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1905

## **Chicago Kindergarten College, 1905-06**

Chicago Kindergarten College

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Chicago  
Kindergarten  
College



1905-1906

The dawning realization of the true meaning of self-activity is beginning already to work important changes in every direction. What will be the result when every child is so trained that he rejoices in right activities as fully as he now delights in the sunshine? This is the great central truth of the kindergarten.

# CHICAGO KINDERGARTEN COLLEGE

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1905-1906



TWENTIETH YEAR  
PUBLISHED BY THE COLLEGE

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**OFFICERS, INSTRUCTORS, LECTURERS**

MRS. J. N. CROUSE

ELIZABETH HARRISON

PRINCIPALS

---

**TEACHERS' DEPARTMENT**

MRS. JOHN NATHAN CROUSE

Lectures on General Topics

ELIZABETH HARRISON

Lectures on Principles of Education  
Theory of Program Work, Primary Work

MRS. JEAN CARPENTER ARNOLD

Froebel's "Mutter und Kose Lieder," Psychology  
Ethics

FRANCES KATHERINE WETMORE

Supervisor, Program and Games

BELLE WOODSON

Gifts and Occupations.  
History of Education—Education of Man

WILHELMINA BERTHA HINTZ

Drawing, Chalk Modeling, Water Colors

ELEANOR SMITH

Interpretations of the Great Composers  
Advanced Classes in Vocal Music

MARY MARTINDALE

Vocal Music

FRANCIS MARION ARNOLD

Instrumental Music

BERTHA BEATRICE LASH

Physical Culture

DENTON JACQUES SNIDER

Philosophy of Literature, Philosophy of Art, Philosophy of History  
Psychology of the Feelings, Social Institutions

JOHN MERLE COULTER

Lecture and Laboratory Work in Botany

HENRY CHANDLER COWLES

Field Work in Science

CLIFTON DURANT HOWE

Field Work in Science

DR. GEORGE W. WEBSTER

Physiology and Hygiene

GEORGENE FAULKNER

Stories and Collateral Reading

---

Domestic Science.

MARGARET YUILL

Extemporaneous Speaking and Training of the Speaking Voice

---

MRS. MARY STEWART BECKWITH

Basketry

---

HELEN DUNCAN

BERTINA BOWEN

Organized Handwork for the Grades  
Assistant in Games and Kindergarten Gifts

---

MRS. LEWIS KIRTLEY TORBET

Assistant to the Principals

---

**MOTHERS' DEPARTMENT**

MRS. JOHN NATHAN CROUSE

FRANCES WETMORE

---

**NURSES' DEPARTMENT**

Conducted by Members of the Normal Class under the supervision  
of the Faculty

---

**BOARDING DEPARTMENT**

JOSEPHINE BUTTON

Superintendent of College Hall

---

DR. GEORGE W. WEBSTER

House Physician

## General Information

**T**HE aim of the College is to give special training to all women who have the care of children, and to others who wish to be aided by the discipline and increased insight which a study of the kindergarten system gives. The College gladly extends help to any person interested in the education of little children, and freely gives information on kindergarten and kindred topics.

A high school training or its equivalent is required for entrance to the normal course, as a good general education is necessary in order that a special training may be profitable to the recipient. This line of work offers special advantages to college-trained women, experience having shown that all added culture and mental discipline is added power and that it aids in the rapid advancement of the student to the higher positions.

One year prepares a student to become an assistant; two years prepares her to become a director or to take full charge of a kindergarten; three years prepares her to assist in a training class or to fill a supervisor's position. Satisfactory scholarship will be required in every branch as a condition of promotion. The diploma of the College is awarded at the end of the three years' course and the fourth year is graduate work.

A large number of women cannot plan in advance for so long a course of study and so wide an experience as is required to obtain a diploma. The College wishes to meet this need in the community without in any way lowering its standard of scholarship. A one year's course of study has therefore been arranged. The same standard of education and of character is required for admission

to it as for the longer courses. The training thus secured, though limited, will be thorough, and the way will be open for many to go forward and finish the full course. All students completing this course satisfactorily will be granted a certificate.

Graduates from all recognized and systematic Kindergarten Training Classes are accepted under the following conditions:

First.—The work must have been logically and satisfactorily done in the College Freshman course before they can be admitted to the Junior class. Special opportunities are offered to any students who are required to make up studies omitted in their Freshman training. Students from other training schools are expected to give satisfactory demonstration of their work in the morning kindergartens to the supervisor of the College Kindergarten.

A list of suitable books is sent from the College when requested.

While the College does not guarantee positions to graduates, it assists its graduates in every possible way. Hundreds of prominent positions in all parts of the country are already filled with our graduates.

The College Hall furnishes a safe and delightful residence for students from a distance. For particulars see "Boarding Department," page 30.

## Requirements for Admission

**A**PPLICANTS for admission should be at least eighteen years of age, and must present evidence of sufficient scholarship and mental maturity to enable them to pursue successfully the studies indicated in the curriculum.

Application blanks to be filled and a list of questions to be answered will be furnished those who desire them. A credential letter (from the pastor or principal of the last school attended preferred) should accompany the blank and the answers to questions when they are returned. All students who expect a Certificate or a Diploma at the end of the year should be present at the beginning, as the work of each year is a connected whole. Application blanks must be filed before students can enter.

