

United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.



### 1. Name of Property

Historic name: Florence Free Kindergarten/ Maud Lindsay Free Kindergarten

Other names/site number: \_\_\_\_\_

Name of related multiple property listing: N/A

(Enter "N/A" if property is not part of a multiple property listing)

### 2. Location

Street & number: 227 Enterprise Street

City or town: Florence State: Alabama County: Lauderdale

Not For Publication:  Vicinity:

### 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this \_\_\_ nomination \_\_\_ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property \_\_\_ meets \_\_\_ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

\_\_\_ national \_\_\_ statewide  x  local

Applicable National Register Criteria:

X  A  X  B \_\_\_ C \_\_\_ D

<u>Bee Anne Wolff</u> / Deputy State Historic Preservation Officer		<u>Sept 5, 2019</u>
Signature of certifying official/Title:		Date
<u>Alabama Historical Commission</u>		
State or Federal agency/bureau or Tribal Government		

In my opinion, the property ___ meets ___ does not meet the National Register criteria.	
_____	
Signature of commenting official:	Date
_____	
Title :	State or Federal agency/bureau or Tribal Government

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**4. National Park Service Certification**

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain) \_\_\_\_\_

*Lisa Deline*  
Signature of the Keeper

10/18/19  
Date of Action

**5. Classification**

**Ownership of Property**

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

**Category of Property**

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object



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**Number of Resources within Property**

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>          </u>	buildings
<u>          </u>	<u>          </u>	sites
<u>          </u>	<u>          </u>	structures
<u>          </u>	<u>          </u>	objects
<u>1</u>	<u>          </u>	Total

Number of contributing resources previously listed in the National Register 0

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**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION/school  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Current Functions**

(Enter categories from instructions.)

EDUCATION/school  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

Late 19<sup>th</sup> and 20<sup>th</sup> Century Revivals

Other: Neo-Classical Revival

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**Materials:** (enter categories from instructions.)

Principal exterior materials of the property: wood, asphalt, vinyl

### Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

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### Summary Paragraph

The Maud Lindsay Free Kindergarten is located on the corner of Enterprise Street and Central Avenue on the east side of Florence, Alabama, on flat elevation of land, its fourth location since the construction of the school in 1913. The one-story, hipped roofed neo-Classical cottage style school contains two classrooms, two restrooms, and a storage area, with many of the internal features, including the panel doors and floors, in their original condition. A playground surrounded by a chain link fence is located on the south side of the building. The building serves the city of Florence as a kindergarten, which reflects its continued integrity in terms of association. While the school has been moved four times, the moves have all taken place within a half-mile radius, meaning the building retains integrity in terms of its setting, if not in exact location. The neighborhood in which the school sits remains a working-class neighborhood as it was in 1913, meaning the building retains integrity in terms of feeling. While the school has been clad in vinyl siding, it remains the most significant structure related to the career of Alabama kindergarten pioneer Maud Lindsay. Many of the features, including windows and interior doors and floors, retain their historical integrity in terms of materials and workmanship.

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## Narrative Description

The Maud Lindsay Free Kindergarten is located on the corner of Enterprise Street and Central Avenue on the east side of Florence, Alabama, on a flat elevation of land. Opening in 1898 as the Florence Free Kindergarten, the school has occupied a variety of other spaces including the basement of the Brandon School and the Sloss-Sheffield Commissary before the construction of the current building, which was constructed in 1913, at 317 Ironside Street, across from the location of the Brandon School. The building was also located at 426 Aetna Street and 1802 Cole Avenue (see figure 1 for locations). The building was moved from Aetna Street to Cole Avenue because of the construction of the Singing River Bridge across the Tennessee River. The building was most recently (2015) moved to Enterprise Street to make way for the construction of a new hospital.

The kindergarten was built in a Neo-Classical cottage style. The kindergarten shows its Neo-Classical details through the use of classic one-story columns, a full façade porch, and a hipped roof. The exterior is sheathed in gray vinyl siding. The wood trim is painted white. The windows are original to the building, though the doors are not. It has a hipped roof with a cross gable on the back, made up of composition shingles in a course style. The school has wide eave overhangs around the roofline. (Photographs 34, 35, 39, 40, 41, 42, 43) The rear half of the building, which is a later addition (exact date unknown), has a smaller footprint, a gabled roof, and original windows. A door on the south side of the building leads to a small rectangular covered porch, which sits inside an enclosed playground area, fenced with chain link fencing. (Photographs 31, 32, 33, 38) On the north side of the building, a brick chimney splits a bank of windows. An addition on the rear of the building (date unknown), houses a small storage closet. (Photographs 36, 37).

The interior of the building remains historically intact, still containing the original wood floors, wood panel doors, and wooden cabinets. The main entrance on the west side of the building leads directly into the front classroom. The classroom has ten wood 2-over-2 sash windows around the perimeter of the room. The southwest corner of the room has a built-in wooden storage cabinet. The other corner of the entryway wall contains a walled-in brick chimney. On either side of the entry door are two wooden storage benches. (Photographs 12-17)

This front room is used as an activity classroom; it allows for the space needed for children to move around. Small wooden chairs circle the room. Original chairs used by children taught by Maud Lindsay are found on top of a cabinet in the back left of the room. (Photographs 26, 27) A wood and glass display cabinet is located at the middle back of the front room to showcase old toys, books, and artifacts of the history of the school. (Photographs 21-29) On the east wall of the front room are two doors. One leads to one boys' restroom on the left. The floors in the boy's restroom are tile, which were installed when the school was located on Cole Avenue. (Photographs 18, 19) The other door leads into the rear classroom.

The rear room houses the second classroom. (Photographs 6-11) To the left of the entrance is another small girls' bathroom with one wood sash window. (Photograph 4, 5) The floors in the rear classroom are covered with linoleum. Unlike the front classroom, which is largely open



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space, this classroom is filled with tables and desks for use by the children. The south wall has a door leading outside to the side square porch. On the east wall of the room there is access to the small storage room, which has one wood sash window. (Photographs 1-3) This room has wooden doors and thirteen wood 6-over-6 sash windows.

As noted above, the school has been located in three other locations within a half-mile radius. While the building has been moved, it retains historical integrity. The context of the school, as one that serves the industrial community of east Florence, remains intact. The movement of the school has taken place within a radius of four blocks, meaning that the current setting is very similar to the original setting of the school on Ironside Street.

The original location of the school was on a double-lot on Ironside Street, its front façade facing the street opposite the front of the Brandon School. A double-lot in East Florence was one hundred feet (along the street) and one hundred and fifty feet deep. Most residential units in East Florence were built on fifty by one hundred and fifty foot lots. A 1921 Sanborn Fire Insurance Map of Florence shows a small house on a single lot south of the school, and two empty single lots to the north of the school. This same map, which lists the kindergarten as a “primary school,” shows a residence directly across Ironside Street from the school, on the lot north of the Brandon School.<sup>1</sup> The current lot size is double that of the original: two hundred feet along Enterprise Street and one hundred and fifty feet, with a small parking lot to the north of the structure. A paved driveway connects the parking lot to Central Ave. The playground occupies the grassy area adjacent to the school, in a space roughly one hundred feet wide and one hundred and fifty feet deep.

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<sup>1</sup> Florence, Alabama Sanborn Fire Insurance Company Maps, 1921, accessed January 10, 2018: <http://alabamamaps.ua.edu/historicalmaps/FireInsurance/lauderdale/Florence1921.html>

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## 8. Statement of Significance

### Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B. Property is associated with the lives of persons significant in our past.
- C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D. Property has yielded, or is likely to yield, information important in prehistory or history.

### Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

### Areas of Significance

(Enter categories from instructions.)

EDUCATION

SOCIAL HISTORY

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1913-1941  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

N/A  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Person**

(Complete only if Criterion B is marked above.)

Lindsay, Maud McKnight  
\_\_\_\_\_  
\_\_\_\_\_

**Cultural Affiliation**

N/A  
\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder**

unknown  
\_\_\_\_\_  
\_\_\_\_\_

**Statement of Significance Summary Paragraph** (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Maud Lindsay Free Kindergarten is being nominated to the National Register of Historic Places under Criterion A at the local level for the school's association with the development of early childhood education in the state of Alabama during the Progressive era, and Criterion B at the local level for the property's association with the career of Maud McKnight Lindsay, an important figure in the Alabama's educational history and in the progressive movement. While Lindsay's teaching career spanned 1893-1941, the property was not constructed until 1913, which is the beginning of the period of significance. While the property has been moved multiple times and has been clad in vinyl siding, it is the most significant property associated with the



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career of Lindsay. Additionally, it represents important trends in the social and educational history of Florence, Alabama. As the city on the Tennessee River became an industrial center, a group of citizens sought to improve the quality of the education for the children of white factory workers, an increasingly common concern at the end of the nineteenth century as the Progressive Era began. This concern was tied to the larger state trend of synthesizing white citizenship, thereby solidifying social order and building a foundation for economic growth. The kindergarten represents an attempt to bring poor whites into the realm of working- or middle-class responsible citizenship. Furthermore, city leaders used educational reform as a tool promote the economic and industrial appeal of the city. The Maud Lindsay Free Kindergarten stands as a progressive, benevolent undertaking by reform-minded women in a city struggling to define itself in the emergent New South while maintaining the social order of the Old South.

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**Narrative Statement of Significance** (Provide at least **one** paragraph for each area of significance.)

### **Criterion A: Social History**

#### **Background**

Florence, Alabama sits on the banks of the Tennessee River in northwest Alabama. Tributaries such as Sweetwater, Cypress, and Cowpen Creeks provided water-power for early industry, including the Sweetwater Factory (a cotton spinning factory) and Andrew's Mill.<sup>2</sup> These factories (located east of the city of Florence) set the stage for the industrial village of East Florence and the future site of the Maud Lindsay Free Kindergarten. East Florence quickly became the main location for industry and industrial workers for the young city.

Because of Florence's location on the Tennessee River, both Confederate and Union forces saw it as an important strategic possession during the Civil War. The city swapped from Confederate to Union control many times, and troops from both armies destroyed many of the mills, infrastructure, and factories during the conflict, resulting in a slow recovery after the war.

The city of Florence invested in its infrastructure after Reconstruction. While the decade of the 1870s saw an increase in downtown paving and the building of new streets, the 1880s laid the foundation for Florence's industrial development. In 1886, the Florence Land, Mining, and Manufacturing company was incorporated by an act of the state legislature for the purpose of encouraging manufacturing in the city. The Company purchased thousands of acres of land for this exact purpose. The Company had immense power: to "lay off lands into lots and parcels, and to sell, lease, donate and convey the same...to make donations of its lands...to individuals or other corporations, for the construction of railroads" connecting mines or corporations to existing railroads in Florence, to aid in the construction or establishment of "furnaces, mills, factories, workshops, foundries, or other industrial enterprises," to "own and operate ferries, steamboats,

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<sup>2</sup> William Lindsay McDonald, *Sweetwater: The Story of East Florence* (Florence, Alabama: The Florence Historical Board, 1989), 10.

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barges, and other water crafts,” and to erect utilities such as gas, water, and electric power companies.<sup>3</sup> The age of commercial boosterism in Florence had begun.

William Basil Wood was a major promoter for the Company. Wood was a prominent man in the community; he was the son of the first mayor. He was also a lawyer, a circuit court judge, a Methodist minister, organizer for the first Sunday school in Florence, and a land and industrial developer.<sup>4</sup> Along with Thomas Phillips, John and Cyrus Ashcraft, Noel Franklin Cherry, and others, these men formed Florence’s emerging class of New South city leaders.

The “East Florence Boom” was underway by 1887. The industrial boom spurred a population explosion, raising the population of Florence from 1,600 people to around 6,000 people in just three years. Wood opened one of the first industries in East Florence, the W.B. Wood Furnace, in 1888. The furnace was incorporated with the Florence Cotton and Iron Company in 1889, and the company produced 45,000 tons of iron per year under the new corporation.<sup>5</sup> Other businessmen opened furnaces and factories in East Florence, including the North Alabama Furnace (1889), the Florence Stove and Manufacturing Company (also called the Foundry) (1888), and the Florence Wagon Works (1889).<sup>6</sup> The North Alabama Furnace had an annual output of 30,000 tons and used the basic materials of hematite ore and coke. The Florence Stove and Manufacturing Company was one of the longest surviving factories from the East Florence Boom, operating through the 1980s. It produced stoves, heaters, wash pots, skillets, “sad” irons for pressing clothes, and “dog” irons for fireplaces.<sup>7</sup> The Florence Wagon Works, which opened in 1889, produced some of the most popular wagons in the United States, second only to the Studebaker Company. This single factory in East Florence produced 10,000 to 15,000 “Light Running Florence” wagons per year.<sup>8</sup>

East Florence attracted a host of other industries. Several lumber companies formed in the area including the Florence Pump and Lumber Company on Marietta Street, the Bellamy Planing Mills near Union Avenue, the Alabama Stave Company near the railroad tracks, the Big Stave Mill, the Florence Stave Company, the W.E. Temple and Company Planing Mills, and the Nichols Shingle Mills. The Broadus Mill and the Gardiner-Warring Knitting Company also operated in East Florence.<sup>9</sup>

East Florence also attracted businessmen looking to capitalize on the growing cotton textile industry. The Cherry Cotton Mill, founded by Noel Franklin Cherry, the son of a large cotton plantation owner, opened on the site of one of the pre-Civil War mills near Sweetwater Creek in 1893. The mill moved from nearby Colbert County to Florence to take advantage of the railroads in Florence. Cherry’s partners were Nial Etling, a New Yorker who came to Florence to start a bank in 1889 and Charles Brandon, whose family settled in Florence after his father accepted a

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<sup>3</sup> *Acts of the General Assembly of the State of Alabama*, (Montgomery: W.D. Brown and Co., 1887), p 570.

<sup>4</sup> W. McDonald.

<sup>5</sup> W. McDonald, 11.

<sup>6</sup> W. McDonald, 12.

<sup>7</sup> W. McDonald, 12.

<sup>8</sup> W. McDonald, 13.

<sup>9</sup> W. McDonald, 17-19.

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position as a railroad superintendent. The Ashcraft brothers owned and operated the Ashcraft Mill, which expanded in 1899 to incorporate a cotton oil mill, a cotton ginnery, and a spinning and weaving factory. Two of the Ashcraft brothers were educated at the State Agricultural and Mechanical College at Auburn; one became a lawyer, another a teacher. These men typified Florence's town leaders from this period; they were not from Florence, yet brought the type of commercial development that Florence desperately needed. These men were quickly celebrated for their commercial contributions.<sup>10</sup>

An economic depression swept the nation in 1893, and Florence did not escape its effects. Companies headquartered outside of Florence purchased several factories and several more closed. East Florence industry continued, however, and new, smaller factories opened their doors, including a stove factory, the Florence Buggy Company, and a bottling works. Despite the depression, the population of East Florence continued to grow, creating a need for more housing in East Florence. The Ashcraft Mill added to its production of cotton seed oil by opening a gin along with a spinning and weaving factory in 1899. The Thole-Phillips Manufacturing Company, founded by Thomas J. Phillips, opened in 1905.<sup>11</sup> Overall, the city of Florence, particularly East Florence, continued to grow.

### **Industrial villages in Progressive Era Alabama**

As the New South sought to remake itself through industry and reform, an influx of people into urban areas quickly challenged the existing social order. Coming from an agrarian lifestyle as tenant farmers and sharecroppers, many workers sought jobs in the various industries that were expanding in the New South economy. In north Alabama, this industry was cotton textiles. Workers flocked to the many cotton mills that were built around the state in the last decade of the nineteenth century. Between 1880 and 1890, production capacity in Alabama's mills, measured in the number of working spindles, increased 62.3 percent. And between 1895 and 1900, twenty-one new cotton mills were built. The mills were often built within city limits, where operators could take advantage of existing communication and transportation systems and draw from a large labor pool.<sup>12</sup>

Work in mill villages offered serious advantages over farming. Steady wages, combined with family employment as an independent economic unit, provided a higher standard of living than life on a farm in rural Alabama. Children's factory work remained critical to a family's economic autonomy. A family could sell its labor as a package, and threaten to leave a mill for another if the mill did not hire on the family's terms. From the mill's perspective, a family unit provided cheap adult labor and even cheaper child labor.<sup>13</sup> Mill families valued literacy and education but saw little opportunity for social improvement through education. Families tended to send children to school when education could be blended with work and household strategies.

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<sup>10</sup> Shelley Sallee, *The Whiteness of Child Labor Reform in the New South* (Athens: University of Georgia Press, 2004), 23.

<sup>11</sup> *American Manufacturer and Iron World*, Vol. 76, no. 17 (April 27, 1905), 521.

<sup>12</sup> Sallee, 13.

<sup>13</sup> Sallee, 39.



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Sometimes, families with multiple children would have one child at work in the mill and one in school, switching periodically to ensure the balance of work and school.<sup>14</sup>

Conditions in mill villages were often unsanitary and subject to deadly epidemics. The measles outbreak in April and May of 1899 inflicted 150 individuals and led to the death of at least ten people in the “manufacturing district,” East Florence.<sup>15</sup> Dr. Price reported that at least four of the children were “puny and sickly from lack of proper nourishment,” due to the poverty they endured.<sup>16</sup>

Some companies tried harder than others to create better living conditions in mill villages. The Massachusetts-based Dwight Manufacturing Company opened a mill in Alabama City, Alabama, near Gadsden in 1895. This mill was the vision of Howard Gardner Nichols, who turned to Alabama because of the lack of “foreigners” and “labor agitators.”<sup>17</sup> He set up a village that centered around the church, banned saloons, and prohibited concealed weapons. The Victorian cottages built for mill workers rented for just one dollar per month, a third of the cost of rent in nearby Gadsden. The village also featured a library with “over 1,000 volumes,” a bathing pond, and a free school. Alabama City represents perhaps the closest an Alabama company came to providing a model village for its workers.<sup>18</sup>

East Florence was never planned as a model village. The Florence Land Company, (a subsidiary of the Florence Land, Mining, and Manufacturing Company) along with private individuals and manufacturing companies built houses in East Florence for workers. Operators of the Florence Wagon Works built segregated tenement houses for their workers and managers near the factory. They also built eight two-story I-houses for managers.<sup>19</sup> The Cherry Cotton Mill built ten four-room cottages to house its workers, and forty more dwellings were built by the Philadelphia Furnace.<sup>20</sup> The Ashcraft Mill provided company owned housing for employees, known as the “Ashcraft” village.<sup>21</sup> In 1901, the company built ten cottages for its workers one block north of the factory.<sup>22</sup> By 1900, there were nearly 80 cottages on “Cotton Factory Hill” in East Florence.<sup>23</sup> The Foundry also owned several framed company houses, often called the “Theole Row.” The housing in East Florence was built for this new demographic of poor white workers. Blacks were relegated to sections removed from both the city and mills, in an area known as Pine Ridge. Factory owners also built stores for their workers and provided recreational facilities, such as baseball fields. From the beginning, East Florence was meant to be an area with modest homes and businesses for city’s working-class whites.

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<sup>14</sup> Sallee, 40.

<sup>15</sup> Florence Herald, May 11, 1899.

<sup>16</sup> “Epidemic of Measles,” *Florence Times*, April 28, 1899.

<sup>17</sup> Sallee, 16.

<sup>18</sup> Sallee, 17.

<sup>19</sup> Ford, 21.

<sup>20</sup> Gene Ford, *Intensive Residential and Commercial Survey of Florence, Alabama, Lauderdale County* (2001), 26.

<sup>21</sup> W. McDonald, 17.

<sup>22</sup> Ford, 24.

<sup>23</sup> Ford, 24.

