

1930

1930-1931 Pestalozzi Froebel Course Catalog

Columbia College Chicago

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Pestalozzi Froebel
Teachers College



PESTALOZZI FROEBEL
TEACHERS COLLEGE

Incorporated

Named in honor of Pestalozzi, the famous Swiss educator,
and Froebel, the Founder of the Kindergarten Movement

An accredited Normal College
Non-Denominational
Member of the Chicago Association of Commerce

KINDERGARTEN
—
PRIMARY
—
PLAYGROUND
—
NURSERY SCHOOL

1930 — 1931

Thirty-fifth Year

616-622 SOUTH MICHIGAN BOULEVARD
CHICAGO

REGISTRATION DATES

FALL TERM 1930

Registration.....Monday, September 15, 10 a. m. to 4 p. m.
Tuesday, September 16, 10 a. m. to 2 p. m.
Opening Exercises.....Tuesday, September 16, 2 p. m.
Instruction Begins.....Wednesday, September 17, 9 a. m.

MID-YEAR TERM 1931

Registration.....Monday, February 2, 10 a. m. to 4 p. m.
Instruction Begins.....Tuesday, February 3, 9 a. m.

SUMMER TERM 1931

Registration.....Monday, June 16, 10 a. m. to 4 p. m.
Tuesday, June 17, 10 a. m. to 2 p. m.
Opening Exercises.....Tuesday, June 17, 2 p. m.
Instruction Begins.....Wednesday, June 18, 9 a. m.

FALL TERM 1931

Registration.....Monday, September 21, 10 a. m. to 4 p. m.
Tuesday, September 21, 10 a. m. to 2 p. m.
Opening Exercises.....Tuesday, September 22, 2 p. m.
Instruction Begins.....Wednesday, September 23, 9 a. m.

There will be two major vacations during the year. The customary Christmas Vacation will be two weeks in duration, and the customary Spring Vacation which usually falls during Easter week, will be one week in duration. Dates of vacations will be announced early enough so students will have ample time to make their plans.

FOREWORD

CHOOSING the right college for a professional teachers training is highly important. It is best, in considering different schools, to test each as to the intrinsic value of the work it offers:

A teachers college should be primarily a professional school.

An institution, to give the best teachers training, must keep its courses in line with the latest developments in professional methods.

The college should be recognized by State Departments of Education, by Superintendents of Schools, and by other institutions. This recognition is, in itself, based upon the professional value of its courses, its progressive methods, and upon the number of years of professional service of the institution.

Its alumnae members should be strong teachers who are professional leaders and who are interested in furthering the cause of education.

It should be located in a professional center where the students are able to make professional touches which will be of value to them when they go out into the field.

The college should take an active interest in the future success and growth of its graduates and should do all in its power to place them in good positions.

Finally, the woman preparing to be a teacher should take her training where individual needs are given personal attention; where she can get the best professional guidance; where she can associate with leaders in the profession; where she can get enough practical work to enable her to handle her first position in a capable and efficient manner; and where she can get a diploma that is recognized all over the country as certification of the best possible training.

The name Kindergarten was first used by Froebel on May Day, 1840.

The first Kindergarten in Germany was conducted by Froebel in 1840.

The first Kindergarten was opened in London in 1879.

✓ The first Kindergarten in America was held in the home of Mrs. Carl Schurz in Watertown, Wis., 1855.

The first description of the Kindergarten system in the English language was written by Charles Dickens and printed in his magazine called Household Words, in 1855.

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HISTORICAL SKETCH

In the year 1895, Mrs. Bertha Hofer Hegner was appointed Kindergarten director of the Chicago Commons Social Settlement, which was, at that time, in its first year. Under the able leadership of Doctor Graham Taylor, this settlement was founded and has today grown to be one of the leading social centers of the country. At that time, the settlement was a new venture, and the starting of a kindergarten was no easy task.

When Mrs. Hegner threw open the doors on the first morning, the children fairly swarmed in, and a number of workers were needed to help take care of them. A group of enthusiastic young women in the settlement offered their services and urged that they be given training for this particular kind of work. Mrs. Hegner, who had well prepared herself here and at Pestalozzi-Froebel Haus in Berlin, agreed to train this group of young women. So the college really grew out of this great need for trained helpers.

In the year 1897 the work started in this informal way in a basement room of the old Commons. The erection of the new Commons Building provided better quarters for these training classes. Later the growing activities of the settlement with its many clubs and classes, and the growth of the college, which was then known as ✓ Pestalozzi Froebel Kindergarten Training School, made it necessary to move into the down-town section of Chicago.

In the year 1910, quarters were found with the Columbia School of Music in the Ohio Building. Here it prospered and soon again outgrew its quarters and moved to the present building on Michigan Boulevard overlooking the lake.

In 1913 it was incorporated under the laws of the State of Illinois as Pestalozzi Froebel Kindergarten Training School. At first the college trained kindergarten teachers only. During the year 1915, the primary and recreation departments were added, and the name ✓ changed to Pestalozzi Froebel Teachers College.

In June of the year 1916, a summer school was started, and since then, it has continued every year with a large attendance of teachers from all parts of the country.

The year 1919 brought two important additions to the college. The first student residence was opened at 1836 Calumet Avenue. The Demonstration Kindergarten at Brookfield was started with the idea of establishing an experimental station where new methods could be demonstrated. The beautiful building and equipment was provided by Mrs. Avery Coonley.

In the year of 1923, the residence of former Mayor Swift in the Hyde Park District of Chicago was purchased for dormitory use; it was well equipped for this purpose and is, at present, a home for out-of-town girls.

During the year 1926, the college, in cooperation with the Chicago Commons Settlement, transformed its day nursery into a Nursery School which serves as an observation center for this new line of work. Here the very young children of the settlement district are cared for while their mothers are away for their day's work.

In September of the year 1927, the college joined forces with Columbia College of Expression, the foremost college of dramatics and speech arts in the middle west. The two colleges have operated together, to the mutual advantage of each. During the spring of 1929, arrangements were made with the Academy of Dramatic Education, another strong college of theatre arts, to consolidate with Columbia College of Expression. Miss Irene Skinner, the President of the Academy of Dramatic Education has joined the general teaching staff, and her work makes a splendid addition to the high type of instruction offered and has proved an inspiration to the students. Both institutions follow the policy of giving the best possible professional training in their respective fields.

The policy of sound building to meet professional needs of teachers of young children has enabled the college to grow steadily until today it is one of the leading institutions of its kind in the country. It started by fulfilling professional needs of a small group of women who wished to do something for the children at the Chicago Commons Settlement. Its steady growth has made of it today an institution where those who wish to serve the tens of thousands of children in our country are able to get the best training for such service.

ADMINISTRATIVE DEPARTMENT

BERTHA HOFER HEGNER

President

HERMAN FREDERICK HEGNER

Vice-President

MARTHA ELIZABETH SEELING

Educational Director

LAURA HASSENSTEIN

Director of Practice School

HERMAN HOFER HEGNER

Secretary-Treasurer

ANNE GREENE

Dean of the Dormitory

GRACE WARD SLIGH

Field Secretary

STAFF OF INSTRUCTION

Bertha Hofer Hegner, *President*..... Education

Graduate National Kindergarten College, 1890; Pestalozzi Froebel Haus, Berlin, 1894; Post-Graduate work University of Chicago, 1897-98; Columbia University, 1920; Director of Chicago Commons Kindergarten, 1895-1904.

- Martha Elizabeth Seeling, *Educational Director*
 Primary Methods, Curriculum, Nursery Schools
 Graduate Winona (Minnesota) State Teachers' College; University of Chicago; Graduate Teachers' College, Columbia University, 1925; Supervisor, Winona (Minnesota) State Teachers' College and Bemidji (Minnesota) States Teachers' College.
- Laura Hassenstein, *Director of Practice School*
 Play Material, Games, Handwork
 Graduate Pestalozzi Froebel Teachers' College, 1908; Director of Chicago Commons Kindergarten, 1910-15; University of Chicago, 1919; Columbia University, 1921.
- Rev. Herman Frederick Hegner History of Education, Philosophy of Education, Sociology, Psychology
 Graduate of Milwaukee State Normal School, 1890; Chicago Theological Seminary, 1895; Head Worker, Chicago Commons, 1894-96; Post-graduate student, University of Chicago, 1897-98; University of Berlin, 1902-03.
- Jessie May Olin School Music
 Graduate, Jennie Hunter Kindergarten Training School, New York; Graduate, Columbia School of Music, Chicago.
- Francis Arnold Art, Music
 Graduate, Chicago Musical College; Post Graduate, American Conservatory; Post Graduate, Royal High School for Music, Berlin; Special Study in Art in England, Holland, France, Spain, Italy, Greece and Egypt.
- Dr. H. W. Gentles Hygiene
 Graduate, Glasgow University, Scotland. Chairman, First Aid and Life Saving Department, Chicago Chapter of the American Red Cross.
- E. Louise Guernsey Art
 Instructor at Art Institute of Chicago.
- Irene Antoinette Skinner
 Children's Stories & Plays, Playground Work
 Graduate, Columbia College of Expression. Special study with Professor S. H. Clark, University of Chicago, Donald Robertson, Dr. S. S. Curry of Boston, and Dr. Cumnock of Northwestern University. Director of Children's Civic Theatre of Chicago, Inc., Supervisor of Dramatics, Union League Boys Foundation Club.

- Herman Hofer Hegner Philosophy, History
Graduate, University of Wisconsin.
- Albert Teuscher Gymnastics
Graduate, Normal College of A. G. U. Specialist in Physical Education.
- Dr. George L. Scherger History, Literature, Public Speaking
Graduate, Indiana University; Post Graduate work, Cornell University,
University of Leipsig, University of Berlin, Professor—Armour Institute
of Technology.
- Gladys Bezazian
. Folk and Educational Dancing, Festivals and Pageantry
Graduate, Northwestern University; special study under Margaret
Doublor, University of Wisconsin, and Margaret Schultz-Kranz, North-
western University.
- Anne Larkin Dramatics, Oral English
Graduate of Columbia College of Expression. Special study under
Professor S. H. Clark, University of Chicago, Mrs. Bertha Kunz Baker
of New York City, and Donald Robertson of Chicago. Director of
Department of Drama, Platform Reading and Voice, Columbia College
of Expression. Dramatic Reader of Universities, Schools and Women's
Clubs.
- Dr. Frank Freeman Mental Tests and Measurements
Graduate, Wesleyan University, 1904; Post Graduate work at Yale Uni-
versity, 1906-1908. Professor of Educational Psychology, University of
Chicago.
- John Merrill Literature and Dramatics
Graduate University of Chicago and Emerson College, Boston; Post
Graduate work, London University, Yale University, Harvard Uni-
versity, special voice training by Herr Anthes, Dresden, Germany.
Instructor at Francis W. Parker School, Chicago.
- Romayne Fewell Supervisor of Student Teaching
Graduate of Pestalozzi Froebel Teachers' College, 1921; Post Graduate,
1927; Graduate, Teachers' College, Columbia University, 1929; Director
of Chicago Commons Kindergarten.
- Grace Ward Sligh Kindergarten—Primary Supervisor
Graduate of Pestalozzi Froebel Teachers' College; Primary Supervisor,
Downers Grove, Illinois, 1923-1927; Special work, Columbia University.

SPECIAL LECTURERS

- Miss Frances Deer Director of Lake Shore Playground
- Mrs. Maurice Lieber Winnetka, Illinois
- Mr. Philip L. Seman Jewish Peoples Institute
- Miss Wright American Red Cross
- Dr. McClean Social Hygiene Council
- Dr. Miner Social Hygiene Council
- Mr. Borders Assistant Head Worker, Chicago Commons
- Miss Wetmore Supervisor of Adult Education, Chicago
- Mr. Williams
 Superintendent of Illinois Children's Home and Aid
 Society
- Dr. Hedger Elizabeth McCormick Memorial
- Miss McCracken Columbia College of Expression
- Miss Grace Bradshaw Oak Park Family Welfare Association
- Miss Ethel Kawin Institute of Juvenile Research
- Mr. Canavan Chicago Post Office
- Miss Irene Skinner Columbia College of Expression

PRACTICE SCHOOLS AND DIRECTORS

PUBLIC SCHOOL PRIMARIES

CITY	SCHOOL	DIRECTOR
Batavia.....	Louise White...	Miss Stangley
Blue Island....	Whittier.....	Miss Wallace, Miss Beckwith
Chicago.....	Gresham.....	Mrs. Kerrigan, Miss Brady
	Kiminski.....	Miss Donovan, Miss Nee
Glencoe.....	Central.....	Miss Mavity
Hammond.....	Washington...	Mrs. Bruce
Joliet.....	Longfellow...	Margaret Bowler
Lombard.....	Wm. Hammer-	
	schmidt....	Miss Clara Hueber
Miller (Gary)...	Miller School...	Mrs. Ramsay
Naperville....	Ellsworth.....	Miss Violet Blank
Niles Center...	Morton Grove..	Alice J. O'Connell
Oak Park.....	Emmerson.....	Mrs. Dillon
	Hawthorne...	Miss Coulson
	Holmes.....	Mary Ribordy
	Horace Mann..	Miss Hybarger
	Lincoln.....	Vivian Aspinwall, Miss Bennett
	Wm. Beye....	Charlotte Earle
River Forest...	Roosevelt.....	Nina C. Taylor
Riverside.....	Central.....	Miss Rognlien, Mrs. Blanch Green, Mrs. Dorothy Green, Mrs. Wil-
	A. F. Ames....	son, Miss Bloomberg
		Miss Bercaw
West Chicago...	North Side....	Miss Kathleen Harrington