Students must report at the office previous to the opening of the College, present their notice of acceptance and their tuition fee, in order to receive their membership tickets and appointments to the kindergartens in which they will practice. Students will report Tuesday, September 19th.

Students holding certificates or diplomas from other training schools, and desiring admission to the advanced classes of the Chicago Kindergarten College, must submit their hand work and abstracts for examination two weeks prior to the opening of the term in order that delay may be avoided in assigning them to their classes.

# CURRICULUM

SUBJECT	FRESHMEN	JUNIORS
<b>Psychology</b>	Study of sense organs, value of right sensations, development of the mind through sensation, perception, and apperception; transition of mental images to symbols and the conventional signs of civilization; the place of imagination in creative activity, transition from representation to thought.	Study of the impulses, of instinct and of motive, of the relationship between motive and choice, and how free will evolves from the same, together with the true meaning of freedom.
<b>The Play Gifts of the Kindergarten</b>	Study of the genetic evolution of form as given by Froebel in his Kindergarten Gifts (illustrated by the new Psychological Gifts); practice with the 1st, 2d, 3rd and 4th gifts, circular, square and oblong tablets, with the beginning of the use of the linear gifts of sticks and rings; clay (both as a reproductive and a creative instrument); pricking, sewing, winding, intertwining and weaving. These will be supplemented by some lessons in the freer materials, such as sand, rolled paper, free hand cutting, etc. Original work is expected of each student.	Study of the building gifts, including work with the 3rd and 4th gifts combined, 5th gift, 6th gift, and the new curvilinear gifts. This work is closely related to the study of architecture, as the building instinct in the child is the race instinct in miniature; study of the gifts of abstract magnitude, including slats, sticks, rings and points; logical evolution of form shown by work in paper folding, paper cutting, cardboard work, peas work, box work and raffia. Original work is expected of each student.
<b>The Play Songs of the Kindergarten</b>	Study of ten songs in Froebel's "Mother Play Book," giving insight into the individual development of the child and his home environment as a factor in his education, together with collateral reading.	Ten songs in Froebel's "Mother Play Book," giving insight into the further development of the child and of the social life which environs him, interpreting the same to him and thereby leading him into a dawning consciousness of his relationship to the trade world, together with collateral reading.
<b>Games</b>	Weekly practice of the games used in the Kindergarten under the special supervisor of games. The outline of a Kindergarten year is followed, beginning with such games as serve to acquaint the children with one another, to exercise their muscles in rhythmic movements, such as marches, ball games, and other rhythmic exercises. These are followed by representative games of the plant and animal world and man's relationship to the same and to his fellow-man.	Weekly practice in games under supervisor of games, emphasis being placed on the dramatic games which represent the chief activities of the race in the conquest of nature and the establishment of civilization.
<b>Drawing</b>	Chalk modeling, free hand drawing and colored crayon drawing.	Chalk modeling, charcoal drawing, water-colors.
<b>Color Work</b>	Books of color work, including rainbow colors of standard tones, combinations of dominant harmonies, contrasted harmonies and complementary harmonies; study of harmonious combinations of textile fabrics, as shown at Art Institute, Field Museum and elsewhere; study of color in vegetable and mineral world, water color sketching.	Books of color-work continued, containing combinations of analogous harmonies and perfected harmonies; study of harmonious combinations in ceramics as shown at Art Institute, Japanese Art Rooms and elsewhere. Study of color in nature.
<b>Form</b>	1st, Study of the genetic evolution of form as shown by Froebel's Gifts (illustrated by the new Psychological Gifts); 2nd, modeling of fruits, flowers and other nature forms. Study of Greek vases at Art Institute. Collection of reproductions of same.	1st, Clay modeling, chalk modeling, box making (including a number of rectilinear forms in cardboard construction); 2nd, Study of great architectural eras. Collection of pictures of same.
<b>Music</b>	Voice training, exercise in breathing, tone placing and articulation. Ear training; exercises in interval and rhythm. Development of major scale.	Voice and ear training. Continued development of the major scales through all keys. Natural minor. Sight reading.
<b>Physical Culture</b>	Physical examination of each student. Preventative, conservative and recreative processes as given by relaxing, balancing and energizing exercises. Ten minutes' practice in these exercises is required of each student daily aside from class work.	Advanced work in each series of exercises, together with rhythmic ball exercises and greater breath capacity.

