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An Adventure in Higher Education

Edna Dean Baker

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An Adventure
in
Higher Education

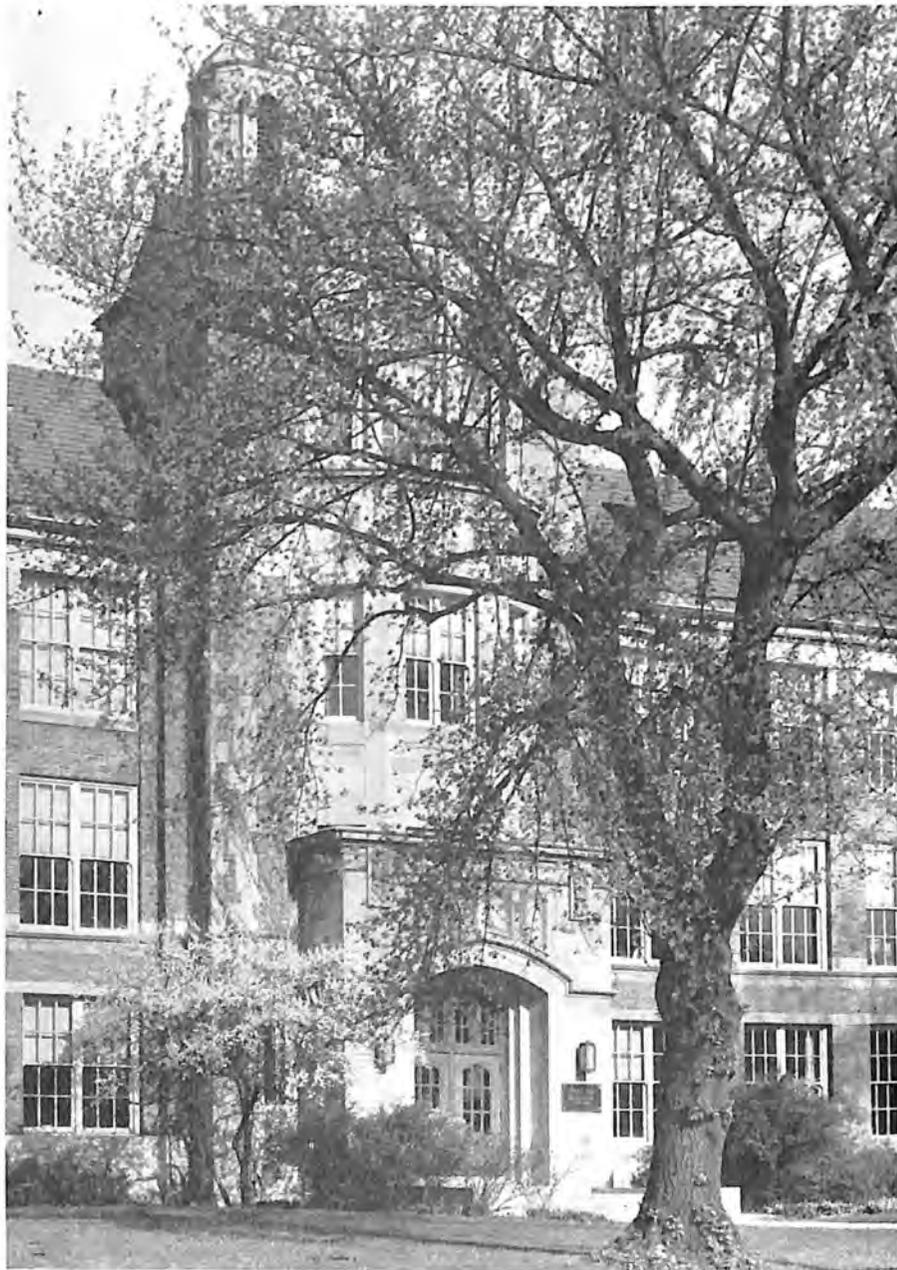
EDNA DEAN BAKER

NATIONAL LOUIS UNIVERSITY



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AN ADVENTURE IN HIGHER EDUCATION



National College of Education

AN ADVENTURE IN HIGHER EDUCATION
The Story of National College of Education

by Edna Dean Baker

Illustrated

Bureau of Publications
National College of Education
Evanston, Illinois

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TO ALL THOSE WHO HAVE COOPERATED THROUGH THE YEARS
TO BUILD A UNIQUE INSTITUTION DEDICATED TO THE
EDUCATION OF TEACHERS AND PARENTS OF CHILDREN

FOREWORD

National College of Education has been in existence since 1886. Although it has had in its library an accumulation of historical materials including books by various members of the faculty, catalogs, yearbooks, alumnae publications, photographs, pamphlets and brochures, it has had no unified story in published form. In the volume, *An Adventure In Higher Education*, we have attempted to tell the unique and heart-warming story of National College of Education. Because we believe that story begins when the founder of the college, Elizabeth Harrison, came from Marshalltown, Iowa, in 1879 to study in Chicago and to learn of new movements in child education, the story dates from that event.

Miss Harrison's arrival in Chicago was just eight years later than the Chicago fire in 1871 which practically wiped out the heart of the city and made a new beginning necessary. Since the institution grew up with the city and was intimately a part of its life and since Elizabeth Harrison recognized the city as a part of her own educational background and an important extension of the campus of the school, we have attempted to interpret from time to time in the book the events, the personalities, the institutions, the life of the city. Because the college was a part of that roaring life and was affected to a certain extent by what went on in the state and in the nation and later between countries of Europe, it is necessary from time to time to describe the setting and to relate parallel events in order to show the interaction between the institution and the great city of which it was so integrally a part.

Much of the early story of the college is available in the writings of Elizabeth Harrison herself, particularly in her autobiography, *Sketches Along Life's Road*. Since her childhood and youth are very fully depicted in the autobiography, only a brief summary has been included in this book. Many of the alumnae of the college and several of the faculty received diplomas from Elizabeth Harrison, and from their personal recollections and writings about her and the early history, it has been possible to glean additional material of great value in writing the book.

In the early years while the college changed its name and location three or four times, the scope of its work was limited compared to the development of the later years. For the first years the college prepared its graduates only for teaching in kindergarten, and the training was given in two years. Later an optional third year was added and still later an optional fourth year. The work at no time during these early years covered more than the kindergarten and the early primary. Three-fourths of this volume, therefore, is devoted to the last three decades after problems became more complex and records more detailed.

When Elizabeth Harrison retired in 1920, Edna Dean Baker was inaugurated as her successor. As with Elizabeth Harrison, the background of Edna Baker, her childhood, youth, and education for teaching influenced trends during her administration, and therefore have a place in this record. It is interesting to note changes in the city between the year 1879 when Elizabeth Harrison began her preparation and 1905 when Edna Baker came to the college to study. The last chapters describing Elizabeth Harrison's presidency deal with the war years from 1914 to 1918. The events of these years and the aftereffects of them form a part of the transition to the new president's administration.

The years from 1920 to 1939 are divided into the building years and the years of growth in the Evanston building, which included adjustment to the great depression of the early 1930's and the celebration of the fiftieth birthday of the college. During the last ten years of the second administration the world again was plunged into war. Once more the college must meet the problems and hazards of a war and a postwar period. National College of Education came into complete recognition in the educational world by gaining accreditments of the American Association of Teachers Colleges and also the regional accrediting body, North Central Association of Colleges and Secondary Schools, as well as full accreditation for its four-year course with the University of Illinois. It also attained financial stability with the final payment on its building debt and the acquisition of three new houses to meet its expanding needs.

With the half-way point reached in the century, new problems and a new era faced mankind. For a changing college in a changing world, a new president was inaugurated, K. Richard Johnson. The year of 1949 again marked a transition. With the background and inauguration of the new president, the book, *An Adventure In Higher Education*, closes, but the story of National College of Education goes on, with new and important developments.

Under "Sources of Information" are listed some of the records which have proved valuable in preparing this story. What is written in the book indicates especial indebtedness of the author to the many who gave help, particularly to the faculty of the college, past and present, and to the alumnae, especially those who are cited in the volume. The book is not the work of any one individual although the organization and the gathering of material was done by Edna Dean Baker. Because so much help was given by the librarians of the college, we wish to thank particularly Mary Louise Neumann and Ruth K. Powers. Miss Neumann was of the greatest help as the person who consulted with other members of the administration and faculty when important facts and materials were needed. We are particularly appreciative of the assistance given by Linford A. Marquart, Louise Farwell Davis, Mabel Kearns, Clara Belle Baker, Harriet Howard, Agnes L. Adams, Florence Capron, Georgene Faulkner, Eleanor Bates, and Clarissa Bacon. President K. Richard Johnson not only gave from the beginning encouragement and assistance in the writing of the story but read the annotated table of contents, submitting it to others on the faculty and giving important suggestions for revision.

