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1912-13

National Kindergarten College

Established in 1886 as
Chicago Kindergarten College
Incorporated



1912-1913

Published by
National Kindergarten College

~~1200~~ Michigan Boulevard
2944

NATIONAL KINDERGARTEN
AND ELEMENTARY COLLEGE

“And Jesus called a little child unto Him,
and set him in the midst of them.”

“Religion without industry, without work,
is liable to be lost in empty dreams — work or
industry without religion degrades man into a
beast of burden, a machine.” —*Froebel.*

“All victory and human progress rest on in-
ner force.” —*Madame Montessori.*

“From the first years the plays of children
ought to be subject to laws; for if these plays
and those who take part in them are arbitrary
and lawless, how can children ever become
virtuous men abiding by and obedient to law?”
—*Plato.*

“The educative institution has not reached
its fulfillment until it embraces in its scope
the whole institutional world, both secular
and religious, re-creating and keeping alive
the same in every individual, both young and
old.” —*Denton J. Snider.*

“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 her children.”
—*William T. Harris.*

NATIONAL KINDERGARTEN COLLEGE

Established in 1886 as
Chicago Kindergarten College

Incorporated

1912-1913



TWENTY-SEVENTH YEAR
PUBLISHED BY THE COLLEGE

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Historical Sketch

In the year 1886, Mrs. John N. Crouse and Miss Elizabeth Harrison established the National Kindergarten College as the Chicago Kindergarten College, for the purpose of giving to young women a training which would fit them for their work with children.

The College was first located in the Art Institute building on Michigan Avenue and Van Buren Street, and was removed in 1893 to larger quarters at 10 East Van Buren Street, where it remained until the summer of 1906, when it was again removed to larger quarters at its present location, 1200 Michigan Boulevard.

In the summer of 1911 the College received an invitation to affiliate with the National Association for the Promotion of Kindergarten Education. This affiliation was formally completed in February, 1912, and in April, 1912, the College was incorporated under the name of "National Kindergarten College established in 1886 as the Chicago Kindergarten College." The affiliation provides that the College is to have freedom in the directing of its own curriculum of studies and its educational policies.

Board of Directors of The Chicago Kindergarten College

Headquarters, 1200 Michigan Boulevard, Chicago, Ill.

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Officers, Instructors, Lecturers

ELIZABETH HARRISON

President

MRS. FLORA MOWBRAY PORTER

Assistant to the President

TEACHERS' DEPARTMENT

ELIZABETH HARRISON

Lectures on Principles of Education, Freshman Mother Play

MRS. FLORA MOWBRAY PORTER

Lectures on History of Education

FRANCES KATHERINE WETMORE

Supervisor of Practice Schools, Senior Mother Play, Program, Games,
Literature for Children

BELLE WOODSON

Freshman and Senior Gift, Color Work, Education of Man, Architecture,
Junior Psychology, Social Institutions, Ethics.

JESSIE DAVIS

Freshman Psychology, Philosophy, Organized Handwork

NINA KENAGY

Theory and Methods of Primary Education

GEORGIA McCLELLAN

Junior Mother Play, Junior Gift, Assistant in Supervising

Design, Water Color Sketching

FRANCIS MARION ARNOLD

Instrumental Music

ELIZABETH NASH

Vocal Music

ETTA MOUNT

Physical Culture

CAROLINE HEDGER, M. D.

Maternal Efficiency

LECTURERS

DR. FRANK GUNSAULUS
DR. WILLIAM O. WATERS
MRS. ANDREW MACLEISH
MRS. ORVILLE T. BRIGHT
DR. CAROLINE HEDGER
DR. H. STEPHENS - WALKER

NORMAL CLASS

ANNE GOODWIN WILLIAMS
EDNA JOHNSON
ELIZABETH LEEDS

Assistants in Mother Play, Organized Handwork, and in Kindergarten Gifts, Games, and Stories

MOTHERS' DEPARTMENT

ELIZABETH HARRISON
Kindergarten Principles
FRANCES WETMORE
Stories and Games
JESSIE DAVIS
Handwork

