to translate the kindergarten spirit and philosophy into actual conduct.

The qualities upon which the supervisors base their judgment of a teacher's ability can be grouped under the following heads: (1)

Personal character and qualities; (2) Results of teaching as evidenced in the development of the children; (3) Background of scholarship and technical ability; (4) Attitude toward the school and the community.

A study of each one of the groups of qualities yields the following enumeration placed in order of frequency of mention:

Personal character and qualities.

	Times mentioned.
Sympathy, understanding, seeing from the child's standpoint, play-spirit	36
Personality, charm, womanliness, mother spirit, culture	32
Professional spirit, loyalty	28
Personal appearance, neatness in dress, cleanliness, observance of personal hygiene, health, orderly housekeeping	20
Adaptability, common sense, tact, good judgment, "brains"	15
Poise, manner, self-control	11
Flexibility, open-mindedness, ambition, ability to grow	11
Originality, resourcefulness	8
Idealism, vision	4
Cheerfulness, humor	4
Obedience to authority	2

Results as evidenced in children's development.

	Times mentioned.
Vitality of program, systematic progress and development of children	34
Teaching ability, as shown in children's power to think, to express themselves, and to control themselves in behavior	31
Atmosphere of the kindergarten, happiness of teacher and children together	23
Management and discipline of children through their activities rather than through repression	22
Interest of children as shown in good attendance	17
Children's good work in first grade	11

Background of scholarship and technique.

	Times mentioned.
Technique as to materials, methods, and activities; artistic ability, ability in music, in use of good English	33
Intellectual strength and breadth, scholarship, educational background, interest in reading and study, knowledge and application of kindergarten principles	23
Good training, professional equipment, preparation, experience	21
Executive ability, effort, initiative, vitality, attention to school business	18

Attitude toward school and society.

	Times mentioned.
Interest in education in general, desire to cooperate with the rest of the school, especially with primary grades	21
Attitude toward home, parents, neighborhood; recognition of kindergarten as a link between home and school	9
Ability to develop community sentiment in favor of kindergarten	3

10. METHODS OF STIMULATING TEACHERS TO FURTHER STUDY.

The problem of what is termed the "after-training of teachers" is a persistent one. The supervisor, true to all that is implied in the word *super-vision*, is continually seeking to draw the body of teachers to the levels of vision and insight enjoyed by herself; while the teachers, absorbed in the details of each day's technique, are sometimes apt to forget their obligations to grow in insight and in knowledge of principles, and to overlook the fact that increased familiarity with principles will enable them to correct and improve faulty technique.

It is generally recognized that good books and magazine articles, summer school sessions, educational meetings, courses of lectures, and exchange of visits, when properly used, are means of stimulating professional growth in a teacher. The endeavors of supervisors, therefore, are in the direction of securing contacts between the teachers and these media of development. Teachers are advised, invited, urged to read and study, sometimes under the leadership of the supervisor, sometimes in self-organized study groups; they are encouraged to take courses of lectures and attend summer school sessions; and arrangements are made whereby they may visit kindergartens and first-grade classes in their own and neighboring cities.

It is worthy of note that only three supervisors report as "unsuccessful" their efforts to stimulate teachers to further study.

Equally noteworthy is it that in few instances is mention made of devices which savor of whipping teachers into extension of their studies, such as formal rating, required reading-circle work, promotional examinations, or required attendance at summer schools before being granted a salary increase.

In one city teachers who "branch out" are starred. In two other cities study is required of all teachers, one supervisor stating that special classes for required study are provided, the other stating that a teacher's increase in salary depends upon his university credits.

Methods employed by supervisors in order of frequency of mention are as follows:

Methods of stimulating to further study.