Edna Dean Baker

President Emeritus
National College of Education
January, 1956

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AN ADVENTURE IN HIGHER EDUCATION

Story of National College of Education

PART I

THE BEGINNING OF THE ADVENTURE

1886 - 1920

Chapter One

INTRODUCING THE FOUNDER

1879 to 1886

Elizabeth Harrison's Arrival in Chicago

In 1879 an unknown young woman, Elizabeth Harrison, from a small river town in Iowa, came to the city of Chicago to take a course in kindergarten training. Of southern parentage, born in 1849, in Athens, Kentucky, "Betty", as she was called at home, was the daughter of Isaac Webb Harrison and Elizabeth Bullock Harrison. The ancestry of Betty's parents dates back to English forebears who settled in the United States before the Revolutionary War. The Harrison family records extend to Cuthbert Harrison of Chappawansie, England, who came to Virginia in 1621 and whose descendants migrated to Kentucky in 1782. Elizabeth Harrison, the unknown young woman, was related to two presidents of the United States, William Henry Harrison and Benjamin Harrison, and to Benjamin Harrison, signer of the Declaration of Independence. She was indeed of the stock of pioneers, since her father's parents had traveled on horseback from Virginia to Kentucky, fighting Indians all the way, and her mother's father, Judge Garland Bullock, traced his family from Kentucky to Virginia and thence to Georgia.

When Elizabeth was seven years old her family moved to Davenport, Iowa, taking with them the southern mammy, or nurse, who had cared for all the children in the family and had lived with them until she died. Although Elizabeth and her brothers and sisters were brought up in a growing northern city on the banks of the Mississippi, the home retained something of the color and the warmth of the old South. It was a gay and hospitable home, and Elizabeth's youth was brightened by a continual flow of guests in and out of the house and by many delightful social events. Because she was a successful student in school, her father promised that he would send her to college when she finished the high school course.

In her autobiography she tells of her disappointment when on completion of the high school course she was not allowed to go to college immediately because she needed a year or more of rest. Before the opportunity came again, Elizabeth's father had financial reverses, which made it impossible for her to go to college. A little later, upon the death of her mother, Elizabeth went to live with her sisters who had married and were in Marshalltown, Iowa.

READINESS FOR A CAREER. During the years in Marshalltown Elizabeth Harrison did much reading and a good deal of travel, but she was not satisfied that she was using her time in the best way. She felt an urge to do something that would be socially worthwhile and helpful to humanity. From her reading and observation she learned about the kindergarten, a new system of educating young children. Like her mother, she was deeply interested in children, and she had had a happy experience taking care of the children of her sisters and neighbors as well. She decided that she would like to become a kindergarten teacher. She talked with her family, particularly with her brother, but none of them was enthusiastic about her plan to go to Chicago for kindergarten training. Not one of them accompanied her to the station when she took the train to Chicago, to study in the Froebel Kindergarten Training School under Mrs. Alice Putnam. Elizabeth reached Chicago alone in September, 1879, to find the city, less than ten years after the great fire of 1871, a thriving midwestern metropolis.

THE CONTEMPORARY SCENE. This key city of the Great Lakes Region was developing rapidly as a manufacturing and business center. It was also a transportation center. Sprawling along the shore of Lake Michigan, the city provided the port for river boats, steamers and barges of all descriptions, bringing raw and manufactured materials from the North and East for shipment by railroad or for consumption by the local population. Suburbs were developing to the north, south, and west. Cable cars and horsedrawn vehicles plied up and down the streets, and farmers hauled their produce in by wagon. Outside the city limits during the winter months, except in freezing weather, mud made the roads almost impassable, and on



Chicago in 1880

unpaved streets within the city limits sidewalks were on stilts to get over the mud. The Chicago Stock Yards had been established and the rapidly extending network of railroads brought cattle from near and far. Several manufacturing plants turned out products of many kinds including new farm implements and Pullman cars. Men became millionaires in a few short years.

Chicago was not only a rapidly growing commercial center but was becoming a social center for the region. The names of Philip Armour, George Pullman, William Ogden, Marshall Field, Richard Crane, Potter Palmer, Martin Ryerson, Cyrus McCormick, Joseph Medill, were becoming famous not only in Chicago but in New York and Washington and even in London and Paris. These men and others erected great houses on Michigan Boulevard and Prairie Avenue. After the Chicago fire the Potter Palmer mansion was built on the near North Side, and gradually in the next fifteen or twenty years the famous Gold Coast was transferred from the near South Side to the North Side of the city. Many of these houses resembled English manor houses and well-known residences in London and on the continent. They were huge buildings of brick or stone containing fifteen to twenty rooms or more with high ceilings, carved and paneled woodwork, inlaid wood floors, tapestry wall coverings and hand-painted or gilded ceilings. Receptions, teas, dinners and evening parties were very elaborate and patterned after similar social affairs abroad.

In the midst of the hustle and bustle of a thriving business center and the gaiety of the social scene, there were few institutions of higher education. The public school system did not in 1879 contain one kindergarten. There were some well-known private elementary and secondary schools like the Loring School on the South Side. Northwestern University had been opened in Evanston in 1852, but with poor transportation in and out of Chicago, it was not very accessible to the people of Chicago except for those students in residence. The University of Chicago was not founded until a decade later, and only a few institutions of higher education were then in operation to meet the educational needs of the growing city. Cultural opportunities included the young Art Institute, a symphony

orchestra under Theodore Thomas, city opera, some well-known theaters, and popular lecture series. Such outstanding preachers as Frank Gunsaulus, Dwight L. Moody and Jenkins Lloyd Jones occupied pulpits in Chicago and drew large audiences.

Chicago in 1879 was young, vigorous, energetic and determined to go ahead. Its people were ready for new ideas. The motto of the city, "I Will," well describes its spirit. Already Chicago had drawn to itself many citizens of talent, initiative, high ideals and cultural background. It had its seamy side, too. Paralleling the Gold Coast was a sprawling Red Light District where vice was open and flagrant. Saloons, gambling houses, and houses of prostitution flourished with little attempt on the part of the law to control or of the public to reform. Since the country was not as yet restricting immigration, large numbers of people from southern and eastern Europe were coming into the less desirable districts of Chicago. These slum areas had their own "little hells" and ghettos.

STUDY WITH MRS. PUTNAM. In such a contemporary scene, Elizabeth Harrison began her life work in the city of Chicago. From the train on that momentous day in her career, she went to the home of a friend of her mother's who kept a boarding house. Since her family had disapproved of this new adventure, she resolved to economize to the fullest extent, and so lived in a small hall bedroom on the first floor which she shared with another girl. During this period she had to keep some of her clothing in a big pasteboard box under the bed. The people were friendly and of good character and Miss Harrison made light of inconveniences.

Only four girls including Elizabeth were enrolled in Mrs. Putnam's class. Their mornings were spent in observing the work with children in kindergarten and, after a few weeks, assisting in one of the kindergartens. There were just three kindergartens in Chicago in 1879. One was Mrs. Putnam's on the South Side, connected with the Loring Private School. In the afternoon Miss Harrison had lessons from two to five o'clock. She had many private conferences with Mrs. Putnam who gave her considerable encouragement and seemed to feel that Elizabeth's past experiences had made her adept in working with children.

At the end of the year, Elizabeth had had a course of thirty-six weeks including five days a week in morning practice or observation and four afternoons in lectures and lessons in handwork and games. She received a diploma and a certificate stating that she was qualified to train kindergartners. Mrs. Putnam asked Elizabeth to return for a second year as her paid assistant at a salary of \$40 a month. Out of this small sum Miss Harrison clothed herself and took lessons in clay modeling and drawing. She does not tell whether maintenance was provided or whether she paid for this item out of her salary.