DR. CAROLINE HEDGER
The Physical Care of the Child

Preparation of Right Food for Children

DR. H. STEPHENS - WALKER
Care of Children's Eyes

SECRETARY

NINA M. KENAGY

REGISTRAR

EDNA D. BAKER

BOARDING DEPARTMENT

MRS. CARRIE CHAMBERS
Superintendent of College Hall

General Information

The National Kindergarten College opens on Wednesday, September 17th, in its commodious quarters, at 1200 Michigan boulevard, where it has over eight thousand square feet of school rooms, lecture halls, library, and rest rooms; also plenty of light and air and a fine view of Lake Michigan. It is within easy walking distance of the heart of the city and is very accessible to railroad, elevated and surface transportation.

The Boarding Department, which is in a quiet residence part of the city, furnishes a safe and delightful home for all students from out of town.

The College was established to give womanly training to women. At the same time it aims to develop the latent power in each student by giving a breadth of culture which strengthens character and which furnishes a thoroughness and intelligence along all lines of work in the home, or with young children.

It offers the following courses:

First—*Kindergarten Course*: For women who wish to become successful teachers of little children by studying the theories of modern education and the theistic view of the world, and by gaining mastery of the tools and activities of the kindergarten. A high school education or its equivalent is necessary for entrance to this course.

Second—*Training Teachers' and Supervisors' Course*: For all thoroughly trained kindergarteners who have proved their efficiency as kindergarten directors and who may wish to prepare themselves for the more advanced work of supervisors and training teachers.

In this course provision is made for the comparative study of methods, and students are sent from time to time to see the most approved teaching that Chicago affords. Advanced work is offered in all lines of study which best fit the student for training work, also practice in 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 use of the Kindergarten Gifts and Occupations in the home.

Members of this class are expected to visit kindergartens in public schools, private schools, social settlements and missions, in order that they may gain a clear knowledge of the needs of each of these. They are required to bring reports of the same to the afternoon conference class, and to prepare outlines of programs suited to different localities and varying conditions.

Certificates, Diplomas, Scholarships

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

Students upon satisfactory completion of any regular course and upon 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 **FRESHMAN CERTIFICATE**.

Students who have completed the second year's practical and theoretical course, receive a **DIPLOMA AS DIRECTOR OF A KINDERGARTEN**.

Students who have completed the third year, or senior course, receive a **DIPLOMA as ASSISTANT KINDERGARTEN TRAINING TEACHER**.

Students who have completed the fourth year, or normal course, and who have had five years of experience, receive a **NORMAL TEACHER'S DIPLOMA**, which entitles them to the **DEGREE OF BACHELOR OF EDUCATION**.

Students who have completed the Primary Teachers' course, receive a **PRIMARY CERTIFICATE**.

Students who have completed the Mothers' course, receive a **MOTHERS' 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.

There is a limited number of honorary scholarships given each year to members of the Junior and Senior classes for excellence in scholarship and character.

While the College does not guarantee positions to its students, it assists them in every way possible. Hundreds of positions in all parts of the country are filled by its graduates.

Requirements for Admission

APPPLICANTS 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 in the course chosen.

Application blanks to be filled will be furnished those who desire them. One name as reference (preferably the principal of the last school attended) must accompany the blank when it is 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 17.

The graduates from training classes conducted by post-graduates of the National Kindergarten College or by training teachers whose work has been pronounced satisfactory, are allowed to enter the Junior or Senior year of the College; but they must satisfy the several instructors of their ability to profit by the courses they desire to follow, and may be required to pursue certain introductory or auxiliary studies before they are admitted to the advanced or purely graduate courses.

Those students who do not wish to study for a credential are permitted to pursue any under-graduate courses offered by the College for which their previous training has fitted them; they will, in the event of a change of plan, be credited with such of their studies as may have coincided with the studies leading to a credential.

Entering students who are able to furnish the proper credentials from their High School or Academy are not required to take entrance examinations.