# CURRICULUM

SENIORS	PRIMARY	SUBJECT
Ethics, study of the moral will in its various aspects of intention, motive and ideal end, involving questions of duty, conscience, good and evil, with their bearing upon the formation of character. Study of the feelings and emotions, and the evolution of the same into sympathy, as the basis of the higher institutional life of man.	Study of sense organs, value of right sensations, development of the mind through sensation, perception and apperception; transition of mental images to symbols and the conventional signs of civilization; the place of imagination in creative activity, transition from representation to thought.	<b>Psychology</b>
Review of the Kindergarten Gifts, including all the new psychological gifts with original sequences and games given by each student to class; study of the four crystal forms intended by Froebel for the transition class; architectural forms with 5th and 6th gifts combined for use in primary grade; comparison of the kindergarten tools with outside construction materials, such as may be found in the home or on vacation trips, and such as have been offered by the manufacturers as substitutes for the regular logical materials of the Kindergarten.	A general survey of the kindergarten gifts with special work in such as can be used advantageously in upper grades. Especial attention will be paid to the new curvilinear gifts, which are admirably adapted to primary grades.	<b>The Play Gifts of the Kindergarten</b>
Ten songs in Froebel's "Mother Play Book," giving insight into the state and church and how the child may be led into a dawning consciousness of his relationship to each, and the duties arising from the same, together with collateral reading.	Study of the Play Songs advised, but left to the option of the student.	<b>The Play Songs of the Kindergarten</b>
Weekly practice in dramatic games that emphasize the advanced activities of man and the function of the state. Each student in this course must conduct the play circle from time to time and originate some way of presenting to the child a game based on some racial instinct and suited to the child's stage of development. Study of street games compared with the kindergarten games.	Weekly practices in such games as can best be adapted to children from six to ten years of age, including marches, ball games, sense games and dramatic games.	<b>Games</b>
Froebel's Geometric Drawing, intended for the logical development of the perception of form of the primary grade child, spacing and industrial designing.	Chalk modeling, free hand drawing and colored crayon drawing; spacing and industrial designing.	<b>Drawing</b>
Free modeling under supervision of an artist, exhibition of same to rest of the school; study of the sculpture of classic times at the Art Institute; study of World's Fair sculpture at Field Museum. Collection of photographs and other reproductions of same.	New organization of hand work for the grades from the first to the eighth grade, each based upon kindergarten principles giving to older children both logical sequence and art limitations of material.	<b>Form</b>
Walking excursions, tennis and other out-of-door exercises are encouraged. No class-room work given.	Physical examination of each student. Preventive, conservative and recreative processes as given by relaxing, balancing and energizing exercises. Ten minutes' practice in these exercises is required of each student daily aside from class work.	<b>Music</b>
		<b>Physical Culture</b>



# CURRICULUM

SUBJECT	FRESHMEN	JUNIORS
<b>Philosophy of Literature</b>	Study of one of the "World-Poets" (this year Homer's "Odyssey"), the ethical contents of the same together with the literary form, showing how in all great literature form fits function.	Study of one of the "World-Poets," collateral reading. This year the study of Dante will be the subject.
<b>Stories</b>	Reading and discussions of the world's famous fairy tales.	Retelling some of the famous legends and myths of the Teutonic race to suit the child of today. Practice in story telling.
<b>Program Work</b>	Outline of a typical program for a year of kindergarten work. Students make out a month's program in detail. Once a month a visit is made by each student to some other kindergarten, and a report on same is written out.	Fundamental principles underlying the morning program work and methods applying the same, together with the best stories, songs, games and other exercises, all of which will be discussed with the supervisor.
<b>Practice Work</b>	For the first three months the student will be expected to spend three mornings each week at the College and the remaining two mornings will be spent in visiting kindergartens under directions from the supervisor. After these first three months each student is required to practice daily in some good kindergarten under the supervision of the College. Assignments are so arranged that each student has practice in two or three kindergartens during the year. These are under as different conditions and environment as circumstances will permit. Permission to visit other kindergartens once a month is given; daily talks with director of kindergarten concerning the morning work are a part of the program; also care of the order of the room, plants, fishes, birds, etc.	Care of the kindergarten cupboard and preparation of material is a part of a student's training this year. Permission to visit other kindergartens is given. Daily talks with the directors of their kindergarten is continued throughout the year.
<b>Science Work</b>	How to differentiate between spontaneity and nervous excitement; how to meet emergencies, such as drowning, choking, bleeding, etc.; self-abuse, causes, prevention and treatment; school hygiene, buildings, furniture, drainage, ventilation, rational hygiene for the teacher.	Excursions to the lake shore, the parks and vacant lots, under the supervision of specialists, to study the manifestations of life-force of nature in a city. Excursions also to the fields and woods to learn what to bring from the country into the school room and then to use and preserve same.
<b>Special Pedagogical Study of Methods</b>		Study of education from the beginning has been a development corresponding with the growth of the consciousness in the human race. The educational methods of today will be traced to their source, thereby showing that all education is an evolution.
<b>Philosophy of Art</b>	Talks on great art and its spiritual interpretation; collection of pictures suitable for the kindergarten, portfolio of reproduction of famous paintings of the world.	Study of the Philosophy of Architecture and the importance of the building instinct of the race as a manifestation of man's spiritual development; visits to the Art Institute and to some of the more artistic buildings of Chicago; collection of photographs of the most famous buildings of the world.
<b>Philosophy of History</b>		
<b>Social Institutions</b>		
<b>Debates</b>		