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In contrast to the model village in Alabama City, the housing provided for workers by Florence's Ashcraft Mill was "limited" and of "poor-quality."<sup>24</sup> The owners of the Cherry Cotton Mill provided forty-five houses for rent to workers and their families at \$3.00 per week. So long as nobody in the community questioned the practices of these mill owners and operators, progress was confined to commercial gains: generating real estate booms, increasing the population, and bolstering property values. Social and economic progress for the poor were not an initial concern for Florence's city leaders, but these leaders grew to accept progressivism as a way to boost the city's commercial appeal.<sup>25</sup> As a lengthy article in Trotwood's Monthly from 1905 demonstrates, city leaders promoted many aspects of Florence, including its "modern homes," affordable real estate, "ideal climate," "good schools," and the affordability of shipping, labor, fuel, water. Progressivism was becoming an important marker for the city: "every street shows the progressiveness of the citizens in building homes that are a credit to Florence and Northern Alabama."<sup>26</sup> Furthermore, the article boasted that many employees of the Florence Wagon Works "own their own homes, contribute liberally to churches and charity and patronize the schools, and a larger Sunday school class can be found from the children of this industrious lot of people than can be found anywhere, considering the number of employees. There is not a 'boozefighter' in their employ, and the standard of manhood and citizenship is certainly commendable."<sup>27</sup>

Florence boosterism at the end of the nineteenth and beginning of the twentieth centuries moved towards efforts to control the Tennessee River for hydroelectric power. The Muscle Shoals Power Company was formed in 1897 to attempt to build a hydroelectric power plant on the Tennessee River at the Muscle Shoals. Congressman Joe Wheeler tried to pass a bill in Congress the following year that would allow the company to build a canal and power station on the river.<sup>28</sup> While this effort failed, the struggle to attract a hydroelectric plant to the Shoals continued. Colonel John Worthington became a major booster for the industrialization of the Shoals. He looked to form partnerships between private investors and public officials to finance the construction of a dam both to inundate the Muscle Shoals for improved navigation and to provide hydroelectric power for industrial growth.<sup>29</sup> Worthington brought Frank S. Washburn to the Shoals in 1906 and the two founded the Muscle Shoals Hydro-Electric Power Company (MSHEPC).<sup>30</sup> The Company applied for a permit from Congress to construct cross-river dams to make the Tennessee River navigable and to produce electric power from these dams.<sup>31</sup>

In 1912, the Alabama, Traction, Light, and Power Company bought out the MSHEPC and took control of their sites along the Tennessee River. Worthington became the president of the

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<sup>24</sup> Sallee, 22.

<sup>25</sup> Sallee, 23.

<sup>26</sup> "Florence, Alabama: The Coming City of the South," in Trotwood's Monthly Vol 2, No. 2 (May 1906), 459.

<sup>27</sup> Trotwood's, 469.

<sup>28</sup> Judson King, *The Conservation Fight: From Theodore Roosevelt to the Tennessee Valley Authority* (Washington, DC: Public Affairs Press, 1959), 1; Norman Wengert, "Antecedents of TVA: The Legislative History of Muscle Shoals," *Agricultural History*, Vol. 26, No. 4 (October, 1952), 141.

<sup>29</sup> Daniel Shaffer, "War Mobilization in Muscle Shoals, Alabama, 1917-1918," *The Alabama Review* Vol 39, No. 2 (1986), 113.

<sup>30</sup> King, 9.

<sup>31</sup> King, 34.

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Alabama, Traction, Light and Power Company and continued to lobby for a dam for hydroelectric power at the Muscle Shoals.<sup>32</sup> The National Defense Act of 1916 authorized the construction of two nitrate-producing facilities and a hydroelectric dam. By touting Florence's progressivism, city leaders helped to bring industry and eventually federally-funded defense projects to the Muscle Shoals area. By 1919, industries in Florence could boast, as the Florence Wagon Works did, "ideal labor conditions, the best of transportation facilities, low cost of power, easy command of markets and the encouragement of communities already familiar with the benefits coming from industrial development."<sup>33</sup>

Commercial boosterism in Florence and throughout the New South relied on a white working-class labor force, segregated literally and figuratively from blacks who worked menial, outdoor jobs and served as "scabs" or strike-breakers. As the New South emerged from Reconstruction, ruling-class whites established a new racial caste system that disenfranchised blacks (in Alabama, the 1901 Constitution) and legally segregated them from whites (*Plessy v. Ferguson 1896*). Indeed, many southerners believed that with legalized segregation, "a permanent racial order and their own everlasting superiority" had been achieved.<sup>34</sup> Progressive reform in Florence, as throughout the south, focused on changing government and society in a manner that both protected the existing social and racial hierarchy, and "provided order, stability, and economic progress." This new social order was the bedrock for which New South economic growth would emerge in the twentieth century.<sup>35</sup>

## Reform

Progressivism in Alabama emerged from numerous political, social, and economic developments at the end of the nineteenth century. During the Progressive era, white middle- and upper-class Alabamians used the government to affect social change. Their primary concerns were education, child labor reform, public health, and convict leasing reform. Their People's Party (Populist Party) included small farmers, sharecroppers, and coal miners and threatened the existing Democratic power structure. In 1894, Populist candidate Reuben Kolb ran on a platform of abolishing the convict leasing system (which would benefit coal miners and organized labor) and protecting the political rights of blacks. Democratic party voter manipulation in the Black Belt doomed Kolb, and he lost the election which spurred a backlash from the Democrats, who quickly called for a Constitutional Convention to embed their policies into state law. The Populist Party lost most of its support in the state by 1900, but the Democrats adopted some of the reforms suggested by the Populists. Thus, progressive-era policies were filtered through the

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<sup>32</sup> Matthew Downs, *Transforming the South: Federal Development in the Tennessee Valley, 1915-1960* (Baton Rouge: Louisiana State Press, 2014), 13.

<sup>33</sup> "The Florence Wagon," *Spokesman and Harness World*, Vol 35 (August 1919), p. 19.

<sup>34</sup> Grace Elizabeth Hale, *Making Whiteness* (New York: Random House, 1998), 196.

<sup>35</sup> Rand Dotson, "Progressive Movement in Virginia" in *Encyclopedia of Virginia*, accessed January 21, 2018: [https://www.encyclopediavirginia.org/Progressive\\_Movement#start\\_entry](https://www.encyclopediavirginia.org/Progressive_Movement#start_entry); Michelle Alexander, *The New Jim Crow* (New York: New Press, 2012), 7.



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political aspirations of the Democratic Party, which sought to keep poor whites and blacks from effectively organizing a legitimate opposing political entity.<sup>36</sup>

In Alabama, education reform became an important issue by 1898.<sup>37</sup> Efforts to reform the state's educational, political, and employment systems all hinged on the political elimination of African Americans and the further segregation of that race from poor whites. Indeed, Southern progressives believed that "disenfranchisement, segregation, and black proscription not only made up a workable system of racial control but also promised a greater measure of social stability and public calm." Segregation became the foundation of southern society because it provided a way to order social relations.<sup>38</sup>

*Education Reform:* Progressive-minded reformers and Democratic politicians alike sought to use education reform to further the separation of poor whites and blacks while turning the former into responsible citizens. They accomplished this by restructuring the way school systems were funded. Between 1868 and 1890, African Americans in the state of Alabama enjoyed equal educational advantages to their white counterparts. As late as 1889-1890, African American children in Alabama received 44 percent of the school money appropriated within the entire state, at a time when they comprised 43.8 percent of the state's population. In other terms, they received 100.2 percent of the money they should have received under equal distribution. In 1890, however, the state of Alabama changed the law for school appropriations, allowing local boards to spend money as they desired. By 1929-1930, African American children in Alabama were receiving just 36 percent of equal distribution; whites received 164 percent.<sup>39</sup>

*Political Reform:* In addition to slashing spending on black education, lawmakers revised the state's Constitution in 1901. The new constitution effectively disenfranchised blacks through poll taxes and literacy tests and created "home rule," whereby any law proposed at the local level had to pass the state legislature. Of the 123 lawmakers at the convention, not one was an African American. Florence's own Emmett O'Neal, a delegate to the convention and future governor of the state, declared, "the paramount purpose of the constitutional convention is to lay deep and strong and permanent in the fundamental law of the State the foundation of white supremacy forever in Alabama, and that we ought to go before the people on that issue and not suggest other questions on which we differ."<sup>40</sup> The convention did just that. The 800,000 African Americans throughout the state were unrepresented at the convention, which established poll taxes, literacy laws, and voting requirements aimed at the disenfranchisement of blacks.<sup>41</sup> According to the *Florence Times*: "only the illiterate and vicious are to be excluded from voting, and this exclusion is to apply only to the negroes of that class. No white men are to be denied the right to

<sup>36</sup> Matthew Hild, "Populism in Alabama," in Encyclopedia of Alabama, April 23, 2010, accessed January 18, 2018: [www.encyclopediaofalabama.org/article/h-1488](http://www.encyclopediaofalabama.org/article/h-1488). Jeff Frederick, "Progressivism," in Encyclopedia of Alabama, February 18, 2015, accessed January 18, 2018: [www.encyclopediaofalabama.org/article/h-3661](http://www.encyclopediaofalabama.org/article/h-3661).

<sup>37</sup> Arthur S. Link, "The Progressive Movement in the South," *North Carolina Historical Review*, Vol. 23, No. 2 (April, 1946), p. 177, accessed January 20, 2018: [www.jstor.org/stable/23515038](http://www.jstor.org/stable/23515038).

<sup>38</sup> Hale, 124-125.

<sup>39</sup> Horace Bond Mann, "Negro Education: A Debate in the Alabama Constitutional Convention of 1901," *The Journal of Negro Education*, Vol. 1, No. 1, (April 1932), p. 49, accessed January 16, 2018: [www.jstor.org/stable/2292015](http://www.jstor.org/stable/2292015).

<sup>40</sup> Glenn Feldman, *The Disenfranchisement Myth* (Athens: University of Georgia, 2004), 69.

<sup>41</sup> Mann, 51.

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vote.”<sup>42</sup> By 1902, even the Republican party in Lauderdale County, which had been fairly integrated, was now segregated by race as the new constitution rendered African Americans politically powerless.<sup>43</sup>

*Labor Reform:* At the same time the 1901 Constitution was unraveling black citizenship, progressive reformers focused their efforts on turning poor whites into “citizens” who could become educated voters. Progressive-minded reformers believed that racial divisions prevented cross-racial alliances and fueled social chaos. Worse than social chaos for mill owners, organized labor of both blacks and whites would prove devastating to the racial order of their cotton mills, where blacks were used for outdoor labor and as scabs to break strikes. Child labor reform in Alabama thus became strictly for white children, as reformers insisted that working-class whites be brought into the fold of southern citizenship to ensure racial and social order and future economic success.<sup>44</sup>

Alabama lawmakers first attempted child labor reform in 1887, passing a law that prohibited the employment of children and women in manufacturing institutions. The law was loosely enforced and was repealed in 1895. By 1900, twenty-nine percent of Alabama’s textile workers were under the age of sixteen, with most of these children working more than twelve hours per day. Twenty percent of white children in Alabama were illiterate, the same number that had been illiterate in 1850. One half of all African American children had never attended any school.<sup>45</sup> Reformer Edgar Gardner Murphy worked to create the Alabama Child Labor Committee in 1901, which helped to lobby for stricter laws regarding child labor reform.<sup>46</sup> The Alabama legislature passed a law in 1903 that prohibited children under the age of twelve from working, except for orphans and children who belonged to dependent families. The law established that no child under the age of ten, under any circumstance, could be employed. It set the age limit for night work at thirteen, and ensured that no child under the age of twelve could work more than sixty-six hours in a week.<sup>47</sup> Lawmakers passed stricter child labor legislation in 1907. The age limit was set at twelve years without exception, and sixteen years old was the established criteria for night work. This law further created a position for a person to physically inspect factories and mills to ensure compliance. The first inspector, Dr. Shirley Bragg, lasted only a few months due to health issues, but his reports give a vivid description of the labor conditions in Florence factories.

In a 1907 report to Governor B.B. Comer, Dr. Bragg reported on conditions at the Ashcraft Cotton Mills and Cherry Cotton Mills. Bragg reported that ventilation at Ashcraft was “poor,” shifts started at six in the morning and ended at six in the evening with a thirty-minute break for

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<sup>42</sup> “The New Constitution,” *The Florence Times*, August 30, 1901.

<sup>43</sup> “The Lily Whites,” *The Florence Times*, September 5, 1902.

<sup>44</sup> Sallee, 3.

<sup>45</sup> Hugh V. Bailey, “Edgar Gardner Murphy,” in *Encyclopedia of Alabama*, April 21, 2015, accessed January 10, 2018: <http://www.encyclopediaofalabama.org/article/h-1183>

<sup>46</sup> Bailey.

<sup>47</sup> Dr. B.J. Baldwin, “History of Child Labor Reform in Alabama,” *The Annals of the American Academy of Political and Social Science*, Vol. 38, (July, 1911), p. 111, accessed January 10, 2018: <https://www.jstor.org/stable/pdf/1011886.pdf>

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dinner. Bragg found “a few children in this mill,” and the superintendent informed him that the children attended city schools.<sup>48</sup> The Cherry Cotton Mill was not much better. The ventilation and sanitation in the factory were “very poor,” with bathrooms (‘closets’ as Bragg referred to them) in bad condition with “no flushing.” Here the superintendent informed Bragg that there were nine children under the age of twelve working at the mill. The workday was twelve hours long, with a forty-five-minute break for dinner.<sup>49</sup> According to local historian Bill McDonald, if a worker at the Cherry Cotton Mill lived in a company-owned house, it was mandatory for that worker to make his/her children available to work in the factory when they reached their twelfth birthday; the mill owned more than just workers’ houses.<sup>50</sup>

The 1907 law that prohibited children under twelve from working was largely ineffective, as Bragg’s reports illustrate. In order for an employer to violate the law, they had to have “knowingly violate[d]” it.<sup>51</sup> In 1909, the Alabama state legislature adopted amendments to the 1907 law, requiring a copy of the state’s labor laws to be posted at all manufacturing establishments. The amendments further required employers to have affidavits for all children employed, showing their date and place of birth. These affidavits were held by the employer and factory inspector.<sup>52</sup> Even these amendments were largely insufficient, however. A 1912 investigation found that Alabama had the highest percentage of children ages twelve and thirteen employed in cotton mills. 92 percent of twelve and thirteen-year-olds in mill families in the state of Alabama were employed, compared with only 44.9 percent of children from the same age range in North Carolina.<sup>53</sup>

While cotton mill owners in Florence opposed child labor regulations, they did support and fund the Maud Lindsay Free Kindergarten.<sup>54</sup> As the progressive movement helped to redefine whiteness poor white children in East Florence were the recipients of a progressive education movement that sought to elevate poor whites to the status of “responsible citizens.”<sup>55</sup> Such responsible citizens provided the foundation for economic advancement. Reformers like Lulie Jones worked to subvert child labor laws by providing a free education for young children, hoping that the benefits of early childhood education might endure through their primary school years. In East Florence, education was used as a tool to elevate poor white children, to make them into responsible citizens and to attempt to protect them from the dangers of child labor in one of the city’s cotton mills.

### **Criterion A: Education**

<sup>48</sup> *Copies of Reports of Dr. Bragg, Inspector of Jails, Cotton Mills, and Almshouses*, (Montgomery: Brown Printing Company), July 1907, 8.

<sup>49</sup> *Copies of Reports of Dr. Bragg, Inspector of Jails, Cotton Mills, and Almshouses*, (Montgomery: Brown Printing Company), July 1907, 8.

<sup>50</sup> W. McDonald, 28.

<sup>51</sup> Baldwin, 112.

<sup>52</sup> Beth Anne English, *A Common Thread: Labor, Politics, and Capital Mobility in the Textile Industry* (Athens: The University of Georgia Press, 2006), 96.

<sup>53</sup> Sallee, 31.

<sup>54</sup> Sallee, 69.

<sup>55</sup> Dewey W. Grantham, “The Contours of Southern Progressivism,” *The American Historical Review*, Vol. 86, No. 5 (December 1981), p. 1045, accessed January 20, 2018: [www.jstor.org/stable/1858523](http://www.jstor.org/stable/1858523).

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In the late nineteenth-century profound changes emerged in the American educational system. As part of the progressive reform movement that developed after the Second Industrial Revolution, American educational reform led to a movement away from an emphasis on a traditional classical education to an experience-based style of learning that was often more accessible to younger students.<sup>56</sup> According to this philosophy, influenced in part by nineteenth-century German educational reforms, children, especially young children, should learn actively rather than just passively memorizing and repeating lessons.<sup>57</sup>

*Kindergarten Movement:* While the idea of active learning for young children appeared rather radical to many in nineteenth-century America, it was not a new one. Nor was the idea that children as young as three years old belonged in schools. In Germany in 1837, Friedrich Froebel began the kindergarten movement, focusing on active learning as the way to best help young children learn how to learn.<sup>58</sup> Froebel taught that children needed to be shown how to think, not what to think—a radical departure from traditional teaching methods.<sup>59</sup>

Before the kindergarten movement began, parents and teachers alike believed that children should sit still and recite lessons back to teachers in order to learn the material. Dissatisfied with this method, Froebel visited several different schools and institutes to study how to better teach young children. One school he studied was Pestalozzi's Yverdon Institute.<sup>60</sup> Pestalozzi divided learning into three fundamental steps: observation, description, and naming.<sup>61</sup> Froebel would use this basic idea as a building block for his method. However, he had issues with the lack of emotions and feelings found with the Pestalozzi teaching method. Froebel believed it was important that the inner spirituality of the child was present when learning.<sup>62</sup> Froebel used what he termed "gifts and occupations," which were numerous sets of ordinary blocks and sticks. These were used to construct meaning out of the natural impulses and activities of early childhood.<sup>63</sup> Froebel based the use of simple sticks and blocks on his fascination of crystal structures. He combined these ideas to impart an idea of the individual and social order to a child. Froebel also encouraged group activities among the children, including storytelling, musical exercises, and outdoor gardening.<sup>64</sup> Soon his ideas spread across Germany.

In 1851, however, the Prussian government banned kindergartens in Germany because of a perceived association with socialism and atheism.<sup>65</sup> Many teachers who firmly believed in the

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<sup>56</sup> William Hayes, *The Progressive Education Movement: Is it Still a Factor in Today's Schools?* (New York: Rowman & Littlefield Education, 2006), 16

<sup>57</sup> Ibid.

<sup>58</sup> Melissa Brooks French, *The Maud Lindsay Free Kindergarten of Florence, Alabama* (Ann Arbor: UMI Dissertation Services, 2009), 59.

<sup>59</sup> Ibid, 61.

<sup>60</sup> Ibid, 58.

<sup>61</sup> Ibid, 58-59.

<sup>62</sup> Ibid.

<sup>63</sup> Ibid, 60.

<sup>64</sup> Ibid, 61-62.

<sup>65</sup> Joachim Liebschner, *A Child's Work: Freedom and Guidance in Froebel's Educational Theory and Practice* (Lutterworth Press, 2002), 30.

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method left Germany in order to continue creating kindergartens.<sup>66</sup> Thus, the kindergarten idea spread to other European countries, North America, the Middle East, Asia, and Australia. German immigrant Margaretha Meyer Schurz founded the first American kindergarten in 1855 in Watertown, Wisconsin; it was a German-language school. Elizabeth Peabody opened the first English-language kindergarten in Boston in 1860.

Initially, kindergartens were largely private institutions funded by charities, societies, parochial schools, and orphanages. Reformers often intended these programs to educate three-to-six-year olds of working-class parents. Many saw kindergartens as a tool to help with the Americanization of immigrants and as a way to help address urban poverty. Many programs worked with children during the morning hours and then worked with immigrant mothers in the afternoons, teaching them skills they needed to adapt to their new lives in America.<sup>67</sup> In the late nineteenth and early twentieth centuries, kindergartens did not solely focus on reading and writing skills but instead taught a large range of social skills, and helped clothe, feed, and clean children. Another important aspect of early kindergartens was to teach urban children about nature. By this time, it was not uncommon for an urban child to never see a farm during their childhood. Froebel and his successors were insistent gardening was an important part of understanding the world for young children.<sup>68</sup> Kindergartens also often served as centers of experiment, as teachers explored using music, dance, and stories as teaching tools. Leaders in the field believed a piano forte was one of the most important tools a teacher should have.<sup>69</sup> Many famous kindergarten teachers, including Froebel, even wrote and composed books and music to help others learn how to use the piano forte for teaching. Popular songs that came from the original German kindergarten teachers include “Twinkle, Twinkle, Little Star,” “Ring Around the Rosie,” and “I’m a Little Teapot”.<sup>70</sup>

*Kindergarten in America:* The first American public school system to adopt the kindergarten was St. Louis in 1873. The kindergarten concept spread quickly, both in public school systems and through the continued efforts of churches, community groups and settlement houses.<sup>71</sup> In 1874, the National Education Association began a kindergarten department. In Louisville, a free kindergarten was established in 1887 and by 1890, the city boasted nearly a dozen free kindergartens, including one for African American children.<sup>72</sup> In Memphis, one hundred and fifty miles west of Florence, the Memphis Free Kindergarten Association (later J.S. Menkin) formed in 1888 (by a group of women who were “concerned about neglected children.”) The kindergarten was necessary for the production of “an industrious and skilled class of worker.”<sup>73</sup> In Atlanta, the Atlanta Free Kindergarten Association opened in 1898 and the children of women

<sup>66</sup> French, 64-65.

<sup>67</sup> Ibid, 18-19.

<sup>68</sup> Ibid, 81.

<sup>69</sup> Ibid, 84.

<sup>70</sup> Ibid, 82.

<sup>71</sup> Bobbye Kirkland Lightfoot, *A History of the Development of State-Funded Kindergartens in Alabama* (Tuscaloosa: The University of Alabama, 1982), 17, 20.