Examinations are held in September, however, for students of the College who have been prevented from taking the Spring examinations, or who have failed to secure the required average in these examinations, and for applicants for advanced standing.

NATIONAL KINDERGARTEN COLLEGE CALENDAR, 1912-1913.
1912.

September 16—Monday Fall Examinations
September 17—Tuesday Registration
September 18—Wednesday Opening Lecture
September 19—Thursday Class Work Begins
November 28—Thursday to December 1, Sunday inclusive Thanksgiving Recess
December 20—Friday to January 5, Sunday inclusive Christmas Recess
1913.

January 6—Monday Class Work Resumed
January 31—Friday Special Examinations
February 3—Monday Second Semester Begins
May 26—Monday Regular Examinations Begin
June 2—Monday Special Examinations
June 5—Thursday Twenty-seventh Annual Commencement

EXPENSES.

TEACHERS' COURSES.

Tuition per year, \$125.00
Board and Room per year, \$225.00 to \$275.00
Material per year, \$5.00
Books per year \$5.00

MOTHERS' COURSE.

Tuition \$10.00
Books and Materials 5.00

SPECIAL COURSES.

Special courses in psychology; in the psychological interpretation of literature, architecture, or music; in sociology; in philosophy; in stories, handwork and Sunday-school methods, will be given on Saturdays, if the demand is sufficient to warrant them; or at such times as may be convenient for applicants,—length of term, tuition fees and other details to be arranged.

Special students who do not enter for a credential may enroll for as many courses as they wish to elect, at an expense of fifty cents a lecture or fifteen dollars a month.

All lessons and lectures in the regular required courses are included in the tuition fee, and no extra charges are made in any case except for books and materials.

PAYMENTS AND CORRESPONDENCE

Tuition is payable in two installments, three-fifths in advance and the balance January 6th, and no part of the tuition fee will be refunded to students who leave the College before the close of the year, except in case of severe illness where removal becomes necessary; the loss will then be shared.

Payment for board and room is in similar installments. In case of prolonged illness and absence from College extending over six weeks or more, there will be a proportionate reduction in the charge of board. The charges, however, for room rent are not subject to remission or deduction under any circumstances unless the College is able without loss to relet the room to a new and satisfactory applicant. Applicants are allowed to choose in turn from among all the rooms left vacant, the order of choice being determined by the date at which the application is registered. A deposit of \$20.00 is required for the reservation of a room; this amount will be deducted from the first installment for board and room.

Checks or drafts should be made payable to the National Kindergarten College, and not to any individual officer of the institution. All business communications should be addressed in like manner.

Boarding Department

OPENS SEPTEMBER 16TH.

The College home for non-resident students has been christened "Mariantal" in loving remembrance of the first home established for kindergarteners by Froebel in the beautiful valley of Mariantal, in Thuringia, in order that his students might have a happy home life together, and the character training which such home life brings.

It is a large and comfortable house. Unless there is some special reason, the out-of-town students are expected to board in the home, as student life in the College dormitory creates an atmosphere of interest in the work which does not exist in the average boarding house. The home is in a quiet, pleasant part of the city, near a small park, and within one block of the electric cars and within three blocks of the steam cars.

Most of the rooms accommodate two students, but there are a few 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, $2\frac{1}{4}$ yards wide; pillow-slips, 22 by 31 inches), one pair blankets, twelve towels, six napkins and a napkin ring. Bedding, napkins, towels and wearing apparel must be marked with full name, not with initials.

It is strongly urged that the apparel of all students should be light, loose and in every way comfortable. Dresses should be as simple as possible and should be appropriate for easy walking, and so made that they will 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 gymnastic suits, which can be obtained at cost price after reaching the city, and one inexpensive evening dress, as occasionally the resident students are expected to take the part of the hostesses at Friday evening entertainments.

Because of the extreme distances in Chicago, luncheon is not served at the Dormitory except on Saturday and Sunday; but a warm, wholesome lunch can be obtained in the same building in which the College is located.