PRIVATE SCHOOL PRIMARIES

Chicago.....	Fabre.....	Miss Geneva Bower
	Faulkner.....	Miss Austin, Mrs. Baker
	Francis Parker.	Hattie Walker
	Kenwood Lor-	
	ing.....	Miss Carine Taylor, Mrs. Jean McGaughy
	Midway School	
	for Children..	Mrs. Engler, Mrs. Elmer, Miss Bosler

CITY	SCHOOL	DIRECTOR
Chicago	Sherwood	Miss Noyes
	South Shore School for Children	Mrs. Volmer
	Windsor Park	Mrs. Adams

PUBLIC SCHOOL KINDERGARTEN

Chicago	Austin O. Sex- ton	Miss Mary Howell
	Gresham	Miss Eloise Beardsley
	Horace Mann	Miss Smith, Miss Vause
	Murphy	Miss Ford, Mrs. Newberry
Brookfield	Brookfield Pub- lic	Miss Cameron
Gary	Ambridge	Miss Pearl Bobele
	Jefferson	Miss Helen W. Titzel
Geneva	Forest	Miss Myrthel Strand
Glencoe	Central	Miss Dorothy Kurzeknabe
Hammond	Washington	Miss Lenore Mahlman
LaGrange	Ogden	Miss Cecile McCullough
	Congress Park	Miss Sylvia Chambara
Oak Park	Emmerson	Mrs. McKenna
	Hawthorne	Miss Doornkaat
River Forest	Roosevelt	Miss Margaret Clark
Riverside	Central	Miss McAllister
	Ames	Miss Moody
Whiting	Whiting Public School	Miss Margaret Walker

PRIVATE AND SETTLEMENT KINDERGARTENS, NURSERY SCHOOLS

Chicago	Chicago Com- mons	Miss Myrtle Moley, Miss Marjorie Ingrahm
	Fabre	Miss Geneva Bower
	Faulkner	Miss Georgene Faulkner, Miss Beatrice Engstrand

CITY	SCHOOL	DIRECTOR	
Chicago.....	Helping Hand		
	Nursery.....	Miss Kate Schmerhorn	
	Henry Booth		
	House.....	Mrs. Garvey	
	Home for the		
	Friendless...	Miss Marie Allen	
	North Avenue		
	Day Nursery.	Miss Virginia Minger	
	South Shore...	Mrs. Johnson	
	South Shore		
ChicagoHeights.	Outdoor Play		
	School.....	Miss Mildred Eckhaus	
	University of		
	Chicago Set-		
	tlement.....	Mrs. Thelma Helling	
	Worker's Nur-		
	sergy School..	Miss Ruth Pearson, Miss Helen	
		Dapogny	
	ChicagoHeights.	ChicagoHeights	
		Settlement...	Miss Lillian Larson
Oak Park.....	First Baptist		
	Church Kin-		
	dergarten....	Mrs. A. J. Hunter, Mrs. F. C. Madear	

PESTALOZZI FROEBEL TEACHERS COLLEGE

WHAT IT OFFERS

Pestalozzi Froebel Teachers' College specializes in training young women to teach in the kindergarten and primary grades and to direct playgrounds and nursery schools. With its practical courses, it fully prepares them to be strong teachers and gives them a background of professional training. These courses, in addition to preparing young women for teaching, furnish a cultural and social background which they can carry with them through life and which marks them as well educated women.

Courses in Art, Music, Literature, and Dramatics as well as studies in the care and training of children, home-making, and the history of the family provide material of permanent value to their entire future lives. The varied, first-hand experience in the care of little children gives a practical training for the home as well as for the school room and adds to their social power. Many of our leading educators believe that every young woman should have this training "because it is so truly a liberal education."

These young women find that the teachers' training offers more than does any other educational work. Their natural instinct of mothering finds full expression in guiding the unformed characters of children and nurturing child life. The privilege and blessing experienced by all who teach little children are theirs. Some of our most noble women began as teachers and grew into being "mothers of their country."

TEACHERS' TRAINING COURSES

The two, three and four year Normal Training courses prepare young women for teaching in the kindergarten and first three grades. These courses combine professional training with general cultural subjects and enable graduates to get teachers' certificates without examinations. Graduates from these courses may obtain kindergarten-primary certification which enables them to teach in either the kindergarten or the first three grades.

Certificates are granted to students who have successfully completed two years of work in required courses.

Students who complete three years of training are entitled to a diploma and a special certificate is granted for playground work.

The Degree of Bachelor of Philosophy is granted to students who complete four years of work in required courses.

TEACHERS' POSITIONS

The college conducts a bureau for its graduates for the purpose of placing them in positions, of advising them, and of keeping in touch with them throughout their professional careers. Hundreds of positions in all parts of the world are filled by graduates of the college. The salaries of teachers are adequate for their needs. Inexperienced teachers may earn from \$1,000.00 to \$1,600.00 a year, and experienced teachers and those who continue their studies are able to hold more responsible positions and may earn from \$1,600.00 to \$5,000.00 a year.

The bureau has been very successful and has placed many of our teachers. It furnishes information concerning character, scholarship, and teaching efficiency of candidates. It cooperates with superintendents in helping them to find the right teachers for their schools.

THE ALUMNAE ASSOCIATION

The Alumnae Association of Pestalozzi Froebel Teachers' College takes an active part in the affairs of the institution. This association, constituting a group of highly successful teachers, helps to sustain the college bureau for placing its graduates, sustains scholarships in the college, helps to support the school library and provides many social occasions for the students.

The Alumnae Association, through its membership in the International Kindergarten Union and the Illinois State Kindergarten Primary Association, and through the cooperation of its members with the Progressive Education Association, the National Council of Primary Education, and the National Education Association, is active in furthering the cause of education.

LOCATION AND EQUIPMENT

THE COLLEGE BUILDING

The college is located in the Arcade Building in a beautiful section of the Downtown Lake Front. Its white stone facade, attractive arcade entrance with shops and a tea room, express elevators, marble corridors, and well lighted and ventilated rooms make it one of the most attractive buildings on the boulevard. It has a central position in the downtown group of Chicago education institutions. The Chicago Art Institute, the John Crerar and Chicago Public Libraries, the principal Musical Colleges, and Art Schools are all within a radius of a few blocks.

There are lockers, a comfortable rest room, and all modern conveniences for the students. The Assembly Hall affords ample space for games, social gatherings, and general lectures. The Class Rooms are especially planned for the work of the college and have ideal arrangements for light and ventilation. They are separated from each other by leaded glass partitions. The Mural decorations and furnishings were especially designed to give a quiet and restful background.

THE STUDENT RESIDENCE

The student residence is located in one of the best residential sections of Chicago. It is within walking distance of the University of Chicago. The Blackstone Library is two blocks north of the building, and students find that it offers new books in addition to those found in the college library. A few blocks south is Jackson Park, famous as the site of the World's Fair. Here may be found ideal bathing and boating facilities, tennis courts, and golf links.

Transportation to the downtown district is excellent. The motor bus passes one-half block north of the residence on Hyde Park Boulevard and delivers passengers within a few doors of the college. Electric trains which run along the lake shore, provide the fastest and cleanest transportation in the city. The surface car line runs two blocks east of the building and also affords convenient transportation.

South side public and private schools, which have been selected as practice centers, are convenient to the residence, and are easily accessible.

The building was for many years the residence of George B. Swift, former mayor of Chicago, and was known as the "Swift Home." It has a grey stone front covered with Boston ivy. The first floor has beautiful living rooms and a dining room. The bedrooms accommodate one, two or three students and have ample bath facilities. All of the rooms are well lighted.

The college has added to the building devices for fire protection recommended in the fire laws of the city. It has also followed the dictates of the health department in arrangements for ventilation in the bedrooms. Private entrances on both sides and a garden in the rear assure plenty of light.

THE NURSERY SCHOOL

The college conducts the professional end of the new Nursery School at the Chicago Commons Social Settlement. This school provided by the Chicago Commons Directors, is an outgrowth of the old day nursery which has been revised to follow the best nursery school practices and has been very successful. The nursery school students are able to use this school as an observation and practice center.

GENERAL REGULATIONS

ENTRANCE REQUIREMENTS

Applicants for admission should be graduates from a four-year accredited high school or should have an equivalent of this work in study and experience. Applicants must present evidence of sufficient scholarship, mental maturity, and fitness to enable them to follow the course of study.

ADVANCE STANDING

Normal school and college students who wish to add these practical courses to their education are allowed advanced standing. Applicants for advanced standing are asked to send in copies of their credit records so that they may be evaluated and the length of time in which they may finish be definitely decided.

College students and graduates who wish to add to their earning power find this plan desirable because they are able to secure the technical training needed to get a teacher's certificate without examinations and are able to command the salaries that a high type of professional training warrants.

CREDITS

The unit of credit used by the college is the semester-hour, which consists of the equivalent of a one-hour recitation period per week for eighteen weeks. A total of sixty-eight semester-hour credits is required for graduation from the two-year course, a total of one hundred semester-hour credits is required for graduation from the three-year course and a total of one hundred-thirty semester-hour credits is required for the degree of Bachelor of Philosophy.

Applicants sending in lists of credits for advanced standing are requested to tell what unit of credit is used in the college in which they took their work.

SUMMER SCHOOL

The six weeks' summer term starts at the beginning of the third week in June and closes at the end of July. This term serves to enable experienced teachers to study the new methods of education and thus to advance themselves professionally. Summer work is accredited for the certificate, diploma or degree and many teachers return year after year so that they may earn them.

Graduates of other colleges who wish to earn the diploma or degree find that the plan of attending successive summer sessions makes it possible for them to continue their studies without it being necessary for them to stop teaching.

A separate bulletin outlining the courses is issued every spring and can be secured by writing to the Registrar.

THE MID-YEAR TERM

Students who are unable to enter in September may enter at the opening of the mid-year term, February 3. New classes of instruction are opened at this time. High school graduates of mid-year classes find that this opening enables them to continue their education without delay. University and college students who wish to start their specialization find this an opportune time to enter.

GRADES OF SCHOLARSHIP

Student work is graded according to the following scale:

A—excellent—93-100

B—very good—85-93

C—average—77-85

D—passing—70-77

E—failure—below 70

Inc.—Incomplete—work must be finished before grade is given.

Con.—Condition—Special examination required.

Students are expected to maintain an average standing. In case they fall below the average, individual help is given by faculty members.

TIME DIVISIONS

The school year, which extends from September to June, is divided into two periods of eighteen weeks each. Each period is known as a semester. The first semester starts in September and ends in January. The second semester starts in February and ends in June.

ATTENDANCE

Students are expected to attend classes and practice schools regularly. Absence will lower grades. Students who are absent from the last classes before vacation periods or from the first classes after vacation periods will have one point deducted from their standings in the respective classes.

PRACTICE TEACHING

Practice teaching is the most important factor in strong preparation for Kindergarten-Primary training. Actual experiences in teaching children enable students to successfully cope with the problems they will meet when they become teachers. The college places special emphasis upon giving its students a proper background of teaching experience which makes of them, after their period of training, truly experienced teachers.

Centrally located in downtown Chicago, the college is accessible to all of the different types of schools the large city offers. Students may easily reach all of the public schools, progressive private schools, and the social settlements. This enables them to practice in many different types of schools and to learn to know the problems of each particular type. The college is able to offer a greater variety of practice teaching than can another college of its kind which is located in a smaller community. It is able to give its students uninterrupted mornings of practice work; it is able to place its students singly or in small groups of two or three; whereas, the school without abundant facilities for practice work must crowd many students into one practice school. There is an evident advantage in placing a small number of students in one school. There is less confusion; the students are able to get in closer touch with the children; they are able to stay in one school long enough to know the children and to become familiar with the problems of that particular school.

A variety of types of practice schools offer not only better practice teaching but better facilities for observation, for experiment, and for general laboratory work in methods of teaching. Students are able not only to teach in different kinds of schools but are able to observe the conditions and teaching problems in other schools in which, because of lack of time, they are unable to teach. This gives a professional background which is the most important factor in making strong teachers.

Pestalozzi Froebel Teachers College through more than thirty years of experience has found practice teaching and properly directed observation to be the element in a course of teachers training which makes for the greatest success and for the greatest professional strength. Properly guided experience gives the teacher strong preparation with which to conduct her first school in a most efficient manner.

A CITY BACKGROUND

There is a growing tendency among educational institutions to locate in large city centers. The dynamic forces of progressive professional culture demand a city background, a background where they may develop fully in their most practical phases.

The reason for this change is that modern education requires laboratory facilities for experiment. Leading colleges of commerce, medicine and engineering have found that only the large city furnishes a sufficient background for experimental work. A Teachers College, to get the best possible results, also needs the laboratory and observation facilities that only a large city can offer. It needs the schools and educational institutions, public, private and social, where the young women studying to be teachers may get the practice and observation they most need.

Chicago holds, within its radius of a few square miles, the thousands upon thousands of different activities of man. It is natural then, that the student desiring to learn and know these activities, comes to the large city for such knowledge. The city offers all: it offers the most complete libraries to be found anywhere; it offers museums where the world's treasures are collected under one roof; it offers parks and bathing beaches for healthful, out-of-door recreation; through theatres, operas, orchestras and concerts it offers the best opportunities for social activities; in short, it offers the vital touches so necessary to the young woman, the touches that become a part of her life equipment and make of her a truly educated woman.

COURSES OF STUDY

KINDERGARTEN—PRIMARY TRAINING

In the progressive type of normal college the training for kindergarten and for primary teachers is no longer separated into two distinct courses. The technical processes used in teaching in the kindergarten are so like those used in teaching in the primary grades that the divisions Kindergarten Training and Primary Training are fundamentally and psychologically unsound. Consequently it is necessary for a prospective teacher, who wishes to be efficient and well-trained, to get a course of training that will give her knowledge of methods that apply to both kindergarten and primary grades.