Very few books on the education of young children were available at the time Elizabeth Harrison took her first training. Writing many years later, she says, "Far be it from me to discount the value of today's normal schools and teachers colleges or of highly important research . . . I frankly admit that I have made many mistakes, but I sometimes wonder if all the normal school diplomas are worth as much as the fervor of those pioneer days when the study of the interests and the impulses of the little child brought a new revelation."

Elizabeth Harrison's Travels

When Miss Harrison had been a year and a half in Chicago, one of the mothers who had enrolled children in her kindergarten said to her, "You ought to go to St. Louis and see what Susan Blow has to give. She is the most profound student of Froebel in America." After discussing with this mother the contribution Miss Blow was making in interpreting the kindergarten, Elizabeth decided that she must visit St. Louis and find out for herself. She saved every dollar that she could possibly spare from her meager salary, for the trip. On April 16, 1881, she left Chicago for St. Louis. She had just \$25, and the round-trip railroad fare took \$12, leaving her \$13 for board, carfare and incidentals for ten days. She took the risk, having already made a reservation at a cheap boarding house in St. Louis.

VISITING IN ST. LOUIS. In her autobiography she tells that she arrived one hour ahead of time for Miss Blow's Saturday morning class. This class was in the study of Froebel's *Mother Play*, a book which had been written to help mothers understand the development

of their children. Miss Harrison had been told that this book contained Froebel's idea of education and that he first began his work for children with young mothers. When he found that he could not entirely meet the need in this way, he opened classes for unmarried women and began training kindergarten teachers.

Miss Blow had opened her classes to all teachers who chose to attend them. To Miss Harrison's surprise when she arrived she found 200 women present for the lecture. Many of these people came from other parts of the country. William T. Harris, who was at that time superintendent of St. Louis public schools, had persuaded the school board to establish kindergartens in a number of public schools. Here Miss Blow's students had their initial teaching under her graduates. St. Louis was the only city in the United States at that time which had public kindergartens.

Presently the students began to whisper excitedly, "Miss Blow has come," and Elizabeth Harrison caught her first glimpse of one of the world's great educators, a woman who was to hold a prominent place in early American education for more than a quarter of a century. Miss Harrison described Susan Blow as small in stature, with a slight and graceful figure, a refined and keenly intellectual face. To her students she was altogether attractive and distinguished in appearance. Miss Blow began her lecture. Elizabeth was greatly impressed by her interpretation of the simple material of the "mother plays" and her exposition of Froebel's rather profound philosophy which underlay them. The effect upon Miss Harrison was electric. She had forgotten where she was, forgotten everything in fact save the world of thought into which Miss Blow had taken her. In commenting on that first meeting Miss Harrison explains that later on in life she had to differ with Miss Blow in many practical matters but that she never forgot the inspiration of that first class.

OPENING A KINDERGARTEN IN MARSHALLTOWN.

At the end of ten days Elizabeth returned to Chicago with a determination to study with Miss Blow next year. She did not have the money—she would have to refuse a very tempting offer from the principal of the Loring School who had already engaged her for the next year at an increase in salary. She knew that it would seem

foolish to many for her to undertake longer training when she had already had almost two years of training with Mrs. Putnam, while the majority of teachers of that day had only two or three weeks of summer institute work. However, Miss Harrison felt this to be a real opportunity which she must not forego. She therefore resigned her position in Chicago at the end of the year and opened a summer kindergarten in Marshalltown, which was her sister's home town.

Elizabeth limited the number of children in the summer kindergarten to twenty and secured an excellent musical assistant on the promise that she would canvas the town for afternoon piano pupils. Determined to make the school a success, Miss Harrison rented the largest church parlor in town, which she herself kept scrupulously clean as she couldn't afford to hire a janitor even for a few hours a day. She made the room attractive with blossoming plants, a bowl of goldfish, and one or two pictures, and she prepared to have a garden for the children on the ground outside. For the two weeks before her summer kindergarten opened, the town was ablaze with posters announcing the circus that was coming June 30. Miss Harrison said that she had somehow to compete with that circus, for her kindergarten was opened the day after the circus arrived. Her nimble wits and creative ability guided her to select the outline of an elephant which she transferred to a number of blank cards. To these she added outlines of one or two other animals. When the children arrived on the morning of July 1, she brought out her cards, her pricking pads and pricking needles, and each child pricked his animals so that he had a picture to take home. Today when pricking is obsolete, some may be a bit startled at Miss Harrison's use of it, but those who understand the history of early childhood education and the carefully planned Froebelian program, must admire Miss Harrison's understanding of children and her versatility in using the means at hand to meet their interests.

One other story related by Elizabeth Harrison concerning this summer kindergarten deserves repetition. It is the story of a little boy, a member of the group, who had extraordinary dramatic ability. Miss Harrison spoke to his mother about it and said that she wished his father could come and see him playing games. A few days later when

they were having games in the kindergarten, Henry twice stuck out his foot and tripped another child. The first time Miss Harrison reproved him, but the second time he had to leave the games and sit in a chair at one side. Just at that moment the father and mother came into the room. The mother's face was quite radiant for it was the father's birthday and she had brought him to the kindergarten to see the games. Miss Harrison was tempted to bring Henry back into the group and say nothing about his bad behavior, but she knew that would have a serious effect upon Henry's future conduct. Instead she explained simply to the father and mother that Henry had broken the rules of the game and she had asked him to leave the group. Later the mother wrote Miss Harrison a letter saying that the father had had a long talk with the boy in which they had come closer to one another than ever before, and that she was glad Miss Harrison had held to her standard.

STUDYING WITH SUSAN BLOW. Gradually the kindergarten became so popular that Miss Harrison's guest book showed the names of 200 visitors. By the Christmas holidays Miss Harrison had saved \$250 with which to cover expenses for six months' study with Miss Blow in St. Louis. On January 2 she entered the beginners' class and was sent to one of the leading kindergartens of the city for her practical work. In a short time Miss Blow told her that she would let her include the second year's work with that of the first year. At the end of the first month Miss Blow personally invited Elizabeth to attend her class for "Extra Excellent" directors. With this class, Miss Harrison says that she was able to complete the two years' course in six months. She, however, admitted that this concentrated course was not wise because she worked far into the night and got up between five and six in the morning. She failed to take proper care of her health and allowed herself practically no time for recreation. She says frankly that she probably lessened her power of endurance for the years ahead.

Miss Harrison, while in St. Louis, was able to secure some work in decorative geometric designing which she felt was necessary for understanding and developing "the forms of beauty" strongly recommended by Froebel in the use of his blocks and some of his

other material. Mr. Halsey Ives, director of the St. Louis Art Museum, had no day classes but gave Miss Harrison some time on two evenings a week when he mapped out her work and criticized what she had already completed. Her lessons, although limited to twenty evenings, gave her entrance to a new world of beauty created by lines. Much later this work led her to an appreciation of the beauty of Japanese stenciling and to some understanding of etching. She was always appreciative, too, of good cartoons, recognizing that humor, wit or pathos can be expressed with a few lines.

TEACHING AT LORING SCHOOL. At the end of six months, Miss Harrison was ready to leave St. Louis. Although she was offered the directorship of an afternoon kindergarten there, she accepted an opening in an Iowa town where she would be receiving \$750 for conducting a morning kindergarten for one year. She chose the Iowa offer because the salary was larger and she would be able to test the new theory which she had learned from Miss Blow. On her way home she stopped to see the superintendent in the school where she was to teach. He immediately asked her to conduct two kindergartens instead of one and suggested securing a high school student or at least a grammar school graduate to assist her. Miss Harrison refused to undertake two kindergartens because she felt that it would not be possible with such large numbers to study the needs of each child. She realized that her refusal might mean the loss of the position, which she could ill afford. Nevertheless, she refused, and received a letter from the superintendent the next day asking for her resignation.

She had scarcely had time to recover from her disappointment when an offer came from Mrs. Loring in Chicago. This letter asked her to take charge of the kindergarten in the Loring School, explaining that the former director, Mrs. Putnam, had decided to start another kindergarten in connection with some church work she was doing. The salary was \$750, the equivalent of the offer lost in Iowa. Miss Harrison accepted Mrs. Loring's offer and returned to Chicago. She, however, secured Mrs. Loring's permission to leave at the close of the first semester in order to study in New York. Miss Harrison was to find an acceptable substitute for the second semester.