A party of three or more resident students may attend good public entertainments, provided the same do 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.

The dates of the opening and closing of Marienthal are in accord with those of the College. It is opened during the College year to any kindergarteners who may desire a quiet, inexpensive home while visiting Chicago.

General Plan of Instruction

"TO 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 studies given and the relationship of each to all education. It will be seen that part of the studies are for physical training and for technical skill and part are for broader culture and for a deeper psychological insight.

Theory

The two-fold aim of the training from a practical standpoint is that the student may learn the science of education and may acquire the art of teaching by practice under intelligent direction. The theory is given in afternoon classes at the College and is grouped under the several headings of basic, hygienic, technical, and cultural studies.

BASIC STUDIES

Psychology

Psychology is made the basis of all the pedagogical study given in the College, 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 course includes the study, in the freshman year, of the 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 and transition from representation to thought. In the junior year the study of the impulses, instinct and motive; of the relationship between motive and choice, and how free will evolves from the same, together with the true meaning of freedom. In the senior year the study of ethics and of the moral will in its various aspects of intentions, motive and ideal end, involving questions of duty, conscience, good and evil, with their bearing upon the formation of character.

This is supplemented in the more advanced classes by lectures on comparative-psychology, showing how the thinking of mankind has developed through philosophy (which sought the law of things) into psychology, which seeks to understand and formulate the law in the process of mind. Ancient European Philosophy is taken as the beginning text book, followed by collateral reading from various sources with a survey of the recent phases of physiological-psychology.

Pedagogy

The study of education from the beginning has been a development corresponding with the growth of the consciousness in the human race. The "History of Education" is therefore studied in order that the student may gain such a comprehensive view of the development of educational ideals as will enable her to know how to develop her educational methods.

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 "Life and Times of Froebel" are studied in order that the student may understand the principles which underlie the kindergarten and also the educational spirit which called it forth. This is followed by a study of "Froebel's Education of Man," which may be said to give the basis of all modern education.

The Senior year includes a series of Debates by the members of the 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.

Social Institutions

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.

Therefore 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 today, as well as the ethical relationships of the same. This course includes the study of the institutional world based on 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.

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

HYGIENIC STUDIES

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 healthy development and freedom of body. To this end, a course in general gymnastics is given, including preventive and recreative processes as given by relaxing, balancing and energizing exercise, also folk and æsthetic dancing, emphasizing the interpretative side of bodily movement.

All students are expected to wear gymnastic suits and shoes during the physical class period. Ten minutes' practice in these exercises is required of each student daily, aside from class work.

Physiology and Hygiene

This course includes a scientific outline of care of the eyes; an understanding of the symptoms of contagious disease, and of 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 in the school room.

Maternal Efficiency

The course is an attempt to begin to fill the most dangerous gap in present day education. Human motherhood is not instinctive, else one-half the first-born children would not die.

Of the students taking the course, a considerable number will marry, and the chances are that until the time of their arrival at the College no effort has been made to teach them how to be mothers. Motherhood is not dignified by ignoring it, nor by the ignorance that now makes it grossly inefficient.

In her future work with little children, the kindergartener will meet the problems of heredity, alcohol, bad sexual living and the economic degradation of the home.

By the course and the required reading, it is hoped to partially prepare the student to face these problems with courage, and to assist in their solution, as well as to arouse in her an interest in motherhood that will give her a better balanced view of life.

TECHNICAL STUDIES

The Mother Play

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 illustrate in the most practical way how to study children intelligently in their homes, nurseries, kindergartens or schools, by giving a true understanding of their instincts, interests and impulses, and of how to develop their creative power.

The first year includes the 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, interpreting the same to him; also the study of children's instincts. Collateral reading.

The second year includes 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 relation to the trade world. Collateral reading.

The third year includes 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. Collateral reading.

Stories

Story-telling is an element of power which is of great importance in the hands of a skilled teacher and is therefore emphasized in this course of study. Practice and examples in the art of story-telling are a part of the College work; also the tracing the evolution of the myth and legend and an analysis of modern stories.