The advantages of training which covers both the kindergarten and primary grades are three-fold. First: Superintendents of modern schools want teachers who have had this thorough background of training and understand the new type of teaching. Second: The holder of kindergarten-primary certificate can teach in either the kindergarten or primary grades. Third: This sound training builds a strong educational background, a most important factor in future professional power.

SPECIALIZATION

In line with this sound policy of combined kindergarten and primary training, specialization in either of these two branches resolves itself into a matter of a longer period of practice teaching in either the kindergarten or the primary grades. Students may specialize in one of two ways. First: Those who wish to teach in the Primary Grades after graduation can major in practice teaching in the first, second, or third grades, and minor in practice teaching in the kindergarten. Second: Those who wish to teach in the Kindergarten after graduation can major in practice teaching in the kindergarten and minor in practice teaching in the first, second or third grades.

TWO YEAR CERTIFICATE COURSE

The Two Year Certificate Course for which the regular two year certificate is granted is accredited by State Departments of Education for State Teachers Certificates without examinations in Illinois and other states. Two years of study including the theory and methods courses conducted in the college class rooms, observation and student teaching conducted in the practice schools, and general college courses necessary for teachers certification are required to complete this course and to merit a certificate.

THREE YEAR DIPLOMA COURSE

The three year diploma course is designed to supply the needs of those who wish a strong foundation of professional training. State Departments of Education throughout the country are rapidly raising their requirements for teacher certification, and the three year course is designed to meet these requirements. This course enables students to major in kindergarten-primary education and to minor in approved academic subjects of a cultural nature and of a university standard. These professional and cultural courses make the student not only a strong teacher but mark her as a truly cultured woman.

Students with advanced standing from other institutions will be admitted to this course upon application to the faculty provided their advanced standing credits merit this action. The three year course is becoming more and more desirable among graduate kindergarten and primary teachers who want a diploma from a recognized professional institution. Graduates of the two year course may secure the three year diploma upon completing one additional year of training either during the winter sessions or during successive summer terms.

THE DEGREE OF BACHELOR OF PHILOSOPHY

The degree of Bachelor of Philosophy is granted to those who complete the approved four-year course of study majoring in Kindergarten-Primary Education. A strong foundation of academic work is required and cultural courses form a large part of the fourth-year work.

Students who have had work in universities or accredited colleges and normal schools may apply for advanced standing on the basis of this work. For full information about the degree of Bachelor of Philosophy and its requirements address the Registrar.

SPECIAL PLAYGROUND COURSE

The college conducts a special course for those wishing to secure playground training in addition to the regular work. This course includes instruction necessary to thoroughly prepare students to teach folk dancing, games, dramatics, festivals, pageants, and other special subjects which are needed in conducting a playground.

NURSERY SCHOOL COURSE

There is a growing demand for well-trained nursery school teachers. This demand has led to the addition of a nursery school course to the curriculum of the college. An observation center for this work has been opened with the co-operation of the Chicago Commons Social Settlement. Here, the students observe and practice. Other nursery schools throughout the city are also available for practice and observation work, and students are able to get the firm background that only practice can give.

COURSE SCHEDULES

	FIRST YEAR	Credits
Fine Arts		2
English		3
History		3
Music		1
Natural Science		4
Psychology		3
Physical Education		1
Introduction to Education		3
Principles of Teaching		2
Supervised Practice Teaching and Observation		4
Kindergarten-Primary Education		3
Academic Electives		2
Sociology		3
		<u>34</u>

	SECOND YEAR	
Manual Arts		3
English		6
History		3
Music		1
Natural Science		4
Psychology		3
Physical Education		1
History of Education		3
Kindergarten-Primary Education		5
Academic Electives		4
Sociology		1
		<u>34</u>

	THIRD YEAR	
Manual Arts		2
English		3
Psychology		3
Principles of Teaching		1
Supervised Practice Teaching		4
Kindergarten-Primary Education		9
Professional Electives		2
Academic Electives		6
Sociology		1
Philosophy		3
		<u>34</u>

	FOURTH YEAR	
English		4
Psychology		6
Principles of Teaching		1
Supervised Practice Teaching		4
Kindergarten-Primary Education		9
Professional Electives		2
Philosophy of Education		3
Sociology		1
		<u>30</u>

TABULATED COURSE SCHEDULES

	TWO YEAR CERTIFICATE				THREE YEAR DIPLOMA				FOUR YEAR DEGREE			
	Number of hours to be carried in year				Number of hours to be carried in year				Number of hours to be carried in year			
	1st year	2nd year			1st year	2nd year	3rd year		1st year	2nd year	3rd year	4th year
Fine Arts	2				2				2			
Manual Arts	3	2				3	2			3	2	
English	3	3			3	6	3		3	6	3	4
History	3				3	3			3	3		
Music	1	1			1	1			1	1		
Natural Science	4	2			4	4			4	4		
Psychology	3	3			3	3	3		3	3	3	6
Physical Education	1	1			1	1			1	1		
Intro. to Education					3				3			
History of Education		3				3				3		
Principles of Teaching	2	1			2	1			2		1	1
Supervised Pract. and Obs.	4	4			4	4	4		4		4	4
Kinder.-Primary Education	5	7			3	5	9		3	5	9	9
Professional Electives	3	1			3		2				2	2
Academic Electives		*3			2		2		2	4	6	
Child. Lit. and Stories		3					3					
Philosophy of Education							3					3
Sociology							3		3	1	1	1
Philosophy											3	
Totals	34	34			34	34	34		34	34	34	30

*Note: Students are advised to elect History to meet requirements for wider certification.

OUTLINES OF INDIVIDUAL COURSES

PSYCHOLOGY AND PHILOSOPHY

100—*General Psychology*: A study of native and acquired equipment in human behavior including the nervous system, the native instincts and emotions, habits, sensation and perception, memory and imagination, and the process of judgment, and purposive thinking. The course gives a general understanding of the subjects needed as a background for the more technical study of education and child psychology. Text book work is supplemented by lectures and reference reading.

Mr. Hegner.

200—*Child Psychology*: This course is designed to present the facts, so far as they have been scientifically determined, concerning the nature and development of the mind during childhood, with special reference to the meaning of these facts to the teacher. Special stress will be put on a consideration of the emotional life of young childhood, and of the theories of behavior.

Miss Seeling.

202—*Mental Tests and Measurements*: The history, meaning and uses of mental tests with a description of the Binet scale and the chief primary group tests. A demonstration test is made with a child following which each student gives a specimen test in her own school-room. A demonstration group test is given to the class. Pre-requisite—Course 100.

Mr. Freeman.

300—*Educational Psychology*: A study of the psychological factors in the learning process including the function of the instincts in learning and habit formation, and the bearing of the facts of general psychology upon the work of the teacher. Lectures with reference reading and field observation constitute the course of study. Pre-requisite—Course 100.

Mr. Hegner.

302—*Advanced Educational Psychology*: This course surveys the important contributions of the leading experimental psychologists in the evolution of modern psychology. This is followed by a study of dynamic factors in mental functioning; the relation of brightness to brain capacity; the various forms of native and acquired equipment and their relation to simple and complex drives in learning; the function of the instincts and emotions in human and animal behavior; individual variations and the creative factor in learning the processes of purposive thinking and their right use in the learning process. Lectures, text book and reference work with a term paper constitute the course of study. Pre-requisite—Course 100.

Mr. Hegner.

102—*Introduction to Philosophy*: A general survey of the field of European philosophy.

Mr. Hegner, Jr.

204—*History of Philosophy*: A study of the early history of human thought from the standpoint of the development of the race and of the individual. The philosophies of the early Greeks and Romans are considered in the light of history, education and sociological development of the race. Individual philosophies of the Miletus Group; the Eleatics; the Pythagoreans, the Atomists; the Sophists; Socrates, Plato and Aristotle; Cynics, Stoics and Epicureans; are discussed in detail. Particular emphasis is laid upon the similarity in the development of racial thought with that of the child. Pre-requisite—Course 102 or consent of instructor.

Mr. Hegner, Jr.

205—*History of Philosophy*: After a brief discussion of scholasticism and the work of the medieval universities the philosophies of Bacon, Des Cartes, Spinoza and Leibnitz are discussed and compared with the philosophies of Locke, Berkeley and Hume. Following this is a study of German Idealism as presented by Kant, Fichte, Schelling and Hegel. Attention is also given to recent and contemporary movements of thought as represented by such men as Henri Bergson, John Stuart Mill, William James, Bertrand Russell, and John Dewey. Pre-requisite—Course 102-204.

321—*Social Ethics*: A study of the moral standards of society in all ages. The Hedonistic versus the Stoic idea of the supreme good; the function of public opinion in social conduct; the emphasis upon character building in the new education; the relation of free activity to moral life; the religious motif in ethics. Lectures with reference work constitute the course.

Mr. Hegner.

ENGLISH

110—*Rhetoric and Composition*: English composition is taught by means of lectures, class-room exercises, written work and consultation. The principles of composition are treated with reference to the whole composition, the paragraph, the sentence and the word. Besides the regular text book work and the weekly theme, a large amount of extemporaneous writing is required in class.

111—*English Literature*: A general survey of the field of literature.

210—*Oral English*: The course aims to aid those who feel the demands of the varying public activities of the day. The plan pursued in teaching is to train the student to think logically, to speak forcefully and readily, and to acquire the power of affecting an audience through genuine self-expression.

The student is given abundant opportunity to deliver speeches illustrating the most usual types of public address, receiving from the teacher detailed criticism of his work in correcting defects of thought and delivery.

Miss Larkin.

211—*Literary Appreciation*: The primary purpose of this course is to cultivate the taste of students for good literature by a study of the social, economic and literary backgrounds of different centuries, and by the interpretation of selected works from the most prominent writers of the period. Pre-requisite—Course 111.

Miss Larkin.

212—*Interpretation of Masterpieces*: A study of the world's masterpieces of poetry and prose. This course consists in a study of the choice and interpretation of masterpieces and is designed to give the cultural background so necessary to the teacher.

Miss Larkin.

213—*Dramatic Literature*: Reading and discussion of one or more of the following plays: Twelfth Night; Barrie's, The Will; Galsworthy's, Loyalties; Barrie's, Rosalind; Shaw's, Androcles and the Lion; Pinero's, The Thunderbolt; Kennedy's, The Servant in the House. Oral Interpretation of some of the best modern poems for children and talks on the following subjects: The dramatic tendency; its use in the teaching of Children; dramatization of Mother Goose and of Folk Tales. How to foster in children the verse-making tendency.

Mr. Merrill.

214—*Contemporary Poetry*: The purpose of this course is: First, to gain some knowledge of the new movements in contemporary poetry, their aim and achievement. Second, to stimulate interest in the poets of our own age and to turn to them for pleasure and refreshment. Third, by reading and discussion to arrive at more intelligent appreciation of the poetic output of the present. Fourth, by comment and criticism to gain facility of self-expression. Fifth, by vocal interpretation to secure ear training and a truer rhythmic sense.

Miss McCracken.

215—*Kipling*: Study and interpretation of characteristic poems. Mastery of literary form. Viewpoint of Kipling. Kipling's message and its presentation.

Miss Larkin.

216—*Tennyson*: In this course selected poems of Tennyson are studied, not only as literature but for the vocal expression of the various thought relations and emotional experiences, for speech technique, perspective of speech, and tone language.

Miss Larkin.

118—*Children's Literature and Stories*: A study of literature for children will be made to give a basis for the appreciation, selection and adaptation of the best and most suitable material for nursery, kindergarten, and primary children. Mother Goose, poetry, folk and fairy tales, myths, fables, and realistic stories will be considered.

Miss Seeling.

218—*Children's Literature and Stories*: This course is designed to meet the needs of those who wish to tell stories in the school, the home, and the social center. Particular attention is given to the structure of the oral story. In addition to the individual practice in story telling given in class, each student is required to do twelve hours of field work in the social settlements or schools of Chicago.

Miss Skinner.

318—*Story Programs*: Preparation and presentation of story programs on special themes and for special occasions. Emphasis is placed on programs suitable for chautauqua work and recreation centers.

Miss Skinner.

319—*Dramatization*: This course aims to meet the needs of all teachers, community workers, chautauqua entertainers and playground workers who wish material for story plays and suggestions as to the best methods of converting the story into a dramatic episode. Stories for different ages and mixed groups will be told and dramatized before the class.

Miss Skinner.

SCIENCE

120—*Survey of Natural Science*: The most familiar phases of life in the field of zoology. The course includes a study of animal behavior with emphasis upon life histories; the construction of simple apparatus for conducting nature experiments; nature material suggestions for use in curricula and a study of the more familiar forms of insect life. Lectures with reference reading and field observations constitute the course.

Mr. Hegner.

220—*Survey of Natural Science*: A study of life activities as related to plant and animal life. The relation between these two forms of life in the field is considered. The course places particular emphasis upon the underlying principles of education that may be considered in nature work with children. A nature project is worked out by the students. Slides of nature material are shown. Reference work, lectures, and field trips constitute the course.

Mr. Hegner.

121—*Sociology and Social Problems*: A study of the underlying laws of social evolution followed by detailed surveys of modern social problems including the family, city, crime, poverty, educational agencies, and philanthropy. Educational agencies at work in social reforms are studied and valued. Lectures with text book work and reference reading constitute the course.

124—*Hygiene*: This course includes lectures on problems of school hygiene; also instruction in Red Cross First Aid technic.

Dr. H. W. Gentiles.

126—*Children's Nutrition and Child Care*: This course is arranged for teachers especially interested in the growth, development, health, and habit formation of young children. The causes of malnutrition, height and weight standards, the essentials of an adequate diet, and the food needs of children will be considered. Suggestions for dealing with the child who is considered a feeding problem will be given.

HISTORY

131—*American History*: A study of the history of the formation and development of the United States. Colonial problems, development of forms of government, the wars, the westward migration, Indian problems and territorial expansion are considered in the light of their political, historical, economic and social importance.