# CURRICULUM

SENIORS	PRIMARY	SUBJECT
Study of one of the "World-Poets," comparing of same with other great poets, collateral reading.		<b>Philosophy of Literature</b>
Writing of original stories, with criticism and discussion of same; rewriting of famous myths of Greek or Norse races to suit the child of to-day.	Reading and discussion of historical, legendary and mythical stories such as are suitable for primary grades. Practice in the telling of stories.	<b>Stories</b>
Each student is required to make a typical program for a year of work. This program is to be handed in to the supervisor each month for revision and discussion.		<b>Program Work</b>
Same as Freshmen and Juniors; visits to the homes of the children, attendance at the mothers' meeting held by directors of the kindergarten. Each member of this class will be expected to have experience in directing a kindergarten.	Observation in primary grade rooms of the public schools recommended by the supervisor of the College, as well as in kindergartens; and, when possible, both observation and practice in the College Observation Schools under College supervision.	<b>Practice Work</b>
Botany from the standpoint that plants are living beings, whose habits and growth must be studied as differing in degree from the higher orders, but as manifestations of the same mind.		<b>Science Work</b>
Study of contrast between the methods of the kindergarten and those of the primary school, the psychological basis of each, and the necessary transition from one to the other. The Principles of Primary Instruction will be illustrated through the correlation of the common school studies, through the history of the industries, in general through all the methods now employed in the best schools which have for their purpose the correlation of the child with the life of his time.	Study of contrast between the methods of the kindergarten and those of the primary school, the psychological basis of each and the necessary transition from one to the other. The Principles of Primary Instruction will be illustrated through the correlation of the common school studies, through the history of the industries, in general through all the methods now employed in the best schools which have for their purpose the correlation of the child with the life of his time.	<b>Special Pedagogical Study of Methods</b>
Study of the Philosophy of Sculpture as the highest expression of the language of form; visits to Art Institute and Field Museum; collection of photographs or other reproductions of beautiful sculpture.		<b>Philosophy of Art</b>
Study of Herodotus with collateral reading concerning the early development of the race; comparison of same with the development of the child.		<b>Philosophy of History</b>
Study of the institutional world and its basis in the will of man; the evolution of the family, the social world, the state and the church, with the school as the instrument for the training of the child into a consciousness of his relationship to each of these institutions.	Study of the institutional world and its basis in the will of man; the evolution of the family, the social world, the state and the church, with the school as the instrument for the training of the child into a consciousness of his relation to each of these institutions.	<b>Social Institutions</b>
Educational topics that are occupying the minds of thinking teachers of the day will be discussed in weekly debates through part of the year, also discussions of educational articles of value. Lectures on extemporaneous speaking.		<b>Debates</b>

## EXPLANATIONS

**T**O learn to comprehend the nature of the child," says Froebel, the founder of the kindergarten, "is to comprehend one's own nature and the nature of mankind." As the training preparatory for this great work differs from the training which the average young woman has received at college or high school, it has been deemed best to explain the purpose of the courses of study given and the relationship of each to all education. It will be seen that part of the studies are for technical skill and part for psychological insight.

### The Instruments of the Kindergarten

#### PSYCHOLOGY

Rational psychology is given as the basis of all pedagogical study, as it shows not only the nature of mind, but its manifestations in the outer world, and also reveals the foundations of ultimate principles, and gives the theistic rather than the pantheistic view of the world.

This is supplemented in the more advanced classes by lectures on physiological-psychology, giving the general outline of the results obtained from laboratory work and correlating the same with the psychological insight of Froebel, and re-emphasized by the rational psychologists of to-day. There will be collateral reading from various authors.

#### GIFTS AND OCCUPATIONS

The kindergarten play-gifts are based not only upon the fact that the fundamental forms underlying all industrial and artistic work are geometric, but that a true study of nature reveals the primitive groundwork of structures to be geometric also. These geometric forms are so arranged by Froebel that they give to the

child the first intimations of the unfolding of form from within, and also help him to classify objects by their outer shapes and therefore lead him to *conscious creative construction*.

When fully understood they show in a most comprehensive manner a process analogous to the psychological unfolding of the child's own mind.

The so-called occupations of the kindergarten are studied not only in their logical unfolding, but also in their relations to the industries of primitive races and to the construction work of manual training which should follow the kindergarten.

The use of the simpler tools, such as scissors, pencil, brush, weaving shuttle, are taught, as well as skill of fingers.

#### THE MOTHER PLAY-SONGS

These songs are illustrations of the kindergarten principles which underlie the entire system, as they are a profound treatise on the philosophy of education, based on the deepest psychological insight into child-nature. They show in the most practical way how to rightly study children and aid in the intelligent study of children in their homes, nurseries, kindergartens or schools, by giving a true understanding of their instincts, interests and impulses, and how to develop creative self-activity.

#### GAMES

One of the strongest features of the Kindergarten College work is the power which is acquired by the practice of the kindergarten games. These are not only a part of each week's program throughout the year, but are also a part of each morning's exercises in the kindergarten. We know of no other means for physical development equal to the daily playing of these games. The peculiarity of the Froebelian plays and games is that the bodies of both pupils and teachers (as all join heartily in them) are unconsciously trained in rhythmic and easy grace, not for dramatic expression's sake, but for the representation of the life of nature and humanity.

### DRAWING

Froebel's "School of Geometric Drawing" is included in the occupation work.

The *freehand* drawing forms a distinct part of the course, as it cannot be too strongly urged that every child should learn to draw. It not only gives him another avenue by which to express his thoughts to the world, but it also opens to him a vast field of enjoyment and educates his eye to a right appreciation of the beauties of nature and the greatness of the art world.

### COLOR

Color work is carefully taught in order that the student may comprehend the laws of artistic combinations of color, and thus be enabled to nourish in the child the right feeling for color before it shall be corrupted or lost. The importance of this training has been emphasized by such writers and thinkers as John Ruskin, who says: "If we do not use the color instinct to discipline a people, they will inevitably use it to corrupt themselves."

### FORM

The study of type forms leads the child to right feeling for what is eternal in art, and helps him to understand form as a manifestation of force. As it also aids him to gradually classify the objects about him, it thereby develops the power to generalize, which is the true indication of a philosophic mind.

### MUSIC

The greatest thinkers in the world from Plato to Goethe have realized the formative power of music in character-building. Froebel translated the dreams of others into practical reality in the creation of the kindergarten, whose atmosphere is music. Interpretations of great music are given by the composer of much of the music in the kindergarten and primary schools.