<sup>72</sup> Mary Anne Fowlkes, “Kindergarten Movement,” in *The Encyclopedia of Louisville*, ed. John Kleber (Lexington: The University Press of Kentucky, 2001), 483.

<sup>73</sup> Marsha Wedell, *Elite Women and the Reform Impulse in Memphis, 1875-1915* (Knoxville: University of Tennessee Press, 1991), 99.

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employed in the city's mills attended free of charge. This effort was part of a larger effort by the city of Atlanta to improve the working conditions of children and the welfare of its citizens. The city formed a committee of women who investigated all places of employment where girls and women worked, reported on the conditions and advocated for changes of abusive practices.<sup>74</sup>

After 1890, many school systems began funding previously existing free kindergartens. By 1900, public school kindergarten students outnumbered private kindergarten students two to one. By World War I, all major American urban school systems had kindergartens.<sup>75</sup> While many educators (and likely parents) initially worried about the effectiveness of the new methods, by 1918 the National Education Association started to encourage the methods being employed in the progressive education movement, as more work was done studying the educational benefits of progressive schools vs. traditional schools.<sup>76</sup>

This important philosophical shift in education also occurred as more women began to pursue teaching careers. The growing numbers of women's colleges, as well as an increased number of co-educational institutions, prepared women for a limited number of professions, including teaching.<sup>77</sup> In the 1880s, at least two-thirds of public school teachers were women, and by 1892, this percentage increased to five-sixths.<sup>78</sup> By 1920, 86 percent of all teachers were women.<sup>79</sup>

Supplementing the shift towards increased awareness of the benefits of public school education was the library movement in Alabama, which began after 1890. The library movement itself was a byproduct of increased educational opportunities for middle-class white women. Started out of literary clubs that emphasized discussion on books about politics, history, and religion, the library movement promoted its contribution to education. As groups worked to promote the idea of a publicly funded library system, they emphasized its contribution to education, and by the early 1900s, the Alabama Educational Association advocated that every school should have a library. The state instituted funding for school libraries in 1911.<sup>80</sup> Tusculumbia and Florence both had private library clubs that were started in 1892 and 1895, respectively. The Southern Library Club of Florence had speakers such as Professor Wickliffe Rose.<sup>81</sup> Meetings were held in Mrs. Price's home on Wood Avenue.<sup>82</sup>

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<sup>74</sup> "The Proceedings of the Fourth Annual Meeting of the National Child Labor Committee," *The Annals of the American Academy of Political and Social Science*, Vol. 32, (July, 1908), p. 159, accessed January 20, 2018: [www.jstor.org/stable/1010997](http://www.jstor.org/stable/1010997).

<sup>75</sup> Ellen Berg, "A scene from an early kindergarten in New York City" *Encyclopedia of Children and Childhood in History and Society* (The Gale Group, Inc. 2008)

<sup>76</sup> <https://www3.nd.edu/~rbarger/www7/cardprin.html> (accessed 7.14.2017)

<sup>77</sup> Catherine Clinton, *The Other Civil War: American Women in the Nineteenth Century* (New York: Hill and Wang, 1999), x.

<sup>78</sup> *Ibid.*, 121-122, 127.

<sup>79</sup> S. J. Kleinberg, *Women in the United States* (New Jersey: Rutgers University Press, 1999), 157.

<sup>80</sup> Kenneth R. Johnson, "The Early Library Movement in Alabama," *The Journal of Library History*, Vol. 6, No. 2, (April 1971), p. 121-123, accessed January 11, 2018: [www.jstor.org/stable/25540285](http://www.jstor.org/stable/25540285)

<sup>81</sup> "Personal Mention," *The Florence Times*, April 28, 1905.

<sup>82</sup> "Woman and Society," *The Florence Times*, March 19, 1909.

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*Kindergarten in Alabama:* The Alabama Federation of Women’s Clubs organized a committee to investigate the merits of the kindergarten system in 1899. The committee found that it was a cause “worthy of the encouragement and aid of Alabama,” but that one of the greatest obstacles they encountered was “indifference.”<sup>83</sup> Many kindergartens lacked trained teachers and thus failed. Some early efforts included a kindergarten in Birmingham and one in Anniston. In Birmingham, Alabama, the kindergarten movement was initiated and carried forward by reform-minded clergy. The Pastors’ Union, working with United Charities and local churchwomen, founded the Free Kindergarten Association in 1899, and provided three-day nurseries for mothers who worked.<sup>84</sup> There were three centers that the association operated, funded entirely on private donations, and was intended to run until the state would provide funding.<sup>85</sup> Club Studiopsis, a woman’s organization in Anniston, Alabama, established a free kindergarten in the mill district of that city in 1899, supported by subscriptions and donations from private citizens and the mill.<sup>86</sup> At the Alabama Federation of Women’s Club meeting in Birmingham in May, 1900, a committee on kindergarten education reported that four existed in Alabama: in Birmingham, Anniston, Eufaula, and New Decatur.<sup>87</sup>

*Kindergarten advocates:* Middle-class urban professionals, an emergent class in Alabama in the late nineteenth century, were the major promoters of reform. This class included lawyers, editors, teachers, ministers, doctors, businessmen, and YMCA directors, who attempted to reform the social environment in which they operated. Southern progressives longed for an orderly community that they believed was a prerequisite for economic development and material progress.<sup>88</sup>

Florence School superintendent H.C. Gilbert certainly helped to promote the notion of education throughout the city of Florence. At the Southern Educational Conference in Richmond, Virginia in 1900, Gilbert gave a presentation about “pupil co-operation,” a pedagogy that revolved around order and mutual helpfulness. Gilbert used a patriotic analogy to describe the teaching philosophy in the Florence City Schools: “Every school-house is an Independence Hall. Every school-bell a Liberty Bell. Every pupil is a soldier, every teacher a captain, and every superintendent a general in the great contest for the right.”<sup>89</sup>

Progressive-minded women like Maud Lindsay and Lulie Jones helped to promote education in Florence. Jones was the daughter of Dr. Albert Jones, who was the president of the Cypress Cotton Mill and the sister of Percy Jones, who served in executive roles at both the Cherry

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<sup>83</sup> “Fifth Annual Convention,” *History of the Alabama Federation of Women’s Clubs*, (Montgomery: Paragon Press, 1936), 68.

<sup>84</sup> Wayne Flynt, *Southern Religion and Christian Diversity in the Twentieth Century* (Tuscaloosa: University of Alabama Press, 2016), 87.

<sup>85</sup> Edward Shannon LaMonte, *Politics and Welfare in Birmingham 1900-1975* (Tuscaloosa: University of Alabama Press, 1995), 48.

<sup>86</sup> “Anniston, Ala,” *Kindergarten Magazine*, Vol. 18 (Sept. 1905—June 1906), 144.

<sup>87</sup> “Fifth Annual Convention,” *History of the Alabama Federation of Women’s Clubs*, (Montgomery: Paragon Press, 1936), 68.

<sup>88</sup> Grantham, 1038, 1043, 1044.

<sup>89</sup> H.C. Gilbert, “Pupil Co-Operation in Government-Benefits and Limitations,” *Journal of the Proceedings and Addresses of the Tenth Annual Meeting Southern Education Association*, December 27-29, 1900, p. 171.

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Cotton Mill and Florence Wagon Works. Dr. Jones played an instrumental role in securing Florence as the site for the first state normal school, or teacher's college, in 1872 (from which his daughter graduated). Jones also studied at the Teachers College of New York. Because of her family's role in the industrial development of Florence, Jones was well aware of the challenges facing the children of the mill workers. Jones saw that women worked long hours and did not have time to take care of children.<sup>90</sup> Like many others of her time, Jones believed that early childhood education was one tool to help combat poverty and child labor.

“Education was not only a sure way to material progress, it had the added feature of creating moral progress and better citizenship as well.”<sup>91</sup> This quote by historian Sheldon Hackney captures the feeling New Southerners had toward education around the turn of the twentieth century. Indeed, Southern progressives coupled education, which they emphasized as an instrument of material progress and social control, with the need to limit political participation to those who were “prepared for responsible citizenship.”<sup>92</sup> In 1898, the Alabama legislature voted to increase spending on education from \$350,000 to \$450,000. They also instituted the Boys Industrial School, whose companion institution, the Girls Industrial School in Montevallo, was built in 1896. Both schools were designed to care for wayward and orphaned youth. Both measures were championed by the Alabama State Federation of Women's Clubs. Education thus emerged as a major reform effort of the Progressive Era, combining material progress with the moral progress and citizenship for poor whites, creating new citizens and a stable social foundation for an economically robust future.

### **Education in East Florence**

Before public schools, Florence had privately funded schools. The first school in East Florence was in the basement of the John McKinley home for both the McKinley children and the family's friends' children. Little is known of this school other than French was probably taught, along with penmanship. Also on the McKinley land was a converted brick cow stall turned schoolhouse for slave children from the surrounding area. Local ministers taught in this small school.<sup>93</sup>

While the Alabama Legislature began the process of creating a public school system in the 1850s, it took a long time before public schools became a fixture in Florence. Many of the first public schools only met for a few weeks of the year when families did not need their children's labor at home, and operated on a “pay term” policy for the remainder of the year. It was not until 1891 that Florence started a free public school system for its children. A new tax program helped to fund this new venture by drawing revenue from local taxes. The first truly public school in Florence was the R.M. Patton School; it opened for nine months of the year and was also the first known school in Alabama to start a lunch program for its children.<sup>94</sup>

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<sup>90</sup>French, 210.

<sup>91</sup> Sheldon Hackney, *Populism to Progressivism in Alabama* (Princeton: Princeton University Press, 1969), 143.

<sup>92</sup> Grantham, 1045.

<sup>93</sup> Elizabeth W. McDonald, *History of the Florence City Schools 1820-1967* (Florence, Alabama, 1968), 3.

<sup>94</sup> *Ibid*, 14-15.



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According to local historian Bill McDonald, Charles Brandon, superintendent of the Cherry Cotton Mill, promoted education to children of factory workers in the days before public education. If the children of workers received satisfactory marks, Brandon would pay their tuition for the next session. However, once the children reached twelve years old, their parents were required to make them available to work in the mills if they lived in company-owned houses.<sup>95</sup> Citizenship was thus promoted at an early age among white mill workers by incentivizing their educational success while ensuring they were available to work in the mills.

The first public school in East Florence was the Brandon School, which formed in the late 1890s. The manager of the Cherry Cotton Mill, Charles Brandon, appealed to the city for a public school in East Florence for the mill workers' children. The Brandon School was first located in the residence of Miss Ada Coffee, who served as the principal with Emma Hill as her assistant.<sup>96</sup> The school then moved to the second floor of the Sloss-Sheffield Furnace Commissary, a brick building located at the corner of Aetna Street and Union Street, where it became known as the Fifth Ward School.<sup>97</sup> When the school ran out of money, Charles Brandon gave land to the city for the construction of a two-story frame building.<sup>98</sup> Henceforth, the school was known as the Brandon School, and by 1931, the school had five grades with five teachers, and an average annual enrollment of between 150 and 200.<sup>99</sup>

*Education for African Americans in Florence:* While Florence was investing in its schools for white children, the Constitution of 1901 had the effect of further harming the educational opportunities for African Americans by ensuring that white tax dollars did not pay for African American schools. Essentially left on their own to fund their own schools, African Americans in Florence worked diligently to build and fund schools. In 1899, African Americans in Florence built the John F. Slater School, named in honor of the northern philanthropist whose donations to black schools in the south helped to fund the building. This school provided education for children in grades one through eight. In 1903, the American Missionary Association, another northern philanthropic society, funded the construction of the Burrell Normal School to provide basic secondary and industrial training for blacks.<sup>100</sup> Progressives focused their education reform on working-class white children to make them citizens and to secure social stability. African Americans relied on donations from within their community and northern philanthropists to fund their schools.<sup>101</sup>

*Better Schools:* In 1898 reformers launched a statewide "Better Schools Campaign," and the Florence Educational Union formed for the purpose of promoting the movement in Lauderdale County. This was part of a statewide campaign spearheaded by the Alabama Federation of

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<sup>95</sup> E. McDonald, 28.

<sup>96</sup> Ibid, 24.

<sup>97</sup> W. McDonald, 44-45.

<sup>98</sup> E. W. McDonald, 24.

<sup>99</sup> *Florence Times*, March 24, 1931.

<sup>100</sup> Victoria E. Ott, "From the Cotton Field to the Great Waterway: African Americans and the Muscle Shoals Project During World War I," *The Great War in the Heart of Dixie*, ed. Martin Olliff (Tuscaloosa, University of Alabama Press, 2008), 106.

<sup>101</sup> See "Meeting of Colored Citizens," *The Florence Times*, February 4, 1898. At a meeting in early February, African American citizens discussed how to pay back the debt on the school building.

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Women's Clubs and the Alabama Education Association.<sup>102</sup> Their aim was to increase the school year from three months to six or eight months, and to improve the quality of the existing schools. The movement recognized that many had moved to Florence from rural areas in search of better educational opportunities for their children. By April, the statewide committee had three members, one of whom was Professor H.C. Gilbert, superintendent of the city schools.<sup>103</sup> The movement was desperately needed in Alabama, which by 1900 ranked 48<sup>th</sup> in the Russell Sage Foundation's survey of state and territorial school systems.<sup>104</sup>

A newspaper article from 1898 reported that East Florence "is growing and shows that our Board of Education, as well as the city council, is interested in the welfare and progress of the good people of East Florence."<sup>105</sup> At a Teacher's Institute held at Wesley Chapel in late August, a meeting of "young progressive" teachers produced a petition urging the school board of Lauderdale County to lengthen the school year to six months.<sup>106</sup> Meetings for the improvement of schools in Rogersville, Anderson, and Green Hill were also held that year, as the Florence Times relentlessly reported the benefits of a good education system.<sup>107</sup> Mayor Weakley supported the construction of a school in East Florence. As the 1898 school year began, the newspaper praised the Florence city schools and prodded the state of Alabama to place a greater emphasis on education to reduce its forty-one percent illiteracy rate.<sup>108</sup>

*Kindergarten in East Florence:* On the 12<sup>th</sup> of August 1898, The Florence Times ran an article citing the benefits of the growing kindergarten movement in other places, and establishing the kindergarten movement as primarily benevolent: "most of the philanthropic work of the world is reclaiming the lost, and it is necessary and noble." The article went on to claim that if all children had access to kindergarten, the need for temperance societies and "most of the machinery of government that relates to the punishment of crime" would both be unnecessary.<sup>109</sup> There were other reasons, as well. According to local historian Bill McDonald, women who worked in the mill had no child care for their young children, and the kindergarten relieved them of this burden so that they were free to work in the cotton mills.<sup>110</sup> Lulie Jones, then a student at Teachers' College of New York, believed that something had to be done to help the children "in the poorest districts of the city."<sup>111</sup> With these motives in mind, the progressive-minded women of Florence met at the home of Mrs. John R. Price to plan a free kindergarten association in Florence on August 16<sup>th</sup>, 1898 and elected Jones as the president, Susie Pride as secretary, and H.C. Gilbert

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<sup>102</sup> David Alan Harris, *Racists and Reformers: A Study of Progressivism in Alabama, 1896-1911*, a thesis, University of North Carolina at Chapel Hill, 1967, 98.

<sup>103</sup> "Better Schools for Alabama," *The Florence Times*, March 25, 1898, p. 2.; "Children's Crusade," *The Florence Times*, April 22, 1898, p. 3.

<sup>104</sup> Harris, 99.

<sup>105</sup> "City Schools," *The Florence Times*, September 2, 1898, p. 3.

<sup>106</sup> "Teacher's Institute," *The Florence Times*, September 2, 1898, p. 3.

<sup>107</sup> Ibid; see also "Education," *The Florence Times*, September 30, 1898, p. 2.

<sup>108</sup> "The City Schools," *The Florence Times*, September 9, 1898, p. 3.

<sup>109</sup> "The Free Kindergarten Again," *The Florence Times*, August 12, 1898, p. 2.

<sup>110</sup> W. McDonald, 30.

<sup>111</sup> French, 212.

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as treasurer.<sup>112</sup> Jones, who was friends with Maud Lindsay and knew of her desire to teach young children using a progressive system of education, recommended the group approach Lindsay to ask her to teach at the school they wished to begin. Lindsay agreed.<sup>113</sup> By this time Lindsay had already run a private kindergarten from her own home, after learning of the trade from a kindergarten in Memphis.<sup>114</sup>

Lulie Jones found willing allies in Florence's mill owners, who were largely invested in the Florence Free Kindergarten and in promoting a progressive notion of their city. John Ashcraft served as a trustee of the Lauderdale County Education Association, and his brother Lee served as president of the Florence Free Kindergarten Association. N.F. Cherry, owner of the Cherry Cotton Mill, was the association's largest donor. Jones and Lindsay's aim of improving the lives of the children complimented the mill owner's vision of promoting manufacturing as a tool of social development and order.<sup>115</sup> By promoting and funding education for white children, the mill owners encouraged the citizenship of working-class whites, whose responsible citizenship promised social order and future economic growth.

At a meeting on September 2<sup>nd</sup> in the St. James Church in East Florence, Jones announced before a large crowd of interested parents that the group had funding for three months of operation for the planned kindergarten. The newspaper commented that "once established and the good effects seen it should be an easy matter to continue it."<sup>116</sup> The first class was held on September 19 in the old commissary that had previously housed the Brandon School, on Aetna Street and Union Ave.<sup>117</sup> The founders chose this location because it sat on a road leading to the many mills of the town, so children could be taken to school while their parents went to work. In these early days, the number of pupils was capped at forty, though at times over the school's history more than one hundred students were in attendance at one time.<sup>118</sup> The ages of permitted children ranged from four to six years, however sometimes three-year-olds were also admitted.

The people of East Florence embraced the progressive notion of early childhood education. The families of the children in the kindergarten were very poor. According to Henry Grady Richards, who studied the kindergarten in 1928 for his thesis at Peabody College, Maud Lindsay visited the families of students. These families were "some of the poorest dressed people I have ever seen, some awful human wrecks...I saw families without food, shelter, or clothing."<sup>119</sup> By November, forty students were enrolled at the kindergarten and many had to be turned away due to lack of space.<sup>120</sup> By Thanksgiving of that year, board members noticed an improved "politeness and

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<sup>112</sup> Kristen Tippett Briggs. "The Ties That Bind: The Educational and Literary Journeys of Caroline Lee Hentz and Maud Lindsay." (University of North Alabama, MA Thesis, December 2013), 58. "The Free Kindergarten Association," *The Florence Times*, August 19, 1898, p. 3.

<sup>113</sup> French, 209-212.

<sup>114</sup> French, 185.

<sup>115</sup> Sallee, 84.

<sup>116</sup> "The Kindergarten," *The Florence Times*, September 2, 1898, p. 3.

<sup>117</sup> "The Free Kindergarten," *The Florence Times*, September 30, 1898, p. 3.

<sup>118</sup> French, 229.

<sup>119</sup> French, 236.

<sup>120</sup> "Florence Free Kindergarten," *The Florence Times*, November 11, 1898, p. 3.

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neatness” of the students.<sup>121</sup> Before the Christmas holiday, the pedagogy focused on connections between the children and their homes, domestic life, and nature. After the holiday, the curriculum shifted to incorporate the children into the world at large, and they studied weather, geography, history, nature, and biography, all taught through play and song. By the end of the year, however, the measles epidemic greatly interfered with the children’s attendance. The first year was nonetheless a success. The kindergarten finished the year with a balance of \$27.35, the initial budget being \$496.81.<sup>122</sup>

In 1900-1901, the kindergarten moved to the basement of the new Brandon Elementary School on Ironside Street. That year, the average attendance hovered around thirty-two students, with a high of forty-one. This number dropped back to thirty-two after the vaccination law went into effect in November of 1900. This policy required all children entering the kindergarten to be vaccinated. During the year, a branch kindergarten was formed near the Ashcraft Cotton Mills, closer to the city of Florence. The purpose was to reach the children not able to attend the Florence Free Kindergarten. The kindergarten was held in the cotton seed hull house, and the cotton seed hulls made a “carpet” for the children, who ranged in number from twenty to twenty-four. Maud Lindsay was proud of this branch kindergarten: “the fact that this kindergarten existed without even the simplest necessities, chairs, tables, etc., of other kindergartens, proves conclusively the possibilities within our reach. Christ was born in a stable and His love can be taught anywhere.” The kindergarten again had money remaining after the 1900 school year; their budget report shows that the Cherry Cotton Mills and the Florence Wagon Works each donated \$80.00, the Pump Factory gave \$16.00, the Alabama Stave Company gave \$12.00, the Florence Baptist Church donated \$17.78, the Presbyterian Church gave \$38.30, and individual subscriptions made up \$166.00.<sup>123</sup>

The Florence Free Kindergarten Association (FFKA) grew in membership to between twenty and thirty women who would solicit monthly pledges from a rotating list of local businesses. By 1909, all the elected officers of the FFKA were women. In 1912, the Florence Free Kindergarten association purchased land across from the Brandon School in which to build a new structure.<sup>124</sup> Even though the kindergarten was a point of pride for the city of Florence, it struggled financially during a significant period of its existence but remained a testament to the progressive notions of its founders.<sup>125</sup> Even by the 1950s, only one hundred and forty-two kindergartens operated in the state and many were fee based, affordable only to those with enough income. It was not until the federally funded Project Head Start launched in the 1960s did kindergartens spread more widely across the state, and not until the late 1970s did state-funded programs become the norm, with 1080 programs operating between 1979-80.<sup>126</sup> Like most schools of the time in Alabama, the kindergarten was segregated and remained so through the 1960s despite the fact that both black and white workers worked in the mills of Florence. By 2013, the number had

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<sup>121</sup> “The East Florence Kindergarten,” *The Florence Times*, November 25, 1898, p. 3.