	Times mentioned.
Suggest and urge reading books and magazine articles; provide list of references to publications.....	83
Provide and make it possible for teachers to attend lectures given by specialists, or to take courses of study during the year.....	26
Arrange for discussions at teachers' meetings of books and articles, also of matters of general educational interest.....	17
Urge attendance at educational conventions and summer-school sessions.....	14

	Times mentioned.
Keep teachers informed of new methods of work done in schools and colleges, and by prominent kindergartners, bring back ideas and reports from educational meetings.....	13
Read with the teachers, set the example of study as well as urge others to it.....	13
Make teachers responsible for preparing papers and reports for meetings, and encourage the formation of study clubs.....	12
Send teachers to visit other kindergartens and first-grade classes in their own and neighboring cities, and secure from outside kindergartners reports concerning their activities.....	10
Provide a library of books and magazines for teachers.....	6
Urge individuals to attain to higher standards.....	5
Arouse in teachers an interest in making experiments.....	4
Advise further study.....	3
" Unsuccessful ".....	2
" Require study of all teachers ".....	2
" Star the teacher who branches but ".....	1

11. RELATION OF SCHOOL PRINCIPALS TO KINDERGARTEN TEACHERS AND KINDERGARTEN SUPERVISORS.

By virtue of belonging to the public school system, every kindergarten is an integral part of the school in which it is maintained and necessarily conforms to the general rules of the school.

The principals of schools, therefore, hold themselves responsible for the kindergartens in regard to matters of general management, and so far as concerns good work in the school as a whole, but rarely in regard to the methods or materials or technique employed by the kindergarten teachers.

In some instances the principal advises with the kindergarten supervisor in respect to desirable standards and results by which the work of the kindergarten teachers may be measured, and cooperates with the supervisor in passing judgments upon the qualities of the teachers.

Several supervisors report that the principal calls attention to certain deficiencies in the work of teachers and indicates where closer supervision should be exercised.

12. RELATION OF SUPERVISORS OF SPECIAL SUBJECTS (MUSIC, ART, MANUAL TRAINING, PHYSICAL EDUCATION) TO THE KINDERGARTENS.

The spirit prevailing among supervisors of special subjects and the kindergarten supervisor and teachers is one of friendly cooperation; but, with a few exceptions, special supervisors exercise no official control over the kindergartens.

The reasons for this are apparent. Music, art, manual activities, and physical training, as they relate to the development of young

children, are subjects of instruction in the kindergarten training schools. The capacities and interests of children of kindergarten age are also subjects of instruction in the kindergarten training schools. It is a matter of presupposition, therefore, that kindergarten teachers are prepared to lead the children up from one level to another of appreciation and technical skill in these forms of human expression, always mindful of the individual child's needs and abilities.

Supervisors of special subjects, on the other hand, are interested largely in their respective subjects; their experience, too, has usually been with older children; and yet they possess a comprehensive knowledge of music, art, handcraft, or physical education. This comprehensive knowledge enables the special supervisors to indicate worthy standards and clarify aims for their coworkers in the kindergarten.

It seems a wise plan, then, that the kindergarten supervisor and teachers should carry on the actual work with the children, availing themselves meantime of the unofficial help generously offered by the specialists.

Opportunities for receiving such suggestions and inspiration are afforded by informal conferences and occasional group meetings of kindergarten teachers to which the special supervisors come by request. In some instances, supervisors of special subjects respond to invitations to visit the kindergartens.

Exceptions to the rule of nonofficial relations exist in a number of communities as listed below:

Birmingham, Ala. The music supervisor or assistant pays regular visits to the kindergartens. In the training school she outlines the work and sets the standards.

Oakland, Cal. The supervisor of drawing discusses with the kindergarten teacher the work of the first grade, and points out in what respects the work in the kindergarten is a preparation for the first grade.

Columbus, Ga. The music supervisor instructs the kindergarten supervisor and teachers and visits the kindergartens once a week.

Evansville, Ind. To a slight extent the kindergartens are supervised by the music and art supervisors.

Fort Wayne, Ind. The art supervisor directs the art work of the kindergartens.

Fort Dodge, Iowa. The music supervisor directs the music work in the kindergartens.

Coffeyville, Kans. Special supervisors hold weekly meetings with the kindergarten teachers.

Louisville, Ky. The music supervisor meets monthly with the kindergarten teachers.

Battle Creek, Mich. The music supervisor visits the kindergartens weekly, offers suggestions, but exercises no control.

Grand Rapids, Mich. The music supervisor has full supervision of the music in the kindergartens, outlines all the work, instructs the teachers in methods, and selects all the songs.

Eveleth, Minn. The supervisors of music and art give to the kindergarten teachers monthly outlines; they make reports and hold meetings.