Singing is a part of the daily exercises with the children. Many students who have thought that they could not learn to sing have found themselves at the end of their course able to lead the children in their songs.

Private lessons or special classes in instrumental lessons are arranged for, when desired, with extra charge.

A concert is given at the close of each academic year. Arrangements have been made by which students who desire to attend the world-famous Chicago Orchestra concerts, conducted by Theodore Thomas, can secure seats at moderate prices. These concerts are given each Friday afternoon and Saturday evening at the Auditorium, one block from the College building.

### PHYSICAL CULTURE

It is the aim of the College to send forth women who shall have strong bodies as well as trained minds; therefore, especial attention is paid to exercise and diet, and every effort is made to stimulate an interest on the part of the student in securing a healthy development and use of her body. To this end, the physical measurements of each student are taken upon her entrance, and from time to time her development is recorded, and lessons in physical culture are given, and a daily practice of the same is required.

Remedial work is provided for those who are physically unable to take class-room work; such lessons will of course be charged for extra, though at a reduced rate.

### PHYSIOLOGY AND HYGIENE

This course includes a scientific outline of care of the eyes; understanding of the symptoms of contagious diseases; signs of fatigue; how to distinguish between spontaneity and nervous excitement; information concerning the physical care of children; suggestions for preserving the health of the students, together with sanitation and hygiene of the school room.

### LITERATURE

Story-telling is an element of power of great importance in the hands of the skilled teacher, and is therefore emphasized in this course of study. (A thorough course in English is given to aid in the use of terse, clear and forcible language adapted to the comprehension of little children.) Practice and examples in the art of story-telling are a part of the program work.

The aim of the kindergarten training is to so educate each human being that he or she shall realize the relationships of life and the duties arising from them. The highest value of the Great Literature of the world is the portrayal of man in some form of conflict with the world-order as established in the ethical institutions of family, society, state, or church.

The College therefore emphasizes the insight into the nature of man which Froebel gives by showing it to be identical with the insight of the "World-Poets," Homer, the great poet of all time, Dante, the priest of Christendom, Shakespeare, the portrait painter of mankind, and Goethe, the prophet of the future. The study of Homer will be taken up this year, and original stories founded on famous legends or myths will be required of advanced students in form suitable to be told to children of kindergarten and primary grades.

### SCIENCE

The kindergarten does not so much emphasize the analytic study of nature as it endeavors to create a love for nature and a reverence for the life-force manifested in nature. Wherever it is possible the children in the kindergarten and primary grades should be given the care of animals, of window-boxes, and out-of-door gardens, and excursions should be made into the outside world.

For all of this work the kindergartner or teacher must be properly prepared in order that both the nurture and investigation of nature may be made as profitable as possible. An extended course

of Field Work in Science is given for the purpose of enabling the student to learn how to seek, select and preserve specimens to be brought hereafter from the country into her schoolroom, and also how wisely to conduct the excursions of the children, and to open their eyes to the wealth of material which lies about them in any morning walk.

### ART

The greatest art periods of Greece and Rome were reached when the artisans of the race were imbued with the true art spirit. So it will be in America, when all the people have been trained to perceive and to love the beautiful. Early school life is the most important period for the beginning of this universal education, as the divine impulse of creative activity is exceedingly strong at this age and may be easily guided into the production of the beautiful. It is therefore necessary that the teacher should not only understand the laws of art, but should be somewhat skilled in the power to reproduce artistically, not alone in the so-called constructive work, but even more in drawing and clay modeling. Therefore these branches are continued throughout the course.

A course of lectures is also given on "The Philosophy of Art," showing that art is one of the great avenues of the expression of the spiritual growth of the race; this study is fully illustrated by collections of prints, and also by frequent visits to the Chicago Art Museum, which is only two blocks from the Chicago Kindergarten College. The stereopticon will be used to more fully illustrate the subjects studied.

### SOCIAL INSTITUTIONS

The study of the Social Institutions of man is taken up in such a manner that the student gets a survey of the primitive institutions and their evolution to the stage reached by the civilization of to-day, as well as the ethical relationships of the same.

The child is born in the spiritual environment of home, society, State and Church, and soon begins an active participation

in the duties which thus arise. These increase as his growing power and usefulness in life increase.

The relationship of local institutions to the school life of to-day is shown, as it is a well-conceded fact that a democratic form of government demands a democratic form of school life. The advanced movement which has been made in many different portions of our country toward preparing children for a realization of the organic relationships of society will be discussed and the philosophic principles underlying the same unfolded.

Psychological principles underlie the Institutional World and are the basis of this study of Sociology.

### PEDAGOGY

A true student of Froebel must have a broad and thorough study of the rest of the field of modern education in order that she may intelligently appreciate wherein the kindergarten idea agrees with or differs from the views put forth by other educators; it is in this way alone that she will attain unto the fearless comprehension of principles which will enable her "to prove all things and hold fast that which is good."

The study of the "Education of Man," together with lectures on "The Life and Times of Froebel," show this to be the era of the greatest spiritual and intellectual awakening of modern times. Lectures are also given on "The Educational Reformers of the Eighteenth and Nineteenth Centuries."

There will be a series of Debates by the members of the Senior Class, on vital educational topics of the day. A course of lectures on extemporaneous speaking precedes the debates. In every way possible the students are encouraged to do original work and to take broad views of the world of education.