<sup>122</sup> *Florence Times*, May 26, 1899.

<sup>123</sup> “The Kindergarten,” *The Florence Times*, August 23, 1901, p. 2.

<sup>124</sup> *The Kindergarten Primary Magazine*, Vol. 24 (September 1911-June 1912), p. 58.

<sup>125</sup> Lightfoot, 39.

<sup>126</sup> Lightfoot, 111-112.

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risen to programs operating in all 1,085 elementary schools (though kindergarten attendance is still not mandatory in the state).

The social history behind the formation of the Florence (later Maud Lindsay) Free Kindergarten is one of progressivism molded to fit the political expediency of both redefining whiteness in lieu of a populist political threat and promoting the industrial capabilities of Florence as a model city of the New South. Florence's city leaders worked hard to maintain the social order of their community by promoting education for, and the citizenship of, East Florence's working-class whites. City leaders and mill owners could boast of educational progress as an indicator that the city had the "right sort" of labor: native and white. Looming in the distance, the hydroelectric project that came to fruition during World War I propelled Florence's city leaders to embrace progressivism as a harbinger for economic appeal.

### **Criterion B**

Little is known about Maud Lindsay's personal life as she revealed few details as she grew older and more well-known. We do know that she grew up at 500 North Main Street in Tuscumbia, in a two-story white frame house with an off-center doorway framed by four white columns.<sup>127</sup> The yard was surrounded by a white picket fence. The home faced Maud Lindsay's grandparents' home. Like many of their socio-economic class, Lindsay and her siblings were educated at home for a portion of their childhood. Lindsay's parents encouraged her to read widely, including popular folk tales and Sir Walter Scott, which helped to instill a love for literature in Lindsay at a young age. Lindsay wrote poetry as a child, even having a poem published in a newspaper.<sup>128</sup> Between the ages of ten and fifteen, Lindsay attended the Deshler Female Institute in Tuscumbia. This was mainly a finishing school for young wealthy women of the area. Lindsay's first attempt at writing a novel happened while she attended the school. It was a book called "Freaks" and contained twenty-five chapters of puppet shows. Each chapter started with a Shakespeare quote and the stories had a basis in Scottish folk tales.<sup>129</sup> Lindsay was also life-long friends with Helen Keller, another Tuscumbia native.

### **Becoming a Teacher**

Though Lindsay received a thorough education and enjoyed reading, she never thought seriously about becoming a teacher. Instead, she had aspirations to write novels and to become a musician. Her love for music led her to a school in Tuscumbia, directed by Jeanne Pettitt Cooper. Cooper wanted to begin a teacher training course for young women that emphasized the progressive philosophy of teaching. Cooper immediately recognized Lindsay's potential as a teacher and urged her to enter the program. Lindsay declined the invitation repeatedly, telling Cooper "I have no call to teach and no desire for it." Cooper eventually convinced Lindsay to come to the school for a month and play the piano for the children.<sup>130</sup>

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<sup>127</sup> Lightfoot, 172.

<sup>128</sup> Ibid, 177.

<sup>129</sup> Ibid, 177-178.

<sup>130</sup> Pearl Sparks, "Maud Lindsay-Kindergartener, Writer, Alabamian," Collier Library Archives and Special Collections, University of North Alabama, Maud Lindsay Files, 1.

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Her time at the school ended up lasting much longer than one month. Lindsay served first as a pianist and then as a teacher at Cooper's school from 1895 to 1898.<sup>131</sup> During this time, Lindsay composed her first story for children, "Mrs. Speckley Hen".<sup>132</sup> A kindergarten magazine published the story. The magazine paid Lindsay fifty cents and she received a year's subscription to the magazine.<sup>133</sup> During her time at Ms. Cooper's school, Lindsay began to refocus her life around children. As she began to do so, she began to study various teaching and learning styles, discovering the work of Friedrich Froebel. The lessons of his book, *Mother Play*, convinced Lindsay that she should focus her energies on early childhood education. Throughout the remainder of her teaching career, Lindsay held firmly to Froebel's philosophy, which resulted in not only a successful teaching career but one that made her a friend and mentor for many children and parents.

In 1898, Lindsay took the position as the first teacher and principal of the first free kindergarten in the state. However, the future of the new school did not look bright. Lindsay found herself running an underfunded school, and the threat of closure always seemed to loom large. When the school opened its doors in September of 1898, only three months' worth of operating costs had been raised by the Florence Free Kindergarten Association and only a donation from Grace Dodge, a New York philanthropist, kept the doors open in 1899 after the original funds ran out.<sup>134</sup> All of the equipment for the school was made in Florence for a cost of \$40.00.<sup>135</sup> Fundraising remained a constant struggle. Lindsay would often ask for donations and gifts from local stores to help gather supplies. When the school faced its most severe economic difficulties, Lindsay refused to let the school close, proposing instead another solution: "You can't build on dead interest. I'll teach for nothing, but we must not close."<sup>136</sup> As a way to ensure the school could stay open and free to the children, Lindsay went without a salary for most of her tenure at the school. In order to support herself, Lindsay published children's stories.<sup>137</sup>

Lindsay's new method of teaching helped her become well known throughout the community as a successful teacher. The progressive education movement allowed for a personal approach to teaching that could be modified to suit each child's personal needs and Lindsay worked hard to understand the needs of the children she taught. She gave equal attention to all of her students, making her unique among many teachers of her time.<sup>138</sup> Many referred to Lindsay as the "singing teacher" because of her love for music and the songs she used to teach the children.<sup>139</sup> Singing was a way to not only teach the children of the kindergarten but was also a way to reach

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<sup>131</sup> Alabama Women's Hall of Fame Nomination at Judson College, Collier Library Archives and Special Collections, University of North Alabama, Maud Lindsay Files, 1995.

<sup>132</sup> Sparks, 2.

<sup>133</sup> Nelle M. Bigbee, "Personality Sketch of Miss Maud Lindsay" (speech, Alabama Writers' Conclave, Birmingham, AL, 1973).

<sup>134</sup> French, 215.

<sup>135</sup> Carter, 2.

<sup>136</sup> Carter, 1.

<sup>137</sup> Briggs, 59.

<sup>138</sup> Anita Garner. 2009. "Maud McKnight Lindsay". *Encyclopedia of Alabama*.  
<http://www.encyclopediaofalabama.org/article/h-2376>.

<sup>139</sup> Janet C. Simpson, "Maud Lindsay, Teacher," *Alabama Scholarly Journal* (October 1941): 7.

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the parents of the children as well.<sup>140</sup> The children often sang the songs while at home, teaching their parents the same lessons they learned in the classroom. Lindsay also used play to educate children, recognizing the benefits of letting the children be active learners. Lindsay stated:

In a kindergarten we are all workers, everybody busy, little hands being trained, little minds developed. Somebody looking in at the window might think we were only playing, but every play holds a truth that grown people might well learn. Every song is a lesson in dictionary, every story a language lesson, the playthings are the beginnings of lessons, the games are full of lesson in politeness and unselfishness, and all the running, jumping and skipping that little people need keep them healthy and happy.<sup>141</sup>

Lindsay knew that teaching children in a fun and loving environment would improve their educational future, while also improving their lives as a whole. The teaching methods Lindsay used were influenced by both Froebel, the founder of the kindergarten movement (previously discussed), and Dr. Maria Montessori.

Dr. Maria Montessori, an Italian physician and educator, started the Montessori movement in 1907. The basis of her methods was to have mixed-age classrooms, often having a range of two and a half to six years of age.<sup>142</sup> She believed that students should have different options to learn a topic and should have uninterrupted blocks of work time of around three hours each.<sup>143</sup> She believed children should carry out activities in their own individual way and with as much time as they need, helping them to become independent thinkers. Montessori also believed furniture and facilities should also be modified to suit the smaller size of the children, rather than being adult sized – clearly seen in the classrooms of the Maud Lindsay Free Kindergarten.<sup>144</sup>

Montessori stressed that the adults in the classroom, whether teacher or helper, should guide children to learn instead of teaching at them. The only punishment Montessori advocated was that of isolation, which she believed motivated children to correct their behavior.<sup>145</sup> Like Froebel's method, Montessori's method employed a discovery model of teaching by using materials, gardening, songs, and poems to learn lessons rather than reciting from books.<sup>146</sup> Lindsay ensured she employed these methods in her two-room kindergarten.

Many people visited the school to observe Lindsay's teaching to learn how they could improve other schools. This interest in Lindsay's teaching methods led Lindsay to work from 1906 to 1908 in the Elizabeth Peabody Settlement House in Boston. Working at the settlement house allowed Lindsay to work with all ages of children from Poland and Russia.<sup>147</sup> Soon, Lindsay would begin teaching others about how to better teach kindergarteners. She visited New York

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<sup>140</sup> Sparks, 2.

<sup>141</sup> Pat M. Mahan, "Welcome to Lauderdale County, Alabama," Roots Web <http://www.rootsweb.ancestry.com/~allauder/edu-brandon-nwspr.htm> (accessed November 4, 2013).

<sup>142</sup> Mario M. Montessori, Jr., *Education for Human Development: Understanding Montessori*, ed. Paula Polk Lillard (New York: Schocken Books, 1976), 14.

<sup>143</sup> Ibid, 21.

<sup>144</sup> Ibid.

<sup>145</sup> Ibid, 26.

<sup>146</sup> Ibid, 30.

<sup>147</sup> Carter, 62.

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University during the summers, beginning in 1903, to teach about how to use stories as a teaching method.<sup>148</sup> Even though her vast knowledge in the subject of teaching young children gave her plenty of new opportunities to teach elsewhere across the country, Lindsay chose to always return to her free kindergarten in rural Alabama for no payment.

### **Lindsay as an Author**

While working at a kindergarten in Tuscumbia from 1895 to 1898, Lindsay wrote her first children's story, "Mrs. Specklety Hen". She was paid fifty cents and received a year's subscription to the kindergarten magazine that published the story. Her first book, *Mother Stories*, was published around 1899. In addition to many short stories and poems, she wrote at least thirteen books including *More Mother Stories*, *The Amazing Adventures of Ali*, *Jock Barefoot*, *Little Missy*, *The Toy Ship*, and *Fun on Children's Street*. She also co-wrote *The Joyous Guest* and *The Joyous Travelers* for older children. Her stories were published in American textbooks and were read in Mexico, Egypt, and South America. *The Toy Shop* was her first story transcribed into Braille. Lindsay found inspiration in her students. She also used her students as a test audience before each story was published. She wrote stories children could understand using familiar objects and animals. She wrote about the world around her, her childhood, and her heritage. She also did research to make her stories authentic. Her stories allowed children to both use their imagination and learn about the world. Lindsay also published at least twelve poems including "Alabama Way", "My Land is a Red Land," and "Alabama Magic". She was also a storyteller and traveled to many different cities telling stories to audiences.<sup>149</sup>

Maud Lindsay continued writing and teaching until her death in 1941.

### **Background**

Maud McKnight Lindsay was born in Tuscumbia, Alabama, in May, 1874, to Robert Burns Lindsay and Sarah Miller Winston. Lindsay was the youngest of nine children. Robert Burns Lindsay, who served as Alabama's governor from 1870 to 71, was born in Lochmaben, Dumfriesshires, Scotland on July 4, 1824. His father served as a provost of Lochmaben Primary School and encouraged his son's academic pursuits.<sup>150</sup> Lindsay attended St. Andrews University on scholarship. When he first arrived in America in 1844, Lindsay taught at Wilmington College in North Carolina as a Professor of Languages. He moved from North Carolina to Tuscumbia, Alabama, in 1849, with his brother David. David Lindsay started the "Session Room of the Tuscumbia Presbyterian Church" as a school for boys. In Tuscumbia, Lindsay studied law and was admitted to the bar in 1852. He married Sarah Miller Winston in 1854. Winston was the granddaughter of Captain Anthony Winston, an officer in the Revolutionary War who had also served in the Virginia House of Burgesses. Sarah Miller Winston was also the half-sister of then-Alabama governor John Winston (1853-57).

<sup>148</sup> Claire Eagle. 2015. "Maud Lindsay Free Kindergarten" *Alabama Cultural Resource Survey*.  
<https://omeka.lib.auburn.edu/admin/items/show/397>.

<sup>149</sup> Briggs, 58-69.

<sup>150</sup> French, 161-166.



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After his admittance to the bar, Lindsay began a political career, serving in both the Alabama House of Representatives and the Alabama State Senate. He served on the board of visitors to West Point Military Academy for the year of 1854. In 1860, Lindsay was appointed presidential elector on the Democratic ticket. However, Lindsay was against the idea of secession and did not support the institution of slavery, which led him to back out of the presidential elector race. Like many Alabamians in the northwest corner of the state, Lindsay took a unionist stance; however, like many other Alabamians who originally opposed secession, he backed the Confederacy once the Civil War began. In 1863-1864, Lindsay joined the local cavalry regiment, the 10th Alabama, serving under Colonel P.D. Roddey. Col. Roddey's main objectives were to take part in quick attacks against the Union, blockading railroad tracks, and preventing Confederate cotton from entering Union hands. It was vital to protect the Tennessee Valley as it was a gateway into the Deep South. Near the end of the war, Lindsay helped to police north Alabama to prosecute "tories, conscripts, and deserters."<sup>151</sup> Despite serving and prosecuting for the Confederacy, Lindsay never fully accepted the Confederate goals. He left little of a war record, often credited to his lack of fully accepting the Confederacy, and he stayed stationed near his home at Mt. Hope for the duration of the war.

In the wake of the war he returned to the state senate, and in 1870, he became the state's only foreign-born governor. Even before Lindsay could take office, Governor William Hugh Smith refused to concede to him. The Supreme Court stepped in and Lindsay finally took the office of governor. Lindsay would come to serve only one term, due to a number of economic disasters initiated by the corrupt administration of his predecessor, who did not want his crimes revealed, hence his refusal to concede to Lindsay. Under Gov. Smith, the Alabama and Chattanooga Railroads failed to meet bond interest payments. This disaster came to light when Lindsay took office. As such, much of the blame for the failed payments landed on Lindsay. After leaving office Lindsay moved to Colorado and practiced law until he suffered from a stroke, whereupon he returned to Tuscumbia. From then until his death, Lindsay would focus on the education of all nine of his children.

Maud Lindsay's mother Sarah Winston Lindsay was from a prominent Tuscumbia family. Her family originally moved from Virginia to north Alabama when it was still considered the frontier. Her ancestor John J. Winston purchased valuable land located on the banks of the Tennessee River during the initial Cypress Land Company land sale in 1818. Because the property had ferry privileges, the price of the land was \$10,100, a much higher cost than land not located on the river's edge. The family soon became prominent planters.<sup>152</sup> Like her husband, Sarah was educated and appreciated literature and art. Four of her nine children survived to adulthood; Minnie, Mattie, Mary, and Maud.

### **The Kindergarten Today**

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<sup>151</sup> Ibid.

<sup>152</sup> Ibid.

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The kindergarten is still in operation today although it has moved several times. It moved from the Sloss-Sheffield Commissary to the basement of the Brandon School. In 1913, a building was erected for the kindergarten across the street from the Brandon School. Due to the financial hardships of the Great Depression, the kindergarten was deeded to the city of Florence in the 1930s. In 1968, the Brandon School needed the property the school occupied, so the kindergarten was moved to 426 Aetna Street. In the 1990s the school was moved three blocks to 1801 Cole Avenue to make way for Patton Island Bridge. The school was moved again as construction began on the new Florence hospital. The school is now located at 227 Enterprise Street. The school operates today thanks to donations from the city of Florence and private individuals.<sup>153</sup> Despite the movement of the building, it still sits in the midst of the same working-class neighborhood where it first opened its doors in 1898.

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<sup>153</sup> Ibid. 58-64.

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Maud Lindsay Free Kindergarten  
Name of Property

Lauderdale, Alabama  
County and State

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Name of Property

Lauderdale, Alabama  
County and State

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Maud Lindsay Free Kindergarten  
Name of Property

Lauderdale, Alabama  
County and State

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**Previous documentation on file (NPS):**

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # \_\_\_\_\_
- recorded by Historic American Engineering Record # \_\_\_\_\_
- recorded by Historic American Landscape Survey # \_\_\_\_\_

**Primary location of additional data:**

Maud Lindsay Free Kindergarten

Lauderdale, Alabama

Name of Property

County and State

State Historic Preservation Office

Other State agency

Federal agency

Local government

University

Other

Name of repository: \_\_\_\_\_

**Historic Resources Survey Number (if assigned):** \_\_\_\_\_

---

### 10. Geographical Data

**Acreage of Property** 0.8 acres

Use either the UTM system or latitude/longitude coordinates

**Latitude/Longitude Coordinates (decimal degrees)**

Datum if other than WGS84: \_\_\_\_\_

(enter coordinates to 6 decimal places)

1. Latitude: 34° 48' 25.47" N                      Longitude: 87° 38' 58.87" W

2. Latitude:    Longitude:

3. Latitude:    Longitude:

4. Latitude:    Longitude:

**Or**

**UTM References**

Datum (indicated on USGS map):

NAD 1927    or     NAD 1983

1. Zone:                                      Easting:                                      Northing:

2. Zone:                                      Easting:                                      Northing:

3. Zone:                                      Easting:                                      Northing:

4. Zone:                                      Easting :                                      Northing:



Maud Lindsay Free Kindergarten  
Name of Property

Lauderdale, Alabama  
County and State

**Verbal Boundary Description** (Describe the boundaries of the property.)

The property is bordered on the east by Enterprise Street and on the south by Central Avenue. To the north and east of the school are residential properties. See Figure 2.

**Boundary Justification** (Explain why the boundaries were selected.)

The boundary is the property boundary. The original location of the school was on a double-lot (one hundred by one hundred-fifty feet) on Ironside Street, its front façade facing the street opposite the front of the Brandon School. The current lot size is double that of the original: two hundred feet along Enterprise Street and one hundred and fifty feet, with a small parking lot to the north of the structure. The playground occupies the grassy area adjacent to the school, in a space roughly one hundred feet wide and one hundred and fifty feet deep. The original lot was not on a corner lot.

