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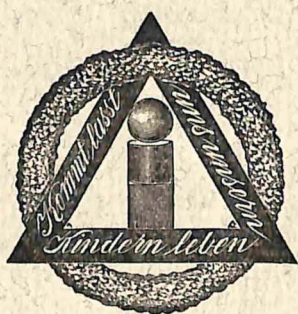
1901

Chicago Kindergarten College, 1901-02

Chicago Kindergarten College

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Chicago
Kindergarten
College



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In whatever direction we may look, whether it be the field of the world's material activities, into the realm of its intellectual forces, or into the depth of its spiritual struggles, we are beginning to see everywhere the law of continuity at work. The dawning realization of this great law is beginning already to work important changes in every direction. What will be the result when every child is trained to see it and to rejoice in it, as fully as he now knows and delights in the sunshine? This is the great central truth of the kindergarten.

CHICAGO
KINDERGARTEN
COLLEGE

No. 10 VAN BUREN STREET, CHICAGO, ILL.

1901-1902



SIXTEENTH YEAR
PUBLISHED BY THE COLLEGE

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OFFICERS, INSTRUCTORS, LECTURERS

MRS. J. N. CROUSE ELIZABETH HARRISON
ASSOCIATE PRINCIPALS

TEACHERS' DEPARTMENT

ELIZABETH HARRISON
Philosophy of Education

JEAN CARPENTER
Froebel's "Mutter und Kose Lieder," Psychology

MRS. EMMA A. BEEBE
Supervisor of Kindergartens

GRACE FULMER
Instructor in Theory and Practice of the Gifts, Occupations and Games

GEORGENE FAULKNER
Stories

LAURA BROWN
Construction Work for Older Grades

M. BERTHA HINTZ (MARGARET FARRAR, Assistant)
Drawing, Clay Modeling, Color Work

ELEANOR SMITH
Vocal Music

FRANCIS M. ARNOLD
Instrumental Music

MRS. IDA SERVEN
Instructor in Physical Culture

DENTON J. SNIDER

Philosophy of Literature, Philosophy of Art, Philosophy of History,
Psychology of Ethics, Institutions

MRS. RUTH MORRIS KERSEY

History of Education and Pedagogy, Critic Teacher of Normal Students,
Kindergarten Methods in Primary Work

Critical English

JOHN M. COULTER
Lecture and Laboratory Work in Botany

HENRY C. COWLES
Field Work in Science

S. M. COULTER
Assistant Field Work in Science

SARAH HACKETT STEVENSON, M. D.
Physiology

Domestic Science

MOTHERS' DEPARTMENT

MRS. J. N. CROUSE ELIZABETH HARRISON
JEAN CARPENTER GRACE FULMER
DR. WALTER S. CHRISTOPHER

NURSES' DEPARTMENT

Conducted by members of the Normal Class, under the supervision
of members of the Faculty

General Information

The aim of this College is to give a special, needed training to all women who have the care of children, and to others who wish to be aided by the thorough discipline and increased insight which the study of the Kindergarten system gives. *The College also gladly extends help to all kindergartners, primary teachers, mothers, or to any person interested in the education of little children, and freely gives information on kindergarten and kindred subjects.*

A four years' high school education or its equivalent is required for entrance. Private instruction can be arranged for where students are lacking in one or two of the studies required for admission. And lists of suitable books are sent out when requested. This line of work offers special advantages to college-trained women, as experience has shown that all added culture and mental discipline is added power, and aids in the rapid advancement of the student to the higher positions.

One year prepares a student for a position as an assistant; two years prepares for a director's position or to take full charge of a kindergarten; three years for an assistant in training work, and four years to take charge of a training class, or to fill a supervisor's position. *Satisfactory scholarship will be required in every branch as a condition of promotion.* The Normal year is post-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, where the work has been logically and satisfactorily done, and the studies included in the Freshman Course of the College have been taken, will be admitted to the Junior class.

An opportunity is given to such applicants, if possible, to make up any study required in the Freshman Course which may have been omitted in their previous training.

Special courses in any branch taught in the College may be arranged for at any time of the school year, but are paid for as private lessons, and no certificate is given for such course unless the practice in the morning kindergartens is taken also.

The library of the College is designed to be as far as possible a library for special study, but the Chicago City Library, three blocks from the College, is open at all times to the students for consultation or reading, and tickets for its circulating department are furnished by the College free of charge to all students desiring the same.

While the College does not guarantee positions to graduates, it assists its graduates in every way possible to secure positions, and has been very successful in this work.

