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Chicago Kindergarten College

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1910-11

CHICAGO KINDERGARTEN COLLEGE



1200
MICHIGAN BOULEVARD
Incorporated

SUPPLEMENTARY CATALOGUE
FOR 1910-1911

Twenty-Fifth Year

Published by the College

OFFICERS, INSTRUCTORS, LECTURERS

PRINCIPALS

MRS. JOHN N. CROUSE ELIZABETH HARRISON

TEACHERS' DEPARTMENT

MRS. JOHN NATHAN CROUSE
Lectures on Organization and Supervision,
General Educational Topics

ELIZABETH HARRISON
Lectures on Principles of Education
Social Institutions, Primary Work Based
on Psychology

JESSIE DAVIS
History of Philosophy, Comparative Psychology,
Psychology of the Occupation and
Organized Hand Work
for the Grades

ELIZABETH NASH
Vocal Music

MRS. JEAN CARPENTER ARNOLD
Froebel's "Mutter und Kose Lieder," Psy-
chology, Ethics, Literature

FRANCIS MARION ARNOLD
Instrumental Music

FRANCES KATHERINE WETMORE
Supervisor, Program, Games
and Sources of Literature, Myths, Legends,
Fairy Tales, Etc.

MRS. ROBERT L. PARSONS
Physical Culture

BELLE WOODSON
Freshman Junior and Senior Gift Work,
Education of Man, Architecture

JOHN MERLE COULTER
Lecture and Laboratory Work in Botany

SUSAN LEAMING
Drawing, Design, Water Colors
Sketching

MRS. RUTH MORRIS KERSEY
Primary Methods

MARGARET YUILL
Extemporaneous Speaking and Training
of the Speaking Voice

NORMAL CLASS

Assistants in Organized Hand Work for the Grades; also in
Kindergarten Gifts, Games and Stories

MOTHERS' DEPARTMENT

MRS. JOHN NATHAN CROUSE

ELIZABETH HARRISON

FRANCES KATHERINE WETMORE

BOARDING DEPARTMENT

MRS. CARRIE CHAMBERS
Superintendent of College Hall

DR. GEORGE W. WEBSTER
House Physician

General Information

The Chicago Kindergarten College opens on Tuesday, September 20th, in its commodious quarters, at 1200 Michigan boulevard, where it has over eight thousand (8,000) square feet of school rooms, lecture halls, library, rest room, etc.; 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 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 kindergartners 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 special work in the History of Education and for advanced work in all lines of study which best fit the student for training work; 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 use of the Kindergarten Gifts and Occupations in the home.

All members of this class are expected to visit various kinds of kindergartens, i. e., public school, private school, social settlement and mission, in order that they may gain a clear knowledge

of the needs of each kind. 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.

In this way, the members of these classes gain under the supervision of the College Faculty the experience necessary to train kindergartners and to supervise kindergartens. A high school training or its equivalent, together with at least five years of successful kindergarten work, is necessary for this course.

Third—Primary Teachers' Course: For the teachers of the lower grades in the public and private schools who may wish to get a clearer and more psychological view of education, as well as to familiarize themselves with the almost endless resources and devices which come from a knowledge of the kindergarten gifts, games, stories, and occupations.

The course of study 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; Vocal Music; lessons in Science and Freehand Drawing, practice in the classes for Games and Story-Telling. Organized Handwork for the grades from the first to the eighth grade is also given. A high school education or its equivalent is necessary for entrance to this course, and experience of one or two years in primary work is preferred.

Fourth—Mothers' Course: For all mothers who may wish to acquaint themselves with the deeper and more scientific views of child-nature, which are now held by the best educators, and to master such simple occupations and games of the Kindergarten as may be used in the home.

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. No educational limit is placed upon this class.

Explanations

“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 courses of study given and the relationship of each to all education. It will be seen that part of the studies are for technical skill and part for broader culture and for a deeper psychological insight.

Basis of the Work

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 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.

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 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.

PEDAGOGY

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

The study of the “Education of Man,” together with lectures on “The Life and Times of Froebel,” show this to be the era of the greatest spiritual and

intellectual awakening of modern times. Lectures are also given on “The Educational Reformers of the Eighteenth and Nineteenth Centuries.”

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

Instruments of the Kindergarten

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 intelligently in their homes, nurseries, kindergartens or schools, by giving a true understanding of their instincts, interests and impulses, and how to develop creative power.

STORIES

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. Practice and examples in the art of story-telling are a part of the College work. Also tracing of the evolution of the legend and myth and analysis of the modern fairytale.

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 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*.

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

FORM

The study of type forms leads the child to right feeling for what is eternal in art and the adaptation of form to function in the industrial world. It also helps him to understand form as a manifestation of force. It aids him gradually to classify the objects about him and thereby develops the power to generalize.

OCCUPATIONS

The so-called occupations of the kindergarten are studied not only in their logical unfolding, but also in their relations to the industries of primitive races and to the construction work of manual training which should follow the kindergarten. An entirely new development of the kindergarten occupation, based on the geometric structure of forms, has been introduced. The constructive principles on which the occupations are based are: intersecting planes; diametrial line, and central point.