---

**11. Form Prepared By**

name/title: Dr. Carolyn Barske, Carrie Keener, Joy Caitlin Monroe, Brian Murphy  
organization: University of North Alabama Public History Center  
street & number: One Harrison Plaza, UNA Box 5019  
city or town: Florence state: Alabama zip code: 35632  
e-mail: cbarske@una.edu  
telephone: 256-765-4529  
date: \_\_\_\_\_

**Additional Documentation**

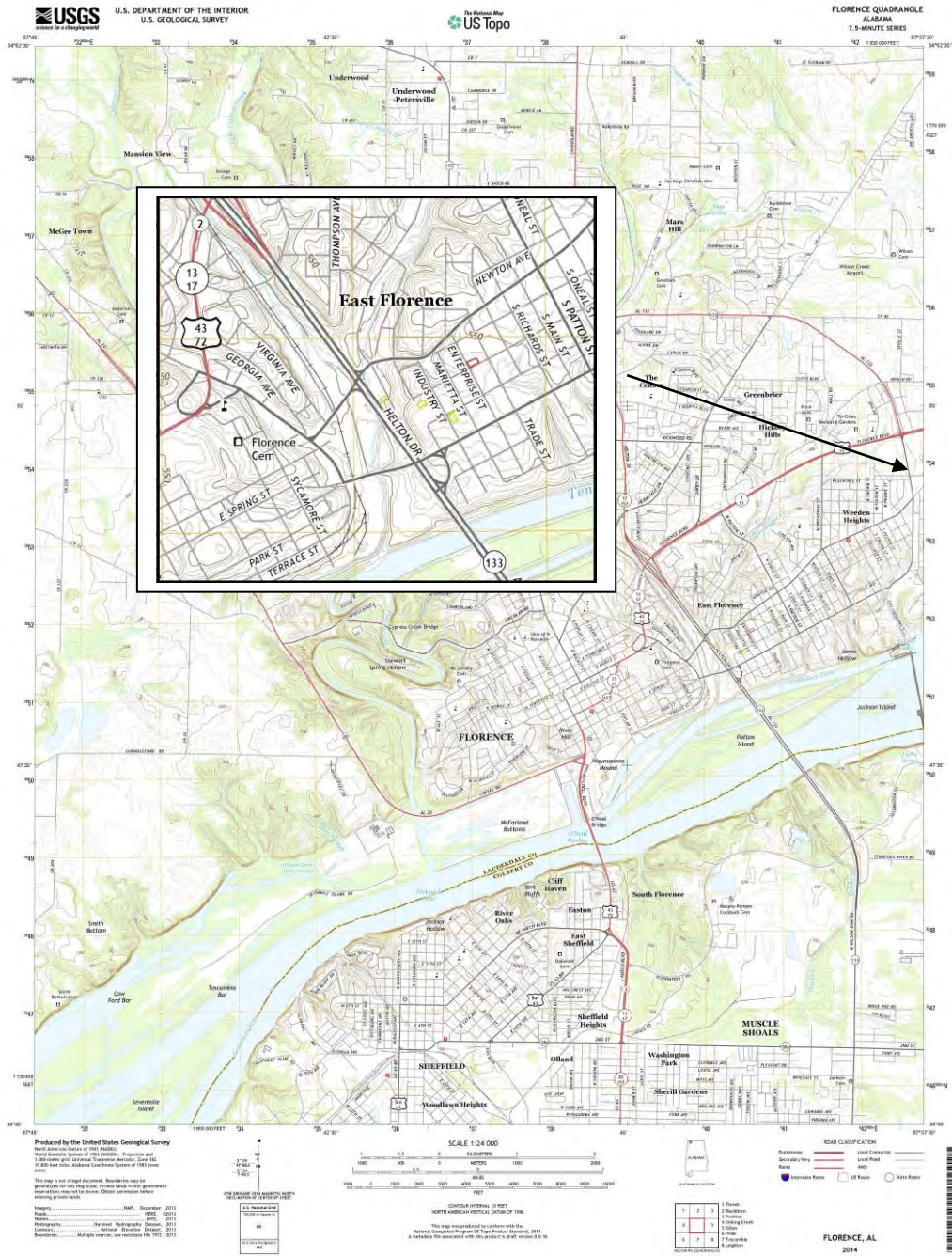
Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Maud Lindsay Free Kindergarten  
Name of Property

Lauderdale, Alabama  
County and State

Figure 1: Maud Lindsay Locations Map



The red square represents the current location, the yellow squares the three previous locations

Maud Lindsay Free Kindergarten  
Name of Property

Lauderdale, Alabama  
County and State

Figure 2: Maud Lindsay Property Map



Google Earth

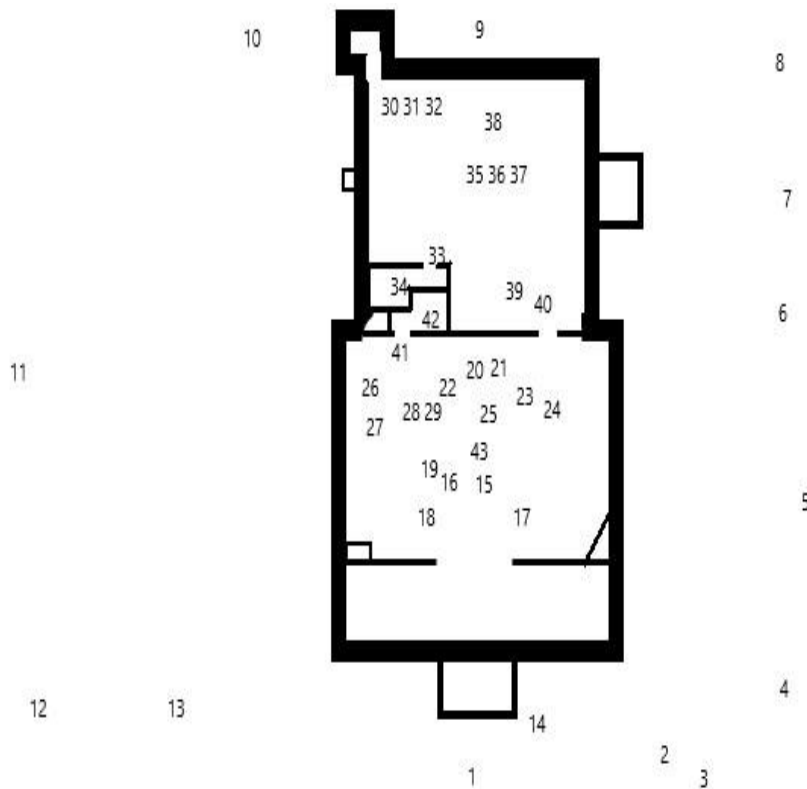
feet 500  
meters 100



Maud Lindsay Free Kindergarten  
Name of Property

Lauderdale, Alabama  
County and State

Figure 3: Maud Lindsay Floorplan/Photo Map



## Photographs

### Photo Log

Name of Property: Maud Lindsay Free Kindergarten

City or Vicinity: Florence

County: Lauderdale State: Alabama

Photographer: Dr. Carolyn Barske

Date Photographed: 02/24/2016

Description of Photograph(s) and number, include description of view indicating direction of camera:

1. AL\_Lauderdale\_MaudLindsay\_0001 West facade, camera facing east
2. AL\_Lauderdale\_MaudLindsay\_0002 West facade, camera facing northeast
3. AL\_Lauderdale\_MaudLindsay\_0003 West facade, camera facing northeast
4. AL\_Lauderdale\_MaudLindsay\_0004 South facade, camera facing northeast
5. AL\_Lauderdale\_MaudLindsay\_0005 South facade, camera facing north
6. AL\_Lauderdale\_MaudLindsay\_0006 South facade, camera facing northwest
7. AL\_Lauderdale\_MaudLindsay\_0007 South facade, camera facing north

Maud Lindsay Free Kindergarten

Lauderdale, Alabama

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County and State

8. AL\_Lauderdale\_MaudLindsay\_0008 South facade, camera facing northwest
9. AL\_Lauderdale\_MaudLindsay\_0009 East facade, camera facing west
10. AL\_Lauderdale\_MaudLindsay\_0010 North facade, camera facing southwest
11. AL\_Lauderdale\_MaudLindsay\_0011 North facade, camera facing south
12. AL\_Lauderdale\_MaudLindsay\_0012 North facade, camera facing southeast
13. AL\_Lauderdale\_MaudLindsay\_0013 North facade, camera facing southeast
14. AL\_Lauderdale\_MaudLindsay\_0014 Sign outside kindergarten, camera facing east
15. AL\_Lauderdale\_MaudLindsay\_0015 Front classroom, camera facing east
16. AL\_Lauderdale\_MaudLindsay\_0016 Front classroom, camera facing north
17. AL\_Lauderdale\_MaudLindsay\_0017 Front classroom, camera facing southwest
18. AL\_Lauderdale\_MaudLindsay\_0018 Front classroom, camera facing northwest
19. AL\_Lauderdale\_MaudLindsay\_0019 Front classroom, camera facing north
20. AL\_Lauderdale\_MaudLindsay\_0020 Maud Lindsay display, camera facing east
21. AL\_Lauderdale\_MaudLindsay\_0021 Maud Lindsay, camera facing east
22. AL\_Lauderdale\_MaudLindsay\_0022 Photo of Maud Lindsay, Aunt Julia and students, 1915, camera facing east
23. AL\_Lauderdale\_MaudLindsay\_0023 Photo of Maud Lindsay and students in 1930, camera facing east
24. AL\_Lauderdale\_MaudLindsay\_0024 Photo of Maud Lindsay Free kindergarten, camera facing east
25. AL\_Lauderdale\_MaudLindsay\_0025 Photo of Mr. and Mrs. Robert Wilkes (maker of the first chairs for the kindergarten)
26. AL\_Lauderdale\_MaudLindsay\_0026 Original chairs, camera facing east
27. AL\_Lauderdale\_MaudLindsay\_0027 Original chairs and toys, camera facing east
28. AL\_Lauderdale\_MaudLindsay\_0028 Toys, camera facing east
29. AL\_Lauderdale\_MaudLindsay\_0029 Photo of Miss Minna Scruggs and Miss Julie Cochran with students in 1917, camera facing east
30. AL\_Lauderdale\_MaudLindsay\_0030 Storage room, camera facing east
31. AL\_Lauderdale\_MaudLindsay\_0031 Storage room, camera facing north
32. AL\_Lauderdale\_MaudLindsay\_0032 Storage room, camera facing south
33. AL\_Lauderdale\_MaudLindsay\_0033 Girl's bathroom, camera facing northwest
34. AL\_Lauderdale\_MaudLindsay\_0034 Girl's bathroom, camera facing north
35. AL\_Lauderdale\_MaudLindsay\_0035 Rear classroom, camera facing east
36. AL\_Lauderdale\_MaudLindsay\_0036 Rear classroom, camera facing south
37. AL\_Lauderdale\_MaudLindsay\_0037 Rear classroom, camera facing north
38. AL\_Lauderdale\_MaudLindsay\_0038 Rear classroom, camera facing west
39. AL\_Lauderdale\_MaudLindsay\_0039 Rear classroom, camera facing northwest
40. AL\_Lauderdale\_MaudLindsay\_0040 Rear classroom, camera facing southwest
41. AL\_Lauderdale\_MaudLindsay\_0041 Boy's bathroom, camera facing southeast
42. AL\_Lauderdale\_MaudLindsay\_0042 Boy's bathroom, camera facing south
43. AL\_Lauderdale\_MaudLindsay\_0043 Front classroom, camera facing northeast



Maud Lindsay Free Kindergarten  
Name of Property

Lauderdale, Alabama  
County and State

APPENDIX A:

Images from the of the latest move of the school building  
“Kindergarten Reaches New Home” *Times Daily* (August 20, 2015)  
Photos by Matt McKean



Maud Lindsay Free Kindergarten  
Name of Property

Lauderdale, Alabama  
County and State



**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



MAUD LINDSAY FREE KINDERGARTEN







MAUD LINDSAY FREE KINDERGARTEN





MAUD LINDSAY FREE KINDERGARTEN





































RESERVED  
PARKING

VAN  
ACCESSIBLE

MAUD LINDSAY FREE KINDERGARTEN





MAUD LINDSAY FREE KINDERGARTEN

[Small black sign on a stone pillar]

EMERGENCY  
PARKING

ADA





FLORENCE, ALABAMA  
LAUDERDALE, COUNTY

18

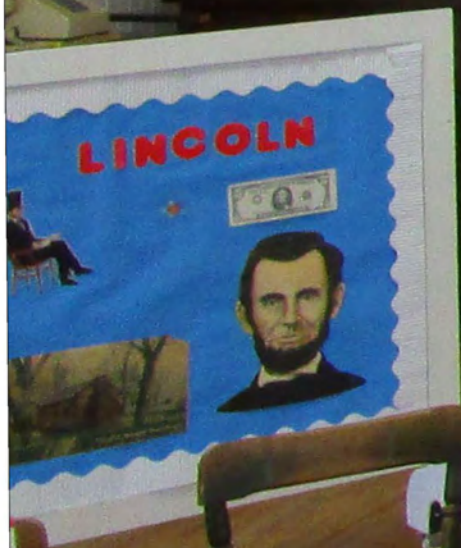
18

HERITAGE

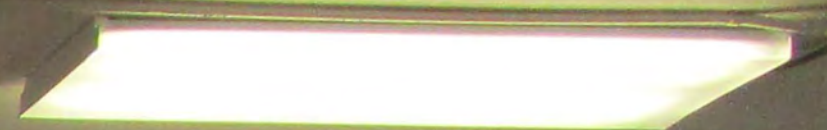
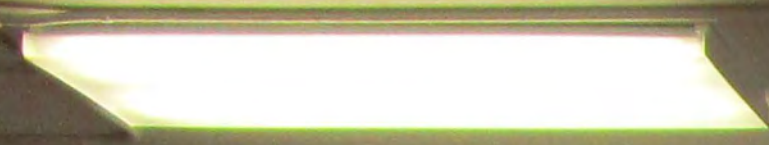
PRESERVATION

Maud Lindsay  
Free Kindergarten  
Founded  
1898













THE SHAPES

Rebisan

Michelle

Michelle

Zoe Kette

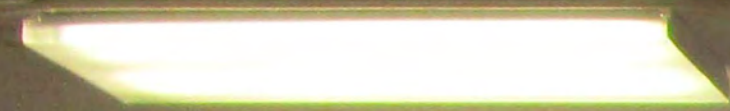
Michelle











Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz















Miss Maud and Aunt Julia with the Girls  
1915

LANDON  
1915





Miss Maud with the Boys  
1930









Picture of Mr. and Mrs. Robert Wilkes

Mr. Wilkes made original chairs for Kindergarten.  
Six generations of this family attended Kindergarten.

1. Martha Ann Wilkes
2. Hetty Lee Wilkes Freeman
3. Muriel Freeman Brewer  
Martha (Totsie) Lowe
4. Faye Brewer King
5. Samantha Cossey
6. Clay Rikard













STORIES FOR LITTLE CHILDREN  
You can get her another  
All shining and new  
A happy happy boy!

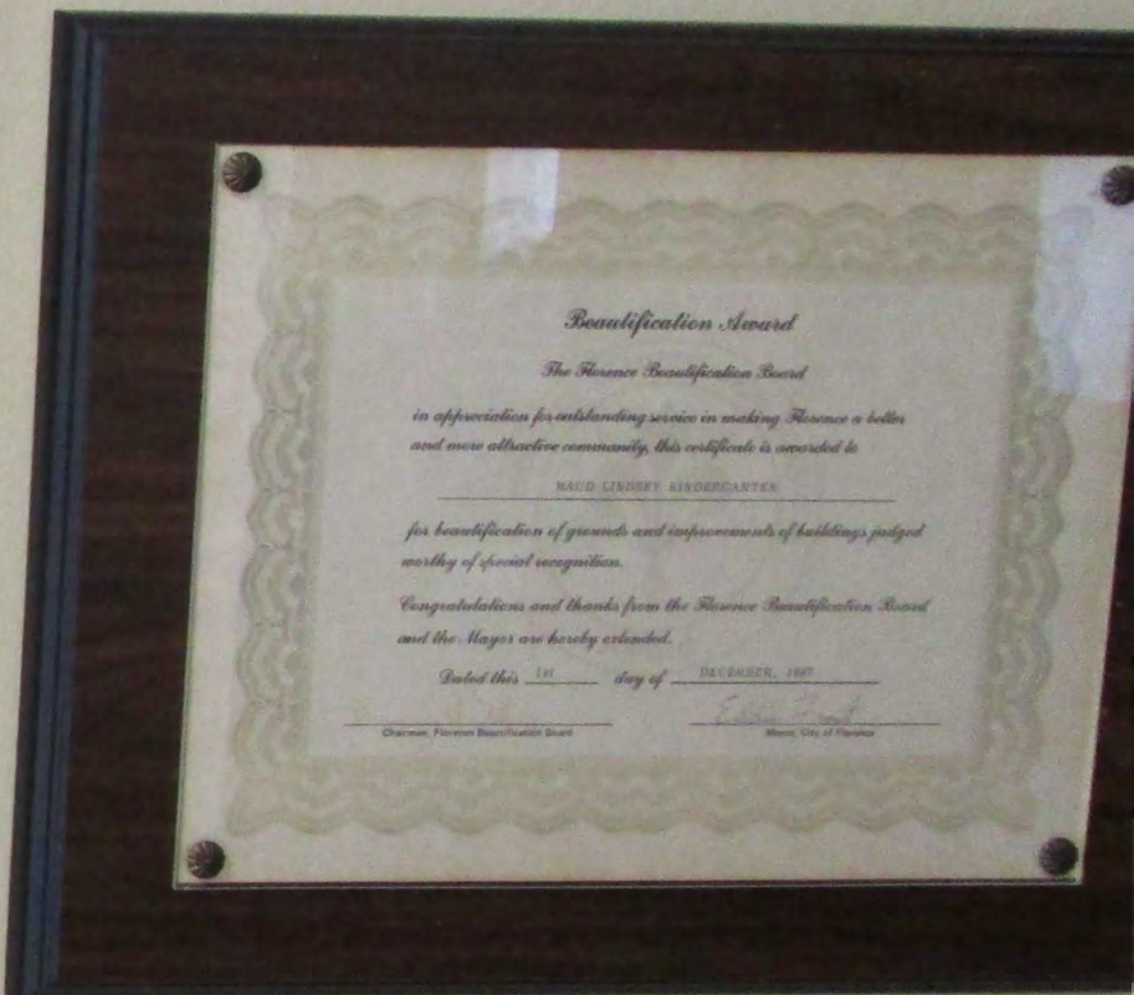
THE LITTLE GRAY PONY  
By Maud Lindsay

It told a story of a small pony  
waiting when the boy came





Miss Minna Scruggs and Miss Julie Cochran with the Children  
 1917



*Beautification Award*

*The Florence Beautification Board*

*in appreciation for outstanding service in making Florence a better and more attractive community, this certificate is awarded to*

MAUD LINDSEY KINDEGARTEN

*for beautification of grounds and improvements of buildings judged worthy of special recognition.*

*Congratulations and thanks from the Florence Beautification Board and the Mayor are hereby extended.*

Dated this 1st day of DECEMBER, 1917

Chairman, Florence Beautification Board  
 Mayor, City of Florence









Paint  
Cups

Welcome  
Sign

November

October

January

February

March

Easter

May

April

HAMMERMILL  
Copy  
HAMMERMILL  
15805-0

SCHOLASTIC  
A Class that Reads  
Succeeds

JANUARY





PRIME QUALITY COPY PAPER

QUILTED NORTHERN

QUILTED NORTHERN

36 BIG 72 REGULAR

24 = 48

Facial Tissue

2140035

30 Letters Board Letters

Disney's Frozen  
Farm  
Puzzle  
35

WALTHAM

Red metal cabinet with multiple drawers and knobs.

Brass door handle

























1♥2♥3♥4♥5♥

**Mrs. Lindsay's Creed**  
I believe that there is more good in the world than evil.  
I believe that there is more love than hate.  
I believe that every person is a child of God.  
I believe that every child has the right to a good education.  
I believe that every child has the right to a good home.  
I believe that every child has the right to a good life.  
I believe that every child has the right to a good future.  
I believe that every child has the right to a good world.





I believe  
more is  
I believe  
worse is  
I believe  
that we  
simply  
worry  
I believe  
his nature  
all the  
I believe  
of love  
Everlasting

















Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

WASHINGTON LINCOLN

George Washington

George Washington

Abraham Lincoln

Abraham Lincoln



National Register of Historic Places  
Memo to File

# Correspondence

The Correspondence consists of communications from (and possibly to) the nominating authority, notes from the staff of the National Register of Historic Places, and/or other material the National Register of Historic Places received associated with the property.

Correspondence may also include information from other sources, drafts of the nomination, letters of support or objection, memorandums, and ephemera which document the efforts to recognize the property.



UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

Requested Action: Resubmission

Property Name: Lindsay, Maud, Free Kindergarten

Multiple Name: \_\_\_\_\_

State & County: ALABAMA, Lauderdale

Date Received: 9/9/2019      Date of Pending List: \_\_\_\_\_      Date of 16th Day: \_\_\_\_\_      Date of 45th Day: 10/24/2019      Date of Weekly List: \_\_\_\_\_

Reference number: RS100001877

Nominator: SHPO

Reason For Review: \_\_\_\_\_

X Accept       Return       Reject      10/18/2019 Date

Abstract/Summary Comments: NR Criterion: A.

Recommendation/ Criteria: AOS: Education, Social History; POS: 1913-1941; LOS: local

Reviewer Lisa Deline      Discipline Historian

Telephone (202)354-2239      Date 10/18/19

DOCUMENTATION:    see attached comments : No    see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.





# ALABAMA HISTORICAL COMMISSION

468 South Perry Street  
Montgomery, Alabama 36130-0900  
334-242-3184 / Fax: 334-240-3477

Lisa D. Jones  
Executive Director  
State Historic Preservation Officer

October 23, 2017

Mr. J. Paul Loether  
Keeper of the National Register  
U. S. Department of the Interior, NPS  
National Register of Historic Places  
1849 C Street NW, Mail Stop 7228  
Washington, D. C. 20240

Dear Mr. Loether:

Enclosed please find the nomination and supporting documentation to be considered for listing the following Alabama resource in the National Register of Historic Places:

Maud Lindsay Free Kindergarten  
Florence, Lauderdale County, Alabama

Your consideration of the enclosed National Register of Historic Places nomination is appreciated.

Sincerely,

Lee Anne Wofford  
Deputy State Historic Preservation Officer

LAW/nw

Enclosures



56-1877

United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.