St. Paul, Minn. The supervisors of music and art and the physical director hold meetings once a semester with the kindergarten teachers and suggest outlines of work.

Laurel, Miss. The music supervisor plans the songs to be sung in the kindergartens.

Butte, Mont. The supervisors of music and art outline the work, visit the kindergartens, and hold monthly meetings with the kindergarten teachers.

Omaha, Nebr. The special supervisors give the work to the students in the city training school.

Atlantic City, N. J. The special supervisors are in touch with the work of the kindergartens; they visit, give assistance, and offer suggestions. The standards of work in the kindergartens are such as to receive the approval of the specialists.

Binghamton, N. Y. The supervisor of music and the physical director pay visits to the kindergartens and report the visits; they call meetings of the kindergarten teachers whenever they so desire.

Ithaca, N. Y. The supervisors of music and art visit the kindergartens once a month; they make annual reports to the superintendent and keep the work up to desired standards.

Pittsburgh, Pa. The supervisors of music visit the kindergartens as they do the grades, giving 20 minutes every two weeks.

Ogden, Utah. The music supervisor holds monthly meetings with the kindergarten teachers and outlines especially the rhythm work for the kindergartens.

Beloit, Wis. The music supervisor comes to the kindergartens once in two weeks for 20 minutes.

Kenosha, Wis. The supervisor of industrial arts holds meetings with the kindergarten teachers.

13. KINDERGARTEN-PRIMARY INSTRUCTION FOR BOTH GROUPS OF TEACHERS.

The problem of establishing an organic relation between the kindergarten and the grades just above is being approached from several directions. Friendly and sympathetic relations between the teachers of the kindergarten and the teachers of the primary grades have long existed, but willing spirits alone are not sufficient. There still remains the task of working out an effective coordination of the two phases of the educational system.

It is recognized that one indispensable step in such coordination is an increased understanding on the part of kindergartners of the work of primary grades, and increased understanding on the part of primary teachers of the work of the kindergarten. Training courses in normal schools are undergoing reorganization of a type that promises well for the teachers of the future, but in the meantime the great mass of present-day teachers are without any regular provision for instruction which will enable them to make adjustments in their respective phases of teaching.

The following summaries of reports from supervisors serve to show how meager and incidental is such instruction.

Instruction in primary work for kindergarten teachers.—In the larger number of cities, provision for the instruction of kindergarten teachers in the work of the primary grades is incidental and occasional.

In some instances the supervisor of kindergartens is also supervisor of primary grades; she holds occasional meetings and arranges for an interchange of visits between the kindergarten teachers and the primary teachers. Sometimes joint meetings are called for the specific purpose of discussing problems that concern the relations of the two groups of teachers. Sometimes informal conferences and personal talks among kindergarten and primary teachers are employed as a means of arriving at a better understanding of one another's aims and methods. In some cases the kindergarten supervisor visits the grades and confers with the primary supervisor in order that the work may be better coordinated.

Interesting efforts are being made in some cities to correlate the kindergarten with the first grade through the course of study. To this end, outlines and lists of stories, games, songs, handwork, etc., done by the children in the kindergarten are passed on to the first-grade teacher at promotion time.

Provision for giving regular instruction in primary work to kindergarten teachers is reported from 19 cities. In Birmingham, Ala., St. Paul, Minn., St. Louis, Mo., Omaha, Nebr., Albany, N. Y., and Dayton, Ohio, this instruction is given in the city normal school during the period of teacher training.

In Los Angeles and Pasadena, Cal., Fort Wayne, Ind., Kansas City, Mo., Butte, Mont., and Bloomfield, N. J., joint meetings of kindergartners and first-grade teachers are held regularly for purposes of instruction.

In Oakland, Cal., Battle Creek and Grand Rapids, Mich., and Kearney, N. J., the supervisor of kindergartens is also in charge of primary grades and gives regular instruction.

In Louisville, Ky., the grade supervisor includes kindergartners in the regular conferences held with first-grade teachers.

In Ithaca and Utica, N. Y., kindergarten teachers having been prepared in the normal school for both phases of work are eligible for positions as first-grade teachers.

Instruction in kindergarten work for grade teachers.—With few exceptions the instruction in kindergarten aims and methods given to grade teachers is incidental.