The Freshman year includes the reading and discussion of the world's best stories. Collateral reading.

The Junior year includes the retelling of some of the famous legends and myths of the Teutonic race to suit the needs of the child of today. Practice in story-telling is also given. Collateral reading.

The Senior year includes the study of the sources of literature with the unfolding of some one myth through the ages.

Gifts

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 all structure to be geometric also. These play-gifts help the child to classify objects by their outer shape, and are so arranged by Froebel that they give the first intimations of the unfolding of form from within and therefore lead the child to conscious creative construction.

The Freshman year includes a study of the simple uses of form in the first, second, third and fourth gifts, and divided cylinder. These gifts are unfolded and developed according to Froebel's conception of the genetic evolution of form. Original work is required of each student.

The Junior Course includes a study of the advanced building gifts, showing the architectural uses of the fifth and sixth gifts and the surface uses of the curvilinear gift, together with practical lessons in tablets, sticks and rings.

The Senior year includes practice work with the Freshman, in the first-year gifts; advanced work with the curvilinear gift, showing its architectural uses; and a study of the psychology of the gifts, and of the practical, artistic and psychological value of tablets, sticks and rings. Original Work is required of each student.

Occupations

The occupations of the kindergarten are based on the relationship of the child's activities to the work of the world. The occupations used in the work of the world are known as Plastic, Industrial and Graphic. These three great divisions are, therefore, taken as the basis for the organization of the occupations for little children. They differ from those occupations used by man only in being the simple beginnings rather than the complex development, in their use of materials which a child can easily transform, and in the attitude of the child, which is that of play rather than conscious work.

Plastic Occupations. These are the modeling occupations. The materials used are sand and clay, and the process of moulding is done by the hand with, occasionally, very simple tools. Since these materials easily respond to the child's touch, they quickly call forth his power to change material, developing his creative ability. These occupations lead the student into a study of art, as expressed in sculpture and in pottery.

Industrial Occupations. The materials used in these occupations are surface line and point materials, such as paper, zephyr, raffia, etc. The processes used are those of taking apart and putting together. The use of the simpler tools, such as scissors, needles, etc., is taught, as well as skill of the fingers. Such occupations as folding, cutting, sewing and weaving are included in this organization. A development of the industrial occupations based on the geometric structure of form has been introduced. The constructive principles are: Intersecting Plane, Diametral Line and Central Point. These principles form the basis not only for the mathematical, but also for the artistic development of the industrial occupations.

Graphic Occupations. These are the picture-making occupations. The materials used are paper, and the tools, the pencil or the crayon, and the brush. They lead the student into a study of art as expressed in pictures.

Thus all the kindergarten occupations prepare the child to understand and appreciate the work of the world. He begins by means of these to creatively express himself through the things which he makes, and later to take his rightful place in the world of work.

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, as they train the student's body into rhythmic and easy grace.

The first year includes 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 fellowman.

The second year includes weekly practice in games under the supervisor of games, and a study of the games which represent the chief activities of the race in the conquest of nature and the establishment of civilization.

The third year includes weekly practice in dramatic games. These emphasize the advanced activities of man and the function of the state. Each student in this course must 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 is made. Collateral reading.

Program

In the Freshman year the presentation of the principles of program-making is given. An outline of a yearly and a daily program is discussed. Once a month a visit is made by each student to some other kindergarten.

In the Junior year the educational methods of today will be traced to their source, thereby showing that all education is an evolution; also fundamental principles underlying the morning program work and methods will be studied. An application of the same together with the best stories, songs, games and other exercises, will be discussed with the supervisor.

In the Senior year each student is required to make a typical program for the year of work. This program is to be handed to the supervisor each month for revision and discussion.

In the primary course a study is made of the 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.

CULTURAL STUDIES

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.

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 work as given in the College includes voice training, exercise in breathing, tone placing and articulation; ear training, exercise in interval and rhythm; development of the major scale. This course prepares the teacher for thorough work in the public schools. Private lessons or special classes in instrumental lessons are arranged for, when desired, with extra charge.