SIX MONTHS IN NEW YORK CITY. Elizabeth obtained a six-months leave of absence from Mrs. Loring's School and on January 1, 1883, started for New York City. She had already had some correspondence with one of the outstanding kindergarten teachers in America, Madam Kraus Boelte, who had come from Germany to this country, after studying the kindergarten system with the widow of Froebel. Madam Kraus Boelte developed a kindergarten for young children in London and had trained students in connection with it. In 1874 she came to the United States and married Professor John Kraus in New York City. She conducted what was known as the New York Seminary for Kindergartners, with a model kindergarten, connecting classes, and a lower primary department. She was well known at the time Miss Harrison studied with her. She differed from Miss Blow, for while Miss Blow was a highly intelligent and discerning interpreter of the Froebelian philosophy, she was not a gifted teacher of little children. Madam Kraus Boelte, on the other hand, had a delightful play spirit, a love for children, and a great sensitivity to their interests and needs. She was a charming teacher bringing out the best in young children. We quote from Miss Harrison, "The happy atmosphere of the morning kindergarten caused the time to flit by so swiftly that when Madam Kraus exclaimed, 'Oh, children! children! it is twelve o'clock! We must put our work away quickly!' I was as much surprised as any child in the kindergarten."

Miss Harrison was delighted with the new ideas that she was gaining from Madam Kraus concerning the education that a child gets through play and the development of a happy relaxed atmosphere. Madam Kraus, on the other hand, did not understand young women as well as she understood children. She was exacting with those who studied with her and often made caustic remarks if she was displeased either with their responses to her or with their work for children. Miss Harrison at one time became quite discouraged because Madam Kraus gave her a stinging reproof for overexciting the children in dramatic play. Elizabeth was on the eve of leaving the school but felt that she must have a talk first with Madam Kraus and come to some understanding with her. When she told Madam

Kraus how hurt she had been and how despairing, Madam Kraus was utterly surprised and said: "You must forgive me! I knew not what I said yesterday. I only remember I had a blinding headache and you were making a noise with the children and I called you off. Now I have made you suffer much, I can see from your face. Can you forgive my quick tongue?" Miss Harrison promptly forgave Madam Kraus and accepted the criticism as valid, even inviting Madam Kraus to correct her each time that she needed it. She remained until June in New York and received a diploma from Madam Kraus and her highest recommendation.

In the autumn of 1883, Elizabeth Harrison returned to Chicago, having availed herself of study in the chief kindergarten centers of America. She brought with her added insight and enthusiasm.

Classes for Parents and Teachers

A CLUB FOR TEACHERS ORGANIZED. After Miss Harrison's return to Chicago in the autumn of 1883, she was again associated with Mrs. Putnam in the organization of a club for kindergarten teachers of Chicago. These teachers met with Miss Harrison and Mrs. Putnam every Saturday morning from nine o'clock until twelve and often a few of them had lunch together. Several of the kindergartners had been trained in eastern training schools but had not studied Froebel's *Mother Play*. Elizabeth Harrison, who was elected president of the club, was asked to give a course of lessons in the study of young children. These lessons continued for five years. They were only a part of the study plan of the club, which included music, art, and literature. The kindergarten teachers, many of whom had been given a very narrow training with none of world culture included, were aroused to great interest and enthusiasm by this program. As far as Miss Harrison was concerned, it really opened her career as a teacher of teachers. The Chicago Kindergarten Club became very ambitious, sponsored several series of lectures open to the public, and was soon cited as one of the evidences of a developing culture in Chicago. Miss Harrison herself began to receive invitations to give lectures in other organizations concerning the understanding

of children and the new education as demonstrated by the kindergarten.

NEED OF PARENTS FOR EDUCATION. While these developments were taking place in the larger community, Elizabeth Harrison continued to hold her position at the Loring School, to teach the children there and supervise the less experienced teachers in the kindergarten and primary. Some incidents in her own kindergarten made Miss Harrison realize how much parents needed to study children and to understand their own children. One such incident she often told in later years as indicating the final stimulus which caused her to begin classes for parents. The kindergarten program at the time gave a great deal more emphasis to the celebration of public holidays than is now true. At that time the teaching of history in the curriculum was placed much earlier than today, when we have a fuller recognition of the young child's inability to follow historical sequence and of his greater interest in the "here and now". Miss Harrison had, therefore, made great preparation with the children for George Washington's birthday on the twenty-second of February. The children were to have a party. George Washington's picture had been framed with a beautiful red, white and blue paper chain made by the children; cocked hats in the national colors, folded by the children, were ready for the march on the great day. Appropriate stories and music were also planned and a festive luncheon at the close of the morning. However, on the morning of the twenty-second, transportation was slow and Miss Harrison was delayed in reaching the Loring School. When she ran in the door of the building she could hear the children's voices in the kindergarten. They were excited voices and there was much laughing. She still was not prepared for the sight that greeted her eyes when she opened the door. One of the fathers coming in with his small son had noted Miss Harrison's absence and the disorganization of the children as they waited for her. He, therefore, decided to take charge until she came. Noticing the hats on top of the piano, he quickly caught the idea of celebrating George Washington's birthday, handed out the hats, played a merry tune on the piano and started the children marching. Still Miss Harrison did not come. When the children grew a little tired of the

march, he rose from the piano and asked them to sit down, while he proceeded to entertain them by putting on a cocked hat himself and staggering about the room like a soldier who had had a little too much liquor. The children quickly caught the meaning of the performance and when Miss Harrison opened the door, they were all staggering about the room still wearing their cocked hats.

After Miss Harrison had kindly dismissed the father, she quickly revised her plan for the morning. She realized that the anticipated celebration had been spoiled, and collecting the cocked hats, she put them away for another occasion. She turned to quite a different subject and spent most of the morning on the new project. However, at the luncheon period she told her George Washington story, and the morning ended happily. Miss Harrison sadly realized that her plans had gone astray because the parents were not informed about the program of the kindergarten or the underlying reasons for what was done there. She resolved that as soon as possible she would get the mothers together and would discuss with them the purpose of the kindergarten and what she hoped the children might attain. She would explain also the nature and the needs of children. She felt very much in need of the help of mothers and fathers if she was to do her best work with the children. In the fall of 1884, with the consent of Mrs. Loring, the principal of the school, she sent out invitations to twenty-one mothers of children in her own school to meet her on a specified afternoon to discuss the educational significance of the kindergarten.

FIRST MOTHERS' MEETINGS. When the day came which was to mark the beginning of her career as a teacher of parents, only two of the twenty-one mothers invited, came. Elizabeth was sorely disappointed—in fact so much so that the friend with whom she lived reported finding her in tears after the two mothers had gone home. At the time, however, Miss Harrison managed to hide her disappointment and gave the two mothers a very fine introduction to the kindergarten. Not allowing herself to be daunted by this experience, Miss Harrison continued with the two mothers, and a little later three young girls joined the group. Soon she began giving the young girls extra technical work which extended into a two-year

course of preparation for kindergartens of their own. One April day in the spring of 1885, a fine-looking woman came into Miss Harrison's class and expressed a desire to hear her talk. When the afternoon was over, she introduced herself to Miss Harrison as Mrs. John N. Crouse, the mother of two boys in the primary class.

Following the afternoon lesson, Mrs. Crouse invited Miss Harrison to walk home with her. During their walk she said to Miss Harrison, "One hundred mothers ought to have heard you this afternoon." Mrs. Crouse followed her own suggestion with a prompt offer to help Miss Harrison in securing the larger audience. With dauntless courage and enthusiasm, Mrs. Crouse that same week called on every woman in her church with whom she was acquainted, and invited her to an early meeting in the church parlors. She stated that Elizabeth Harrison would be present to discuss the significance of the kindergarten. She asked the minister of the church to announce the meeting in the evening service. When Miss Harrison arrived on the occasion of the meeting, the two large church parlors were filled with women. Miss Harrison was very nervous, found it extremely difficult to face so large an audience, but managed to hold the group and keenly interest them. At the close of the lecture, Mrs. Crouse stated that they were invited to meet Miss Harrison every afternoon for the next week. There would be a charge of \$2.50 for the course, and proceeds would be shared between the Ladies' Aid Society and Miss Harrison. Forty-five of the women joined the class and Miss Harrison received \$60 as her part of the experiment. The money, much as she needed it, was a minor matter, as she afterwards said, compared to the courage and faith that the class gave her.