130—*History of Civilization*: A general survey of the origin, progress and character of European civilization is given. The topics treated are: Greek views of life; the Greek drama; the social life of the Greeks and Romans; Rome's bequest to civilization; Christianity; Teutonic life and institutions; feudalism; the artistic and intellectual life of the Middle Ages; the Renaissance; the Reformation and its view of life; the origin of modern thought; idealism; the theory of evolution.

Dr. Scherger.

232—*Ancient History*: The history of the development of the Roman Empire. A study of the transition of Greek culture to Roman culture and the influences from Egypt, Assyria and northern Italy.

Mr. Hegner, Jr.

EDUCATION

240—*History of Education*: A survey of the contributions of different races and nations to educational reform from ancient to modern times. A study of sources of educational progress; periods of educational awakening in history including the Renaissance; the leading educational reformers and their influence upon education; the sources of modern education. Text book work, lectures and library references constitute the course.

Mr. Hegner.

140—*Introduction of Education*: This course is planned to acquaint students with the best methods in education and the contributions of leading educators in the kindergarten-primary field. This study gives the students the theoretical background for their methods and technics of teaching. Lectures, text book and reference work constitute the course.

241—*Educational Principles*: A continuation of Introduction to Education. This course includes a general study of the principles of education, including a study of leading progressive schools; a study of the place of the kindergarten-primary in the school system as a whole; a study of the recent books on education and what they contribute to the new type of work. Lectures, text book and reference work constitute the course. Pre-requisite—Course 140.

Mrs. Hegner.

340—*Philosophy of Education*: A study of the philosophical background of modern education; the nature of the individual in its bearing upon educational aims; the nature of society, moral ideals, mobilization of thought and free activity in education; the relation of democracy to different types of education. Lectures, text book and reference work with a term paper constitute the course. Pre-requisites—Courses 240 and 241.

Mr. Hegner.

342—*Foundation of Method*: This course will consider the principles underlying the method of classroom management and instruction. It will include such topics as the laws of learning, the thinking process, interest and effort, discipline, moral training, and purposeful activity. Pre-requisites—Courses 143 and 144 or consent of instructor.

Miss Seeling.

246—*Nursery School Education*: This course is planned to acquaint students with the various types of nursery schools which have grown out of social, economic and educational problems. The nursery teacher's training; the difference between a day nursery and a nursery school; the educational principles upon which the nursery school is based; kinds of records to be kept; suggestive time schedules to be followed in a day's procedure; play materials, equipment, and the technique of teaching to meet the needs of pre-kindergarten children will be considered.

Miss Seeling.

142—*Principles and Methods of Teaching*: This course deals with the development and formulation of the fundamental principles of teaching as based upon psychology and present theories relative to the work of the school.

Staff.

143—*The Kindergarten Curriculum*: A study of recent type of curricula organization. A curriculum basing the work upon children's activities will be constructed for the kindergarten. Ways of recording children's progress and suggestive equipment for a modern kindergarten will also be considered. Class-room work is co-ordinated with observation and practice in the public, private, and settlement kindergartens.

Miss Seeling.

144—*Primary Procedures*: This course will stress the technique of teaching Arithmetic and the social studies: geography, history, and civics.

Miss Martha Seeling.

244—*Primary Procedures*: A continuation of Course 144. This course will stress desirable procedures in the teaching of reading, literature, spelling, phonics and writing.

Miss Martha Seeling.

145—*Observation*: Students are sent to selected schools where they observe teaching of children in the nursery, kindergarten, first, second and third grades. Different types of schools are scheduled for observation and particular emphasis is placed upon the comparison of methods used in these different schools. Written reports and private conferences are a part of the work. The course is designed to acquaint students with teaching methods and teaching problems.

Staff.

245—*Supervised Practice Teaching*: Each student is assigned to a school where she takes part in teaching the children. The directors of these schools are experienced nursery, kindergarten, and primary teachers who have been selected by the Supervisor of Student Teaching as being particularly capable of directing student teachers. These directors report to the Supervisor concerning the abilities of the students and the Supervisor carefully directs each student so that she may overcome her difficulties and become a truly strong teacher. The directors meet with the supervisor once a month at which time they discuss the problems of training student teachers. The supervisor visits each practice school and watches the students teach. She can then direct them further and offer suggestions which will help them in meeting their problems.

Students are changed to a different school each semester and are thus able to get a thorough background of experience.

Supervisors and Directors.

MUSIC

150—*Interpretation of Music*: The evolution and development of Rhythm, Melody and Harmony and their relation to child education. The correlation of music and rhythmic play.

The History of Music, lives and works of the great masters of music. Special study of the men whose works are suitable for the small child.

Mr. Arnold.

151—*School Music*: Choosing music appropriate for children of different grades. A study of the place of music in the child's life equipment; procedures of implanting appreciation for music.

Miss Olin.

152—*Rhythm*: A study of different types of rhythms and their adaptation of the needs of children; rhythmic movements suggested and stimulated by music; the place of rhythm in the life of the child.

Miss Olin.

153—*Chorus*: Individual voice training in reference to singing "part" music; application of fundamentals learned in School Music and Rhythm. Selections by the chorus are a feature of the commencement exercises.

Miss Olin.

ART

155—*Art History*: 1. A course of lectures on the development and interpretation of the Architecture, Sculpture and Painting of Egypt, Greece and Rome, the Christian era and Italian Renaissance. Illustrated by pictures, slides and visits to the Art Institute.

2. Renaissance art of Holland, France and England. Art in America, Modern art and its tendencies. Impressionists, Futurists, etc. A study of the collections in the Art Institute.

Mr. Arnold.

156—*Fine Arts (Drawing—Design—Clay)*: A foundation course. Composition free hand drawing, figure drawing, design and color, lettering and posters, illustration, costume design and picture study. Emphasis is placed upon the selecting and adapting of material to meet the needs of the kindergarten and primary grades.

Miss Guernsey.

157—*Kindergarten-Primary Handwork*: Instruction in methods of teaching children of kindergarten and primary grades. The course includes basketry, construction work, rug weaving, book binding, wood carving, toy making, home making, work with nature material, et cetera. Students are thoroughly prepared to teach children these activities. Some of the materials such as clay, wood, textiles, paper, paints, crayons, large boxes, and nature materials are used as substitutes for the traditional materials of the kindergarten and primary grades.

Miss Hassenstein.

158—*Homemaking*: A study of simple cooking and food values for use in teaching children. The homemaking side of the work is stressed. It is co-ordinated with the kindergarten housekeeping and the subject matter of the program and is similar to that carried on by Pestalozzi Froebel Haus, Berlin. The course is given in the well-equipped kitchen.

Miss Hassenstein.

251—*Play Material*: A study of play materials for children in the nursery school, kindergarten and primary grades. New play material is presented, including a comparison of Froebellian materials with those in use today and a consideration of educational principles governing their use for the different stages of child development.

Miss Hassenstein.

258—*Advanced Industrial Arts*: A discussion of the processes for the organization of teaching the industrial studies. Excursions to secure correct ideas of processes, conditions, and products will be made. A suggestive organization for the study of foods, clothing, shelter, tools and machines, utensils and records in the kindergarten and first three grades will also be made.

Miss Seeling.

259—*Design—Stage Settings*: A practical course for all those who present plays, pageants, or festivals. Application of art principles to stage settings; a study of line, mass and color; miniature stage settings, designed for particular plays, are worked out in class.

This course is carried on in connection with the classes in drama.

Miss Gardner.

PLAYGROUND COURSES

170—*Dramatics*: This is primarily a course for those who wish to have training in the directing and coaching of plays of varied character. Dramatic episodes and scenes from Shakespearean plays will be worked out in class. Considerable reading of suitable plays for production will be required. Aside from the training for production of special plays, students taking this course will gain much in the way of abandon and spontaneous reaction.

Miss Larkin.

171—*Puppet Shows*: A course in the making of puppets and puppet theatres with reference to their use in the school room. A study of stories for children and their adaption to puppet show work. The students present puppet shows in selected practice schools.

Miss Fetzer.

172—*Applied Art and Costume*: A unique course for the kindergarten and first three grades. It includes (1) the use of puppet shows in the schoolroom, and (2) stage settings for children's plays.

Miss Guernsey.

270—*Pantomimic Art*: This course is an essential preparation for and supplement to all classes in drama and platform reading. It opens with careful observation of simple attitudes, walks and movements in life. These are recreated from memory into pantomimic action. Then follows the pantomimic reaction to one emotion and the transition from one emotion to another. Practice in the pantomimic interpretation of myths, folk tales and other forms of literature is required.

165—*Educational Dancing*: A course which develops relaxation and control in the individual. Its ultimate purpose is that of giving poise and ease of movement in presenting the work to children in the school room and on the playground. Emphasis is placed upon the development of technique and creative work which draws from the student her own ability and ideas, which, in turn, enables her to draw such abilities and ideas from the children. Music and rhythmic movement are both emphasized in the system of educational dancing.

Miss Bezazian.

166—*Technique of Interpretative Dancing*: A general course in dancing given for the purpose of presenting the fundamentals of technique. This course gives the students a firm foundation in the technique of dancing which is necessary in further study. Corrective work for the well-being of the individual student is also included.

Miss Bezazian.

167—*Children's Dancing*: Children's dances are presented to the students so that they may catch the spirit of the child in the dance. This enables them to guide the child in free expression of his interpretative ability.

Miss Bezazian.

168—*Folk Dancing*: Folk dances of various countries are taught in a manner in which they can be presented to children. The application of folk dancing to the school room and playground is stressed. The proper costuming for the various dances is given in a most practical form.

Miss Bezazian.

265—*Festivals*: The history of the different stages of the development of the festival and pageant; the organization and production of the festival; color scheme, costuming, music and dances to be used in the organization and production of the festival are included. Each student prepares a dance drama which is written for children. This course thoroughly prepares students to conduct festivals on the playground and in the school room.

Miss Bezazian.

266—*Gymnastics*: Use of apparatus in games on the playground; gymnastic and group games; calisthenics and general physical education work. Emphasis is placed upon the teaching of children.

Mr. Teuscher.

267—*Games*: This course includes a study of the play needs and interests of children; and the selection and development of appropriate games for children in the nursery, kindergarten, and primary grades.

Miss Hassenstein.

268—*Club Work*: An outline of the work done in Social Settlement boys' and girls' clubs and playgrounds; methods of organizing such clubs; methods of conducting clubs, and handwork for use in clubs.

Miss Hassenstein.

EXPENSES AND PAYMENTS

Tuition for One Year	\$300.00
Matriculation Fee, paid on entrance	10.00
Books and Materials and Laboratory Fees for One Year . .	30.00

The tuition is payable semi-annually in advance in installments of \$150.00 each in September and February. The matriculation fee is charged but once, and only to entering students. The books and material fee is payable upon entrance.

In no case is tuition refunded after the commencement of the term except in cases of prolonged illness when the student is given credit for the time missed and is allowed to make up this work during a later term. Individual arrangements for installment payments may be made by writing to the registrar. Late registration fee, \$5.00.

SPECIAL COURSES

To special students who enter for a few courses, tuition will be charged at the rate of \$15.00 per semester hour credit. Students who enter with advanced standing from other institutions and are permitted to take more than thirty-four semester hours of work will be charged \$10.00 per semester hour credit for all work taken in addition to the thirty-four credits.

Students who wish to take playground work as additional instruction are charged a flat rate of \$35.00 for the course.

STUDENT RESIDENCE FEES

Fees for board and room for the school year are as follows:

Single rooms on third floor	\$500.00
Space in the dormitory room which accommodates a number of students under the dormitory plan	450.00
Room for two on third floor	500.00
Room for two on second floor, rear	550.00
Room for three on second floor, rear (this room has a private sleeping porch)	550.00
Room for two on second floor, front	600.00
Room for three on second floor, front	600.00

(The \$600.00 rooms have connecting bath)

The fee is payable semi-annually in advance, three-fifths in September, and two-fifths in February. A deposit of \$25.00 is required to make reservation which amount is deducted from the first payment.

Make all checks payable to Pestalozzi Froebel Teachers College.

THE BOARDING DEPARTMENT

RESERVATIONS

Detailed information about rooms may be had by writing to the Registrar's Office. Applicants for accommodations are advised to make their arrangements early so that they may have a wide choice of rooms. Reservations may be made by mail. If possible, however, it is best to arrange to visit the building and choose accommodations in person. Student Residence arrangements apply for the full period of resident college work.

FURNISHINGS AND WARDROBE

Articles Furnished by the Residence: When the students arrive their rooms are fully furnished and ready for occupancy. They are equipped with single beds, dressers, chiffoniers, study tables, chairs, pillows, curtains, and large floor rugs.

Articles Furnished by the Student: Each student should provide herself with four sheets (size 63x99), two pairs of pillow cases (size 22x28), enough blankets for her requirements, one mattress pad, one laundry bag, one shoe bag, one waste basket, small rug for front of bed; hand towels, bath towels, wash cloths, napkins, to meet individual needs; one napkin ring, one couch cover, dresser scarfs, and a box with a key for valuables. All linen should be marked with the full name of the student.

Clothing: The following articles of clothing are advised: appropriate school clothes, rubbers, raincoat, umbrella, sensible shoes, and simple evening dress. Extravagant dress is impractical in the school rooms.

By paying a fee of ten cents an hour, the students may use the dormitory laundry but must furnish their own washing materials. There is a sewing and pressing room in the basement where the students may care for their own clothes if they so desire.

SOCIAL LIFE AND RECREATION

The residence provides opportunities for social life and recreation. Its dining hall is adequate for dinner parties and comfortably accommodates a large number of guests. The parlors and reception hall provide ample room for other social functions.