### PRACTICE WORK

The freshman student for the first three months will be sent to visit kindergartens selected by the supervisor. They will be in-

structed as to the observation of individual children, both from the physical and psychological standpoint. Also as to the methods used by the kindergartner in charge. Although each student will be expected to make her own personal report in her own way. This is merely that the visiting may not be aimless, but may be directed toward the observation of the more vital things to be observed in a kindergarten.

After the first three months each Freshman student will be placed in some appointed kindergarten where she will be given a table of children with whom she will carry out the program laid out by her director.

In the Junior years each student will be expected to attend regularly some appointed kindergarten, where, under the guidance of a competent director and the oversight of the College supervisor, she has opportunity to put the instructions taken in class into practice with the children. Any student absent from the morning work must report promptly to the supervisor, and will be expected to make up the time lost before receiving her certificate.

All Senior students will be given an opportunity some time during their Senior course to conduct independently a kindergarten and their program work throughout the year will be original work made out by them and submitted to the supervisor for revision or criticism.

### Normal Teachers'

EVERY facility possible will be given to Graduates to fit themselves to become specialists, for which there is at present a large demand, especially for training teachers and supervisors.

*None but women who have shown special fitness for training work are admitted to the regular normal teachers' course.*

In this course provision is made for special work in the History of Education and for advanced work in all lines of study which best fit the student for her duties; also, practice in the giving of such work to adult pupils under the direction of a critic teacher,

and to classes of mothers in the study of the principles of education and in the way to use the Kindergarten Gifts and Occupations in the home.

All members of this class are expected, from time to time, to visit other kindergartens and bring reports of the same to the afternoon conference class, to prepare them to supervise the work of others.

Such as wish special training for supervisors are expected to accompany the College supervisor on visits to kindergartens under the supervision of the College, and at the afternoon conference class to discuss the same with her. Opportunity will also be given for visits to other kindergartens *not* under the supervision of the College. Arrangements may also be made to visit for a week in some near-by city, taking letters of introduction to supervisors of kindergartens or primary schools of the same. In every way opportunity and help will be given to prepare students to supervise kindergartens or primary grades. Such students will be allowed the privilege of the College work.

A thesis on some chosen topic recording personal investigation is required of each to test her ability to do original work.

Students are expected, occasionally, to explain the true significance of the kindergarten system to public audiences, in order to acquire the clearness and confidence necessary for their future success.

In these various ways the members of this class gain, under the supervision of the College Faculty, the experience necessary to train others; they also test their ability to impart the principles and methods of this system of education. The design of the College is to give every opportunity and advantage in this course which will enable the Faculty and students themselves to judge of their fitness to take charge of Kindergarten Training Classes, or to become leaders along other lines of kindergarten work.

## Course for Primary Teachers

**A** DEMAND from all parts of the country for kindergarten trained primary teachers has followed the general awakening to the value of the kindergarten, and the psychological necessity of more closely connecting the work of these two stages of the child's growth has become apparent.

The primary teacher should understand the psychological value of the material which she selects for her children in order that she may use it consciously in the further unfolding and development of the child's life. She must also learn to distinguish between kindergarten *principles*, which are applicable to all stages of growth, and the *means* by which these principles are applied to the child who is in the symbolic or kindergarten stage of development; that is, the difference between the *kindergarten idea* and the kindergarten.

That it may aid in supplying this need, the College offers a course of study for Primary Teachers which includes Kindergarten methods and principles and their application to Primary work. Instruction will be given in the general principles of teaching Reading, Writing, Geography and Number Work, as best adapted to children of primary grades; lectures and discussions on Froebel's Mother Play-Songs, and vocal music; lessons in Science and Free-Hand Drawing; also Basketry; practice in the classes for Games and Story-Telling. Opportunity will also be given for practice in kindergartens and in primary grades. Organized handwork for the grades from the first to the eighth grade are also given.

It is also the purpose of this course to show the co-ordination of Reading, Arithmetic, Geography, Literature and the other common school studies.

*This course is also given in the Summer School of Pedagogy. (See Page 32.)*

## Preparatory Course

**T**HIS course is intended for students who have not reached the standard of work required by the College for entrance to its regular professional department, and is conducted by expert high school teachers. Such high school studies have been selected as will best aid a student in her future profession as a kindergarten.

The advantage of this preparatory course is that the students have the quiet morning hours for study and the individual attention such as can be given to a small class, and which is not possible in the large classes of city high schools.

The same examinations will be required at the end of the year as are required in the ordinary high school examinations. No student will be admitted to the College course until such examinations have been satisfactorily passed.

## Branch Classes for Teachers

**T**HE College is establishing branch training classes for Teachers and affiliating with Training Schools at various centers where this work can be best carried forward. These classes are usually conducted by graduate students from the Normal Teachers' course, and are intended to fit students who cannot leave home for the full three years' course to enter the second or third year's course of the College. The requirements are the same for admittance to these Branch Classes or Schools as for the College.

The course includes daily practice throughout the year in kindergartens under the care of the Branch Association.

This examination will be conducted by a member of the Faculty, appointed by the College. The certificate will show that the holder is entitled to enter the Junior or Senior Course of the College; although the student will be expected to make up during her Junior or Senior Course such studies as have not been given in the Branch Class or Affiliated School and are given in the College by Specialists.

