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Chicago Kindergarten College, 1900-01

Chicago Kindergarten College

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Chicago Kindergarten College



1900-1901

CHICAGO
KINDERGARTEN COLLEGE

No. 10 VAN BUREN STREET
CHICAGO, ILL.

1900-1901



PUBLISHED BY THE COLLEGE

"There is no philosophy for the young woman to be compared with the philosophy that Froebel has put into his work on the mother's plays and games with the children."

Hon. W. T. HARRIS.

R. H. DONNELLY & SONS CO., PRINTERS.

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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 subjects.*

A four years' high school education or its equivalent is required for entrance. 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.

Three years are required to complete the psychological and pedagogical courses of the College, though these need not be taken consecutively. 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.

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

Teachers' Department

FRESHMAN COURSE

"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 each course 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.

THE MOTHER PLAY-SONGS

Froebel declared these songs to be the foundation of the entire kindergarten system. As they are a profound treatise on the Philosophy of Education, based on the deepest psychological insight, showing in the most practical way how to rightly study children, they have been made the center around which such other studies are grouped in the curriculum as will best aid in unfolding and illustrating their principles.

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 lessons in the evolution of form and help him to classify the objects about him, 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 or manual training which should follow the kindergarten.

COLOR AND FORM

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." Recent statements of science give important facts concerning a decrease in the present day of power to discriminate color; notwithstanding there has been a corresponding increase of occupations which involve a knowledge of color. These show the necessity for organized and systematic study of color in the light of the latest scientific investigations.

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 in definitely classifying the objects about him, it thereby develops

the power to generalize, which is the true indication of a philosophic mind. Specialists in color work and in clay-modeling have charge of these two branches of the work.

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 great art world.

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. 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.

The pianos at the various kindergartens and at the College may be used by the students for practice, but students should not attempt to take special work in instrumental music while carrying on their studies in the College.

A concert is given at the close of each academic year, and arrangements are made annually for students who

desire 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.

PSYCHOLOGY

A course of lectures on Educational Psychology will be given as the basis of all pedagogical study. This course 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 will be supplemented in the more advanced classes by a course of special 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.

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. Lessons in physical culture are given throughout the year by a trained gymnast.

Special 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.

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 the kindergarten 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. "The child in these plays and games ascends from the world of nature to the world of humanity, from the natural and earthly to the spiritual; in the kindergarten gifts and occupations he becomes conscious of his will and the power over matter to convert it into use. In the plays and games he becomes conscious of his social self and there dawns the higher ideal of a self that is realized in institutions."

LITERATURE

Story-telling is an element of power of great importance in the hands of the skilled kindergartner or 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

made by the students, and also by frequent visits to the Chicago Art Museum, which is only two blocks from the Chicago Kindergarten College.

The thought that art is one of the most important embodiments of man's highest aspirations makes such a comprehension of the philosophy of art as reveals its spiritual meaning an essential part of the education that aims "to fit human beings to lead noble lives."

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 during this year 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.

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."

During this year of the College life the study of the "Education of Man" is taken up, together with lectures on "The Life and Times of Froebel," showing this to be the era of the greatest spiritual and intellectual awakening of modern times. A course of lectures is also given on "The Educational Reformers of the Eighteenth and Nineteenth Centuries."

This course also includes the study of the Will and its relationship to the moral and intellectual life of man.

PRACTICAL WORK

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

Each student is required to make an original program covering a year of work, giving both details and principles underlying the same, which is submitted to the supervisor of the kindergartens of the College for criticisms, suggestions, and alterations. The intention is not to encourage prescribed and set programs of work, but that the students may test their power to apply educational principles to the daily programs of the kindergarten or school work.

SENIOR COURSE

In this course will be given advanced work in the lectures on the Mother Play-Songs; Symbolic Education; special work with assistants; talks on the Philosophy of Music; an advanced course in Clay-Modeling at the Art Institute: Program Work and Psychological Study of Games.

LITERATURE

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 the Homeric myths will be required of each student in form suitable to be told to children of kindergarten and primary grades.

PSYCHOLOGY

This course will include a thorough and comprehensive study of the psychological basis of Froebel's Gifts and Occupations; also Program Work, which will show the application of philosophical principles and psychological methods in the daily work with the children, together with

Round Tables, in which the directors of experience will give outlines of their work, and discuss methods and principles underlying the same.