Chicago's theatres, with their fine plays, operas, concerts, and lectures, provide an opportunity for recreation as well as for culture. The students often organize parties for the theatre and other social pastimes.

The near-by parks, with their facilities for swimming, boating, tennis, golf, horse-back riding and hiking provide excellent opportunities for recreation. Beautiful Jackson Park, with its mile of bathing beach, its two golf courses, its tree-shaded lagoons, its large yacht harbor and its extensive bridle paths is in the immediate neighborhood of the residence.

GUESTS

Students are free to receive callers, preferably on Friday and Saturday evenings. Nearby hotels are available in case parents or friends visit them.

HOME TRAINING

The desire to make the residence a real home for the students is carried out by a plan of home training. This is one of the valuable and unique features of student life at the residence. The students cooperate in making menus, serving at the head of the table, and in other matters pertaining to the residence life.

GOVERNMENT

The residence government is closely linked with the home training. The students elect their officers, make their house rules, and cooperate with the house-mother in governing student affairs. The Dean of the Dormitory, appointed by the college, manages the financial and general administrative matters of the household, and supervises all activities connected with it.

CHURCHES

Churches of all denominations are within easy reach of the residence. The following ones are within walking distance: McCabe Memorial Methodist, Hyde Park Baptist, St. Ambro's Catholic, St. Paul's Episcopal, Hyde Park Congregational, Fifth Church of Christ, Scientist, the Church of the Atonement, and Hyde Park Presbyterian Church. Students are urged to attend regularly.

REGISTER OF STUDENTS AND GRADUATES

ALABAMA

Birmingham
Ely, Dorothy
Fewell, Romaine
Felix, Mrs. Gus
Kern, Rosamond
Klie, Lu
Simpson, Mabel
Willingham, Betty
Greenboro
Warner, Mrs. J. P.

ARIZONA

Chandler
Watts, Mrs. H.
Prescott
Hunter, Marion
Tucson
Bakke, Martha

ARKANSAS

Eureka Springs
Kelly, Mrs. Charles
Fort Smith
Marks, Jeannette
Newport
Bailey, Lucey
Texarkana
Weeks, Dorothy
Wynne
Owen, Marcia

CALIFORNIA

Alhambra
Boyden, Mrs. L. W.
Bakersfield
Boyd, Mrs. John
Beverly Hills
Hall, Grace
Fullerton
Trotter, Mrs. Lois
Glendale
Tigert, Elizabeth
Treyner, Cora
Hollywood
Jameson, Mrs. H. B.
Huntington Beach
McElfresh, Mrs. F. H.
Long Beach
Gould, Edna
Meredith, Audrey
Pomeroy, Mrs. Ernestine
Los Angeles
Baker, Emily
Burgeson, Mildred
Kirkpatrick, Mrs. Oliver
Husman, Mrs. Erna
Perkey, Mrs. R. E.
Powers, Margaret
Tuesberg, Martha
Oakland
Judd, Helen
Kier, Olive
Payden, Mrs. L. W.
Pasadena
Faulkes, Della
Redlands
Stillians, Ruth
San Diego
Eastman, Susan
San Francisco
Rinaker, Virginia
Santa Barbara
Matteson, Jean
Santa Cruz
Foster, Jean
Santa Monica
Tharp, Stella
Sherman
Brooks, Blanche
Upland
Gathercoal, Doris

COLORADO

Colorado Springs
Havens, Eloise
Sommers, Esther
Denver
Lewis, Mrs. Carol
Pierson, Mrs. A. A.
Whitney, Laura

CONNECTICUT

Hartford
Todd, Mrs. Robert

FLORIDA

Miami Beach
Wagner, Agnes
Sanford
Hammond, Mrs. D. D.
Tampa
Ranlerson, Mrs. E. P.

GEORGIA

Atlanta
Phillips, Beulah
Simmons, Mrs. L. H.
Savannah
Frank, Juliet

IDAHO

Fruitland
Bollinger, Eleanor
Bollinger, Vesta
Gifford
Webb, Anna

ILLINOIS

Abingdon
Fairchild, Lois
Anna
Glasscock, Louine
Arlington Heights
Bray, Elizabeth
Moodie, Mrs. Leslie
Athens
Mott, Ila
Atwater
Davis, Elizabeth
Aurora
Ackley, Bernice
Hostetter, Margery
Harding, Fern
Lippoll, Mrs. E. G.
Mitchell, Katherine
Reid, Helen
Reid, Margaret
Rubenstein, Bertha
Ryberg, Julia
Batavia
Anderson, Ethel
Downs, Mary
Nelson, Adeline
Bellwood
Knepper, Barbara
McCallum, Jean
Belvidere
Hood, Mrs. R. F.
Short, Esther Mae
Berwyn
Moley, Myrtle
Senft, Ella
Swanson, Alice
Wright, Virginia
Blue Island
Charlesworth, Elizabeth
Piehler, Wilhelmina
Rady, Ethel
Bluff City
Rose, Alice Jane
Brookfield
Decker, Dorothy
Hall, Evelyn

Byron

Petit, Mrs. Helen
Cambridge
Blank, Violet
Carlville
Castle, Claribel
Castle, Winifred
Kuehne, Mrs. Walter
McClure, Sadie

Chatham

Leaverton, Lucille
McGinnis, Velma

Champaign

Mittendorf, Mary

Chicago

Adelman, Pearl
Adler, Shirley
Aikers, Mrs. Robert J.
Aitchison, Phyllis
Alexander, Adele
Allen, E. Marie
Anderson, Helen
Anderson, Mrs. Marshall
Babka, Martha
Bachelder, Bernice
Baldwin, Mrs. C. M.
Baritz, Mrs. S.
Barnhofen, Mrs. Walter
Bartholomew, Sarah G.
Barat, Ruth
Bassett, Anita
Beck, Margaret
Becker, Mrs. Wm. H.
Behen, Katherine
Bellisle, Dorothy
Bell, Marguerite
Benson, Margaret
Bergquist, Mrs.
Bernstein, Mrs. Blanche W.
Berry, Winifred
Block, Sara
Boose, Laura
Basta, Jeanette
Boutin, Bertha
Bracken, Dorothy
Brackney, Lula
Mrs. Brein
Burret, Jean
Cagney, Wilfred
Caliendo, Dora
Cambourne, Grace
Campbell, Elizabeth
Campbell, Helen
Cardy, Muriel
Chabot, Marie
Chambers, Ann
Chemer, Anna
Coan, Margaret
Coggshall, Lila
Coghlan, Marion
Cohen, Lillian
Cohen, Rosalie
Cohn, Marcia
Cohn, Sadie
Connelly, Alice
Cooke, Rose
Coryell, Norma
Coughlin, Marie
Crane, Mrs. Florence
Croft, Mrs. W. H.
Cronin, Mrs. J. J.
Crosby, Mrs. E. E.
Crowe, Shelia
Crustman, Mrs. E. B.
Dean, Isabel
Degan, Agatha Rose
Dent, Grace
De St. Aubins, Louise
De Trana, Cecil
Dickson, Hazel
Dingman, Olive
Dischinger, Mrs. H. F.

REGISTER OF STUDENTS AND GRADUATES—Cont'd

- Dobbs, Mrs. H. A.
 Dreyer, Ruth
 Drinkwater, Kate
 Drissen, Katherine
 Duboy, Muriel
 Dunbar, Janet
 Duncan, Mary
 Dunkely, Louise Helen
 Eckhaus, Mildred
 Elliot, Mrs. Albert
 Erbes, Venira
 Erickson, Frances
 Erickson, Marion Josephine
 Erickson, Ruth
 Fernback, Ruth
 Finkelstein, Judith
 Fiott, Grace
 Fontaine, Hilda
 Fooshee, Janice
 Franklin, Gladys
 Fraser, Mrs. F. M.
 Fredericks, Mrs. H. E.
 Freer, Mrs. H. L.
 French, Dorothy
 Funston, Bettie
 Galvin, Loretta
 Garvy, Dorothea
 Gerberding, Gladys
 Gibbs, Mrs. D. J.
 Gilbert, Kittie Brown
 Gillerlain, Margaret
 Gleason, Evelyn
 Goldberger, Leonore
 Golding, Jennie
 Goodman, Mrs. Wm.
 Gordon, Evelyn
 Granacki, Regina
 Grant, Mrs. James
 Graves, Kate
 Green, Mrs. E. R.
 Griffin, Johanne
 Grossman, Alice
 Grossman, Charlotte
 Gullickson, Mae
 Hale, Marjorie
 Hall, Catherine J.
 Hamer, Marie
 Hansel, Evelyn
 Hanson, Gladys
 Harwich, Mrs.
 Hassenstein, Elsie
 Hassenstein, Laura
 Hause, Elizabeth Maurine
 Hayden, Dorothy
 Hayskar, Ina
 Headley, Mrs. Richard M.
 Hecketsweiler, Frances
 Henger, Ida
 Helling, Thelma
 Herlihy, Hannah
 Hess, Alane
 Hessel, Ruth
 Hettick, Mrs. E. D.
 Hirsch, Marion
 Holenia, Charlotte
 Holroyd, Mrs. R. L.
 Houdeck, Camille
 Inghram, Marjorie
 Innerfield, Florence
 Jackson, Amy
 Jackson, Mrs. Arthur
 Jacobi, Mrs. A.
 Jandrain, Florence
 Jennings, Julia
 Jenson, Dorothy
 Johnson, Jeannette
 Johnson, Eva
 Johnson, Gladys
 Johnston, Geraldine
 Kahn, Marion
 Karabin, Antoinette
 Karstens, Mrs. Norman
 Kaufer, Norette
 Keefe, Beth Ann
 Keegan, Irene
 Kelley, Dorothy
 Kelly, Irene
 Kenney, Lillian
 Kessler, Frances
 Klein, Charlotte
 Klenner, Luda
 Klimek, Josephine
 Klein, Lenore
 Kopperud, Evelyn Hansen
 Kottler, Marion
 Kriewitz, Augusta
 Kurz, Mrs.
 Lagovia, Mrs.
 Lande, Edith
 Lauver, Lois
 Lee, Elizabeth
 Leeser, Mrs. C. G.
 Leibreich, Dolores
 Levenkind, Stella
 Levin, Shirley
 Lewis, Dorothy
 Lewis, Lillian
 Lilly, Mrs. A. S.
 Lown, Gertrude
 Maas, Frances
 Mackevich, Mrs. Alice
 Mackevich, Minnie
 Maguire, Marjorie
 Mahar, Genevieve
 Mallers, Mrs. Charles E.
 Manheim, Ruth
 Manheimer, Cora
 Marks, Mrs. S. O.
 Martin, Mrs. Glen Erwin
 Mason, Mary
 Mauer, Alice
 Mayer, Elizabeth
 Mayer, Mrs. Henry H.
 Mayr, Mabel
 Meagher, Lavina
 Meinema, Iris
 Menke, Mrs. Mae
 Menninger, Mrs. Charles
 Meyer, Margaret
 Mickelson, Stella
 Miller, Mrs. A.
 Mitteldorf, Sabelia
 Morris, Margaret
 Morrison, Mrs. Leroy W.
 Morrow, Kathryn S.
 Murphy, Marice Blanche
 Murphy, Nettie
 Murray, Catherine Jean
 Myli, Ruth
 McBride, Mrs. R. H.
 McCalment, Helen
 McCallum, Jean
 McCarthy, Grace
 McClun, Laura
 McClurkin, Eleanor
 McEwen, Mary
 McGinn, Genevieve
 McLaren, Edna
 McLaughlin, Katherine
 McLin, Ursula
 McManus, Celeste
 Nachman, Alice
 Nelson, Edith
 Nelson, Hazel
 Nesser, Mrs. F. A.
 Nichols, Lucille
 Nicholson, Martha
 Noetzel, Ida
 Noonan, Mrs. Helen
 Norton, Lillian
 Nowak, Rose
 Noyes, Mrs. Wm. G.
 O'Brien, Helen Josephine
 O'Connell, Ann
 O'Donnell, Mrs. L. L.
 Okeberg, Vivian
 O'Malley, Catherine
 O'May, Myrna
 Oppenheimer, Mrs. Hergo
 Palmer, Doris
 Parkhurst, Mrs. Orville J.
 Pass, Evelyn
 Paulson, Kathryn
 Pellar, Mrs. Charles
 Perlman, Renette
 Phillips, Jane
 Picker, Sarah
 Pierce, Ann
 Pierone, Katherine
 Pike, Mrs. R. Keith
 Popper, Frances
 Porwancher, Florence
 Powe, Florence
 Raskin, Rebecca
 Rayner, Mrs. Lawrence
 Reilly, Mary Josephine
 Remington, Esther
 Rennen, Betty
 Ricci, Rose
 Rice, Mrs. Miriam
 Rickard, Cecile
 Ridenhauer, Pearl
 Ries, Rosalie
 Rimmelle, Margaret M.
 Ritchie, Marion
 Robbins, Mrs. F. D. V.
 Rowley, Lizetta
 Ruhmkorff, Mrs. Corrine
 Ruhner, Anna May
 Russel, Ethel
 Schiovonnie, Lucy
 Schor, Bertha
 Schorenbrod, Mrs. L. R.
 Schubert, Marguerite
 Schulze, Harriett
 Schwartz, Rose
 Scofield, Helen
 Seiden, Myrtle
 Sekich, Mrs. George
 Semmelmeier, Lillian
 Severson, Christine
 Shamberg, Bertha
 Sheperd, Mrs. Harry
 Sill, Mrs. E.
 Silverstein, Yetta
 Skolnik, Brownie
 Sligh, Mrs. T. S.
 Smale, Mrs. George
 Smith, Elva
 Smith, Suzanne
 Speer, Helen
 Stadola, Frances
 Steen, Aimie Dell
 Stein, Ida
 Stevens, M.
 Stevens, Virginia
 Stone, Gertrude
 Stubbins, Florence
 Sugarman, Jerene
 Tausig, Anita
 Taussig, Rose
 Thompson, Arduth
 Tookey, Mrs.
 Tuesburg, Martha
 Vail, Gladys
 Van Buren, Dorothy
 Vitalie, Lucille
 Vitalla, Minnie
 Wagenknecht, Mrs. F. W.
 Walsh, Angela
 Walsh, Mary
 Walsh, Josephine
 Walters, Mrs. E. W.
 Wassmuth, Mrs. F. S.
 Weiner, Miss Charlotte
 Wells, Kathleen