## Mothers' Department

**O**NE of the greatest lines of the world's work lies here before us; the understanding of little children, in order that they may be properly trained in the home life.

Correctly understood, it demands of woman her highest endeavor, the broadest culture, the most complete command of herself, and the understanding of her resources and environments. It demands of her that she become a physician, an artist, a teacher, a poet, a philosopher, a priest. In return, it gives her an insight into science, into history, into art, into literature, into human nature, such as no other culture can command, because each of these realms has to be entered that its wealth may be conquered as an aid in rightly understanding the little child intrusted to her care, not for the added glory it will bring to her. The following facts place this study of child-culture upon the broad basis of science:

*First: The child bears within himself instincts which can be trained upward or downward.*

*Second: These instincts give early manifestation of their existence.*

*Third: The mother's loving guidance can be changed from uncertain instinct to unhesitating insight.*

Mothers have responded so earnestly to the opportunity for the investigation of what Froebel has called "the Science of Motherhood," that a course of work and study has been arranged so as to include each year some part of the kindergarten system which will aid them in the understanding of their children, and give them a command of such kindergarten materials as can best be used in the home. These classes are organized primarily for mothers who feel their inability to do the highest work with children without special training; who wish to develop aright the instinct implanted

in their children at birth; who desire the help which the experience of other mothers may bring. They are quite as valuable to primary teachers, Sunday-school workers, and to all women who wish to be helpful to little children. These courses will occupy but one morning each week for twenty weeks of the College year.

The lessons will include practical work with such Gifts and Occupations as can be used in the nursery, together with the study of Froebel's Mother Play-Songs, which will enable the mother to grasp the principles of the system and to reapply them on the innumerable occasions which arise in the home; also discussions and the answering of questions concerning the class-work and the mothers' own experiences in their homes.

### FREE CLASSES

Free classes are established for the training of mothers who have children in the free kindergartens which are under the supervision of the College. These classes are conducted by experienced kindergarten directors.

Both the principals of the College and the members of the Faculty are glad to meet with Mothers' Clubs, or like organizations, whenever such meetings do not conflict with College duties.

## Nurses' Department

**T**HE Nurses' Class was organized at the urgent request of mothers who felt the need of trained assistants in their homes.

The lessons include instructions on the right kind of play in the nursery as a preparation for the kindergarten; on the nursery occupations; on stories and songs suitable for children under four years of age.

This class is free and is conducted by the Normal Class under the supervision of the Faculty.

## Publication Department

**T**HIS department has arisen from the constantly increasing number of requests made by mothers, kindergartners and teachers living at a distance from Chicago, who have asked for help in the training of young children. Experience has proved the value of this aid to the general spread of the work.

The fact that "A Study of Child Nature," by Miss Harrison, has already reached the twenty-seventh edition and has been translated into six foreign languages, shows something of the demand for literature from the kindergarten standpoint. Lists of suitable books are sent out when requested.

## Certificates and Diplomas

**T**HE graduating exercises are simple and informal, and therefore neither extra time nor expense is demanded by them. Students are allowed to send a limited number of invitations to personal friends.

Students, upon satisfactory completion of any regular course and payment of all College dues, are entitled to the following certificates or diplomas:

Students who have completed the first year's practical and theoretical course receive a first year's, or Freshman Certificate.

Students who have completed the second year's practical and theoretical course receive a second year's, or Junior Certificate.

Students who have completed the third year's, or Senior course, receive a Diploma.

Students who have completed the Normal teachers' course receive a Normal teacher's Diploma.



Students who have completed the first year's practical and theoretical course in any Branch Class receive a Branch Class Certificate.

The College reserves the right to withhold the Certificate or Diploma in case the record has not been satisfactory; but students will be informed as to their standing twice during the year.

No student can receive a certificate or diploma until a satisfactory settlement of all her college dues have been made.

## CALENDAR

1905.

Registration..... Tuesday, September 19th.  
College opens..... Wednesday, September 20th.  
Winter Vacation begins..... Friday, December 22d.

1906.

College reopens..... Tuesday, January 9th.  
Summer Vacation begins..... Thursday, May 31st.

## Holidays

Thanksgiving and the day after.  
Washington's Birthday.  
Good Friday.  
Memorial Day.

## Public Occasions

Opening Lecture to all Students..... September 20th.  
Froebel's Birthday Celebration..... April 21st.  
College Concert..... May 29th.  
Exhibit of Hand Work of Students..... May 25th to May 31st.  
Alumnæ Meeting.....  
Reception..... } May 31st.  
Presentation of Certificates and Diplomas.. }

## EXPENSES TEACHERS' DEPARTMENT

Tuition with board.....per year, \$375.00 to \$450.00	
Tuition .....	“ “ 125.00
Materials .....	“ “ 10.00
Books (for three years).....	“ “ 15.00
Summer School .....	“ “ 10.00

## MOTHERS' DEPARTMENT

Tuition (Central Class), per year.....	\$ 10.00
(Terms specially arranged for Branch Classes.)	

## NURSES' DEPARTMENT

Tuition .....	Free
Materials, per year .....	\$2.50

## SPECIAL LECTURE COURSES

Course Tickets, 10 Lectures .....	\$5.00
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It will be noticed that *all* lessons and lectures in the regular required courses are included in the tuition fee; and, while the courses include the most expensive studies and the instruction is given by specialists in every department, no extra charges are made except for materials and books.