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, Dante, Shakespeare, Goethe. Therefore the study of one of these poets is taken up each year.

Art

The greatest art periods of Greece, Rome and the Renaissance 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.

A course of lectures is 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. A series of stereopticon illustrations will be given in connection with each art course.

In the Freshman year a collection of pictures is made suitable for the kindergarten.

The Junior year includes the study of the **Philosophy of Architecture** and the importance of the building instinct of the race as a manifestation of man's spiritual development and visits to the Art Institute and to some of the more artistic buildings of Chicago. Photographs of the most famous buildings of the world are mounted in chronological order and accompanied by notes on the same. Collateral reading.

Color harmonies are 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.

A book of color harmonies is made by each student. Rainbow colors are used in combinations of tones and hues, making dominant harmonies, complementary harmonies, contrasted harmonies and analogous harmonies. Examples are taken from nature and from art, as shown in ceramics and textiles in the Art Institute, Field Museum and elsewhere. Collateral reading is required.

Design and Freehand Drawing form a distinct part of the course, as it cannot be too strongly urged that every child should learn to think and express his thoughts in terms of beauty. It not only gives him another avenue by which to express himself 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. 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 beauty, but should be somewhat skilled in the use of its language, not alone in the so-called constructive work, but also in drawing and clay modeling.

In the Senior year are given talks on great art and why it is great; collections of pictures of the great masters from the reproduction of famous paintings of the world are made.

History

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 today, 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.

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

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.

The Nature-Study Course includes an organization which will help the teacher to know what materials to use and how to use them. It is taught from the standpoint of the child's interest in and love of nature, not from the scientific standpoint which leads the older student to analyze the parts of nature in order to understand her processes. The point emphasized is the likeness between the child and nature which leads to the development in the child of a sympathy with all living things.

Practice

The College has under its direct supervision in Chicago and the suburbs over fifty practice kindergartens in charge of graduates. These kindergartens are in public, private and mission schools, that students in the College may have the privilege of observation and practice under widely different conditions and environment. Thus they learn to understand children of all classes and to adapt the kindergarten program to meet varying needs.

In the Freshman year, for the first six weeks, the students are expected to spend three mornings each week at the College, and the remaining two mornings in visiting kindergartens selected by the supervisor. After these first six weeks 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. Permission to visit other kindergartens once a month is given; daily talks with the director of the kindergarten concerning the morning work are a part of the program; also care of the order of the room, and of the plants, fishes, birds, etc.

In the Junior year each student is required to practice daily in some good kindergarten under the supervision of the College. Care of the kindergarten cupboard and preparation of material are a part of the student's training. Permission to visit other kindergartens once a month is given. Daily talks with the director of the kindergarten are continued throughout the year.

In the Senior year practice is the same as in the Freshman and Junior years; visits to the homes of the children and attendance at the mothers' meetings held by the director of the kindergarten are encouraged whenever possible.

Each senior student is expected to have some experience in directing a kindergarten. Members of this class are allowed to establish new kindergartens or to accept positions as paid directors.

General Regulations

ORDER OF EXERCISES, 1912 - 1913

Morning Session — Practice in Kindergarten.....8:45 - 12:15
Afternoon Session — Class Room Work at the College...2:30 - 4:30