There will also be a course of lectures on the Psychological Principles which underlie the Institutional World and are the basis of all thorough study of Sociology.

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 and organization of the institutional world based upon true freedom. 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.

SCIENCE

The deeper study of botany leads the student to view the World of Plants as living beings, differing in degree of life from the higher orders. Especial study is given in this course to the great laws which govern and explain the phenomena and growth of the Plant World or all vegetation.

PEDAGOGY

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.

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.

PRACTICE WORK

Students are expected to continue their practice in the morning kindergartens, *as the College considers the practical side of the work one of the most vital and essential features in its course of training.* They will thus have had upon graduation three full years of experience in kindergartens and primary grades. As students are eligible for the public school examination at the close of their junior year, they not infrequently obtain paid assistants' positions for their senior year.

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.

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 as a kindergarten; 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.

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.

The demand for thoroughly prepared teachers of the Kindergarten system is greatly in excess of the supply, and fine fields of labor and usefulness, with large salaries, await those who successfully complete this course.

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 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.

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 *Freshman* Course includes the study of the Gifts, Occupations, Games, Psychology, Great Literature, Drawing, Music, Physical Culture, Form, Color, with especial emphasis upon the study of the Mother-Play.

The Junior Course offers advanced instruction in all of these lines, together with lectures upon Pedagogy, Science, Philosophy of Art and Literature, Physiology, and on general Kindergarten themes by members of the Faculty of the Chicago Kindergarten College.

Both courses include 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 Normal class and experienced kindergarten directors, assisted by specialists in Medicine, Domestic Economy, and Hygiene. At each of these lessons the director of the kindergarten is present, to welcome the mothers and to add the home atmosphere to the occasion.

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 twentieth edition shows

something of the demand for kindergarten literature, which as yet is limited. Several new and valuable books will be published by the college during the coming year.

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.

All students who have satisfactorily completed any regular course 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.

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.

CALENDAR

College opens	1900.	
Winter Vacation begins	- - -	September 7th. December 20th.
College reopens	1901.	
Summer Vacation begins	- - -	January 2d. June 7th.

HOLIDAYS

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

PUBLIC OCCASIONS

- Opening lecture to all students, September 10th.
 - Froebel's Birthday Celebration, April 21st.
 - College Concert, June 5th.
 - Alumnæ Meeting, - - -
 - Reception, - - -
 - Presentation of Certificates and Diplomas, - - -
- } June 6th.

EXPENSES

TEACHERS' DEPARTMENT

Tuition with board	- - -	per year, \$350 00 to \$450 00
Tuition without board	- - -	" " " " 125 00
Materials	- - -	" " " " 10 00
Books	- - -	" " " " 10 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 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.

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 overlooking an open park, and within one block of the cable cars and three blocks of the steam cars.

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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, one pair of blankets, twelve towels, twelve napkins and napkin ring. Crockery and shaded lamps can be purchased in the city at wholesale rates. 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.

The house is in charge of a preceptress or house-mother, though a system of self-government is established and the enforcement of the few simple rules made by the students themselves is in the hands of a committee elected by the household, the house-mother being an advisory member of this committee. Walking parties to various places of interest, frequent trips to the parks and museums, and various other out-of-door exercises are encouraged.

A party of three or more resident students can obtain permission from the head preceptress to attend good public

entertainments, provided the same does not conflict with the College studies or the students' 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.

PAYMENTS AND CORRESPONDENCE

Tuition is payable in two installments, one-half in advance and the balance January 2d, 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.

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 train-

ing 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. This will include the use of the chafing dish, the Aladdin oven, and other modern appliances.

An evening course of lectures in Domestic Science will be given provided there is a sufficient demand for the same.

Summer School of Pedagogy

This school will be held from July 1, 1901 to August 12, 1901, inclusive. It is intended to meet the needs of *all educators* as well as kindergartners and kindergarten training teachers, and to give an intelligent idea, in a short time, of the kindergarten and its relation to all after-education.

Special arrangements have been made by which teachers engaged through the school year can remain and take additional training during the summer, and receive credit for the same. The requirements for admission will be the same as for yearly students in this course, *when credits are expected.*

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. Former students will report Friday, September 7th; new students, September 8th.

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 6th, in order that delay may be avoided in assigning them to their classes.

"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.