## PAYMENTS AND CORRESPONDENCE

*Tuition and board are payable in two installments, three-fifths in advance and the balance January 10th, and no part of the tuition fee will be refunded to students who leave College before the close of the year. Interest will be charged on all bills not paid within ten days after presentation.*

*Checks or drafts should be made payable to the Chicago Kindergarten College, and not to any individual officer of the institution.*

*All business communications should be addressed in like manner.*

## Boarding Department

Opens September 18th

**A**LARGE and comfortable College home has been established for non-resident students, where the laws of hygiene and healthful diet are strictly observed. Unless there is some special reason, the out-of-town students are expected to board in the home, as better work can be done. This home is in a quiet, pleasant part of the city, near a small open park, and within one block of the cable cars and within three blocks of the steam cars.

In order that this may be as homelike as possible a limited number of students only are taken, preference of rooms being given to those who make first application for the same.

Most of the rooms accommodate two students, but there are single bedrooms.

The rooms are furnished with bedsteads, woven wire springs, hair mattresses, pillows, washstands, tables, bureaus and looking-glasses. Students should bring from home two pairs of sheets, two pairs of pillow-slips (single sheets,  $2\frac{1}{2}$  yards long,  $1\frac{3}{4}$  yards wide; double sheets,  $2\frac{1}{2}$  yards long,  $2\frac{1}{2}$  yards wide; pillow-slips 22 by 31 inches), one pair of blankets, twelve towels, six napkins and napkin ring. Bedding, napkins, towels and wearing apparel must be marked with full name, not initials.

It is strongly urged that the apparel of all students should be light, loose and in every way comfortable. Dresses should be short enough for easy walking, so that they may in no way interfere with the free and active use of the body in the kindergarten. Students should provide themselves with light and heavy flannels, water-proofs, overshoes and umbrellas, and thus be prepared for all change of weather; also, one simple evening dress, as friends of the College are received on Friday evenings, and the resident students are expected to take the part of hostesses on these occasions.

A party of three or more resident students can obtain permission from the superintendent to attend good public entertainments, provided the same does not conflict with the College studies or the student's health.

While not obligatory, the College desires that all students attend regularly some church of their own choosing.

In case of severe or protracted illness, the parents will be notified immediately, and if removal is necessary the loss will be shared, as no student is entered for less than a year.

Walking parties to various places of interest, frequent trips to the parks and museums, and various other out-door exercises are encouraged.

### DOMESTIC SCIENCE CLASSES

The Kindergarten College recognizes that the purely intellectual training of women does not complete the all-round preparation which is needed for the many-sided demands of daily life. It therefore has a course in Domestic Science connected with each year of its work. This course is to afford the practical and necessary training and instruction in such subjects as will minister most to the comfort and health of the home and family life. It includes a practical and theoretical course in learning the quality, food value and cost of food materials necessary for economical and judicious marketing. Also a housekeeper's course in the cooking of the simpler and more necessary articles of food, and in domestic science, including the hygiene of infancy and childhood.

# Chicago Kindergarten College

## Holiday Books

### A STUDY OF CHILD NATURE. By Elizabeth Harrison.

Twenty-seventh American edition, translated into six foreign languages, adopted by the Iowa State Reading Circle, used as a text book in several state normal schools, in most of the kindergarten training schools of America, in mothers' classes and teachers' study classes throughout the country, and extensively ordered by all denominations for Sunday-school teachers.

Every parent, teacher, Sunday-school worker and student should possess it.

Price, \$1.00 net; plus postage, 7 cents.

### CHRISTMASTIDE. By Elizabeth Harrison.

A gem full of helpful suggestions for the choosing of Christmas presents; for the proper celebration of Christmas; the Legend of Santa Claus and other Christmas stories, and a reprint of Charles Dickens' beautiful Christmas Carol. It is invaluable to all Christmas shoppers who would choose their presents with insight.

Price, \$1.00; plus postage, 7 cents.

### IN STORYLAND. By Elizabeth Harrison.

A book of fifteen charmingly original stories for children. Nothing better written since Hans Christian Andersen. Already in its eleventh edition.

Price, \$1.00; plus postage, 8 cents.

### TWO CHILDREN OF THE FOOTHILLS. By Elizabeth Harrison.

A story from the real life, showing the practical use of the kindergarten principles in the home.

Price, \$1.00; plus postage, 9 cents.

### THE VISION OF DANTE. By Elizabeth Harrison.

A story for little children and a talk for their mothers. "The Vision of Dante, written for the first time for little children, is a story told to them by that queen of story-tellers." Printed on Windsor hand-made paper, beautifully bound. Illustrated by Walter Crane.

Price, \$1.50 and \$1.00; plus postage, 12 cents.

### SOME SILENT TEACHERS. By Elizabeth Harrison.

"This is one of the few really great books on education, and should be read by all teachers in every grade and department of school work."

Price, \$1.00; plus postage, 7 cents.

### THE KINDERGARTEN BUILDING GIFTS. By Elizabeth Harrison.

"A treatise on the kindergarten gifts and how to use them. Contains more than 200 illustrative lessons, with many more suggestions."

Price, \$1.50; plus postage, 9 cents.

"By placing such instructions within the reach of women of all classes, the first step will be taken towards the full and perfect training of the female sex, of all who have the care of children, of all future mothers in all ranks of society, for their educational vocation."

MADAM MARENHOLTZ VON BÜLOW.