 For particulars concerning College Home, see "Boarding Department."

Requirements for Admission

Applicants 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 desiring to enter the College. A credential letter (from the pastor or principal of the last school attended preferred) should accompany the blank and answers to the questions when they are returned. It is expected that all students who expect a Certificate or a Diploma at the end of the year will be present at the beginning, as the work of each year is a connected whole.

Students upon entering will present their notice of acceptance with their tuition fee at the office and receive their membership ticket for the year.

Students are requested to report to the office previous to the opening of the College to receive their membership tickets and appointments to the kindergarten in which they will practice. Students will report Monday September 2nd.

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 the summer examination by June 2d, or for the autumn examination by September 1st, in order that delay may be avoided in assigning them to their classes.

CURRICULUM

SUBJECT	FRESHMEN	JUNIORS
Psychology	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.
The Play Gifts, of the Kindergarten	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, 2nd, 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.
The Play Songs of the Kindergarten	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.
Games	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 the ethical institutions of civilization.
Drawing	Chalk modeling, free hand drawing and colored crayon drawing. All materials furnished free.	Chalk modeling, charcoal drawing, water colors. All materials furnished free, except water colors.
Color Work	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 dominant 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.
Form	Study of the genetic evolution of form as shown by Froebel's Gifts (illustrated by the new Psychological Gift), modeling of fruit, flowers and other nature forms. Study of Greek vases at Art Institute. Collection of reproductions of same.	Clay modeling, chalk modeling, box making (including a number of rectilinear forms in cardboard construction), work, study of the external form of great architectural eras. Collection of pictures of same.
Music	Voice training, exercises in breathing, tone placing and articulation. Ear training; exercises in interval and rhythm. Development of major scale.	Voice and ear training. Continued development of major scales through all keys. Natural minor. Sight reading.
Physical Culture	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.	Advanced work in each series of exercises, together with rhythmic ball exercises for development of chest, freedom of arms and greater breath capacity.

CURRICULUM

SUBJECT	SENIORS	PRIMARY	SUBJECT
Psychology	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 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.	Psychology
The Play Gifts, of the Kindergarten	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 fourteen 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.	The Play Gifts, of the Kindergarten
The Play Songs of the Kindergarten	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.	The Play Songs of the Kindergarten
Games	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 practice 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.	Games
Drawing	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.	Drawing
Color Work			Color Work
Form	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.	Construction in clay, cardboard modeling, raffia, weaving and splint work, the work in each based upon kindergarten principles giving to older children both logical sequence and art limitations of material.	Form
Music			Music
Physical Culture	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.	Physical Culture

CURRICULUM

SUBJECT	FRESHMEN	JUNIORS
Philosophy of Literature	Study of one of the "World-Poets" (this year Goethe's "Faust" is taken), 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.
Stories	Reading and discussions of the world's famous fairy tales.	Retelling some of the famous legends and myths of the Teutonic race to suit child of to-day. Practice in story telling.
Program Work	Outline of a typical programme for a year of kindergarten work. Students make out a month's programme in detail. Once a month a visit is made by each student to some other kindergarten, and a report of same is written out. Each student will study the work in three different kindergartens during the year.	Fundamental principles underlying morning programme, work discussed, methods of illustrating same given by students, collection of best stories, songs, games and other exercises compared.
Practice Work	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 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 programme, care of the order of the room, plants, fishes, birds, etc.	Same as Freshman—care of the kindergarten cupboards and preparation of the material, are part of the students' training.
Science Work	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 specialist, 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.
Special Pedagogical Study of Methods	Study of education from the beginning has been a development corresponding with the growth of consciousness in the human race. The educational methods of to-day will be traced to their source, thereby showing that all education is an evolution.	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.
Philosophy of Art	Talks on the 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 the 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.
Philosophy of History		
Social Institutions		
Debates		

CURRICULUM

SENIORS	PRIMARY	SUBJECT
Study of one of the "World-Poets," comparing of same with other great poets, collateral reading.	Study of the "World-Poets," the ethical contents of the same, in order that the teacher may distinguish between what is permanent and what is transitory in literature.	Philosophy of Literature
Writing of original stories with criticism and discussion of same; rewriting of famous myths of Greek or Norse races to suit 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.	Stories
Each student is required to make out a typical programme for a year's work, and submit same to the supervisor of the college. One-half year's programme in February, one-half in June.		Program Work
Same as Freshmen and Juniors; visits to the homes of the children, attendance at the mothers' meeting held by directors of the kindergarten. Three months' morning work at college.	Observation in primary grade rooms of the public schools recommended by the supervisor of the College, as well as in kindergartens, and, if possible, practice in a primary school under the College supervision.	Practice Work
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.		Science Work
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.	Special Pedagogical Study of Methods
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.		Philosophy of Art
Study of Herodotus with collateral reading concerning the early development of the race; comparison of same with the development of the child.		Philosophy of History
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 relationship to each of these institutions.	Social Institutions
In weekly debates through part of the year will be discussed educational topics that are occupying the minds of thinking teachers of the day; also discussions of educational articles of value.	NOTE. Those taking the primary course will be permitted to attend any classes which do not conflict with any of the studies specified in their course.	Debates