TRAINING CLASS OPENED. Throughout the school year of 1885 and 1886 Elizabeth Harrison spoke in various private schools and churches in all parts of Chicago. She gave five regular courses and enrolled in the classes a total of 734 women. She also gave some individual lectures in neighboring suburbs. In addition to these classes and lectures, she continued to have her own kindergarten and a regular training class of young girls at the Loring School, which was then known as Miss Harrison's Training Class.

Mrs. Crouse assisted Miss Harrison in her training class during

the year of 1886 but did not officially become a part of the school until the fall of 1887, when Miss Harrison and Mrs. Crouse decided to change the name of Miss Harrison's Training Class to the Chicago Kindergarten Training School. While rapid growth was taking place in the work, Miss Harrison and Mrs. Crouse chose a more central location, holding their classes for mothers and teachers at the Art Institute. Since the Art Institute was then in its beginning stage, the business manager was glad to rent the two ladies an assembly hall. Here Miss Harrison held two sessions each week, one with first-year classes and one with second-year classes. Of course, as the school grew, it was necessary for Elizabeth Harrison to add other teachers to her staff, for special courses of lectures and for some of the regular work of instruction. For such positions Miss Harrison secured specially qualified teachers in art, music, literature, science and physical education, using them on a part-time basis. To aid her in giving the fundamental educational background Miss Harrison had part-time assistants. Some of the well-trained kindergartners in the Chicago schools, after holding their own classes of children in the morning, would assist Miss Harrison certain afternoons in the week. During these early years, however, a great part of the teaching was done by Elizabeth Harrison herself, and the amount of work which she personally did was amazing. Her own genius as a teacher and leader had come to the flower, and she was ready for her part in the great task of introducing new educational principles and a new program in schools for children.

CURRENT CONCEPTION OF YOUNG CHILDREN AND THEIR EDUCATION. One needs to review the history of education during the period in order to understand the point of view which people in general, including the public school leaders, held. Before the kindergarten there were no organized schools for young children in the United States, although children under six were sometimes included in classes in both public and private schools. When this was the case, they were exposed to the traditional program of the primary grades which was almost entirely built around the acquisition of the three R's, Reading, 'Riting and 'Rithmetic. Attention, memorizing, and the set recitation were emphasized in the schools, discipline

was very strict, corporal punishment was in use, and the teacher dominated the situation. The children were allowed to speak only when they were questioned by the teacher. The hours were long, seats uncomfortable, desks too high, rooms drab, and the corridors narrow and dark. The absence of color, light and attractive pictures and objects was characteristic. In many homes the same educational doctrines prevailed. Children were "to be seen and not heard." To "spare the rod" was "to spoil the child." It was thought that mothers and fathers knew by instinct how to bring up their children and that it was foolish to spend time and money studying them.

NEW AWAKENING STIMULATED BY THE KINDERGARTEN. Froebel's system of education with its underlying principles was therefore an innovation, and only a few educators like Francis Parker, William T. Harris, and Horace Mann appreciated the thinking of Rousseau, Pestalozzi, and Froebel, the great educational reformers of the early nineteenth century, and were willing to give the kindergarten a trial. It was necessary, therefore, for Elizabeth Harrison and other pioneer leaders of the kindergarten movement in Chicago—Alice Putnam, Annie Bryan, Bertha Payne Newell, Mary Boomer Page and Eva B. Whitmore—to help principals and teachers in public and private schools, in colleges and universities, and the general public, discover the real interests and needs of children. They cooperated on this great task and attempted in various types of institutions and in all walks of life to reach the people with the message of the kindergarten as the foundation of a new educational program, for children of all ages. They emphasized the value of such activities as story-telling, handwork, plays and games, block building, house-keeping, songs and rhythms, both in the school curriculum and in the everyday living of children in home and community. What was done by these devoted and able leaders in Chicago was repeated in cities in various parts of our country. Not only in Chicago but in Boston, New York, Philadelphia, Pittsburgh, Cincinnati, Milwaukee, Indianapolis, Minneapolis, San Francisco, and St. Louis, earlier mentioned in this story, work was done. All of this activity took place in the space of 35 years from the establishment of the first kindergarten in Watertown, Wisconsin, 1856 to 1890, when several

training schools for kindergarten teachers flourished under the leadership of teachers trained in the United States.

Chapter Two

THE PIONEER PERIOD

1886 to 1906

Obstacles To Be Overcome

EDUCATIONAL HURDLES. The same limitations and weaknesses were inherent in the teacher-education programs of Elizabeth Harrison's day, as in traditional practice in the primary and elementary school. The programs were very narrow, as they were concerned chiefly with professional education courses called, at that period, pedagogy. Much time and effort was consumed in planning each day's lessons for students engaged in practice teaching, and in drilling these prospective teachers in the proper methods of teaching reading, writing and arithmetic. Much drill and memorization of facts of history, botany, zoology and civics were an important aspect of the program. Little place in the curriculum was reserved in the normal schools for any so-called cultural subjects, known as general education today. The courses even for teachers of older boys and girls were frequently one year in length, and practically all of the programs aimed at not more than two years. There was no place in this one-year curriculum for child or adolescent psychology or even for introductory courses in child study. The value of the pictorial and plastic arts, manual training, physical education, and music appreciation was little recognized, and very few normal schools gave credit for such work since the public schools did not yet generally include these subjects in the curriculum. Such leaders in reforming American education as John Dewey, G. Stanley Hall and Francis Parker had not yet appeared, or were just beginning their studies and experiments.

PROGRAM OF THE EARLY KINDERGARTEN TRAINING SCHOOL. The early kindergarten training school, such as Mrs. Putnam's school which Miss Harrison attended, was different from the normal school of the period because its purpose was to

prepare students in understanding Froebel's philosophy of education and in teaching a new system of education known as the "kindergarten." Froebel, however, had a vision, a school for children beginning with the kindergarten which would put into operation his principles of education, somewhat startling as they were to traditional educators. Froebel's idea of education through play was nothing short of revolutionary, for before the writings of the educational reformers, Rousseau, Pestalozzi and Froebel, play had been considered by parents and teachers as a purposeless, aimless pastime of children which ought to be discouraged in the light of the serious responsibilities soon to be undertaken by them. No less startling was Froebel's enunciation of the idea that the child was self active and that teachers and parents by supplying the proper environment, including teaching, would find the child unfolding and developing as plants do in the garden when proper conditions are provided for them. He further called attention to the fact that the natural interests of children were important in their education and that it was wise to watch their play, that these spontaneous activities might provide a cue in planning school programs. Froebel also called attention to the fact that children are social and like to do things together. This new philosophy of education together with the definite formulation of it in the new system of education for young children called the kindergarten was the basic material for training in the kindergarten training schools, abroad as well as in this country. Many of the early schools sent out kindergartners after a six-months period of training. Most of them offered one year and others, a very few, were prepared to give two years of training. Most of the time, however, in the two years was spent in kindergarten practice. The afternoon lectures and study classes were concerned with the mastery of Froebel's writings and with getting skill in the specific activities of the kindergarten curriculum known as the occupations, gifts, songs and singing games, rhythms, stories and story telling, and the details of kindergarten housekeeping, care of gardens, and excursions. Very few of the training schools included any general education in science, social science, literature, art, music and physical education.

Since the kindergartens were not a part of public school systems

except in a few cases, and since many private schools did not yet have them, the kindergarten was not recognized by people in general or by educators as a necessary part of the educational program. In fact, many thought of it as a wholesome pastime for five-year-olds, and others as unnecessary and even as a menace since it took the child out of the home, giving the mother more time to visit her neighbors, loiter in and out of shops and stores, and in other ways shift her responsibility toward the child. As a result it was a pioneer job to get young women interested in preparing for work in kindergarten and to convince their parents that this was a worthy vocation. Kindergarten teaching was considered somewhat as baby-sitting is today by many people, and it was thought that any young girl with no education beyond the eighth grade could make a successful kindergarten teacher by studying six months in one of the kindergarten training schools. This point of view, held by so many people including educators, led many kindergarten training schools in the early period to lower entrance standards below those of normal schools and take in young girls for training who had little or no work beyond the eighth grade.