REGISTER OF STUDENTS AND GRADUATES—Cont'd

- West, Eileen
Whetzell, Mrs. F. F.
Whipple, Blanche
White, Mrs. Harold
Whitley, Aura
Williamson, Helen
Williamson, Rosemary
Wooley, Georgiana
Wrisley, Dorothy
Yackee, Gretchen
Zeman, Helen
Zerjan, Laurette
Zimmerman, Mrs. Paul
Zuttermister, Grace
- Cicero*
Hopp, Marie
- Coal City*
Doyle, Kathryn
- Congress Park*
Sievert, Mrs. Alvin
- Danville*
Southworth, Ida
- Decatur*
Wolf, Mrs. J. L.
- Deerfield*
Haggie, Vivian
Lidgerwood, Dorothy
Robbins, Grace
- De Kalb*
Nieminen, Aune
- Downers Grove*
Brown, Beatrice
Bruebaker, Miriam
Cavanaugh, Mrs. Gordon
Clifford, Florence
Downer, Helen
Margny, Mrs. G. F.
- Elgin*
Bluestein, Jeanette
Bridge, Eiclle
Bunker, Marjorie
Granke, Loie
Gylleck, Mrs. Ruth
Maiden, Helen
Reny, Libbie
Scheidler, Iva
Schopbach, Kathryn
Stringer, Gertrude
Strohm, Gertrude
Tuck, Ruth
Zeigler, Lorane
- Elmhurst*
Wilson, Ruth
- Evanston*
Bewers, Margaret
Chapin, Mrs. James
Deelker, Elizabeth
Geiger, Mildred
Goodwin, Mrs. A. P.
Kerr, Mrs. H. N.
Konsberg, Alma
McReynolds, Frances
Rivers, Maude
Seng, Mrs. Rose
Summers, Mrs. S. C.
- Evanston*
Van Cleve, Ethel
Vath, Phyllis
Whitney, Mrs. G. V.
- Freeport*
Stibgen, Katherine
- Geneseo*
Hosford, Amy
- Geneta*
Miller, Charlotte
- Genoa*
Cooper, Lois
- Glencoe*
Payne, Mrs. F. E.
- Glen Ellyn*
Janvrin, Mrs. Brenton
Malmstrom, Mrs. Audrine
Schock, Muriel
- Glenview*
Scalbon, Susan
- Hardin*
Campbell, Helen
- Harvey*
Carlson, Olga
Holmes, Mrs. Horace
Miller, Ruth
Charlesworth, Elizabeth
- Henry*
Crabtree, Floy
- Highland Park*
Bray, Mrs. John
Schermerhorn, Kate
Vercoe, Winifred
- Hinsdale*
Armstrong, Cora
Dorstewitz, Mary
Markman, Charlotte
Pope, Ilda
Prouty, Alinda
- Hoopston*
Lawrence, Lillian
- Hubbard Woods*
Axman, Mrs. Henry
- Joliet*
Austin, Eleanor
Doig, Mildred
Frott, Mrs. J. S.
Johnston, Gertrude
Lang, Louise
Levin, Lillian
Norris, Guyneth
Thompson, Vera
Thoren, Mrs. E. J.
Woods, Alice
- Kankakee*
Ehrich, Ruth
Kruczkowski, Leona
Williams, Ruth
- Kenilworth*
Huck, Mrs. Carl
- Kewanee*
Clears, Esther
Lowry, Oral
- La Grange*
Armstrong, Gratia
Arnold, Frances
Broncz, Josephine
Garratt, Ruth
Haskett, Esther
Hevenor, Ruth
Larson, Lillian
Larson, Virginia
McCulloch, Cecile
Mullen, Mrs. Marcia
Whittelsey, Helen
Zuttermister, Vera
- Lemont*
Kearney, Lucia
- Lockport*
Walter, Betty
- McNabb*
Kofoid, Dagmar
- Marseilles*
Gourley, Mildred
- Maywood*
Kircher, Mrs. L. H.
- Mattoon*
Cobb, Carolyn
- Moline*
Freed, Doris
Johnson, Ethel
Joseph, Dorothy
Klouser, Margaret
McCoy, Helen
Okerson, Mildred
Quinn, Naomi
Straw, Carinne
Straw, LaRuth
- Momence*
Yates, Lucy
- Monmouth*
Beller, Caroline
- Manteno*
Harvey, Mrs. W. C.
- Morris*
Greer, Angela
- Morrison*
Spafford, Ruth
Tillema, Cornelia
- Mt. Sterling*
Peters, Ruth
Sanderson, Avonelle
- Mount Vernon*
Matthews, Elzina
Sebel, Emelia
- Naperville*
Beidelman, Alline
Hobart, Mrs. Nellie
Shoger, Beulah
- Norwood Park*
Howes, Mrs. Edward
Melvin, Mrs. Thelma
- Oak Park*
Arneson, Alice
Belson, Elsie
Beare, Mrs. S. S.
Clarke, Marguerite
Clayberg, Georgene
Cruver, Mary
Davis, Mildred
Duller, Susan
Finfrock, Harriett
Frost, Helen G.
Gallagher, Mary Ann
Gray, Sophie
Grieve, Janet
Hall, Inez
Henry, Grace
Hiss, Bernice
Howard, Harriette
Hutchinson, Eliner
Irvine, Lois
Kirchifer, Emilie
Klein, Ethel VanMeter
Larson, Bernice
Louy, Mrs. Clover
Lundberg, Adelyn
Miller, Florence
Morgan, Jane
Morris, Minnie
Rechlein, Katherine
Robertson, Melba
Sheets, Lulubelle
Sherwood, Kathryn
Sherwood, Virginia
Stevens, Mrs. Lloyd
Timberlake, Margaret
Wagner, Florence
Watkins, Laura Louise
Young, Christine
- Oregon*
Banning, Ruth
Thibault, Mrs. Carrie
- Park Ridge*
Ellithorpe, Mrs. A. S.
Hazen, Dorothy
Rineck, Dolores

REGISTER OF STUDENTS AND GRADUATES—Cont'd

- Peoria*
Holland, Marylizabetch
Lottman, Edith
- Plainfield*
Brown, Ferne
Brownson, Alberta
Eaton, Lois
- Pontiac*
Dargan, Mrs. Clarence
Nelson, Mrs. Lucille
- Prophetstown*
Brewer, Eleanor
- Ravinia*
Carr, Mrs. George
- Richmond*
Austin, Prudence
Mays, Mrs. G. R.
- River Forest*
Bears, Elsa
Bears, Grace
Galvin, Betty
Higgins, Anne
Jones, Frances
McCarthy, Eilleen
Rapp, Bernice
Wilson, Marcia
- Riverside*
Cameron, Gladys
Donovan, Mabel
Heidler, Mrs. Sylvia
Johnson, Mrs. E. J.
Kammerer, Meta
- Rockford*
Allen, Erma
Johnston, Selma
Tucker, Mrs. Mary
- Rock Island*
Beeler, Edith
Graham, Jennie
- Round Lake*
McKenzie, Jean
White, Marie
- Rushville*
Hall, Mary
- Savannah*
Mason, Margaret
- Shelbyville*
Knecht, Beulah
- Springfield*
Baum, Dorothy
Briggs, Goldie
Sterricker, Helen
- Stockton*
White, Lolita
- Stonington*
McCarthy, Ellen Jane
- St. Charles*
Berg, Margaret
Olson, Bernice
Pike, Dorcas
Pike, Stella
- Urbana*
Ellis, Mrs. Orlando
- Villa Park*
Forbes, Alice
- Warren*
Bretz, Edna
Wright, Mrs. Hazel
- Waukegan*
Mackey, Nellie
Madsen, Alice
Mitchell, Ruth
Rostron, Dorothy
- Wenonah*
Turner, Stella
- West Chicago*
Carl, Mildred
Deane, Marjorie
Haynes, Mrs. Harold
Herrington, Kathleen
Hitzmann, Eleanor
Keese, Marguerite
LeKander, Helen
- West Chicago—cont.*
McNeeney, Bernice
Player, Margaret
Steven, Norma
Wheeler, Ethel
- Western Springs*
Frederick, Mrs. Leo
Staples, Mrs. George
- Wheaton*
Conley, Elizabeth
Farnham, Kathryn
- Wilmette*
Anderson, Dorothy
Hill, Jane
McCue, Lorraine
Pope, Isabelle
Wallis, Pauline
- Winthrop Harbor*
Knight, Mildred
- Wood River*
Morris, Margaret
- Worth*
Preller, Elsie
- INDIANA
- Crown Point*
Flemming, Mrs. George
- East Chicago*
Brunsdan, Bertha
Dixon, Dollie
Flack, Olive
Goodall, Marion
Hollar, Susan
Jamieson, Beatrice
Jones, Jane
Kavanaugh, Dorothy
Parish, Rose
Ross, Carrie
Smulevitz, Anne
Spalten, Mary
Spector, Hazel
Spencer, Aria
Tsarras, Mrs. Louise
- Elwood*
Dennias, Jeannette
- Evansville*
Dunlap, Katherine
Jung, Blanche
Lewis, Flora
Sutterlin, Mary
- Fort Wayne*
Barnett, Mrs. VanAlstine
Bower, Mrs. Emily
Kann, Beatrice
Roos, Mrs. R. B.
- Garrett*
Bovee, Mrs. Chester
- Gary*
Anderson, Eileen
Bell, Grace
Bloom, Irene
Campbell, Ruth
Elliot, Mrs. Helen
Gardner, Mrs. W. J.
Goldberger, Regina
Hall, Isabelle
Hancock, Myrtle
Hennessy, Katherine
Huck, Mrs. Mae
Johnson, Blythe
Koplovitz, Sadie
Lower, Mrs. H. J.
McMahon, Gertrude
McMahon, Helen
Rogers, May
Smith, Mrs. J. R.
Spiker, Eleanor
Taylor, Emma
- Goshen*
Lehman, Inez
Lehman, Lucie
- Hammond*
Barber, Reethe
Barrows, Elizabeth
Benedict, Mrs. Rhea
Berry, Mrs. W. D.
Bunde, Mildred
Duff, Addie Fay
Freyman, Mrs. Erma
Hawkins, Laura
Hedden, Mrs. Ellen
Koehn, Helen
Paxton, Marion
Peters, Marion
- Indiana Harbor*
Benante, Marguerite
Bird, Mrs. R. A.
Fuhrmark, Alice
Makar, Olga
Morea, Bernice
Reese, Ida
Roberts, Marguerite
- Indianapolis*
Blank, Blanche
- Kendallville*
Creager, Margaret
- Knox*
Fox, Catherine
- Kokomo*
McCorkle, Helen
- LaPorte*
Cook, Helen
- Legonier*
Flick, Beatrix
- Lowell*
Burnham, Bertha
- Madison*
Skeldon, Mary
- Marion*
Naftzger, Helen
- Martinsville*
Ruhmkorff, Corinne
- Michigan City*
Baxter, Mrs. Kenneth
Miller, Maym
- Nappanee*
Grosh, Fern
- Terre Haute*
Belle, Mrs. J. D.
Steepleton, Gertrude
- Whiting*
Allen, Pearl
Barnes, Marguerite
Cart, Mildred
Eggers, Mrs. Helen
Graves, Genevieve
Haman, Martha
Moore, Florence
Muffitt, Geraldine
O'Donnell, Elizabeth
Parker, Mercedes
Theissen, Mrs. Vineta
- IOWA
- Adair*
Kelloway, Mrs. P. S.
- Albert City*
Olson, Esther
- Albia*
Anderson, Geneva
Williams, Leona
- Belleue*
Kamp, Dorothy
- Boone*
Marsh, Mrs. W. B.
- Cedar Rapids*
Talbot, Mrs. L. A.
- Clarinda*
Loranz, Bertha
Parslow, Dorothy
- Council Bluffs*
Moore, Shirley
- Davenport*
Ficke, Agnes

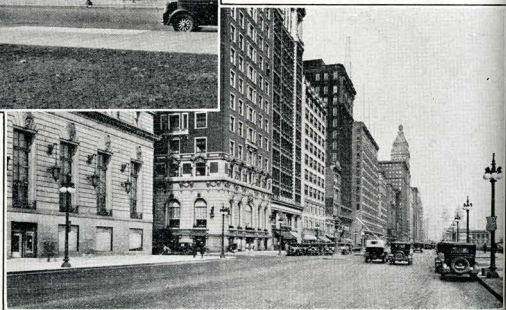
REGISTER OF STUDENTS AND GRADUATES—Cont'd

