

6-1892

Examination Questions of the Chicago Kindergarten College

Chicago Kindergarten College

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Recommended Citation

Chicago Kindergarten College, "Examination Questions of the Chicago Kindergarten College" (1892). *Chicago Kindergarten College Documents*. 9.

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The following is a list of examination questions given the students June, 1892 in the Chicago Kindergarten College. This will give you some idea of the more detailed examinations through which the average student in a good training school has already passed. I think our examinations do not differ fundamentally from those of the other leading training schools of the country. We perhaps give a little more emphasis to the culture studies of literature, music and art than is given by many of the training schools. But personally I feel that that is an important part in the equipment of every teacher. The examination in these studies however, go on from time to time during the course.

G I F T S.

- I. What is meant by the Psychosis of the Kindergarten Play-gifts?
- II. What has this to do with the education of the child?
- III. Trace some correspondence between the ball and the child.
- IV. What might be added to the kindergarten gifts as they now stand?
- V. What is the chief value of the second gift and how would you use it with the child?
- VI. What is the psychological relationship of the building gifts to the child?
- VII. What is the value of the study of crystallography?
- VIII. Would you make any changes in the gifts representing surface--if so, what?
- IX. How would your use of the first and second gifts vary with the young child and one about leaving kindergarten?
- X. Should forms made with kindergarten gifts precede or follow "construction" work?

MOTHER PLAY.

- I. Interpret the lesson of "play with the Limbs" psychologically.
- II. Interpret the lesson of "play with the Limbs" from the moral standpoint.
- III. What does it do for the child institutionally?
- IV. What spiritual truth is symbolically revealed in that lesson?
- V. Give a developing sequence of at least five games of separation and reunion, explaining the evolution of each out of the preceding.
- VI. Give a list of the Trade Games showing how each is based on a typical racial activity.
- VII. Compare the ideal experiences presented in the Mother Play Book with the ordinary environment games of children and show the superior value of the former.
- VIII. How would you make these ideal experiences real in the child's everyday life?
- IX. Show wherein the Mother Play Book embodies some truth found and revealed in Great Art.
- X. Mention one principle brought forth in the Mother Play Book which is applicable to all stages of life.

OCCUPATIONS.

- I. Name the Froebel occupations for the kindergarten in their psychological order.
- II. What is the value of logic and sequence in the hand work?
- III. How would you develop "construction work" from the logical schools of occupation? Give two illustrations.
- IV. How would you develop artistic work from the logical schools of occupation? Give two illustrations.
- V. Name some of the fundamental truths of the Mother Play Songs as embodied in the occupations. Where and how? Give three illustrations.
- VI. State the difference in the effect upon the child of the use of color and form in the kindergarten.
- VII. What medium do you consider best for bringing color to the child? Give some practical illustrations.
- VIII. What place should picture sewing occupy in the kindergarten?
- IX. Give three ways of introducing cutting--or the use of the scissors in your kindergarten.
- X. What is the value of the sand table in the kindergarten, at what time of the year should it be used most, and why (psychologically)? Is the same thing true of the clay? If so, why, and if not, why not?