The means of imparting such instruction are the same as those employed in instructing kindergarten teachers in the work of the

primary grades, namely, occasional joint meetings arranged by the supervisor of kindergarten and primary grades, personal talks among primary teachers and kindergarten teachers, and visits to kindergarten classes.

In several instances the first-grade teachers are given, at the time of promotion, outlines and lists of stories, games, songs, pieces of handwork, etc., done by children in kindergartens. By this means the first-grade teacher gains some idea of what she may build upon.

From 14 cities come reports of provision for giving regular instruction in kindergarten work to primary teachers.

In St. Louis, Mo., Omaha, Nebr., Albany, N. Y., and Dayton, Ohio, such instruction is given in the city normal school during the period of teacher training.

In Los Angeles, Pasadena, and Oakland, Cal., Fort Wayne, Ind., Battle Creek and Grand Rapids, Mich., Bloomfield and Kearney, N. J., the primary or first grade work and the kindergartens are under the charge of one supervisor who gives regular instruction at joint meetings of the two groups of teachers.

In Kansas City, Mo., the kindergarten and primary teachers come together for instruction at the monthly institutes.

In Butte, Mont., the assistant superintendent of schools is a trained kindergartner and holds joint meetings for purposes of instruction.

14. CITIES IN WHICH NO SPECIAL SUPERVISOR OF KINDERGARTENS IS EMPLOYED.

In the tables on pages 12 to 17, inclusive, are listed the cities reporting to the Bureau of Education that no special supervisor of kindergartens is employed.

This characterization, however, must not be taken to mean that the kindergarten teachers in such cities are without supervisory care; it means that the responsibilities ordinarily resting upon a kindergarten supervisor are distributed among other school officers, the superintendent or assistant superintendent, the supervising principal, a committee of kindergarten teachers, or the senior kindergarten teacher in the system.

Administrative details.—In practically all the cities the responsibility for appointing teachers and rating their abilities and for directing the organization of the kindergarten classes falls upon the superintendent, who makes recommendations to the board of education and from them receives sanction for the actions involved. In executing these details the superintendent is assisted by his deputy or district superintendents, supervising principals, and principals of school buildings.

The matter of selecting equipment and supplies for the kindergartens is usually referred by the superintendent to the kindergarten

teachers themselves, in some cases through a committee and in some cases through the senior kindergarten teacher. In Chicago, Cleveland, and Burlington, Iowa, the establishment of a standard equipment automatically takes care of this detail.

Opinions of superintendents as to lack of special supervisor.—In the opinion of the larger number of superintendents (60 per cent) the kindergartens in their cities do not suffer appreciably from the lack of special supervision; 36 per cent believe that the kindergartens in their cities are much handicapped for the want of such supervision; 4 per cent make no report on this point. One superintendent of the larger group, having reported that he himself attends to all the necessary details in connection with the care of the kindergartens, adds: "How can I say that the kindergartens suffer without embarrassing my ego?"

Not a few superintendents of the larger group believe that having a special supervisor for kindergartens tends to keep apart the kindergartens and the primary grades and that the kindergartens are more closely integrated with the school system when they receive the same treatment as do the grades. The tendency to oversupervision in all departments of school organization is consciously avoided by several superintendents. The comment in one report is: "Large systems suffer from excessive, as small systems do from inadequate, supervision."

A shortage of funds for school purposes is also a factor in the matter, for it is felt in many cases that the number of kindergarten classes is too small to warrant the employment of a special supervisor, even if one were deemed desirable.

"If we had a kindergarten supervisor we might accept poorer teachers," is an opinion shared by a considerable number of superintendents; as it is, the nonsupervised condition calls for the careful selection of well trained, experienced kindergarten teachers, graduates of accredited training schools. In the absence of a supervisor the teachers form themselves into an association for study and for unification of the work, and in this way keep themselves up to worthy standards and also participate in progressive movements.

Of the smaller group of superintendents who feel that the kindergartens in their cities do suffer, a number believe that having a special supervisor would improve the quality of the work and provide needed leadership for the teachers.

The type of supervisor most desired is one capable of directing the work of the primary grades as well as that of the kindergartens. Inability to meet the expense is the chief obstacle to the employment of a supervisor.