### 1. Name of Property

Historic name: Maud Lindsay Free Kindergarten

Other names/site number: \_\_\_\_\_

Name of related multiple property listing: N/A

(Enter "N/A" if property is not part of a multiple property listing)

### 2. Location

Street & number: 227 Enterprise Street

City or town: Florence State: Alabama County: Lauderdale

Not For Publication:  Vicinity:

### 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this \_\_\_ nomination \_\_\_ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property \_\_\_ meets \_\_\_ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

\_\_\_ national      x statewide      x local

Applicable National Register Criteria:

x A      x B      \_\_\_ C      \_\_\_ D

Returned

LaAnne Wofford /Deputy State Historic Preservation Officer 10/23/17  
 Signature of certifying official/Title: \_\_\_\_\_ Date  
Alabama Historical Commission  
 State or Federal agency/bureau or Tribal Government

In my opinion, the property \_\_\_ meets \_\_\_ does not meet the National Register criteria.

\_\_\_\_\_  
 Signature of commenting official: \_\_\_\_\_ Date  
 \_\_\_\_\_  
 Title : \_\_\_\_\_ State or Federal agency/bureau or Tribal Government



Maud Lindsay Free Kindergarten  
Name of Property

Lauderdale, Alabama  
County and State

**4. National Park Service Certification**

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain) \_\_\_\_\_

\_\_\_\_\_  
Signature of the Keeper

\_\_\_\_\_  
Date of Action

**5. Classification**

**Ownership of Property**

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

**Category of Property**

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

Returned



Maud Lindsay Free Kindergarten  
Name of Property

Lauderdale, Alabama  
County and State

**Number of Resources within Property**

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>          </u>	buildings
<u>          </u>	<u>          </u>	sites
<u>          </u>	<u>          </u>	structures
<u>          </u>	<u>          </u>	objects
<u>1</u>	<u>          </u>	Total

Number of contributing resources previously listed in the National Register 0

**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION/school

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Current Functions**

(Enter categories from instructions.)

EDUCATION/school

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Returned



Maud Lindsay Free Kindergarten  
Name of Property

Lauderdale, Alabama  
County and State

**7. Description**

**Architectural Classification**

(Enter categories from instructions.)

Late 19<sup>th</sup> and 20<sup>th</sup> Century Revivals

Other: Neo-Classical Revival

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Materials:** (enter categories from instructions.)

Principal exterior materials of the property: wood, asphalt, vinyl

Returned

**Narrative Description**

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

**Summary Paragraph**

The Maud Lindsay Free Kindergarten is located on the corner of Enterprise Street and Central Avenue on the east side of Florence, Alabama, on flat elevation of land, its fourth location since the construction of the school in 1913. The one-story, hipped roofed neo-Classical cottage style school contains two classrooms, two restrooms, and a storage area, with many of the internal features, including the panel doors and floors, in their original condition. A playground surrounded by a chain link fence is located on the south side of the building. The building serves the city of Florence as a kindergarten, which reflects its continued integrity in terms of association. While the school has been moved four times, the moves have all taken place within a half-mile radius, meaning the building retains integrity in terms of its setting, if not in exact location. The neighborhood in which the school sits remains a working-class neighborhood as it was in 1913, meaning the building retains integrity in terms of feeling. While the school has been clad in vinyl siding, it remains the most significant structure related to the career of Alabama kindergarten pioneer Maud Lindsay. Many of the features, including windows and interior doors and floors, retain their historical integrity in terms of materials and workmanship.



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### **Narrative Description**

The Maud Lindsay Free Kindergarten is located on the corner of Enterprise Street and Central Avenue on the east side of Florence, Alabama, on a flat elevation of land. Opening in 1898, the school has occupied a variety of other spaces including the basement of the Brandon School and the Sloss-Sheffield Commissary before the construction of the current building, which was constructed in 1913, at 317 Ironside Street, across from the location of the Brandon School. The building was also located at 426 Aetna Street and 1802 Cole Avenue (see figure 1 for locations). The building was moved from Aetna Street to Cole Avenue because of the construction of the Singing River Bridge across the Tennessee River. The building was most recently (2015) moved to Enterprise Street to make way for the construction of a new hospital.

The kindergarten was built in a Neo-Classical cottage style. The kindergarten shows its Neo-Classical details through the use of classic one-story columns, a full façade porch, and a hipped roof. The exterior is sheathed in gray vinyl siding. The wood trim is painted white. The windows are original to the building, though the doors are not. It has a hipped roof with a cross gable on the back, made up of composition shingles in a course style. The school has wide eave overhangs around the roofline. (Photographs 34, 35, 39, 40, 41, 42, 43) The rear half of the building, which is a later addition (exact date unknown), has a smaller footprint, a gabled roof, and original windows. A door on the south side of the building leads to a small rectangular covered porch, which sits inside an enclosed playground area fenced with chain link fencing. (Photographs 31, 32, 33, 38) On the north side of the building, a brick chimney splits a bank of windows. An addition on the rear of the building (date unknown) houses a small storage closet. (Photographs 36, 37).

The interior of the building remains historically intact, still containing the original wood floors, wood panel doors, and wooden cabinets. The main entrance on the west side of the building leads directly into the front classroom. The classroom has ten wood 2-over-2 sash windows around the perimeter of the room. The southwest corner of the room has a built-in wooden storage cabinet. The other corner of the entryway wall contains a walled-in brick chimney. On either side of the entry door are two wooden storage benches. (Photographs 12-17)

This front room is used as an activity classroom; it allows for the space needed for children to move around. Small wooden chairs circle the room. Original chairs used by children taught by Maud Lindsay are found on top of a cabinet in the back left of the room. (Photographs 26, 27) A wood and glass display cabinet is located at the middle back of the front room to showcase old toys, books, and artifacts of the history of the school. (Photographs 21-29) On the east wall of the front room are two doors. One leads to one boys' restroom on the left. The floors in the boy's restroom are tile, which were installed when the school was located on Cole Avenue. (Photographs 18, 19) The other door leads into the rear classroom.

The rear room houses the second classroom. (Photographs 6-11) To the left of the entrance is another small girls' bathroom with one wood sash window. (Photograph 4, 5) The floors in the rear classroom are covered with linoleum. Unlike the front classroom, which is largely open space, this classroom is filled with tables and desks for use by the children. The south wall has a



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door leading outside to the side square porch. On the east wall of the room there is access to the small storage room, which has one wood sash window. (Photographs 1-3) This room has wooden doors and thirteen wood 6-over-6 sash windows.

As noted above, the school has been located in three other locations within a half-mile radius. While the building has been moved, it retains historical integrity. The context of the school, as one that serves the industrial community of east Florence, remains intact. The movement of the school has taken place within a radius of four blocks, meaning that the current setting is very similar to the original setting of the school on Ironside Street.

## 8. Statement of Significance

### Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B. Property is associated with the lives of persons significant in our past.
- C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D. Property has yielded, or is likely to yield, information important in prehistory or history.

### Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
-



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F. A commemorative property

G. Less than 50 years old or achieving significance within the past 50 years

**Areas of Significance**

(Enter categories from instructions.)

EDUCATION

SOCIAL HISTORY

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1913-1941

\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

N/A

\_\_\_\_\_  
\_\_\_\_\_

**Significant Person**

(Complete only if Criterion B is marked above.)

Lindsay, Maud McKnight

\_\_\_\_\_  
\_\_\_\_\_

**Cultural Affiliation**

N/A

\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder**

unknown

\_\_\_\_\_  
\_\_\_\_\_

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**Statement of Significance Summary Paragraph** (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Maud Lindsay Free Kindergarten is being nominated to the National Register of Historic Places under Criterion A at the state level for the school's association with the development of early childhood development in the state of Alabama and Criterion B at the state level for the property's association with the career of Maud McKnight Lindsay, an important figure in the Alabama's educational history and in the progressive movement. While Lindsay's teaching career spanned 1893-1941, the property was not constructed until 1913, which is the beginning of the period of significance. While the property has been moved multiple times and has been clad in vinyl siding, it is the most significant property associated with the career of Lindsay. Additionally, it represents important trends in the educational history of Florence, Alabama. As the city on the Tennessee River became an industrial center, a group of citizens worried about the quality of the education of the children of the factory workers, an increasingly common concern at the end of the nineteenth century as the Progressive Era began. The kindergarten represents one of their attempts to ensure that working class children had access to a quality education.

Returned

**Narrative Statement of Significance** (Provide at least one paragraph for each area of significance.)

Criterion A: Education

In the late nineteenth century profound changes began to occur in the American educational system. As part of the reform movement that emerged as a consequence of the Second Industrial Revolution, American educational reform led to a movement away from an emphasis on a traditional classical education to an experience-based style of learning that was often more accessible to younger students.<sup>1</sup> According to this philosophy, influenced in part by nineteenth-century German educational reforms, children, especially young children, should learn actively rather than just passively memorizing and repeating lessons.<sup>2</sup>

While the idea of active learning for young children appeared rather radical to many in nineteenth-century America, it was not a new one. Nor was the idea that children as young as three years old belonged in schools. In Germany in 1837, Friedrich Froebel began the kindergarten movement, focusing on active learning as the way to best help young children learn how to learn.<sup>3</sup> Froebel taught that children needed to be shown how to think, not what to think—a radical departure from traditional teaching methods.<sup>4</sup>

<sup>1</sup> William Hayes, *The Progressive Education Movement: Is it Still a Factor in Today's Schools?* (New York: Rowman & Littlefield Education, 2006), 16

<sup>2</sup> Ibid.

<sup>3</sup> Melissa Brooks French, *The Maud Lindsay Free Kindergarten of Florence, Alabama* (Ann Arbor: UMI Dissertation Services, 2009), 59.

<sup>4</sup> Ibid, 61.



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Before the kindergarten movement began, parents and teachers alike believed that children should sit still and recite lessons back to teachers in order to learn the material. Dissatisfied with this method, Froebel visited several different schools and institutes to study how to better teach young children. One school he studied was Pestalozzi's Yverdon Institute.<sup>5</sup> Pestalozzi divided learning into three fundamental steps: observation, description, and naming.<sup>6</sup> Froebel would use this basic idea as a building block for his method. However, he had issues with the lack of emotions and feelings found with the Pestalozzi teaching method. Froebel believed it was important that the inner spirituality of the child was present when learning.<sup>7</sup> Froebel used what he termed "gifts and occupations," which were numerous sets of ordinary blocks and sticks. These were used to construct meaning out of the natural impulses and activities of early childhood.<sup>8</sup> Froebel based the use of simple sticks and blocks on his fascination of crystal structures. He combined these ideas to impart an idea of the individual and social order to a child. Froebel also encouraged group activities among the children, including storytelling, musical exercises, and outdoor gardening.<sup>9</sup> Soon his ideas spread across Germany.

In 1851, however, the Prussian government banned kindergartens in Germany because of a perceived association with socialism and atheism.<sup>10</sup> Many teachers who firmly believed in the method left Germany in order to continue creating kindergartens.<sup>11</sup> Thus, the kindergarten idea spread to other European countries, North America, the Middle East, Asia, and Australia. German immigrant Margaretha Meyer Schuller founded the first American kindergarten in 1855 in Watertown, Wisconsin; it was a German-language school. Elizabeth Peabody opened the first English-language kindergarten in Boston in 1860.

Initially, kindergartens were largely private institutions funded by charities, societies, parochial schools, and orphanages. Reformers often intended these programs to educate three-to-six-year olds of working-class parents. Many saw kindergartens as a tool to help with the Americanization of immigrants and as a way to help address urban poverty. Many programs worked with children during the morning hours and then worked with immigrant mothers in the afternoons, teaching them skills they needed to adapt to their new lives in America.<sup>12</sup> In the late nineteenth and early twentieth centuries, kindergartens did not solely focus on reading and writing skills but instead taught a large range of social skills, and helped clothe, feed, and clean children. Another important aspect of early kindergartens was to teach urban children about nature. By this time, it was not uncommon for an urban child to never see a farm during their childhood. Froebel and his successors were insistent gardening was an important part of understanding the world for young children.<sup>13</sup> Kindergartens also often served as centers of

<sup>5</sup> Ibid, 58.

<sup>6</sup> Ibid, 58-59.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid, 60.

<sup>9</sup> Ibid, 61-62.

<sup>10</sup> Joachim Liebschner, *A Child's Work: Freedom and Guidance in Froebel's Educational Theory and Practice* (Lutterworth Press, 2002), 30.

<sup>11</sup> French, 64-65.

<sup>12</sup> Ibid, 18-19.

<sup>13</sup> Ibid, 81.



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experiment, as teachers explored using music, dance, and stories as teaching tools. Leaders in the field believed a piano forte was one of the most important tools a teacher should have.<sup>14</sup> Many famous kindergarten teachers, including Froebel, even wrote and composed books and music to help others learn how to use the piano forte for teaching. Popular songs that came from the original German kindergarten teachers include "Twinkle, Twinkle, Little Star," "Ring Around the Rosie," and "I'm a Little Teapot".<sup>15</sup>

The first American public school system to adopt the kindergarten was St. Louis in 1873. The kindergarten concept spread quickly, both in public school systems and through the continued efforts of churches, community groups and settlement houses.<sup>16</sup> In 1874, the National Education Association began a kindergarten department, and the International Kindergarten Union (IKU) was founded in 1892. After 1890, many school systems began funding previously existing free kindergartens. By 1900, public school kindergarten students outnumbered private kindergarten students two to one. By World War I, all major American urban school systems had kindergartens.<sup>17</sup> While many educators (and likely parents) initially worried about the effectiveness of the new methods, by 1918 the National Education Association started to encourage the methods being employed in the progressive education movement, as more work was done studying the educational benefits of progressive schools vs. traditional schools.<sup>18</sup>

This important philosophical shift in education also occurred at the same time that more women began to pursue teaching careers. The growing numbers of women's colleges, as well as an increased number of co-educational institutions, prepared women for a limited number of professions, including teaching.<sup>19</sup> In the 1880s, at least two-thirds of public school teachers were women, and by 1892, this percentage increased to five-sixths.<sup>20</sup> By 1920, 86 percent of all teachers were women.<sup>21</sup>

### East Florence

On the banks of the Tennessee Rive in northwest Alabama, sits the city of Florence, Alabama. Because of the power of the river and the numerous creeks that flowed into it, even before the Civil War Florence had been the site of a number of industrial businesses, including the Sweetwater Factory (a cotton spinning factory) and Andrew's Mill.<sup>22</sup> Both were located in East Florence, the future site of the Maud Lindsay Free Kindergarten. East Florence quickly became the main location for industry and industrial workers for the young city.

<sup>14</sup> Ibid, 84.

<sup>15</sup> Ibid, 82.

<sup>16</sup> Bobbye Kirkland Lightfoot, *A History of the Development of State-Funded Kindergartens in Alabama* (Tuscaloosa: The University of Alabama, 1982), 17, 20.

<sup>17</sup> Ellen Berg, "A scene from an early kindergarten in New York City" *Encyclopedia of Children and Childhood in History and Society* (The Gale Group, Inc. 2008)

<sup>18</sup> <https://www3.nd.edu/~rbarger/www7/cardprin.html> (accessed 7.14.2017)

<sup>19</sup> Catherine Clinton, *The Other Civil War: American Women in the Nineteenth Century* (New York: Hill and Wang, 1999), x.

<sup>20</sup> Ibid., 121-122, 127.

<sup>21</sup> S. J. Kleinberg, *Women in the United States* (New Jersey: Rutgers University Press, 1999), 157.

<sup>22</sup> William Lindsay McDonald, *Sweetwater: The Story of East Florence* (Florence, Alabama: The Florence Historical Board, 1989), 10.



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Because of Florence's location on the Tennessee River, both Confederate and Union forces saw it as an important strategic possession during the Civil War. The city swapped from Confederate to Union control many times, creating much confusion and destruction for Florence. Troops from both armies destroyed many of the mills and factories during the conflict, resulting in a slow recovery after the war.

By 1887, however, the "East Florence Boom" was underway. Factories employed both poor whites and former slaves. The industrial boom also caused a population boom, raising the population of Florence from 1,600 people to around 6,000 people in just three years. A promoter for the new industry in East Florence was Judge William Basil Wood. Wood was a prominent man in the community; he was the son of the first mayor. He was also a lawyer, a circuit court judge, a Methodist minister, organizer for the first Sunday school in Florence, and a land and industrial developer.<sup>23</sup> He opened one of the first businesses in East Florence, the W.B. Wood Furnace, in 1888. The furnace was incorporated with the Florence Cotton and Iron Company in 1889, and the company was able to produce 45,000 tons of iron output a year under the new corporation. Once the furnace was sold to the Sheffield Steel and Iron Company in 1899, due to the depression in 1892, it was upgraded and then able to produce at a rate of 70,000 tons a year.<sup>24</sup>

Other business men opened furnaces and factories in East Florence, including the North Alabama Furnace (1889), the Florence Stove and Manufacturing Company (also called the Foundry) (1888), the Florence Wagon Works (1889), and the Cherry Cotton Mill (1893).<sup>25</sup> The North Alabama Furnace had an annual output of 30,000 tons and used the basic materials of hematite ore and coke. The Florence Stove and Manufacturing Company was one of the longest surviving factories from the East Florence Boom, operating through the 1980s. It produced stoves, heaters, wash pots, skillets, "sad" irons for pressing clothes, and "dog" irons for fireplaces.<sup>26</sup> The Foundry also owned several framed company houses, often called the "Theole Row." In its long history, the Foundry also worked with the state prisons and used convicts as operators and workers. The Florence Wagon Works was one of the most well-known of all of the industries founded in East Florence. The Florence Wagon Works produced some of the most popular wagons in the United States, second only to the Studebaker Company. From this one factory in East Florence came 10,000 to 15,000 "Light Running Florence" wagons a year.<sup>27</sup> These wagons were used during both the Spanish American War and World War I.

Cotton mills also appeared in East Florence. The Cherry Cotton Mill, was built on the site of one of the pre-Civil War mills near Sweetwater Creek by Colonel N. F. Cherry. Opening in 1893, the Cherry Cotton Mill employed up to 400 people, providing homes for them in East Florence.<sup>28</sup> Other cotton mills were also found in this industrial section of Florence. The Ashcraft Cotton Mill produced cotton seed oil and also provided company owned housing for employees, known

<sup>23</sup> Ibid.

<sup>24</sup> Ibid, 11.

<sup>25</sup> Ibid, 12.

<sup>26</sup> Ibid.

<sup>27</sup> Ibid, 13.

<sup>28</sup> Ibid, 15.



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as the "Ashcraft" village.<sup>29</sup> The Broadus Mill and the Gardiner-Warring Knitting Company also operated in East Florence.

Other industries also operated out of East Florence. Several lumber companies formed in the area including the Florence Pump and Lumber Company on Marietta Street, the Bellamy Planing Mills near Union Avenue, the Alabama Stave Company near the railroad tracks, the Big Stave Mill, the Florence Stave Company, the W.E. Temple and Company Planing Mills, and the Nichols Shingle Mills.<sup>30</sup> Along with all of the industry came a need for even more housing. Tenement houses were built near the Florence Wagon Works. Factory owners also built stores for their workers and provided recreational facilities, such as baseball fields.

During the 1890s an economic depression swept the nation. Florence did not escape the devastating effects of the depression. Several factories in East Florence closed, while companies headquartered outside of Florence purchased others. East Florence continued to operate as best it could, with factories moving from across the river in Colbert County into empty buildings. New, smaller factories also opened their doors, including a stove factory, the Florence Buggy Company, and a bottling works. Despite the depression, the population of East Florence continued to grow, creating a need for even more housing in East Florence. The Cherry Cotton Mill built ten four-room cottages to house its workers, and forty more dwellings were built by the Philadelphia Furnace.<sup>31</sup>

#### Education in East Florence

Before public schools came to Florence, privately funded schools existed. The first school in East Florence was in the basement of the John McKinley home for both the McKinley children and the family's friends' children. Little is known of this school other than French was probably taught, along with penmanship. Also on the McKinley land was a converted brick cow stall turned schoolhouse for slave children from the surrounding area. Local ministers taught in this small school.<sup>32</sup>

While the Alabama Legislature began the process of creating a public school system in the 1850s, it took a long time before public schools became a fixture in Florence. Many of the first public schools only met for a few weeks of the year when families did not need their children's labor at home, then they were run by a "pay term" policy for the remainder of the year. It was not until 1891 that Florence started a free public school system for its children. A new tax program helped to fund this new venture. The first truly public school in Florence was the R.M. Patton School. The school opened for nine months of the year and was also the first known school in Alabama to start a lunch program for its children.<sup>33</sup>

<sup>29</sup> Ibid, 17.

<sup>30</sup> Ibid 17-19.

<sup>31</sup> Gene Ford, *Intensive Residential and Commercial Survey of Florence, Alabama, Lauderdale County* (2001), 26.