Schedule of Courses

Freshman Year.		Senior Year.	
Subjects.	Hours.	Subjects.	Hours.
Psychology of the Intellect.....	34	Ethics	12
History of Education.....	12	Social Institutions	16
Physical Culture	20	Primary Theory and Methods ..	16
Mother Play	20	History of Education	12
Stories	14	Extemporaneous Speaking	10
Gift	34	Debates	8
Occupation	34	Maternal Efficiency	18
Games	34	Domestic Science	6
Program	10	Mother Play	22
Music	34	Gift	26
Interpretation of Music.....	6	Consultation on Gift.....	26
Literature	10	Occupations	12
Nature Work	8	Games	34
		Program	26
		Interpretation of Music	6
		Sources of Literature	10
		Great Literature	10
Junior Year.		Primary Year.	
Psychology of the Will.....	18	Psychology	34
History of Education	12	History of Education	12
Education of Man	14	Primary Methods and Theory.....	34
Philosophy of Education	10	Physical Culture	20
Maternal Efficiency	18	Maternal Efficiency	18
Mother Play	12	Mother Play	12
Stories	14	Stories	34
Gift	22	Handwork	34
Occupation	30	Games	22
Games	34	Music	14
Program	22	Interpretation of Music	6
Music	8	Literature	10
Interpretation of Music.....	6	Industrial Arts	18
Literature	10	Nature Work	14
Architecture	18		
Color Work	6		
Industrial Art	18		

Freshman Morning Session for the first six weeks is as follows: Mondays, Wednesdays and Fridays, 10:00 to 12:00, class room work at the College; Tuesdays and Thursdays, 8:45 to 12:00, observation of kindergartens. The class room work at the College includes occupations, 16 hours; program, 12 hours; psychology, 6 hours.

Schedule of Courses for Mothers' Class, Training Teachers' and Supervisor's Class to be announced later.

Senior students will be allowed to specialize for positions in social service, or as primary teachers, special story-tellers, or assistants in kindergarten training classes.

EXAMINATIONS

Regular Examinations.— These are held for second and third year students in the kindergarten courses and for students in the primary course at the close of the second semester.

Special Examinations.— Students absent from class exercises in excess of the limit are required to take special examinations at the close of the semester in which such absences have occurred.

GRADES OF SCHOLARSHIP

At the end of each semester the standing of a student in each of his courses is reported by the instructor to the Registrar and is entered on record. Standing is expressed, according to proficiency, in grades A+, A, B+, B, C, D, E. Grade A+ denotes excellent scholarship; Grade A, very good indeed; B+, very good; B, good; C, fair; D, poor; E, not accepted. Work of Grade E must be repeated in class, and not more than one-fifth of the work necessary for a credential can be of Grade D.

A report of her record in scholarship and in practice is given the student at the close of each semester, in order that she and her parents may be cognizant of her standing in the school.

ATTENDANCE

Students are expected to attend all the regular exercises of the courses for which they are registered, and all absences are reported to the Registrar. As absence from class work for any cause is a loss to the student, it is so treated by instructors in making up their reports.

If in any semester a student is absent more than eight class periods, she will be required to pass a special examination covering the subjects in which her absences have occurred, as thoroughness is a requirement in every course of study.

If a student is absent in any semester more than twenty-four class periods, her registration is cancelled and she is denied credit. This rule is administered by the Faculty, which has power to restore the cancelled registration if the absences are deemed legitimate. The work missed must, however, be made up under a tutor approved by the Faculty and at the expense of the student, in order that the spirit of genuine scholarship may be maintained.

A student who is absent from a class on the day next before or the day following any recess, except the long summer vacation, shall be held for a special examination without regard to the number of her absences at other times. If such an absence occurs in addition to delinquency under the regular rule for absences, the student's registration is cancelled and may be restored only on approval of the Faculty.

Alumnae Association

An Association of the Alumnae of the College was organized in 1893. One of the express objects of this Association is to promote the interest of the College. No higher encouragement could be afforded the president and the faculty than this expression of continued interest on the part of the graduates, and it is hoped that the organization may prove an advantage to the Alumnae as well as to the College by aiding them in their efforts to maintain a high standard of attainments and professional character.

OFFICERS AND COMMITTEES

President—Nina Kenagy.

Vice - President—Lucy Schaffner.

Recording Secretary—Charlotte Andrus.

Corresponding Secretary—Clara Patton.

Treasurer—Eva Long.

Finance Committee—Chairman, Sue Armstrong; Eleanor Fulcher, Georgia McClellan, Isabel Bicknell, Oma Grace.

Social Committee—Chairman, Margaret Kapps; Marie Roos, Beulah Jefferys, Louise Grey, Eleanor Boggs.