EXPLANATIONS

"To learn to comprehend the nature of the child," said 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 true education. It will be seen that part of the studies are for technical skill and part for psychological insight.

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.

THE INSTRUMENTS OF THE KINDERGARTEN

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 natural structures to be geometric also. These geometric forms are so arranged that they give to the child the first lessons in the evolution of form and help him to classify the objects about him, and therefore lead him to *conscious creative construction*, hence they are more developing than the use of ready-

made toys where the *process of making* is lost to the child, or than the haphazard construction of isolated objects.

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 or 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 study children and aid directly in the intelligent study of children in their home, nursery, kindergarten or school, in order to gain a true understanding of their interests, instincts and impulses.

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 constant 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 of 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. The vocal lessons are given by the composer of much of the music used in

kindergartens and primary schools. These lessons are rehearsed with the director, and 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, at extra charge.

A concert is given at the close of each academic year, and arrangements may be made by students who desire to do so to attend the world-famous Chicago Orchestra concerts which are conducted by Theodore Thomas. 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. 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.

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

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 Goethe 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.

PRACTICAL WORK

Each student taking a full course will be expected to attend regularly, *each year*, some appointed kindergarten, where, under the guidance of a competent director, and the oversight of the College supervisor, she will have 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 directors who have charge of assistants from the College are expected to be present at the Program Class. To all such directors these classes are free.

In the advanced classes lessons on Program Work will be followed by discussions pertaining to the difficulties which arise in the daily work of the kindergarten.

The intention is not to prescribe a program of work, but that the students may test their power to apply educational principles to the daily programs of school work.

Each student is expected to hand in at the end of each quarter

a written report of her study of the characteristics and perceived development of the children over whom she has had charge.

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 of 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 these may be made as profitable as possible, therefore 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 school-room, 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 art education, as the divine impulse of creative activity is exceeding 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 will also be 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.

PHILOSOPHY OF HISTORY

The true study of history is not the mere "record of the births, marriages, and deaths of a few insignificant persons who chance to be called kings and queens," but the gaining of the ability to trace in history the slow evolution of the human race into the consciousness of true freedom and organization of the institutional world. The study of Herodotus is especially emphasized, as in it may be traced the transition from the childhood of the race to its historic consciousness and the relationship between the myth and the fact.

In connection with this study, each student is expected to write an original historic story and to re-embodiment some one of the great myths of the early race in form suitable to be told to children.

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 intellectually 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 that fearless comprehension of principles which will enable her "to prove all things and to hold fast to 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."

A series of Debates by the members of the Senior Class, on some vital educational topic of the day, alternate with advanced Program Work. There are also frequent discussions of articles written by leading educators. In every way possible the students are encouraged to do original work and to take broad views of the world of education.

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.

As the child is born in spiritual environment of home, society, State and Church, and soon begins an active participation in the same, duties which thus arise increase as his power and usefulness in life increase. Every teacher should therefore have some knowledge of the logical principles which underlie the Institutional World and are the basis of all thorough study of Sociology.

This is to show the relationship of local institutions to the school life of to-day. 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 towards preparing children for a realization of the organic relationships of society will be discussed and the philosophic principles underlying the same unfolded.

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

NORMAL COURSE

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

None but women who have shown special fitness for training work are admitted to the regular normal 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 all privileges 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.

They 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 those 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 this year 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, Psychology and Psychology of the Gifts, Great Literature; lessons in Science and Free-Hand drawing; practice in the classes for Games and Story-Telling. Opportunity will also be given for practice in kindergartens and observation in primary grades.

The object of this course is to show that the studies of the common school may be so united as to greatly reinforce each other in the work of giving the child an all-round education or culture; to show that the studies should do more than give mere facts or knowledge concerning the surrounding world; that they should also

give right sentiments, the right disposition toward all things—that spirit which flows forth into right conduct; which, according to Matthew Arnold, is the greatest factor of human life.