<sup>32</sup> Elizabeth W. McDonald, *History of the Florence City Schools 1820-1967* (Florence, Alabama, 1968), 3.

<sup>33</sup> Ibid, 14-15.



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The first public school founded in East Florence was the Brandon School, which formed in the late 1890s. The manager of the Cherry Cotton Mill, Charles Brandon, appealed to the city for a public school in East Florence for the mill workers' children. The Brandon School was first located in the residence of Miss Ada Coffee, who served as the principal with Emma Hill as her assistant.<sup>34</sup> The school then moved to the second floor of the Sloss-Sheffield Furnace Commissary.<sup>35</sup> Shortly thereafter, the school moved into a brick building located at the corner of Aetna Street and Union Street, where it became known as the Fifth Ward School. When the school ran out of money, Charles Brandon gave land to the city for the construction of a two-story frame building.<sup>36</sup> Henceforth, the school was known as the Brandon School. The Brandon School was not the only school in East Florence. The Weeden School, located in the Weeden Heights area of East Florence near Sweetwater, also served the children of the factory workers.<sup>37</sup>

However, these schools did not serve the needs of all of the children in East Florence, and in 1898, a group of women led by Lulie Jones decided to organize a free kindergarten for the children of East Florence. They created the Pioneer Free Kindergarten of Alabama Association, originally located in the home of Mrs. R. Price on Wood Avenue, on September 3, 1898.<sup>38</sup> Jones was the daughter of Dr. Albert Jones, who was the president of the Cypress Cotton Mill and the sister of Percy Jones, who served in executive roles at both the Cherry Cotton Mill and Florence Wagon Works. Dr. Jones played an instrumental role in securing Florence as the site for the first state normal school, or teacher's college, in 1872 (from which his daughter graduated). Jones also studied at the Teachers College of New York. Because of her family's role in the industrial development of Florence, Jones was well aware of the challenges facing the children of the mill workers. Like many others of her time, Jones believed that early childhood education was one tool to help combat poverty. Jones, who was friends with Maud Lindsay and knew of her desire to teach young children using a progressive system of education, recommended the group approach Lindsay to ask her to teach at the school they wished to begin. Lindsay agreed.<sup>39</sup> By this time Lindsay had already run a private kindergarten from her own home, after learning of the trade from a kindergarten in Memphis.<sup>40</sup>

Because Florence has always been an "education town," home to the oldest university in the state of Alabama, the first normal school south of the Ohio River (and the first co-educational one as well), and a multitude of female seminaries and synodical colleges whose doors have long been shut, it should come as no surprise that the city was home to the first free kindergarten in the state. Programs like the Kilby Laboratory School (established in 1885), which remains today the only elementary school affiliated with a college or university in the state of Alabama, show the commitment residents of Florence had to developing innovative educational opportunities for both children and university students. While rural northwest Alabama may appear an odd place

<sup>34</sup> Ibid, 24.

<sup>35</sup> W. McDonald, 44-45.

<sup>36</sup> E. W. McDonald, 24.

<sup>37</sup> Ibid, 35.

<sup>38</sup> Kristen Tippet Briggs. "The Ties That Bind: The Educational and Literary Journeys of Caroline Lee Hentz and Maud Lindsay." (University of North Alabama, MA Thesis, December 2013), 58.

<sup>39</sup> French, 209-212.

<sup>40</sup> French, 185.



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at first glance for the establishment of a very progressively-minded educational institution like the Maud Lindsay Free Kindergarten, it must be remembered that Florence, and the Shoals region more generally, has long been more connected to new trends and ideas because of the movement of people and financial resources along the Tennessee River than other areas of the state. While the Maud Lindsay Kindergarten struggled financially during a significant period of its existence, in other areas of the state, operating such a school based on private donations – or even with state funds - would have been impossible.<sup>41</sup> Even by the 1950s, only one hundred and forty two kindergartens operated in the state and many were fee based, affordable only to those with enough income. It was not until the federally funded Project Head Start launched in the 1960s did kindergartens spread more widely across the state, and not until the late 1970s did state-funded programs become the norm, with 1080 programs operating between 1979-80.<sup>42</sup> By 2013, the number had risen to programs operating in all 1,085 elementary schools (though kindergarten attendance is not mandatory in the state). Thus, the formation of the Maud Lindsay Free Kindergarten in 1898 represents the first of many steps to secure free kindergarten education for all children in the state of Alabama.

### Criterion B

Maud McKnight Lindsay was born in Tuscumbia, Alabama, in May, 1874, to Robert Burns Lindsay and Sarah Miller Winston. Lindsay was the youngest of nine children.

Gov. Lindsay, who served as Alabama's governor from 1870 to 71, was born in Lochmaben, Dumfriesshires, Scotland on July 4, 1824. His father served as a provost of Lochmaben Primary School and encouraged his son's academic pursuits.<sup>43</sup> Gov. Lindsay attended St. Andrews University on scholarship. When he first arrived in America in 1844, Gov. Lindsay taught at Wilmington College in North Carolina as a Professor of Languages. He moved from North Carolina to Tuscumbia, Alabama, in 1849, with his brother David. David Lindsay started the "Session Room of the Tuscumbia Presbyterian Church" as a school for boys. In Tuscumbia, Gov. Lindsay studied law and was admitted to the bar in 1852. He married Sarah Miller Winston in 1854. Winston was the granddaughter of Captain Anthony Winston, an officer in the Revolutionary War who had also served in the Virginia House of Burgesses. Sarah Miller Winston was also the half-sister of then-Alabama governor John Winston (1853-57).

After his admittance to the bar, Gov. Lindsay began a political career, serving in both the Alabama House of Representatives and the Alabama State Senate. He served on the board of visitors to West Point Military Academy for the year of 1854. In 1860, Gov. Lindsay was appointed presidential elector on the Democratic ticket. However, Gov. Lindsay was against the idea of secession and did not support the institution of slavery, which led him to back out of the presidential elector race. Like many Alabamians in the northwest corner of the state, Lindsay took a unionist stance; however, like many other Alabamians who originally opposed secession, he backed the Confederacy once the Civil War began. In 1863-1864, Lindsay joined the local

<sup>41</sup> Lightfoot, 39.

<sup>42</sup> Lightfoot, 111-112.

<sup>43</sup> French, 161-166.



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cavalry regiment, the 10th Alabama, serving under Colonel P.D. Roddey. Col. Roddey's main objectives were to take part in quick attacks against the Union, blockading railroad tracks, and preventing Confederate cotton from entering Union hands. It was vital to protect the Tennessee Valley as it was a gateway into the Deep South. Near the end of the war, Lindsay helped to police north Alabama to prosecute "tories, conscripts, and deserters."<sup>44</sup> Despite serving and prosecuting for the Confederacy, Lindsay never fully accepted the Confederate goals. He left little of a war record, often credited to his lack of fully accepting the Confederacy, and he stayed stationed near his home at Mt. Hope for the duration of the war.

In the wake of the war he returned to the state senate, and in 1870, he became the state's only foreign-born governor. Even before Lindsay could take office, Governor William Hugh Smith refused to concede to him. The Supreme Court stepped in and Lindsay finally took the office of governor. Lindsay would come to serve only one term, due to a number of economic disasters initiated by the corrupt administration of his predecessor, who did not want his crimes revealed, hence his refusal to concede to Lindsay. Under Gov. Smith, the Alabama and Chattanooga Railroads failed to meet bond interest payments. This disaster came to light when Lindsay took office. As such, much of the blame for the failed payments landed on Lindsay. After leaving office Lindsay moved to Colorado and practiced law until he suffered from a stroke, whereupon he returned to Tuscumbia. From then until his death, Lindsay would focus on the education of all nine of his children.

Maud Lindsay's mother Sarah Winston Lindsay was from a prominent Tuscumbia family. Her family originally moved from Virginia to north Alabama when it was still considered the frontier. Her ancestor John J. Winston purchased valuable land located on the banks of the Tennessee River during the initial Cypress Land Company land sale in 1818. Because the property had ferry privileges, the price of the land was \$10,100, a much higher cost than land not located on the river's edge. The family soon became prominent planters.<sup>45</sup> Like her husband, Sarah was educated and appreciated literature and art. Four of her nine children survived to adulthood; Minnie, Mattie, Mary, and Maud.

Little is known about Maud Lindsay's personal life as she revealed few details as she grew older and more well-known. We do know that she grew up at 500 North Main Street in Tuscumbia, in a two-story white frame house with an off-center doorway framed by four white columns.<sup>46</sup> The yard was surrounded by a white picket fence. The home faced Maud Lindsay's grandparents' home. Like many of their socio-economic class, Lindsay and her siblings were educated at home for a portion of their childhood. Lindsay's parents encouraged her to read widely, including popular folk tales and Sir Walter Scott, which helped to instill a love for literature in Lindsay at a young age. Lindsay wrote poetry as a child, even having a poem published in a newspaper.<sup>47</sup> Between the ages of ten and fifteen, Lindsay attended the Deshler Female Institute in Tuscumbia. This was mainly a finishing school for young wealthy women of the area. Lindsay's first attempt at writing a novel happened while she attended the school. It was a book called "Freaks" and

<sup>44</sup> Ibid.

<sup>45</sup> Ibid.

<sup>46</sup> Ibid, 172.

<sup>47</sup> Ibid, 177.



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contained twenty-five chapters of puppet shows. Each chapter started with a Shakespeare quote and the stories had a basis in Scottish folk tales.<sup>48</sup> Lindsay was also life-long friends with Helen Keller, another Tuscumbia native.

### Becoming a Teacher

Though Lindsay received a thorough education and enjoyed reading, she never thought seriously about becoming a teacher. Instead, she had aspirations to write novels and to become a musician. Her love for music led her to a school in Tuscumbia, directed by Jeanne Pettitt Cooper. Cooper wanted to begin a teacher training course for young women that emphasized the progressive philosophy of teaching. Cooper immediately recognized Lindsay's potential as a teacher and urged her to enter the program. Lindsay declined the invitation repeatedly, telling Cooper "I have no call to teach and no desire for it." Cooper eventually convinced Lindsay to come to the school for a month and play the piano for the children.<sup>49</sup>

Her time at the school ended up lasting much longer than one month. Lindsay served first as a pianist and then as a teacher at Cooper's school from 1895 to 1898.<sup>50</sup> During this time, Lindsay composed her first story for children, "Mrs. Specklety Hen".<sup>51</sup> A kindergarten magazine published the story. The magazine paid Lindsay fifty cents and she received a year's subscription to the magazine.<sup>52</sup> During her time at Ms. Cooper's school, Lindsay began to refocus her life around children. As she began to do so, she began to study various teaching and learning styles, discovering the work of Friedrich Froebel. The lessons of his book, *Mother Play*, convinced Lindsay that she should focus her energies on early childhood education. Throughout the remainder of her teaching career, Lindsay held firmly to Froebel's philosophy, which resulted in not only a successful teaching career but one that made her a friend and mentor for many children and parents.

In 1898, Lindsay took the position as the first teacher and principal of the first free kindergarten in the state. However, the future of the new school did not look bright. Lindsay found herself running an underfunded school, and the threat of closure always seemed to loom large. When the school opened its doors in September of 1898, only three months' worth of operating costs had been raised by the Florence Free Kindergarten Association and only a donation from Grace Dodge, a New York philanthropist, kept the doors open in 1899 after the original funds ran out.<sup>53</sup> All of the equipment for the school was made in Florence and cost a total of \$40.00.<sup>54</sup> Fundraising remained a constant struggle. Lindsay would often ask for donations and gifts from

<sup>48</sup> Ibid, 177-178.

<sup>49</sup> Pearl Sparks, "Maud Lindsay-Kindergartener, Writer, Alabamian," Collier Library Archives and Special Collections, University of North Alabama, Maud Lindsay Files, 1.

<sup>50</sup> Alabama Women's Hall of Fame Nomination at Judson College, Collier Library Archives and Special Collections, University of North Alabama, Maud Lindsay Files, 1995.

<sup>51</sup> Sparks, 2.

<sup>52</sup> Nelle M. Bigbee, "Personality Sketch of Miss Maud Lindsay" (speech, Alabama Writers' Conclave, Birmingham, AL, 1973).

<sup>53</sup> French, 215.

<sup>54</sup> Carter, 2.



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local stores to help gather supplies. When the school faced its most severe economic difficulties, Lindsay refused to let the school close, proposing instead another solution: "You can't build on dead interest. I'll teach for nothing, but we must not close."<sup>55</sup> As a way to ensure the school could stay open and free to the children, Lindsay went without a salary for most of her tenure at the school. In order to support herself, Lindsay published children's stories.<sup>56</sup>

The school was first housed in a second-floor storeroom located in the Union Street Commissary of the Sloss-Sheffield Furnace Company, the same location of the original Brandon School.<sup>57</sup> The founders chose this location because it sat on a road leading to the many mills of the town, so children could be taken to school while their parents went to work. In these early days, the number of pupils was capped at forty, though at times over the school's history more than one hundred students were in attendance at one time.<sup>58</sup> The ages of permitted children ranged from four to six years, however sometimes three year olds were also admitted. Like most schools of the time in Alabama, the kindergarten was segregated and remained so through the 1960s despite the fact that both black and white workers worked in the mills of Florence.

Lindsay's new method of teaching helped her become well known throughout the community as a successful teacher. The progressive education movement allowed for a personal approach to teaching that could be modified to suit each child's personal needs and Lindsay worked hard to understand the needs of the children she taught. She gave equal attention to all of her students, making her unique among many teachers of her time.<sup>59</sup> Many referred to Lindsay as the "singing teacher" because of her love for music and the songs she used to teach the children.<sup>60</sup> Singing was a way to not only teach the children of the kindergarten but was also a way to reach the parents of the children as well.<sup>61</sup> The children often sang the songs while at home, teaching their parents the same lessons they learned in the classroom. Lindsay also used play to educate children, recognizing the benefits of letting the children be active learners. Lindsay stated:

In a kindergarten we are all workers, everybody busy, little hands being trained, little minds developed. Somebody looking in at the window might think we were only playing, but every play holds a truth that grown people might well learn. Every song is a lesson in dictionary, every story a language lesson, the playthings are the beginnings of lessons, the games are full of lesson in politeness and unselfishness, and all the running, jumping and skipping that little people need keep them healthy and happy.<sup>62</sup>

Many in the state of Alabama saw her methods as radical and different. However, Lindsay knew that teaching children in a fun and loving environment would improve their educational future,

<sup>55</sup> Carter, 1.

<sup>56</sup> Briggs, 59.

<sup>57</sup> Bigbee, 229.

<sup>58</sup> French, 229.

<sup>59</sup> Anita Garner. 2009. "Maud McKnight Lindsay". *Encyclopedia of Alabama*.

<http://www.encyclopediaofalabama.org/article/h-2376>.

<sup>60</sup> Janet C. Simpson, "Maud Lindsay, Teacher," *Alabama Scholarly Journal* (October 1941): 7.

<sup>61</sup> Sparks, 2.

<sup>62</sup> Pat M. Mahan, "Welcome to Lauderdale County, Alabama," Roots Web

<http://www.rootsweb.ancestry.com/~allauder/edu-brandon-nwspr.htm> (accessed November 4, 2013).



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while also improving their lives as a whole. The teaching methods Lindsay used were influenced by both Froebel, the founder of the kindergarten movement (previously discussed), and Dr. Maria Montessori.

Dr. Maria Montessori, an Italian physician and educator, started the Montessori movement in 1907. The basis of her methods was to have mixed-age classrooms, often having a range of two and a half to six years of age.<sup>63</sup> She believed that students should have different options to learn a topic and should have uninterrupted blocks of work time of around three hours each.<sup>64</sup> She believed children should carry out activities in their own individual way and with as much time as they need, helping them to become independent thinkers. Montessori also believed furniture and facilities should also be modified to suit the smaller size of the children, rather than being adult sized – clearly seen in the classrooms of the Maud Lindsay Free Kindergarten.<sup>65</sup> Montessori stressed that the adults in the classroom, whether teacher or helper, should guide children to learn instead of teaching at them. The only punishment Montessori advocated was that of isolation, which she believed motivated children to correct their behavior.<sup>66</sup> Like Froebel's method, Montessori's method employed a discovery model of teaching by using materials, gardening, songs, and poems to learn lessons rather than reciting from books.<sup>67</sup> Lindsay ensured she employed these methods in her two room kindergarten.

Many people visited the school to observe Lindsay's teaching to learn how they could improve other schools. This interest in Lindsay's teaching methods led Lindsay to work from 1906 to 1908 in the Elizabeth Peabody Settlement House in Boston. Working at the settlement house allowed Lindsay to work with all ages of children from Poland and Russia.<sup>68</sup> Soon, Lindsay would begin teaching others about how to better teach kindergarteners. She visited New York University during the summers, beginning in 1903, to teach about how to use stories as a teaching method.<sup>69</sup> Even though her vast knowledge in the subject of teaching young children gave her plenty of new opportunities to teach elsewhere across the country, Lindsay chose to always return to her free kindergarten in rural Alabama for no payment.

### Lindsay as an Author

While working at a kindergarten in Tuscumbia from 1895 to 1898, Lindsay wrote her first children's story, "Mrs. Specklety Hen". She was paid fifty cents and received a year's subscription to the kindergarten magazine that published the story. Her first book, *Mother Stories*, was published around 1899. In addition to many short stories and poems, she wrote at least thirteen books including *More Mother Stories*, *The Amazing Adventures of Ali*, *Jock*

<sup>63</sup> Mario M. Montessori, Jr., *Education for Human Development: Understanding Montessori*, ed. Paula Polk Lillard (New York: Schocken Books, 1976), 14.

<sup>64</sup> Ibid, 21.

<sup>65</sup> Ibid.

<sup>66</sup> Ibid, 26.

<sup>67</sup> Ibid, 30.

<sup>68</sup> Carter, 62.

<sup>69</sup> Claire Eagle. 2015. "Maud Lindsay Free Kindergarten" *Alabama Cultural Resource Survey*. <https://omeka.lib.auburn.edu/admin/items/show/397>.



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*Barefoot, Little Missy, The Toy Ship, and Fun on Children's Street*. She also co-wrote *The Joyous Guest* and *The Joyous Travelers* for older children. Her stories were published in American textbooks and were read in Mexico, Egypt, and South America. *The Toy Shop* was her first story transcribed into Braille. Lindsay found inspiration in her students. She also used her students as a test audience before each story was published. She wrote stories children could understand using familiar objects and animals. She wrote about the world around her, her childhood, and her heritage. She also did research to make her stories authentic. Her stories allowed children to both use their imagination and learn about the world. Lindsay also published at least twelve poems including "Alabama Way", "My Land is a Red Land," and "Alabama Magic". She was also a storyteller and traveled to many different cities telling stories to audiences.<sup>70</sup>

Maud Lindsay continued writing and teaching until her death in 1941.

#### The Kindergarten Today

The kindergarten is still in operation today, although, it has moved several times. It moved from the Sloss-Sheffield Commissary to the basement of the Brandon School. In 1913, a building was erected for the kindergarten across the street from the Brandon School. Due to the financial hardships of the Great Depression, the kindergarten was deeded to the city of Florence in the 1930s. In 1968, the Brandon School needed the property the school occupied, so the kindergarten was moved to 426 Aetna Street. In the 1990s the school was moved three blocks to 1801 Cole Avenue to make way for Patton Island Bridge. The school was moved again as construction began on the new Florence hospital. The school is now located at 227 Enterprise Street. The school operates today thanks to donations from the city of Florence and private individuals.<sup>71</sup> Despite the movement of the building, it still sits in the midst of the same working-class neighborhood where it first opened its doors in 1898.

<sup>70</sup> Briggs, 58-69.

<sup>71</sup> Ibid. 58-64.



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Sparks, Pearl. "District Mourns Death of Miss Maud Lindsay." *Florence Times*, June 1941.

**Previous documentation on file (NPS):**

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # \_\_\_\_\_
- recorded by Historic American Engineering Record # \_\_\_\_\_
- recorded by Historic American Landscape Survey # \_\_\_\_\_

**Primary location of additional data:**

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other
- Name of repository: \_\_\_\_\_

Returned

**Historic Resources Survey Number (if assigned):** \_\_\_\_\_

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**10. Geographical Data**

**Acreage of Property** 0.8 acres

Use either the UTM system or latitude/longitude coordinates

**Latitude/Longitude Coordinates (decimal degrees)**

Datum if other than WGS84: \_\_\_\_\_  
(enter coordinates to 6 decimal places)

- |                               |                             |
|-------------------------------|-----------------------------|
| 1. Latitude: 34° 48' 25.47" N | Longitude: 87° 38' 58.87" W |
| 2. Latitude:                  | Longitude:                  |
| 3. Latitude:                  | Longitude:                  |
| 4. Latitude:                  | Longitude:                  |



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**Or**

**UTM References**

Datum (indicated on USGS map):

NAD 1927 or  NAD 1983

- |          |           |           |
|----------|-----------|-----------|
| 1. Zone: | Easting:  | Northing: |
| 2. Zone: | Easting:  | Northing: |
| 3. Zone: | Easting:  | Northing: |
| 4. Zone: | Easting : | Northing: |

Returned

**Verbal Boundary Description** (Describe the boundaries of the property.)

The property is bordered on the east by Enterprise Street and on the south by Central Avenue. To the north and east of the school are residential properties.