- Decorah*
Bates, Mabel
- Des Moines*
Pharis, Mabel
Weeks, Mrs. Nathan
- Dubuque*
McCraney, Bessie
Plamondon, Zita
- Eagle Grove*
Christenson, Dorothy
- Emmetsburg*
Scott, Arlene
- Estherville*
Stewart, Mildred
- Fort Dodge*
Wittman, Mrs. J. F.
- Fredericksburg*
Kerksen, Mrs. H. S.
- Gladbrooke*
Stauffer, Francile
- Harcourt*
Youngdale, Alma
- Independence*
Brown, Mrs. V. W.
- Inwood*
Thorson, Alma
- Lanyon*
Burgh, Jennie
- Mason City*
Clopper, Cornelia
- Milford*
Von Housen,
Mary Elizabeth
- Monticello*
Bohren, Lena
- Murray*
Little, Ardie
- Shenandoah*
Smith, Edna
- Spencer*
Shelmidine, Allie Mae
Shelmidine, Helen
- Sioux City*
Haviland, Lucille
Mosow, Dorothy
- Storm Lake*
May, Eva
- Tipton*
Gillam, Gladys
- Wapella*
Graves, Cassa
- Waterloo*
Schreiner, Gertrude
- KANSAS**
Arkansas City
Knapp, Rozella
- Enterprise*
Dolton, Mrs. R. A.
Hare, Laura
- Goddard*
Wunsch, Dolores
- Greensburg*
Kane, Vesta
- Hutchinson*
Fair, Myrtle
- Sabetha*
Minger, Virginia
- KENTUCKY**
Central City
Salsburg, Marion
- Frankfort*
Sutterlin, Mary
- LOUISIANA**
Mansfield
Parsons, Marjorie
- Monroe*
Flournoy, Louise
- New Orleans*
Keplinger, Mrs. E. L.
- MARYLAND**
Baltimore
Kasten, Mrs. K. H.
- Westminister*
Mather, Mrs. H. W.
- MASSACHUSETTS**
Boston
Bosworth, Mabel
- Brockton*
Abbe, Marian
- Wauburn*
Russel, Mrs. Fred
- MICHIGAN**
Almont
Wilcox, Gladys
- Benton Harbor*
Reid, Agnes
- Bessemer*
Maccani, Ann
- Caro*
Smith, Eleanor
- Centerville*
Lyons, Florence
- Constantine*
Merrit, Harriet
- Detroit*
Lahser, Mildred
Meyer, Mrs. Allan A.
Miller, Myrna
Swanberg, Mrs. Gordon
Verdew, Mrs. Anthony
- Dowagiac*
Finch, Mary Jane
Hughes, Helen
- Gaastra*
Hebert, Rose
- Grand Rapids*
Dregge, Helen
Huelster, Sally
Kindel, Ruth
Mapes, Lenore
Sogerman, Celia
- Holland*
DenHerder, Mrs. T. H.
- Iron River*
Schand, Mrs. Ada
- Ironwood*
Bartlett, Elizabeth
Rowe, Elizabeth
Skudd, Jeanetta
- Jackson*
Lathrop, Helen
Leach, Frances
Leach, Jessie
VanNess, Mrs. Wesley G.
- Kalamazoo*
Julier, Mrs. B. J.
Mayer, Mrs. Allan A
- Lansing*
Benson, Edith
- Lowell*
Henry, Alice
- Muskegon Hights*
Congleton, Helen
- Saginaw*
Vogt, Alma
- South Haven*
Schowalter, Mrs. C. C.
- St. Joseph*
Burnett, Mrs. H. M.
- Sturgis*
Anspurger, Mrs. R. E.
- Three Rivers*
Breese, Maxine
Fincher, Mrs. Margaret
Weiner, Bessie
- Trenary*
Grimord, Dorothy
- MINNESOTA**
Aurora
Kobey, Mrs. Eloise
- Clark Grove*
Dunsmore, Mrs. C. W.
- Duluth*
Howard, Margaret
- Hibbing*
Osherman, Florence
- Minneapolis*
Babcock, Genevieve
Benton, Mrs. H. C.
Padgett, Florence
Williamson, Evelyn
- Walker*
Brassard, Alvira
- Winona*
Garrigan, Alice
- MISSOURI**
Kansas City
Darnold, Neva
Pellimonter, Mrs. A. L.
- Lamar*
Hayward, Mrs. N. J.
- Mexico*
Holtman, Mary
- Richmond*
Stalcup, Nan Jo
- Springfield*
Anderson, Mrs. R. J.
- St. Louis*
Kern, Resamond
- MISSISSIPPI**
Port Gibson
Smalley, Mrs. Agnes
- MONTANA**
Lodge Grass
Stevenson, Marjorie
- Rudyard*
Rathbun, Mrs. Alfred
- Shelby*
Kiest, Anna
- Whitefish*
Olsen, Mrs. Harvey
- NEBRASKA**
Ainsworth
McAndrews, Mrs. A.
- Fremont*
Murphy, Mrs. H. S.
- Funk*
Garrabrant, Frances
- Grand Island*
Moore, Mrs. C. J.
- Omaha*
Hodge, Ethelwyn
Linder, Ruth
- York*
Luther, Jean
- NEVADA**
McGill
Brown, Margaret
- NEW JERSEY**
Maplewood
Findley, Mrs. F. H.
- Newark*
Frpaks, Mrs. C. B.
- Passiac*
Rupp, Mrs. W. S.
Thompson, Marion
- Upper Montclair*
Swartz, Mrs. H. T.
- NEW MEXICO**
Albuquerque
Bowersex, Mrs. Bessie
- Clovis*
Knisely, Nellie
- Gibson*
Abraham, Mrs. E. D.
- Red River*
Sheffner, Mrs. Wilson
- Silver City*
Roberston, Vida
- NEW YORK**
Floral Park
Loew, Mrs. Alfred
- Ithaca*
Bennehoff, Mrs. J. D.
- Jamestown*
Olsen, Mrs. Hans

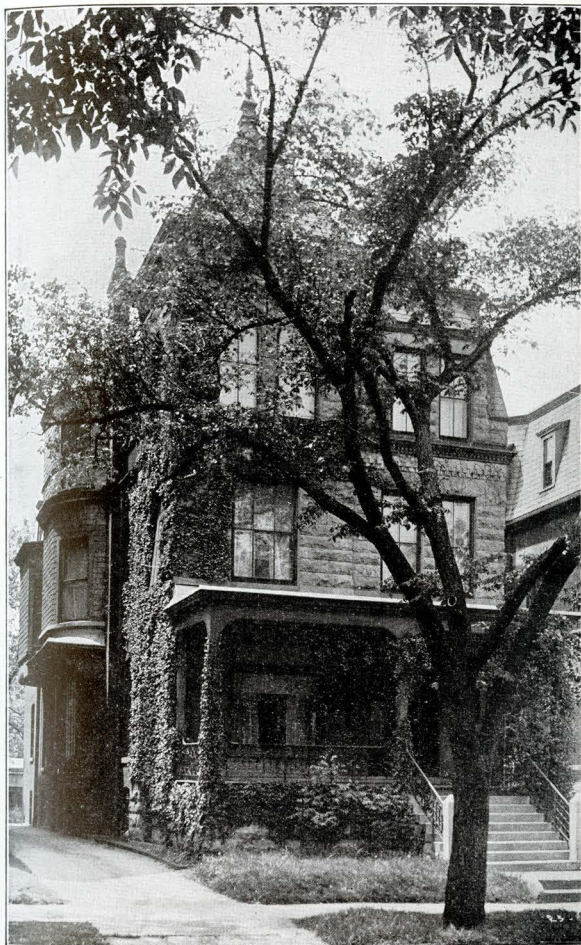
REGISTER OF STUDENTS AND GRADUATES—Cont'd

- New York City*
Allison, Jean
Gavit, Mrs. J. R.
Purnell, Maude
Salzman, Ruth
Mateson, Esther
- Queensboro*
Schwab, Elizabeth
- Rochester*
Weeden, Gertrude
Weeden, Helen
- Yonkers*
Brown, Mrs. H. C.
- NORTH CAROLINA**
Wilkesboro
Holman, Ila
- NORTH DAKOTA**
Cooperstown
Ayrea, Helen
Ellendale
Dumphy, Helen
Washburn
Schweizer, Margaret
- OHIO**
Akron
Rader, Mrs. F. J.
Barbertown
Levin, Sarah
Bryan
Norris, Edna
Canton
McGrew, Katherine
Cleveland
Dick, Emily
Lumsden, Ruth
Cincinnati
Streitz, Ruth
Newark
Fieman, Mrs. W. F.
Warren
Byrns, Mrs. James
- OKLAHOMA**
Oklahoma City
Moore, Kathleen
Owen, Gertrude
Rennolds, Frances
Tulsa
Clarke, Ellen
Flynn, Genevieve
Murphy, Mrs. Paul
Tiemann, Mrs. W. F.
- PENNSYLVANIA**
Beaver Falls
Lawrence, Mrs. R. E.
Chester
Cunter, Mrs. P. H.
Erie
Brandt, Hetty
Russel, Ruth
Philadelphia
Lee, Mrs. H. P.
Pittsburgh
Reed, Mrs. Thomas
Sharpsburg
Cates, Eunice
Wilkesburg
Musser, Mrs. L. J.
- RHODE ISLAND**
Providence
Burt, Mrs. Henry
- SOUTH CAROLINA**
Charleston
Hanckel, Marion
- SOUTH DAKOTA**
Aberdeen
Mortrude, Clara
Dallas
Putnam, Marion
Eureka
Treick, Ella
Humboldt
Getzin, Alta
Huron
Agne, Mrs. Royal
- Sturgis*
Sparks, Blanche
- Yankton*
Cloppert, Catherine
Ray, Mrs. F. B.
- TENNESSEE**
Knoxville
Atkin, Lillian
Brown, Mabel
Kennedy, Jean
McMinnville
Walling, Mrs. L. N.
- TEXAS**
Big Springs
Fisher, Mrs. Albert
Corpus Christi
Koepeke, Mrs. E. J.
Dallas
Baldwin, Helen
Pethram, Margaret
El Campo
Boyd, Lola
Marshall
Fore, Mrs. Max
Plano
Mendenhall, Mrs. Aline
San Antonio
Crockier, Elaine
Reeve, Clío
Udden, Mrs. S. M.
Zanderson, Cecilia
- UTAH**
Heber City
Montgomery, Mrs. L. C.
Ogden
Pohlzon, Florence
- VIRGINIA**
Danville
Jones, Mrs. N. M.
Norfolk
Musgrave, Gladys
Orange
Chewning, Mrs. Dr. Carroll
Suffolk
Brinkley, Helen
Winchester
Swinson, Mrs. Carl
- WASHINGTON**
Seattle
Bell, Mrs. W. D.
Sprinkle, Vera
Whitwell, Grace
Tacoma
Pearne, Mrs. D. W.
- WEST VIRGINIA**
Wheeling
Speyer, Ruth
- WISCONSIN**
Antigo
Wright, Grace
Wright, Mary
Baraboo
Foley, Lillian
Beloit
Hemmenway, Mrs. Frasier
McAlpin, Mabel
Burlington
Mohr, Marion
Campbellsport
Meyer, Lillian
Clinton
Johnson, Marjorie
Ringdahl, Mrs. H. J.
Eagle River
Kuehne, Fern
Eau Claire
Bluedorn, Esther
Halm, Janet
Taylor, Mrs. Harold
Elroy
Cornell, Mrs. A. E.
Iola
Swensen, Florence
- Kilbourne*
Schoeninger, Louise
Lake Geneva
O'Brien, Ruth
Madison
Braxton, Gay
Morrissey, Loretta
Manitowoc
Posvic, Laura
Marshfield
Bredlow, Lillian
Kraus, Calla
Kraus, Geneva
Mauston
Timbers, Mary
Menomonie
Ingraham, Marjorie
Milwaukee
Goldsmith, Mary
Hamilton, Vera
Sultemeyer, Gertrude
Mineral Point
Hutchinson, Mrs. James
Neenah
Deal, Francis
Kleinhans, Anna
Portage
Maltbey, Mrs. Birnes
Reedsburg
Hahn, Mrs. W. H.
Sheboygan
Lump, Mrs. Fred
Shellsburg
McDermott, Margaret
Taylor
Burgseth, Marie
Viroqua
Barton, Avanelle
Watertown
Listel, Anne
Wausau
Jung, Minnie
Wausau
Young, Laurine
- ALASKA**
Anchorage
Hollis, Mrs. Fern
- BULGARIA**
Sophia
Stoyanova, Slavka
- CANADA**
Winnipeg
Nicol, Mrs. M. J.
Whitby, Ont.
Nugent, Lillian
- CHINA**
Soochow
Tsiang, Martha
Shanghai
Chow, Mrs. Ming Heng
- CZECHO SLOVAKIA**
Praha-Branik
Benesova, Mrs. Marie
- EGYPT**
Cairo
Parker, Mrs. Irving
- FRANCE**
Seine
Meyers, Ethel
- HAWAII**
Lihue Kauai
Clapper, Mrs. R. R.
Kohala
Habegger, Lina
- INDIA**
Palisbus
Sorgen, Emma
- PHILLIPINE ISLANDS**
Fort McKinley
Gahan, Mrs. J. J.
Upi, Cotabato
McAfee, Mrs. L. G.
- SOUTH AMERICA**
Cochabamba, Bolivia
Hodges, Mrs. B. Z.

Illustrations

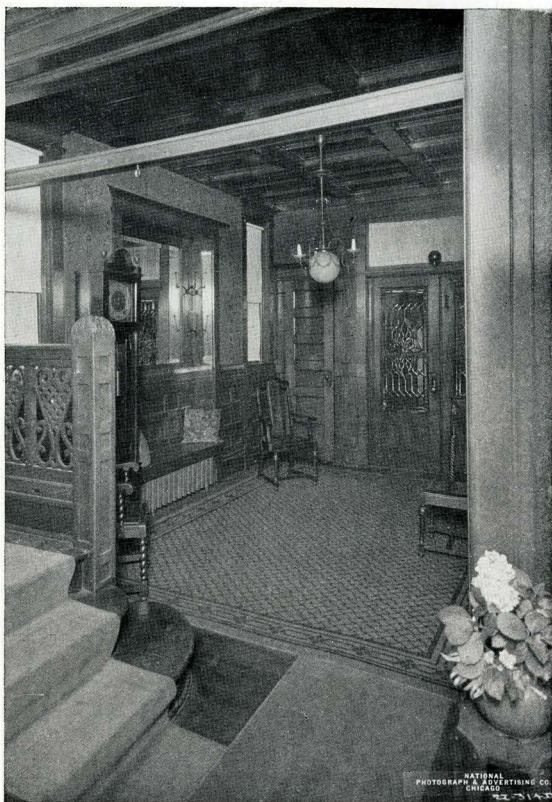


THE HOME OF THE COLLEGE ON MICHIGAN BOULEVARD



THE STUDENT RESIDENCE

Located at 5132 Blackstone Avenue, in Hyde Park, one of the most desirable residential districts of Chicago, it is a real home for out-of-town girls. Its grey stone front, covered with Boston Ivy, gives it an atmosphere of dignity and refinement. It is within walking distance of the University of Chicago and beautiful Jackson Park. Three blocks east, at the foot of Hyde Park Boulevard, is the nearest bathing beach.