PURPOSE OF THE TRAINING SCHOOL FOUNDERS.
Elizabeth Harrison and her friend Mrs. John N. Crouse, co-founder of Miss Harrison's Training School, even in the early pioneer period of the school, had certain clear-cut objectives. They both recognized the value to the teacher of a broad educational background. They were both deeply interested in the higher educational life of the city of Chicago and were deeply sympathetic in encouraging all the arts. Mrs. Crouse, the wife of a prominent dentist, with a beautiful home on Prairie Avenue, then the Gold Coast of Chicago, who could well have been a lady of leisure and a social leader, was a sponsor and patron of such movements as those represented in the founding of the Art Institute, the organizing of the symphony orchestra under Theodore Thomas, city opera, of good productions in drama, and worth-while lecture series. She was one of the lay religious workers and leaders in the city, outstanding in her denomination of the Baptist Church. While Elizabeth Harrison was a struggling young teacher, she went without many things in order to have a gallery

seat at operas, concerts, and the theater, and she, too, did her part in encouraging the development of the Chicago Art Institute. Mrs. Crouse was interested in travel in this country and other countries; and Elizabeth Harrison, through the generosity of a brother, had herself been able to travel through the eastern part of our country. Her lecture tours, of course, carried her to all parts of the Middle West and in time to all parts of the country. Mrs. Crouse made possible trips abroad for her.

Miss Harrison and Mrs. Crouse, out of their own intellectual and cultural life, in classes and lectures were constantly calling the attention of their kindergarten students and their student mothers to the larger contribution of literature, history, and the arts, and were doing what they could to stimulate these students to take advantage of all that the city of Chicago afforded in opportunities to extend horizons. They were keenly interested, too, in the current social scene and in the needs of less fortunate citizens in Chicago, especially those who had just come from other countries. From the beginning, they were stimulating efforts to start kindergartens in churches and even in vacant stores in underprivileged neighborhoods.

In 1889 Jane Addams and her friend Ellen Starr came to Chicago, bought the old Hull mansion on Halsted Street, and started the first social settlement in Chicago. Miss Addams and Miss Harrison became friends, and through the years there was a succession of kindergartens at Hull House. The founding of Hull House was soon followed by the development of other settlements. One back of the stockyards was known as the Chicago University Settlement, and another on the near North Side, started by Graham Taylor, became known as the Commons. Later the Northwestern University Settlement and others peopled the congested areas of the city with leaders ready to promote welfare and education, and to give wholesome recreation particularly to the foreign born. Children were, of course, in all these settlements a first consideration. This was particularly true of Jane Addams' settlement. Miss Harrison and Mrs. Crouse arranged for their students to do student teaching in some of these kindergartens and secured many types of material aid through the students and the mothers who were associated with the college and were working in

schools of the more privileged areas. In these ways Miss Harrison and Mrs. Crouse, before they were able to bring in many lecturers and to develop courses in the curriculum, were enriching the backgrounds of their students in the social sciences, in literature, the arts, and music, and in such experimental fields as sociology and psychology.

From the beginning of her own work with children, Elizabeth Harrison was deeply interested in the individual child and in understanding his behavior. She constantly observed children, not only those who were enrolled in her own school, but children that she met on the streets, watched in the parks, visited in their homes, and saw while traveling about the city and the country. She accumulated a vast store of individual incidents and anecdotes which she used as illustrative material in her teaching of child study and in her lectures and writings. In approaching education she saw the child as the focal point, as the reason for the establishment of the school and a first consideration in the choice of materials, equipment and program. She considered especially important what was commonly called at the time, the discipline of the child. Because of this interest in individual children, Miss Harrison gave her students her own estimate of the value of the child and she communicated to them her deep desire to improve conditions for children and give them a better chance in society for wholesome development and for happiness. This attitude of Elizabeth Harrison was one of her greatest contributions to teacher education, an approach sadly lacking in the normal schools of the period.

Elizabeth Harrison realized the value to young girls approaching womanhood and to young mothers of developing an understanding of children. She considered the value of association with children very important to young women. Instead of a liberal arts education, she advocated a curriculum that stimulated intellectual development and also gave opportunity for participation in schools for children and in other types of community service, thus giving a wholesome emotional outlet. She recognized the value of creative expression in all the arts and of recreational and social activities that would contribute to the well-rounded development of women. She thought that

An Adventure in Higher Education

such an education was fundamentally important for women preparing for teaching or looking forward to becoming wives and mothers. She felt that there was great danger in a narrow educational program developing the intellect alone and leaving untouched the potentially powerful emotional and social drives. When asked how she accounted for the remarkable personality development of many of her students during even the first two years of their course, she would suggest that it was due to the factor of responsibility for children as required in the student-teaching program, which centered attention outward and gave the emotional and social satisfaction of purposeful living.

Because Elizabeth Harrison and Mrs. Crouse had these ideals for the education of children, it seemed important to them that standards should be kept as high as possible for the entrance of young women to the kindergarten training school. They asked from the beginning that entrants have the equivalent of a high school education, and though occasionally young women were admitted with somewhat less than this requirement, they were admitted as "special" students and had to make up in summer classes or with a tutor the secondary subjects in which they were deficient.

Many students even in the earlier years were women who had had one or more years in liberal arts colleges. It was not the practice of the college until many years later to accept these credits and apply them on a teacher-education program. Neither, on the other hand, was it the practice to accept credits at colleges of liberal arts from kindergarten training schools. The age of entrance was eighteen years, although this was not a rigid requirement if the young woman seemed sufficiently mature and had completed the necessary high school equivalent. Miss Harrison and Mrs. Crouse spent much time in preliminary interviews with prospective students, and exercised much care through interviews and correspondence in ascertaining the suitability of the candidates for work with children. Letters and educational records were required from previous schools attended, and in addition a letter from the minister or priest of the church to which the young woman belonged. Alumnae in the early years were largely responsible for recruiting new students, and correspondence with them was voluminous.

FINANCIAL HURDLES IN THE EARLY YEARS. Although the educational hurdles which Miss Harrison and Mrs. Crouse had to overcome in founding a kindergarten training school were great, the financial hurdles of the enterprise were even greater. Until more private kindergartens were available and the public schools accepted kindergartens and established them, the number of young women necessarily had to be limited for training. The idea, too, of the kindergarten as a form of play, for which little preparation was needed, had to be overcome before the parents of young women would see the necessity of sending their daughters to a training school for a year or two in order to prepare for teaching young children. For the same reasons parents were not prepared to pay high tuition and fees, and these necessarily had to be kept low in order to make it possible for any young women to have this training. Those who took training in the early period often had earned the money themselves for the course, and found it essential to work part time if they extended their training beyond six months or a year. The customary resources, therefore, with which to rent space for classes, to purchase necessary equipment and materials, and pay salaries of teachers, were so limited that much initiative and sacrifice on the part of the founders of the school were required. Mrs. Crouse, who came in officially as co-principal at the end of the first year, in 1887, took no salary at all for a number of years and gave full time to the financial management of the school, taking responsibility for publicity, the student recruitment program, the purchase of supplies and material, the housing of the school, and the handling of the budget. When the initial period was past, Miss Harrison insisted that Mrs. Crouse accept a monthly check of \$100, which was what she herself was receiving. Mrs. Crouse was reluctant to do this and promptly each month put her check back into income as a gift to the school. Mrs. Crouse also secured gifts from friends and helped Miss Harrison in planning her lecture schedule, taking over Miss Harrison's responsibilities with her own at times when Miss Harrison was out of the city.

In the beginning Elizabeth Harrison supplemented the income of the college with her lecture fees, and from time to time bought and gave to the school pieces of equipment for which no funds were

available in current income. For the first few years Miss Harrison taught practically all of the basic professional courses herself, thus saving full-time salaries to other teachers. Many opportunities for lectures and other cultural additions to the program were supplied through a lecture series available in Chicago and through various art programs, including the symphony concerts, opera and drama. Opportunities for student teaching were available through the few private kindergartens, including those in the less privileged areas of the city. As the graduates of the training school went out to organize their own private kindergartens, a growing number of available practice schools were under the direction of Miss Harrison's graduates, and these graduates were glad to cooperate in the training of students in return for their assistance with large groups of children. For many years this new enterprise rented space in buildings in the Loop of Chicago. In an enterprise so limited in operating funds and without endowment or property, there were many financial "ups and downs," from 1886 to 1906, when the college was first incorporated under the laws of the State of Illinois as a non-profit institution with a small Board of Trustees. During all of these years Mrs. Crouse was the person who held tenaciously to faith in the ultimate success, financially as well as educationally, and whose indomitable courage, determination and good common sense made possible the surmounting of financial hurdles.