Opinions of kindergarten teachers as to lack of supervisor.—Kindergarten teachers in 60 per cent of the cities reporting offer

no opinion as to whether or not the kindergartens suffer for lack of special supervision. In contrast, superintendents in only 4 per cent of the cities reporting make no response on this phase of the subject.

One reason for silence on the part of many teachers is not far to seek. Teachers are so close to the factors that make for the success of the kindergartens that they lack the perspective necessary to pronounce just judgments upon their own work and that of their fellow teachers. They prefer to say nothing. Superintendents, on the other hand, can view conditions with a detached, impersonal attitude, and are thus enabled to express themselves frankly.

In several cities the opinions of teachers coincide with those of the superintendent to the effect that the number of kindergarten classes is too small to justify the expense of employing a kindergarten supervisor, and that the teachers themselves, formed into an association for discussion and study, can and do keep their work raised to a high standard of excellence. It is admitted in one or two instances that some of the kindergartens suffer, and that there is room for improvement in all of them; but doubt is expressed whether a kindergarten supervisor is what is needed to bring about the desired improvement.

It is believed that certain dangers invariably accompany the advent of a supervisor; for instance, a supervisor who clings to old, formal methods makes serious difficulties for younger, more progressive teachers by obliging them to follow set programs and rules. Again, supervised work tends to take responsibility and initiative from the teachers and places them in the hands of the supervisor; the originality of the teachers is thus suppressed.

Another evil that is feared is the creation of a situation which tends to make the teachers "cater to the supervisor's whims for the sake of good standing." A supervisor would more or less consciously try to bring all the kindergarten classes to an undesirable type and degree of uniformity. It is believed, too, that the kindergartens come into closer contact with the public school system and are regarded less as outsiders if they are not set apart by having a special supervisor.

Among teachers who believe that the kindergartens in their cities do suffer without special supervision, it is felt that a leader is needed, a leader able to unify, not *uniformize*, the work of the kindergartens, to raise the standards, especially in music, art, and handwork, to check or regulate tendencies on the part of teachers to extravagant forms of experimentation, to stimulate discussion of interesting topics at teachers' meetings, to be the medium of integrating the work of

the kindergarten and the first grade, and to develop or educate the community sentiment in regard to supporting and extending public school kindergartens.

15. OPINIONS OF KINDERGARTEN TEACHERS AS TO THE TYPE OF SUPERVISOR DEEMED DESIRABLE.

A number of teachers seem to be averse to the idea of any actual supervisor of kindergartens whatsoever, but they are willing to lay down counsels of perfection in case one should be employed.

It is felt that in regard to personal qualities, a supervisor should be wise, just, sympathetic, impartial, and inspirational; she should show faith in the teachers; she should not be autocratic, interfering, dictatorial, nor should she seek to force her views and methods upon teachers regardless of conditions and temperaments.

It is believed that professionally a supervisor should be awake to present-day needs and the changing conditions of society; she should be open-minded, progressive, and ready to encourage experimentation, and to assist in arriving at definite conclusions; she should be trained in both liberal and conservative schools of thought and be able to correlate all schools; she should be able to acquaint the teachers with the best current ideas; she should be familiar with the meanings and aims of education as a whole, and should possess ability to arouse community interest in the kindergarten. A number of teachers are of the opinion that the best type of supervision comes from one thoroughly trained and broadly experienced in kindergarten education, experienced also in primary methods, capable of taking charge of kindergartens and primary grades with a view to coordinating the work of the two.

In regard to supervisory activities it is suggested that the supervisor of desirable type is one who would make frequent visits to the kindergartens and give constructive criticism following each visit; who would hold meetings and conferences with the teachers and provide courses of lectures for them; who would arrange exhibits of kindergarten work; who would unify the work of the kindergartens and unite the teachers; who would outline plans of work for the kindergartens and give suggestions as to the problems encountered in the daily activities. A number of teachers feel that they would approve of a supervisor capable not only of telling them how to do better work, but also of showing how by actually teaching a group of children; but other teachers believe that a supervisor should give only general suggestions and leave the working out of details to the individual kindergartners.

16. PRACTICAL SUGGESTIONS FOR NONSUPERVISED SYSTEMS OF KINDERGARTENS.

From several superintendents and teachers come suggestions as to how to secure some of the benefits of kindergarten supervision in the absence of a regularly appointed officer.