Entertainment Committee—Chairman, Teresa Roos; Anna Kappes, Mrs. Percy Arden, Elsbeth Wagner, Lotta Krum.

Publication Committee—Chairman, Edna Baker; Alice Rowell, Grace Hemingway, Miriam Bicknell, Edna Johnson.

Endowment Committee—Chairman, Elizabeth Harrison; Margaret Farrar, Gertrude Springer, Mrs. Florence Capron, Mabel Osgood, Lucia Morse, Grace Hemingway, Helen Richardson, Myra Watson, Oma Grace, Mrs. W. R. Robins, Belle Woodson, Frances Wetmore, Gertrude Longenecker, Edna Baker, Nina Kenagy.

Although the members of the Alumnae Association are scattered from one end of the continent to the other, it is a live and active organization.

The association publishes an Alumnae News Sheet which contains announcements of advancements made by the College, also items of interest concerning the faculty, the alumnae and the student body. Another activity is the maintenance of two Senior Scholarships established in honor of Miss Harrison and Mrs. Crouse and given each year as honorary tokens to the members of the Junior Class whose scholarship and ethical influence have been considered the best.

A yearly calendar of entertainments will be sent to all the members of the Alumnae Association, so that they may meet their old classmates and have the added pleasure of becoming acquainted with the under-graduates.

The College keeps a record of all former students and greatly appreciates notifications in changes of addresses.

To Visitors

We cordially invite you when visiting Chicago to make use of our reading room, writing room, and rest room, and to visit our classes and to examine our exhibit of handiwork for children of various ages.

We will gladly give you any help which may be needed in finding the Art Institute, Orchestra Hall, the Fine Arts building, the Public Library, the Field Museum, the Academy of Science and other places of academic, literary or musical interest; also the various social centers, including the parks, settlements, branch libraries, and public play grounds.

We are located one block west of the main station of the Michigan Central, the Illinois Central, the Wisconsin Central, the Chicago, Cincinnati & Louisville and the Big Four railroads. We are one block east of the Cottage Grove Avenue, Indiana Avenue, Twelfth and Fourteenth Street lines of surface cars and one and a half blocks from the South Side Elevated cars, which connect with all elevated trains on the north and west sides of the city.

We cordially extend these same privileges to any friend of yours who may present a note of introduction from you, as we would like to interest all the women of America in the kindergarten work.

National Kindergarten College

PUBLICATION DEPARTMENT

A STUDY OF CHILD NATURE. By Elizabeth Harrison.
Forty-third 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 thruout 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.

IN STORYLAND. By Elizabeth Harrison.
A book of fifteen charmingly original stories for children, reprinted in England. Nothing better written since Hans Christian Andersen. Already in its nineteenth edition.

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

TWO CHILDREN OF THE FOOTHILLS. By Elizabeth Harrison.
A story from real life, showing the practical use of the kindergarten principles in the home. This book has been translated into the Swedish language and is used as a text-book in Japan, having also been translated into that language. Fifth edition.

Price, \$1.00; plus postage, 9 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." Third edition.

Price, \$1.00; plus postage, 9 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. Second edition.

Price \$1.00; plus postage, 7 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." Second edition.

Price, \$1.00; plus postage, 7 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

MISUNDERSTOOD CHILDREN. By Elizabeth Harrison.
A collection of the childish comedies and tragedies in the everyday life about us. It is a strong and sensible plea for those who cannot help themselves.

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

OFFERO, THE GIANT. By Elizabeth Harrison.
A new Christmas story just out. One of the legends of olden times illustrated.

Price, 50 cents; plus postage 3 cents.

ORGANIZED HAND WORK FOR PRIMARY GRADES. By Jessie Davis. **BEAD STRINGING.** By Elizabeth Harrison.
These booklets stimulate the child's creative powers, yet train him in the laws of fundamental construction and in artistic proportioning and grouping.

Prices, 25 and 50 cents respectively; plus postage, 2 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 Bulow.*