Widening Horizons

CLASSES FOR MOTHERS SPONSORED BY TRAINING SCHOOL. It will be remembered that in 1886 Miss Harrison opened her first class for teachers at the Loring School, known as Miss Harrison's Kindergarten Training Class. Much of the preparation for her teaching of the class was done on long street car rides to and from her mothers' classes held in various parts of the city.

After Mrs. Crouse entered into official cooperation with the program, the name of Miss Harrison's Training Class was changed to Chicago Kindergarten Training School. In 1888 an assembly hall in the Art Institute was rented for all classes of mothers. In that year all the training work for teachers as well as mothers was given

at the Art Institute. Miss Harrison was so much relieved from the long trips about Chicago to meet mothers' classes that she was able, in 1889, to accept two courses of lectures in Milwaukee—an evening class of public school teachers and a morning class with mothers. These classes lasted fifteen weeks. One day each week, Miss Harrison left her kindergarten at 11:30 a.m., met her training class from 1:00 to 2:30 p.m. at the Art Institute, and took the three o'clock train to Milwaukee, arriving at six. In the evening for two hours she met with 200 teachers for games, stories and handwork. The next morning at 10:30 she lectured to a class of 300 mothers in the study of Froebel's *Mother Play*. She used this study of *Mother Play* as a point of departure for studying pre-school children. She said, however, that she often found herself discussing the stages of later development in childhood and youth. Her class was so alert and responsive that she customarily boarded her train for Chicago "inspired and refreshed."

In commenting on these years, Miss Harrison stated that the financial returns from her classes outside and inside the city helped materially on the training school income, but added that in spite of this aid the school was often dangerously near the end of the bank account. The leading newspapers of Chicago became interested in Miss Harrison's mothers' classes and began regularly reporting the Wednesday morning lectures to mothers. These newspaper articles, of course, awakened further interest in the public, and in 1890 Miss Harrison and Mrs. Crouse started a three-year course of lectures to mothers, as a distinct department of the college, with certificates and diplomas granted, including a wide range of subjects, some of which pertained to the school life of the child. In the spring of 1893, the Chicago Kindergarten Training School graduated its first class of 23 mothers. This first class of mothers who had had the three-year course were eager to show their gratitude by doing something for other children than their own.

LOCATION AND NAME CHANGED. In 1893, the college moved to 10 East Van Buren Street, and the name was changed to Chicago Kindergarten College. College classes occupied second and third floors of a three-story brick office building. Miss Harrison had secured the cooperation of some other excellent teachers and the



Chicago Kindergarten College on Van Buren Street

school was developing a stronger two-year program for teachers. Lucretia Willard Treat assisted in some of the classes, and Josephine Locke, who was teaching art in the public schools, came into the training classes to teach the students "Appreciation of Harmony, Color and Proportion" in the use of building blocks and in hand-work. She also introduced the use of plastic material. It was here

that a three-year program for teachers was developed and a normal year for graduates of experience.

INTEREST IN HUMANITIES. Denton J. Snider came from St. Louis in 1886 to give a course of 20 lessons in literature, using Homer's *Illiad*. The following year he conducted a second course, this time in Homer's *Odyssey*. In the autumn of 1887 he gave an extended course of lectures on Dante's *Divine Comedy*. These lectures by Dr. Snider were developed as "literary schools" and the newspapers gave them wide publicity. The later "literary schools," eight in all, were sponsored by Chicago Kindergarten College. At least one series of lectures was devoted to Shakespeare and another to the writing of Goethe. David Swing, one of Chicago's most beloved literary leaders, was a lecturer, also Thomas Davidson, whom the *London Times* called one of the twelve most learned men of his generation. Hamilton Mabie of the *Outlook* was one of the regular speakers.

Henry D. Fuller, the novelist, in an article in *Forum* in 1893 concerning the new intellectual life of Chicago, referred to the University of Chicago, recently organized, the Art Institute, the Academy of Science, Lewis Institute and the Chicago Kindergarten College as evidence of the city's developing culture. After the last literary school was held in 1894, the work in literature at the college was carried on in a three-year course of lectures on the Great World Poets. Miss Harrison was often asked to justify the study of the great poets in a course for kindergarten teachers. She said that she felt the true teacher of children needed to become familiar with the most beautiful poems of literature, the highest expression of art and the deepest insight into history; that she needed to feel an interest in advancing discoveries in science and to clear her mind of mean and petty things by learning to love great music and every phase of beauty in nature.

ELIZABETH HARRISON IN GERMANY. During the pioneer period of Chicago Kindergarten College, Elizabeth Harrison took a trip to Germany for the purpose of studying the whole background of European life out of which the kindergarten came. The

trip was inspired by a visit to the college in 1889 of a beautiful young woman, a graduate of Frau Schrader's Kindergarten Training Class in Berlin. This young lady introduced a number of new activities and materials, giving children much freedom in the use of material. She also discussed with Miss Harrison the value of a more flexible program than most kindergartens of the United States were using. Miss Harrison knew that Frau Schrader, who had given the young woman her training, was a niece of Froebel and had lived a year and a half in his home while she was taking her kindergarten training. While Miss Harrison did not agree with Frau Schrader's young graduate and felt that she was scattering the children's attention, the whole contact made Miss Harrison very eager to go to Germany and look personally into the work in Berlin. In June, then, of 1890, Miss Harrison and Mrs. Crouse took a steamer out of New York for Europe. On board the ship Miss Harrison found a formal official letter bearing the United States seal and stating that Elizabeth Harrison was visiting Germany to do research in the new methods of educating young children and that any courtesies shown her by the Government of Germany would be duly appreciated by the Government of the United States. On arriving at Antwerp, Miss Harrison and Mrs. Crouse received a cordial letter of welcome from Frau Schrader, urging that they come immediately to Berlin. There they had a comfortable apartment only a block and a half from Pestalozzi-Froebel House, which was the center of all Frau Schrader's work.

STUDY IN EUROPE. Miss Harrison found Frau Schrader herself a woman of charming personality, simple and direct in meeting people. While Mrs. Crouse and her sons studied German and visited art galleries and museums, Miss Harrison observed the work of the kindergarten at the Pestalozzi-Froebel House and attended afternoon classes in physical culture, games, handwork and singing. Since Miss Harrison could not follow the lessons on theory in German, Frau Schrader arranged for her to have two hours of work three afternoons a week with her niece, Fraulein Henrietta Hartman. After the two hours Miss Harrison went to Frau Schrader's office for a discussion. At the time Miss Harrison thought that Frau Schrader was more appreciative of Herbart than of Froebel and also that

her teaching was "extremely utilitarian." She said that the children spent a great deal of time in housekeeping activities. After a prolonged visit in Berlin, Miss Harrison went to Dresden to visit the Baroness von Marenholz-Bulow, who had written reminiscences of Froebel. In a most delightful description, Miss Harrison introduces us to Dresden, explaining her great disappointment at not seeing the Baroness upon the occasion of her first call, and her great admiration, almost reverence, for the striking personality of the Baroness and for the insight which she had in the philosophy and principles of education. Miss Harrison said, after her return to Chicago, from that time on, the basis of her teaching would be to emphasize simplicity and sympathy in dealing with children, and also to emphasize the need of broad culture on the part of the students. Such was the insight that Miss Harrison gained from her talks with the Baroness.

FIRST BOOKS PUBLISHED. A *Study of Child Nature* was printed in December, 1890. Miss Harrison sent the manuscript to some well-known publishers of that period who declined to take the risk of publishing an educational book so unlike the popular textbooks. Miss Harrison and Mrs. Crouse therefore published this first book privately. In three months after it came out 1500 copies had been sold and Miss Harrison had received many letters of commendation from people all over the United States and even from Europe and Asia. The press gave wide publicity to the book. Ministers, educators, and women prominent in the literary field were especially warm in their reception of the book. One of the letters which Miss Harrison prized the most was from Frances Willard, dated June 8, 1891. Miss Willard said in her letter, referring to the book: "It is the ablest work on the most significant subject that has yet come to my table." The *Christian Register* in 1904 made this comment:

"Miss Elizabeth Harrison has had the good fortune to meet appreciation not only in her own country but in other lands. Her *Study of Child Nature*, intended primarily as a textbook for kindergarten teachers, has been widely translated. In Japan it has become a home classic among numbers of eagerly progressive Japanese mothers and child students. Translated into Bulgarian, it is studied by the theological students of the Presbyterian Mission. Still another translation is used in the Mission School of Jerusalem. The book

has gone to Manila, Calcutta and South Africa. The editor of the Armenian Weekly Journal published the chapters as a serial, heading them 'Letters from an American Lady'."