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

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. Also the study of color of natural objects, such as marble, metals, leaves, flowers, insects, animals, etc.

DRAWING

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. Therefore these branches are continued throughout the course.

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, not for dramatic expression's sake, but for the representation of the life of nature and humanity.

PRACTICE WORK

The Freshman students for the first two months will be sent to visit kindergartens selected by the supervisor. They will be instructed as to the observation of individual children, both from the physical and psychological stand-

point; also as to the methods used by the kindergartner in charge. Each student will be expected to make her own personal report in her own way. This is that the visiting may not be aimless, but may be directed toward the observation of the more vital things to be observed in a kindergarten.

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

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

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

Cultural Studies

MUSIC

The greatest thinkers in the world from Plato to Goethe have realized the formative power of music in character-building. Froebel translated the dreams of others into practical reality in the creation of the kindergarten, whose atmosphere is music.

Singing is a part of the daily exercises with the children. Many students who have thought that they could not learn to sing have found themselves at the end of their course able to lead the children in their songs. Private lessons or special classes in instrumental lessons are arranged for, when desired, with extra charge.

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." The study of Homer will be taken up this year, and original stories founded on famous legends or myths will be required of advanced students in form suitable to be told to children of kindergarten and primary grades.

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. A study will also be made of the transition from the mythical records of the race to the historical facts as shown by Herodotus.

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.

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.

SCIENCE

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

For all of this work the kindergartner or teacher must be properly prepared in order that both the nurture and investigation of nature may be made as profitable as possible. A course in the study of soils, seeds and conditions necessary for successful school gardening is given by a practical gardener in the garden of the College, the students assisting in the actual work.

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, lessons in physical culture are given, and a daily practice of the same is required. All students are expected to wear gymnastic suits and shoes during the physical culture lessons.

CERTIFICATES AND DIPLOMAS

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

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

Students who have completed the first year's practical and theoretical course, receive a 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 which entitles them to the DEGREE OF BACHELOR OF EDUCATION.

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 MASTER 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.

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

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

Application blanks to be filled will be furnished those who desire them. A credential letter (from the pastor or principal of the last school attended preferred) 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 20th.

The graduates from training classes conducted by post-graduates of the Chicago Kindergarten College or by training teachers whose work has been pronounced satisfactory, are allowed to enter the Junior or Senior year of the College (according to the extent of their previous training), provided they will remain for the Summer School work in such branches of the College courses as have not been included in their previous training.

Calendar

1910

Registration..... Tuesday, September 20th.
College opens..... Tuesday, September 20th.
Winter vacation begins..... Wednesday, December 21st.

1911

College opens..... Tuesday, January 3d.
Summer vacation begins..... Friday, June 2d.

Expenses

TEACHERS' COURSE

Tuition	per year, \$125.00
Board	per year, 250.00 to \$300.00
Material	per year, 5.00
Books	per year, 5.00

SPECIAL LECTURE COURSES

Mothers' Class	\$10.00
Literature Class	5.00
Psychology Class	5.00
Sociology Class	5.00
Philosophy Class.....	5.00

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

PAYMENTS AND CORRESPONDENCE

Tuition and board are payable in two installments, three-fifths in advance and the balance January 3d, and no part of the tuition fee will be refunded to students who leave College before the close of the year.

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

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

All business communications should be addressed in like manner.

Boarding Department

OPENS SEPTEMBER 19th

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

The College home is large and comfortable. Unless there is some special reason, the out-of-town students are expected to board in the home, as better work can thus be done. This home is in a quiet, pleasant part of the city, near a small open park, and within one block of the electric cars and within three blocks of the steam cars.

In order that this may be as homelike as possible a limited number of students is taken, preference of rooms being given to those who make first application for same. A deposit of \$20.00 is required for the reservation of a room; this amount will be deducted from the first installment of tuition and board.

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 lookingglasses. Students should bring from home two pairs of sheets, two pairs of pillow-slips (single sheets, 2½ yards long, 1¾ yards wide; double sheets, 2½ yards long, 2¼ yards wide; pillow-slips 22 by 31 inches), one pair of blankets, twelve towels, six napkins and napkin ring. Bedding, napkins, towels and wearing apparel must be marked with full name, not with initials.

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

A party of three or more resident students can obtain permission from the superintendent to attend good public entertainments, provided the same do 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.

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

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 all kindergarteners who may desire a quiet, inexpensive home while visiting Chicago.

ALUMNAE ASSOCIATION

OFFICERS

MISS EDNA BAKER,
President.

MRS. FLORENCE CAPRON,
Vice-President.

MISS OMA GRACE,
Recording Secretary.

MISS GRACE TIMMS,
Corresponding Secretary

MISS MURIEL PETTIT,
Treasurer.

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.

Among its activities are the publication of a periodical known as The Kindergarten Journal, which contains items of interest concerning the College and the students, and the advanced movements which are being made from year to year by the College and by the Kindergarten world at large; the maintenance of two Senior Scholarships established in honor of Miss Harrison and Mrs. Crouse and given each year as honorary tokens to the two 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 so that they may make it a point to be present on certain days to meet their old classmates and to become acquainted with the under-graduates.