Facts or knowledge—*head* education, right sentiments or disposition—*heart* education, right conduct or deeds—*will* education—to secure all these should be the high aim of teaching. 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 includes fifteen weeks of the regular school year, but may be continued if the size of the class warrants.

BRANCH CLASSES FOR TEACHERS

The College is establishing Branch Training Classes for Teachers and affiliating with Training Schools at various centers where this work can best be carried forward. These classes are usually conducted by Normal graduates, 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.

A certificate showing that the student has completed the year's course in the Branch Class or Affiliated School will be issued by the College to all who have satisfactorily passed an examination upon the year's work.

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

One 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 a 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 the 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.

Nurses' Department

The 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

This 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-second edition shows something of the demand for literature from the kindergarten standpoint. Lists of suitable books are sent out when requested.

Certificates and Diplomas

No extra time nor expense is demanded by public graduating exercises, as they are exceedingly simple and informal, though students are allowed to send a limited number of invitations to personal friends.

Students upon satisfactory completion of any regular courses and payment of tuition are entitled to the following certificates or diplomas:

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

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

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

Students who have completed the Normal course will receive a Normal 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.

CALENDAR

1901.	
College opens	September 3rd.
Winter Vacation begins	December 21st.
1902.	
College reopens	January 6th.
Summer Vacation begins	June 5th.
Primary Course begins	September 9th.
Primary Course closes	December 21st.
Summer School begins	July 14th.
Summer School closes	August 2nd.

HOLIDAYS

Thanksgiving and the day after.
Washington's Birthday.
Good Friday.
Memorial Day.
Spring Vacation of the Public
Schools of Chicago.

PUBLIC OCCASIONS

Opening Lecture to all Students	September 3rd.
Froebel's Birthday Celebration	April 21st.
College Concert	June 4th.
Alumnæ Meeting	} June 5th.
Reception	
Presentation of Certificates and Diplomas	

EXPENSES

TEACHERS' DEPARTMENT

Tuition with board	per year, \$350 00 to \$450 00
Tuition	125 00
Materials	10 00
Books (for 3 years)	15 00
Primary Course (15 weeks)	50 00

MOTHERS' DEPARTMENT

Tuition (Central Class)	per year, \$10 00
Materials	2 50

(Terms specially arranged for Branch Classes.)

NURSES' DEPARTMENT

Tuition	Free
Materials	per year, 2 50

SPECIAL LECTURES

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 is payable in two installments, one-half in advance and the balance January 6th, 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

A large and comfortable college home has been established for non-resident students where the laws of hygiene and healthful diet are strictly observed. 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 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 pupils, 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, twelve 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 made 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, waterproofs, overshoes and umbrellas, and thus be prepared for all changes 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 slight illness a student will receive all needed care and attention. If the illness prove severe or protracted 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 theoretic course in learning the quality, food value, and cost of food materials necessary for economical and judicious marketing. Also a housekeepers' course in the cooking of the simpler and more necessary articles of food, and in domestic science, including the hygiene of infancy and childhood.

These courses are optional, though strongly recommended by the College. They will be held at "Marienthal," the College Home.

During the Thanksgiving, Christmas and Spring vacations students will be allowed to board at "Marienthal" at prices proportionate to those paid regularly.

Summer School of Pedagogy

This school will be held from July 14th to August 2d, inclusive, a three weeks' session.

It is intended to meet the needs of *all* educators and to give an intelligent idea, in a short time, of the philosophical principles of the kindergarten and their relations to all after-education.

Special arrangements may be made, by those desiring to do so, to remain during the summer and study such subjects as may be selected by them.

If credits are expected for the work done, the requirements for admission to the Summer School will be the same as for yearly students in the course.

The following subjects will be taken up: The Psychology of Froebel's Play-Gifts, Mother-Play Songs, Constructive Work, Stories, Great Educators, History of Education, Symbolic Education, Principle of Primary Instruction, General Psychology, Ethics, Botany, Social Institutions, Great Literature, Philosophy of Art, Elementary Biology, Arrangement and Preservation of Collections Suitable for Public Schools, History and Literature for the Primary Grades, Mathematics from the Primary Grade through the High School, Physical Culture, Reading and Dramatic Art, Drawing Illustrative of Literature and History, Chalk Modeling, Clay Modeling, Water Colors, Textiles, Course for Primary Grades in Manual Training, Psychology and Pedagogy of Music.

The College reserves the right to withdraw any course if a sufficient number of students have not selected it.

"By placing such instruction 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 BULOW.