**Boundary Justification** (Explain why the boundaries were selected.)

The boundary is the property boundary.

---

**11. Form Prepared By**

name/title: Dr. Carolyn Barske, Carrie Keener, Joy Caitlin Monroe, Brian Murphy  
organization: University of North Alabama Public History Center  
street & number: One Harrison Plaza, UNA Box 5019  
city or town: Florence state: Alabama zip code: 35632  
e-mail: cbarske@una.edu  
telephone: 256-765-4529  
date: \_\_\_\_\_



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**Additional Documentation**

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

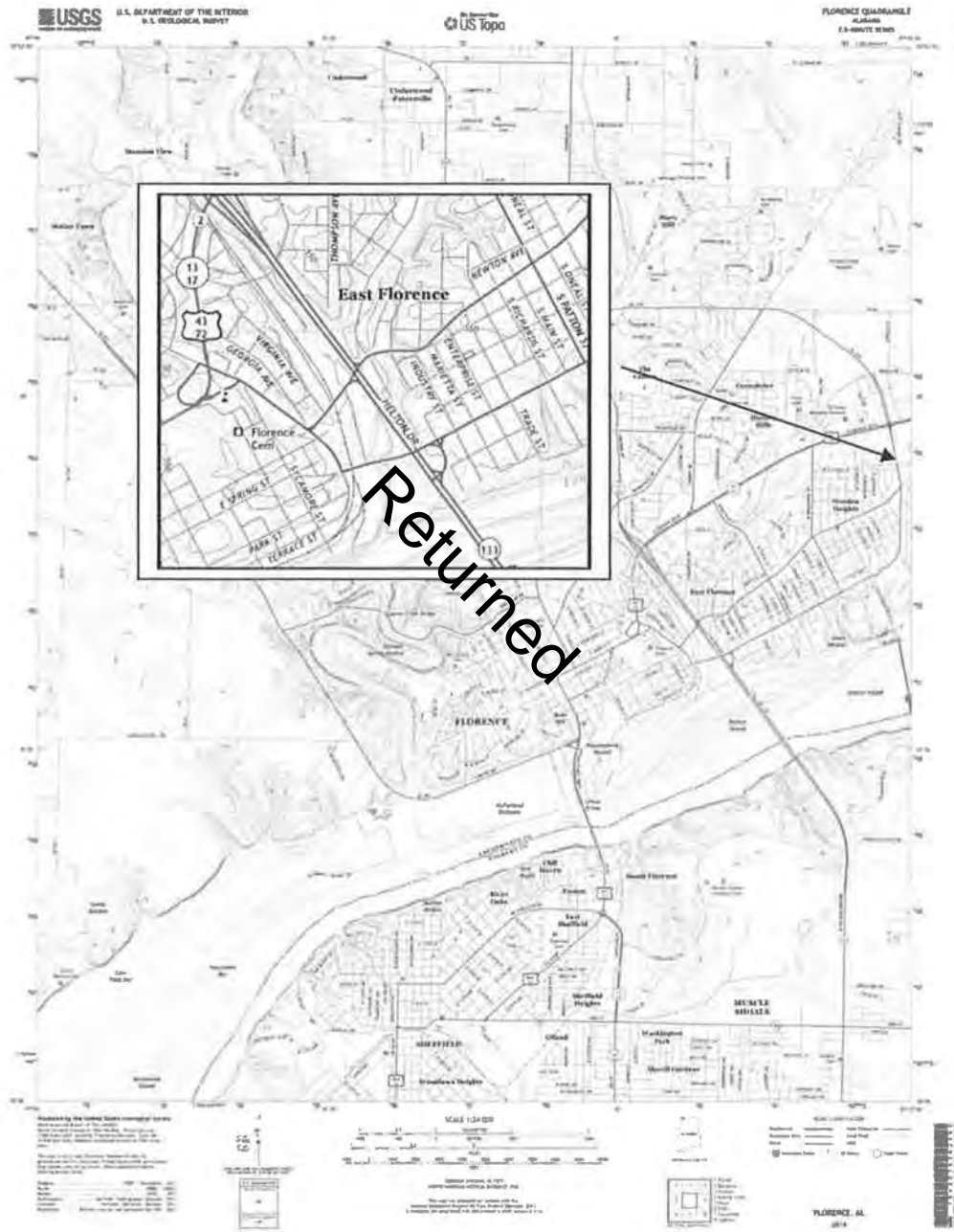
Returned



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### Maud Lindsay Map



The red square represents the current location, the yellow squares the three previous locations



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Maud Lindsay Map



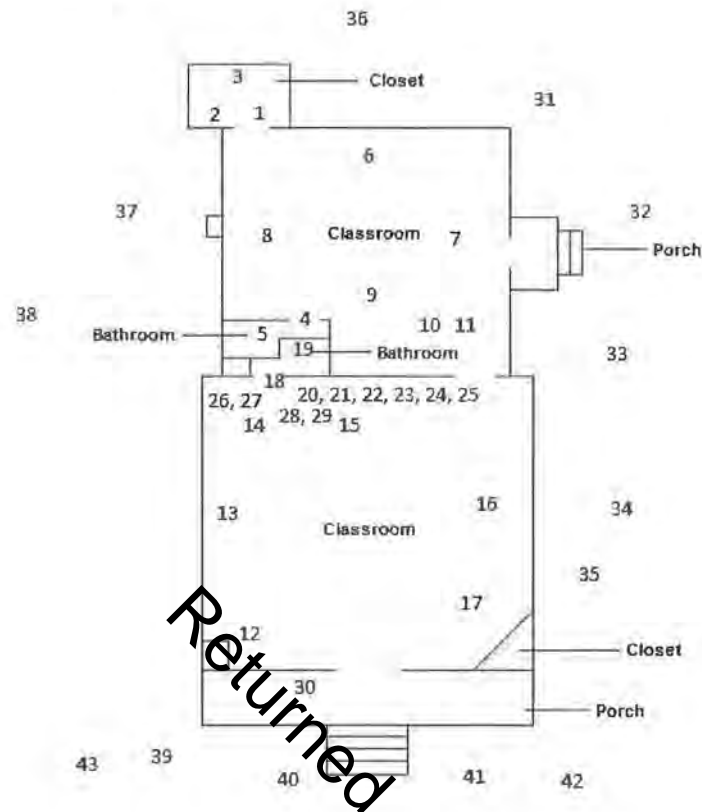
Google Earth





Maud Lindsay Free Kindergarten  
Name of Property  
Maud Lindsay Floorplan/Photo Map

Lauderdale, Alabama  
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### Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

### Photo Log

Name of Property: Maud Lindsay Free Kindergarten  
City or Vicinity: Florence  
County: Lauderdale State: Alabama  
Photographer: Dr. Carolyn Barske  
Date Photographed: 02/24/2016



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Description of Photograph(s) and number, include description of view indicating direction of camera:

1. AL\_Lauderdale\_MaudLindsay\_0001 Storage room, camera facing east
2. AL\_Lauderdale\_MaudLindsay\_0002 Storage room, camera facing west
3. AL\_Lauderdale\_MaudLindsay\_0003 Storage room, camera facing north
4. AL\_Lauderdale\_MaudLindsay\_0004 Girl's bathroom, camera facing northwest
5. AL\_Lauderdale\_MaudLindsay\_0005 Girl's bathroom, camera facing north
6. AL\_Lauderdale\_MaudLindsay\_0006 Rear classroom, camera facing east
7. AL\_Lauderdale\_MaudLindsay\_0007 Rear classroom, camera facing south
8. AL\_Lauderdale\_MaudLindsay\_0008 Rear classroom, camera facing north
9. AL\_Lauderdale\_MaudLindsay\_0009 Rear classroom, camera facing west
10. AL\_Lauderdale\_MaudLindsay\_0010 Rear classroom, camera facing west
11. AL\_Lauderdale\_MaudLindsay\_0011 Rear classroom, camera facing west
12. AL\_Lauderdale\_MaudLindsay\_0012 Front classroom, camera facing west
13. AL\_Lauderdale\_MaudLindsay\_0013 Front classroom, camera facing north
14. AL\_Lauderdale\_MaudLindsay\_0014 Front classroom, camera facing northeast
15. AL\_Lauderdale\_MaudLindsay\_0015 Front classroom, camera facing east
16. AL\_Lauderdale\_MaudLindsay\_0016 Front classroom, camera facing south
17. AL\_Lauderdale\_MaudLindsay\_0017 Front classroom, camera facing west
18. AL\_Lauderdale\_MaudLindsay\_0018 Boy's bathroom, camera facing southeast
19. AL\_Lauderdale\_MaudLindsay\_0019 Girl's bathroom, camera facing south
20. AL\_Lauderdale\_MaudLindsay\_0020 Maud Lindsay display, camera facing east
21. AL\_Lauderdale\_MaudLindsay\_0021 Maud Lindsay, camera facing east
22. AL\_Lauderdale\_MaudLindsay\_0022 Photo of Maud Lindsay, Aunt Julia and students, 1915, camera facing east
23. AL\_Lauderdale\_MaudLindsay\_0023 Photo of Maud Lindsay and students in 1930, camera facing east
24. AL\_Lauderdale\_MaudLindsay\_0024 Photo of Maud Lindsay Free kindergarten, camera facing east
25. AL\_Lauderdale\_MaudLindsay\_0025 Photo of Mr. and Mrs. Robert Wilkes (maker of the first chairs for the kindergarten)
26. AL\_Lauderdale\_MaudLindsay\_0026 Original chairs, camera facing east
27. AL\_Lauderdale\_MaudLindsay\_0027 Original chairs and toys, camera facing east
28. AL\_Lauderdale\_MaudLindsay\_0028 Toys, camera facing east
29. AL\_Lauderdale\_MaudLindsay\_0029 Photo of Miss Minna Scruggs and Miss Julie Cochran with students in 1917, camera facing east
30. AL\_Lauderdale\_MaudLindsay\_0030 Sign outside kindergarten, camera facing east
31. AL\_Lauderdale\_MaudLindsay\_0031 Rear of kindergarten, camera facing northwest
32. AL\_Lauderdale\_MaudLindsay\_0032 Rear addition, south façade, camera facing north
33. AL\_Lauderdale\_MaudLindsay\_0033 South façade, camera facing northwest
34. AL\_Lauderdale\_MaudLindsay\_0034 South façade, camera facing north
35. AL\_Lauderdale\_MaudLindsay\_0035 South façade, front porch, camera facing northeast
36. AL\_Lauderdale\_MaudLindsay\_0036 East façade, camera facing east
37. AL\_Lauderdale\_MaudLindsay\_0037 North façade, camera facing southwest



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38. AL\_Lauderdale\_MaudLindsay\_0038 North façade, camera facing south
39. AL\_Lauderdale\_MaudLindsay\_0039 Front porch, west façade, camera facing southwest
40. AL\_Lauderdale\_MaudLindsay\_0040 West façade, camera facing east
41. AL\_Lauderdale\_MaudLindsay\_0041 West façade, camera facing northeast
42. AL\_Lauderdale\_MaudLindsay\_0042 West façade, camera facing northeast
43. AL\_Lauderdale\_MaudLindsay\_0043 West/north façade, camera facing southwest

Images from the of the latest move of the school building  
"Kindergarten Reaches New Home" *Times Daily* (August 20, 2015)  
Photos by Matt McKean





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**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Returned





ROOT-BUE FARM  
STOCK No. 100

GP Georgia Pacific  
Baby Food Jars  
Butter Beans

PREMIUM QUALITY COPY PAPER  
Main Street

Hot Air Balloons  
Lucky Ducks

10 pack  
Binoculars  
10 24  
Two in tacks

Lysol  
Clorox

Labels





Paint  
Cups

Welcome  
Sign

November

March

October

Easter

January

May

April

December

HAMMERMILL  
Copy  
HAMMERMILL  
15805-0

DIY EARLY LITERACY  
SCHOLASTIC  
A Class that Reads  
Succeeds

LARY





PREMIUM QUALITY COPY PAPER

24 = 48

QUILTED NORTHERN

36 Big Roll REGULAR

Facial Tissue

2140035

Bible Letters

Puzzle

35

WALTHAM

























**Maid Lindsey's Creed**  
I believe that there is more good in the world than evil.  
I believe that there is more beauty than ugliness.  
I believe in the Divine purpose of all things.  
I believe that every child has a right to a good education.  
I believe that every child has a right to a good home.  
I believe that every child has a right to a good life.  
I believe that every child has a right to a good future.  
I believe that every child has a right to a good God.  
I believe that every child has a right to a good heaven.







Happy Birthday  
Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Date: \_\_\_\_\_  
To: \_\_\_\_\_  
From: \_\_\_\_\_  
I hope you have a very happy birthday and that you have a great year ahead of you.



1 2 3 4 5

A green chalkboard with a decorative border at the top featuring the numbers 1 through 5, each followed by a red heart. The board is currently blank.



A round table with a white tablecloth. On the table are several colorful heart-shaped cards in shades of pink, purple, red, and green. Some of the cards have names written on them, such as 'MAY' and 'LUCY'.





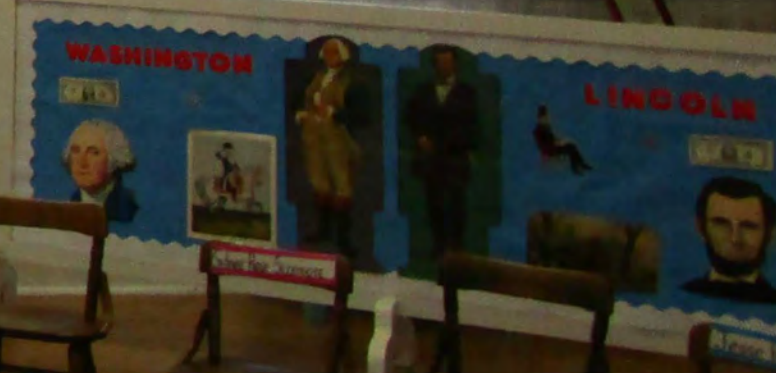








Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz







Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

WASHINGTON LINCOLN

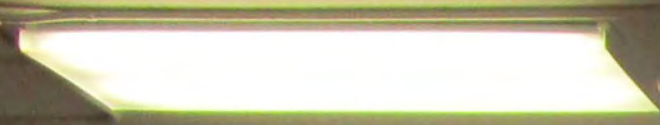


George Washington Abraham Lincoln













THE SHAPES

Robson

Robson

Robson

Robson

Robson























Miss Maud and Aunt Julia with the Girls  
1915





Miss Maud with the Boys  
1930









Picture of Mr. and Mrs. Robert Wilkes

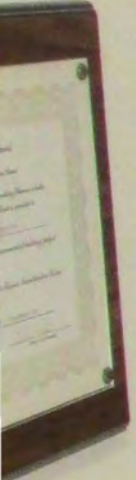
Mr. Wilkes made original chairs for Kindergarten.  
Six generations of this family attended Kindergarten.

1. Martha Ann Wilkes
2. Hetty Lee Wilkes Freeman
3. Muriel Freeman Brewer  
Martha (Totsie) Lowe
4. Faye Brewer King
5. Samantha Cossey
6. Clay Rikard













STORIES FOR LITTLE CHILDREN  
You can get her smoking  
All smoking and some  
A happy happy boy!

MY LITTLE GRAY PONY  
By Maud Lindsay

It took a time when I was a boy  
I was riding the pony  
I was on the pink stream  
I was on the pink stream  
I was on the pink stream  
I was on the pink stream  
I was on the pink stream  
I was on the pink stream





Miss Minna Scruggs and Miss Julie Cochran with the Children  
 1917





FLORENCE, ALABAMA  
LAUDERDALE, COUNTY

18

18



HERITAGE

*Maud Lindsay*  
Free Kindergarten  
Founded  
1898

PRESERVATION





































RESERVED  
PARKING

VAN  
ACCESSIBLE

MAUD LINDSAY FREE KINDERGARTEN



MAUD LINDSAY FREE KINDERGARTEN







MAUD LINDSAY FREE KINDERGARTEN





MAUD LINDSAY FREE KINDERGARTEN





MAUD LINDSAY FREE KINDERGARTEN

RESERVED  
PARKING  
AS SHOWN



**United States Department of the Interior  
National Park Service  
National Register of Historic Places**

**Comments  
Evaluation/Return Sheet**

Property Name: Maud Lindsay Free Kindergarten

Property Location: Lauderdale County, Alabama

Reference Number: SG-1877

Date of Return: 12/18/2017

Reason for Return:

The nomination is being returned for additional information to adequately document the property's significance under Criterion B and to provide further justification for significance under social history. Technical corrections are also needed.

The school is being nominated at the state and local level under Criteria A and B for the areas of significance of education and social history. The period of significance is 1913 (date of school construction) – 1941 (death of Maud Lindsay).

Section 7

Since the school is now in its fourth location, please provide a paragraph describing the current landscape setting as compared to the original 1913 lot location. If there are any historic photographs of the school at its original location, please include. How is the lot size and playground space similar to what was the setting at the original school location?

Section 8

The summary statement of significance and subsequent supporting paragraphs clearly make the argument for significance in education. While the text mentions a group of Alabama citizens were worried about the quality of education for the children of factory workers, the social history aspect needs to be further clarified. Is the significance tied to Criterion A or B or both? Provide further details on how the free kindergarten concept promoted the welfare of society in the state. Was it for the school's educational mission or more for the role Maud Lindsay played? Explain what prompted the need to establish a kindergarten in East Florence. What were the challenges and needs of the children? What were the poverty levels and what was the social impact of this school throughout its period of significance? How was the kindergarten idea promoted to the parents and what were their reactions/support after enrollment?



While Lindsay was the first teacher and principal of the first free kindergarten in the state, define her influence within the state-level context or is Criterion B only for the local level of significance? On page 18, it mentions, “Many people visited the school...” and also discusses Lindsay’s work outside of Alabama. Did the people who visited the school in turn establish other free kindergartens in the state? How many were established during this time? On page 17, it mentions the kindergarten was segregated. What were the early educational opportunities in Florence for African-Americans during this time?

Elaborate further on the statement on page 17, “Many in the state of Alabama saw her methods as radical and different.” What were the reactions? Did this hinder or help the development of kindergarten within the state? What did Lindsay do to handle these reactions?

On page 13, it mentions Florence as “home to the oldest university in the state of Alabama.” Identify the name of this university.

On page 14, under Criterion B, the focus should be on Maud Lindsay. Move the first four paragraphs of information about Governor and Sarah Lindsay to the end of Section 8. Also, what was the Governor’s full name?

#### Technical Issues

Section 1. What was the historic name of the school during the period of significance? Clarify in Section 7, if this was the historic name or if it was renamed at some point in honor of Maud Lindsay.

Section 3 is incomplete.

Maps. The map on page 25 (assume Figure1?) indicates red and yellow squares but the map is in black and white.

The Verbal Boundary Description should reference the map (no label) found on page 26. This map should also show property boundaries. Under the Boundary Justification is this new lot similar to that of the original location in terms of acreage and corner lot? If so, add this information.

Photographs. Just because photos were taken in a certain order, doesn’t mean they need to remain in this order for the nomination. When the public reads the nomination on-line and opens the photo collection, they will see the first few photographs showing the storage room and bathrooms. It is unfortunate that the first photograph isn’t the school from the street view on its current site. Suggest revising.

Please feel free to contact me if you have any questions. I can be reached at (202) 354-2239 or e-mail at [Lisa\\_Deline@nps.gov](mailto:Lisa_Deline@nps.gov).

Lisa Deline, Historian  
National Register of Historic Places





# ALABAMA HISTORICAL COMMISSION

468 South Perry Street  
P.O. Box 300900  
Montgomery, Alabama 36130-0900  
334-242-3184 / Fax: 334-240-3477

Lisa D. Jones  
Executive Director  
State Historic Preservation Officer

September 5, 2019



Ms. Joy Beasley  
National Park Service  
1849 C Street NW  
Mail Stop 7228  
Washington, DC 20240

Dear Ms. Beasley:

Enclosed please find a revised nomination as requested by Lisa Deline for the:

Florence Free Kindergarten/Maud Lindsay Free Kindergarten  
Florence, Lauderdale County, Alabama

We believe the nomination is now in order. Your consideration of this revised nomination is appreciated.

Sincerely,

Lee Anne Wofford  
Deputy State Historic Preservation Officer

LAW/nw

Enclosure