RECEPTION HALL—THE STUDENT RESIDENCE

Beauty and dignity—the hallway bespeaks the homelike atmosphere of the residence—always ready to welcome a new student and make her a member of the family.



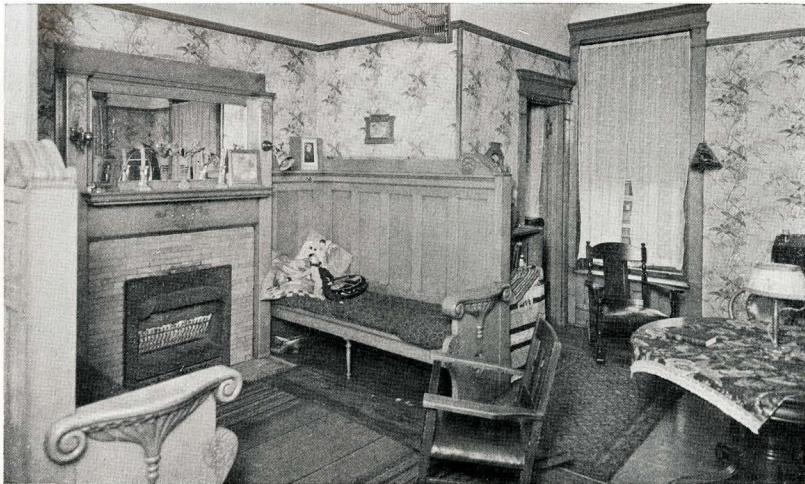
RECEPTION PARLOR—THE STUDENT RESIDENCE

Here the girls can entertain their guests in comfort.



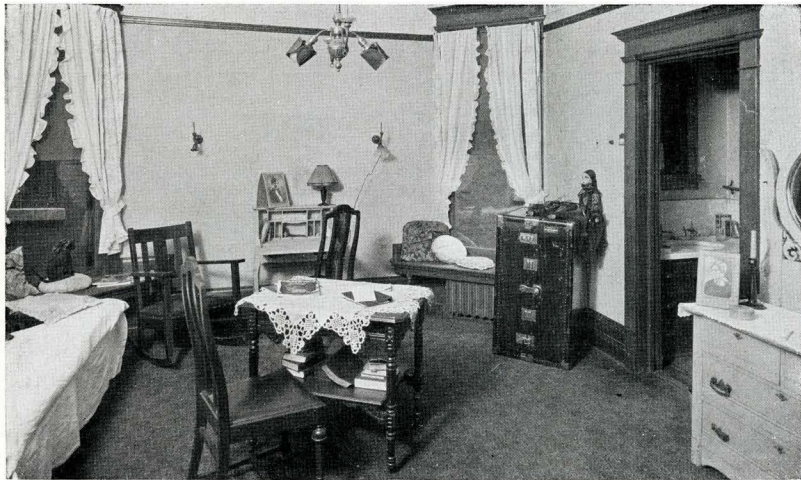
THE LIVING ROOM—THE STUDENT RESIDENCE

Many life-long friendships are made in this room.



A COZY CORNER OF A STUDENT BEDROOM—THE STUDENT RESIDENCE

Many a cold winter evening has been spent comfortably in this corner,
an ideal place for a get-together.



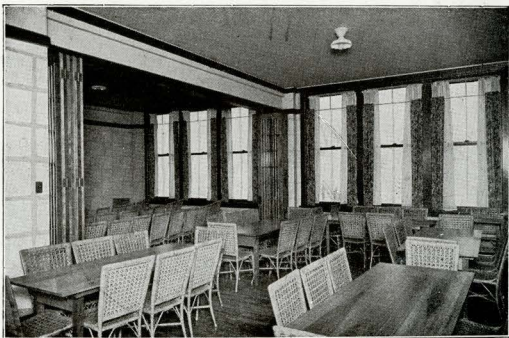
A STUDENT BEDROOM—THE STUDENT RESIDENCE

Large windows help to make the room light and airy but do not detract from its coziness. Large closets afford ample room for clothing. The private lavatory is very convenient.



SECTION OF GYMNASIUM AND ASSEMBLY ROOM

This room is used for physical education and playground classes, for children's parties and student social functions, for lectures and large assemblies. The hand-work, supply and exhibit cupboards are shown in the background



A FRONT CLASS ROOM

The mural decorations show to advantage here. The leaded glass partitions are shown folded back, throwing two rooms together.



SECTION OF HALLWAY AND CLOAK ROOM

The hall lockers with their hat boxes and cloak racks are ample for the needs of the students and are designed for the protection of their outer wraps.



THE STUDENTS' REST ROOM

A room much appreciated for the comfort it offers; additional hat and cloak racks are provided here.



READY FOR WORK—FRONT CLASS ROOM



TABLEAU—THE LITTLE THEATRE

The well-equipped stage makes possible the presentation of plays, aesthetic dancing, dance drama, and puppet shows.



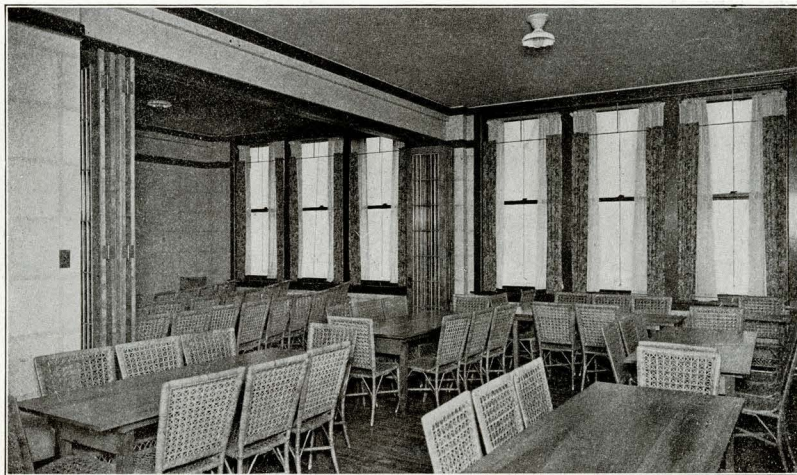
*THE SINGING LESSON—THE CHICAGO COMMONS
NURSERY SCHOOL*

The proper kind of early training is of the greatest importance in the education of the child. Latent talents are most easily brought to the surface and most freely expressed at the nursery school age. This little Italian girl may become a great opera singer some day.



A CHRISTMAS PARTY—THE ASSEMBLY ROOM

Every year the students give a Christmas Party for the children of their Practice Schools. Each student brings a child from her school and provides a gift for him. The children join in giving a program, singing songs and dancing around the Christmas trees. Then the presents are distributed. It is hard to tell who experiences the most pleasure—the students or the children.



Section of double class room with leaded glass partitions and folding doors. This type of class room, with excellent arrangements for light and ventilation is ideal for lectures and technic courses. Mural decorations, with a Japanese motif, make these rooms beautiful without detracting from their practicability and dignity.

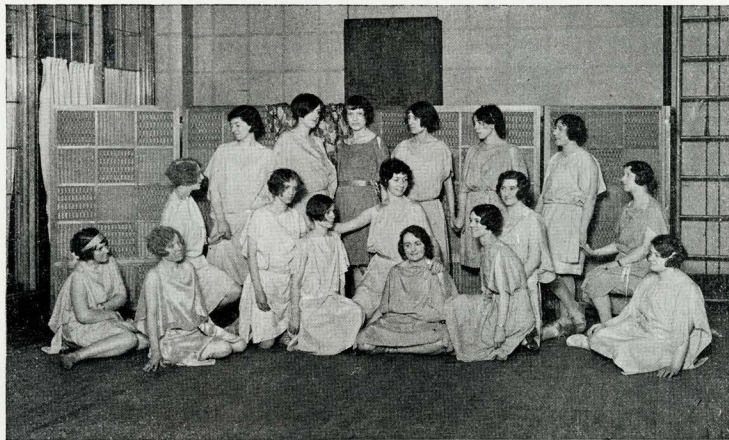


A FEW MOMENTS OF RECREATION BEFORE CLASSES



WHEN WE'RE TOGETHER

The girls have many good times together. The dormitory atmosphere is conducive to friendship.



CLASS IN EDUCATIONAL DANCING

Educational dancing gives the needed training for muscular control by free rhythmic movements suggested and stimulated by music.



PIEROT'S MOTHER—DRAMATICS CLASS

Pierot and Pierette leave the home of his mother to conquer the world together.

A TUNE OF A TUNE—DRAMATICS CLASS

Rosemary gives her heart and hand to the Irish peddler boy because he can whistle so divinely.



A CLASS IN WOODWORK



THE PLAY AND PLAYERS



THE BUTTERFLIES—SUN GODDESS FESTIVAL

Educational dancing is a feature of teachers training. The students are prepared to direct school festivals and pageants.



RUSSIAN COSTUME DANCE—SPRING FESTIVAL—RECREATION STUDENTS

Folk Dances always have been popular. Their precision and accuracy make them of value in developing children as well as grown-ups.



BALLOON RHYTHM

Their little bodies grow strong, straight and well-poised as they learn to control their untrained muscles, for handling an elusive balloon is not easy. Needless to say, they enjoy it.



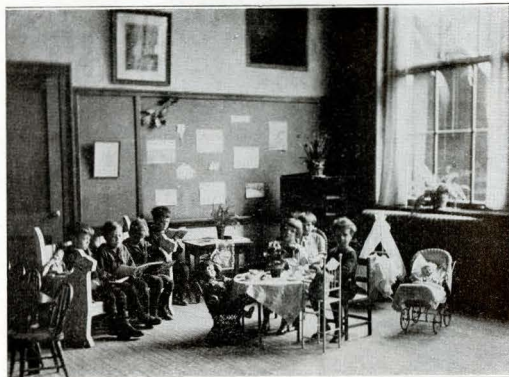
LUNCHEON IS SERVED—THE CHICAGO COMMONS NURSERY SCHOOL

Nutrition is an important part of the nursery school teachers' training. Young children must be given just the right sort of food. Here the children are being served by some of their own members—an excellent example of training for responsibility and co-operation.

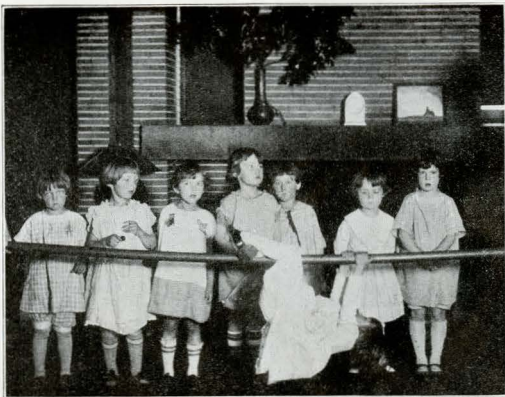


*WE GO CALLING—THE CHICAGO COMMONS
NURSERY SCHOOL*

The children imitate their elders. The shawls over the heads tell the story.



A KINDERGARTEN TEA PARTY



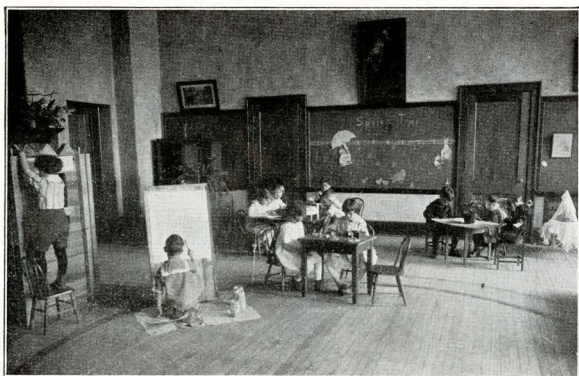
TURNING ON THE POLE

Those who do this trick the best are indeed fortunate when Circus Day comes along.

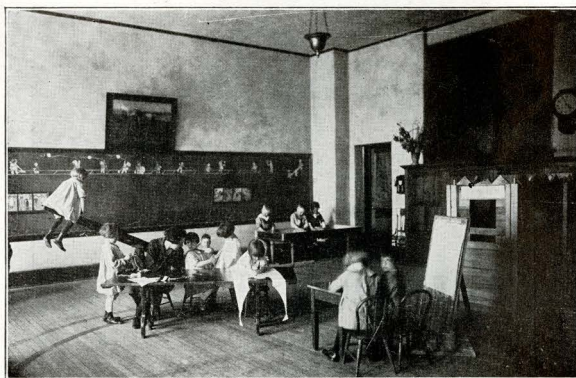


*KINDERGARTEN OF ONE OF OUR GRADUATES IN FAR-
AWAY JAPAN*

Child-life is the same the world over.



FREE CHOICE WORK GROUPS



(Kindergarten of One of Our Graduates.) Progressive Schools give children ample opportunity for free expression of their interests.



THE STORY LADY

The adventures of the three bears, the little red hen, Hansel and Gretl, absorb the child's interest—evident, isn't it?