In some of the smaller cities in California there is what is called a supervising director, who directs one of the kindergartens and pays supervisory visits to each of the other kindergartens once in two months; she discusses the new and commendable points observed in each kindergarten, and confers with the other teachers concerning program plans. Such a director usually receives \$5 a month more than the other kindergartners. The cities adopting the plan find it much better than no supervisor at all.

A suggestion from a teacher in an Iowa city is as follows:

A helpful kind of supervision would be a kindergarten training teacher who would come several times a year to address the club of kindergartners, bring new ideas and suggestions, and be an adviser to whom the teachers could take their difficulties; one who would visit the kindergartens at these times and offer suggestions for improvement.

From another teacher comes the inquiry as to the practicability of having a State kindergarten supervisor who would travel from place to place, visit the kindergartens, give to the teachers the constructive criticism they need, and from her observations prepare a report to be distributed as a State educational bulletin.

From a superintendent comes the suggestion that the cities along the line of railroads for 100 miles or so cooperate in employing a special supervisor of kindergartens, who could give to each city one day a week or two days in three weeks, or some such arrangement of time. The kindergartens would thus receive the attention necessary to their improvement, and the expense of the supervisor would not bear heavily on any one city.

Another superintendent believes that the emphatic need is for an adjustment of the courses of study. He writes:

An expert in child psychology and one thoroughly familiar with actual conditions should arrange a kindergarten course to fit the first grade, and a first-grade course to fit the kindergarten. The present interplay is neither normal nor economical.

Where a large system of kindergartens is involved, the plan followed in Los Angeles for one year previous to the appointment of the present supervisor has commendable features.¹ The kindergarten teachers were divided into 11 groups, each group including teachers

¹ See account given by Mrs. Susan M. Dorsey, assistant superintendent of schools, Los Angeles, Cal., in National Education Association Magazine, Nov., 1917.

in adjacent schools for the sake of convenience. These groups had two responsibilities, arranging a system of visits within their own number, and conducting a series of round tables monthly for the entire group. Each group selected one of its own members as visitor for the district and as presiding officer for the round-table meetings. The aims in the visiting were not at supervision in the technical sense of the term, but rather in the direction of arousing consciousness of a common problem, and of extending to all the teachers through the medium of the visits and the round table a knowledge of the varying activities, devices, and materials employed by the members of the group.

17. CONCLUSIONS AND RECOMMENDATIONS.

1. For the sake of preserving the well-being of young children just beginning school life, the supervisors of kindergartens and of primary grades should have a much larger share in planning kindergarten rooms and first-grade rooms than is given them at present. By room-planning is meant more than the mere arrangement of furniture and disposing of decorations. The location of the room, the placing of windows, making blackboards, cupboards, and lockers low enough for the children's comfort, providing suitable toilet rooms, are all matters which should be referred to the kindergarten specialist at the time that building plans are being prepared.

2. A greater degree of responsibility should be assumed by supervisors for providing gardening experiences for the children, especially where the kindergarten teachers and school principals are lukewarm in the matter. The plans followed in the down-town schools in Cincinnati are full of suggestions for other cities.

3. Since it appears that placing kindergartens under the charge of a nonkindergarten trained primary supervisor serves the purposes chiefly of convenience and economy, it is recommended that one of the senior kindergarten teachers be appointed assistant supervisor and allowed to devote all her time to the kindergartens under the direction of the primary supervisor.

4. The relations between supervisors of special subjects and the kindergarten supervisor and teachers should be those of cooperation and mutual helpfulness. The practice of having special supervisors act as expert advisers while the kindergarten teachers are responsible for the work as carried out by the children is the best form of organization. In this way the kindergarten supervisor is able to protect the children and to maintain a sane balance in kindergarten practice.

5. Kindergarten supervisors should be more mindful of the application of the principle of self-activity in their relations with the

teachers in their charge. To lead rather than to dominate, to provide situations in which the teachers can realize the fullest freedom and can grow in teaching power and ability to use their own initiative, should be the conscious aim of the supervisor.

6. Adequate provision should be made for giving regular instruction in kindergarten aims and methods to the primary teachers who are already teaching, and for giving regular instruction in primary aims and methods to kindergarten teachers who are already teaching.