Other books of Miss Harrison during these years were *Two Children of the Foothills*, written in southern California during a year of enforced rest in 1895 and 1896; *In Storyland*, a series of mythical tales; *The Vision of Dante*; *Offero, the Giant*; and *Misunderstood Children*. All of these books received favorable comment, but *A Study of Child Nature*, the first book, still remained far the most popular, reaching in time its fifty-second edition, with usefulness continued for more than thirty years. At one time it was used by all the study classes in the Study Class Plan of the National Congress of Parents and Teachers.

ALUMNAE ORGANIZED. During the years from 1886 to 1900 the alumnae were enthusiastic and loyal as individuals and did much to promote the success of the college by telling other young women about the training and by remembering the needs of the college in small gifts. Their constant expression of love for Miss Harrison and their success as teachers, their great desire to meet the needs of children and of mothers, were at all times, Miss Harrison says in her autobiography, the "oil which kept burning the fire of my enthusiasm until no indifference or failure, ill health, lack of funds or opposition from the outside world, had any effect, so long as I could look into their faces, illuminated with the light that 'never was on land or sea'."

The alumnae first began to get together in a project of an alumnae annual, later called *Alumnae News*. This was published during the entire period of Miss Harrison's presidency of the college and, in fact, was the forerunner of a series of alumnae publications which have continued to the present time. When the first dormitory of the college was opened at 3715 Langley Avenue with 26 residents, September, 1901, a meeting of all the alumnae was called at the new home. Elizabeth Harrison lighted the fire in the fireplace, and Grace Fulmer, an alumna of the college and a member of the faculty, announced that each alumna had brought a worth-while book to the new college home. The girls sang an original song entitled,

"Alumnae Tried and True." Just four years later, in 1905, Myra Watson, at that time president of the Alumnae Association, presented Miss Harrison with the Elizabeth Harrison Scholarship to commemorate the completion of Miss Harrison's first twenty-five years of kindergarten work and to be awarded to the most promising student each year to honor her and inspire her to take the third year of the kindergarten course, which at that time was known as the senior year.

Miss Harrison, writing some years later about the Alumnae Association, made this comment:

"The Alumnae Association of the college has become a power to be counted upon in its beautiful pride and love for its alma mater. All the work that at first was only feeling the way is now intelligently defined and correlated and all hearts are more united than ever before, until the outlook of the teacher seems greater and brighter than I dared hope to picture. My deepest prayer and most earnest hope is that long after Mrs. Crouse and I have passed into the beyond, the college may still live and send forth each year a band of noble, earnest and intelligent young women to make the life of childhood brighter and that of womanhood holier and more revered."

Relation of College to Community and Educational World

CHICAGO PUBLIC SCHOOLS. Before Miss Harrison organized her training class, she helped to arrange a meeting of Chicago kindergarten teachers which resulted in the organization of the Chicago Kindergarten Club. The initial membership included 20 kindergarten teachers, the entire number in Chicago at that time (1883). The history of the early years of the club was notable because of the various courses of lectures which it sponsored, and the many interesting projects that it started. The club did valuable work in bringing the kindergartens and the elementary departments of the public schools together by starting school gardens, stimulating handwork, organizing story-telling clubs, and urging less crowded rooms with fewer students to a teacher. Orville T. Bright was the first Chicago school principal who granted the privilege of experimenting, by putting some handwork in the primary grades of the public school. The first organized course of handwork in the public schools of Chicago was offered in 1884. Elizabeth Harrison won her way with

teachers by offering to tell stories in the primary grades. Gradually the Chicago Kindergarten Club became one of the recognized clubs in the cultural life of the city of Chicago. Several years later, after Elizabeth Harrison had started her own training school, Mrs. Walter Robbins, wife of General Walter A. Robbins, and their only daughter entered Chicago Kindergarten College. The General soon became interested in the college, and on his suggestion an effort was made to obtain permission of the Chicago school authorities to put a kindergarten in the public schools as the best means of securing publicity for the new ideas embodied in kindergarten education. General Robbins himself talked with a member of the Board of Education. Mrs. Robbins approached a wealthy friend who owned considerable property on the South Side of Chicago, A. J. Drexel, and asked him to furnish the money, promising that the kindergarten would be called the Drexel Kindergarten in honor of his father. Agreeing to this proposal, Mr. Drexel became an annual contributor to the kindergarten until it was in time taken over by the school board. In the records of the Chicago Historical Society there is a paragraph, "The first kindergarten to which the Board of Education gave a room was opened in 1889. It was supported by the Drexel Kindergarten Association until taken over by the public schools in 1892."

Lucretia Willard Treat, who was an experienced kindergarten and a niece of the famous educator, Emily Willard, was placed in this kindergarten as director. The kindergarten had to be carefully supervised during its first years. The mothers of children in the Drexel Kindergarten, many of them women who had studied with Miss Harrison, did valiant work in raising the needed money. Because janitor service was not included in the permit to establish kindergartens in the public schools, the student teachers volunteered to wash windows and keep the floors clean. The curtains, potted plants, and first pictures were all donated.

INTERNATIONAL KINDERGARTEN UNION. Miss Harrison was present for the organization of the International Kindergarten Union. She reported graphically this stirring event. At the thirty-second annual convention of the National Education Association,

held at Saratoga Springs, Sarah A. Stewart called a meeting of kindergarten training teachers, presidents of local kindergarten associations, and others interested in kindergarten work, for the purpose of forming an organization of national and international kindergarten interests. At this meeting, held on July 15, 1892, it was decided to form a temporary organization, the name of which should be International Kindergarten Union. The purpose of the union was to gather and disseminate knowledge of the kindergarten movement throughout the world, to bring into active cooperation all kindergarten interests, to promote the establishment of kindergartens, and to raise the standard of professional training for the kindergarten teacher. Sarah B. Cooper was elected president of the new organization and Sarah A. Stewart, vice president. This stirring event could hardly have occurred had not the kindergarten already been represented in the National Education Association. Mrs. James L. Hughes was president of the kindergarten section of NEA, and Miss Annie Laws was a charter member of this section.

The International Kindergarten Union issued its first circular letter in the year 1892, stating that its immediate aim was to represent kindergarten progress throughout the country at the Columbian Exposition to be held in Chicago in 1893. At the tenth annual meeting held in Pittsburgh in 1903, a committee of three was appointed to select a committee of fifteen, including themselves, of the leading kindergartners of the country to define more clearly the theory and practice of the kindergarten. Elizabeth Harrison of Chicago was chosen as one of the members of that committee of fifteen. The committee subsequently was expanded to include four other distinguished kindergarten leaders, making a committee of nineteen. The first meeting of the committee was held in Rochester, New York, in 1904. Elizabeth Harrison served on the Committee of Nineteen from 1905-1923. The purposes of this remarkable organization were much helped by the activities of other organizations which emphasized special lines of education, such as the National Storytellers League, the National Playground Association, and National Welfare Movement. The organization worked, too, with the U. S. Bureau of Education at Washington in its effort to awaken our

country to the real value and significance of the kindergarten as the basis of the new education. The International Kindergarten Union through its leaders appeared on the programs of various large organizations, such as National Education Association, the Federation of Women's Clubs, and the National Congress of Parent-Teacher Associations, as well as before many local societies. Elizabeth Harrison reports in her autobiography that in nineteen consecutive years she appeared on the program of the National Education Association in some one of its sectional meetings; that she also appeared on the national programs from time to time of the National Congress of Parents and Teachers.

The International Kindergarten Union, according to Miss Harrison, even during its pioneer years, influenced methods in American education, and through its correspondence with kindergarten workers in other countries, aided the development of the kindergarten in those countries. Not only did Miss Harrison serve on committees of the International Kindergarten Union and address its meetings, but other members of the faculty also became deeply interested in this organization, as did the alumnae of the college. The Chicago Kindergarten College therefore played a very important part in the development of this organization.

NATIONAL CONGRESS OF PARENTS AND TEACHERS.

The three convocations of mothers, called by Elizabeth Harrison at Chicago Kindergarten College in 1894, 1895, and 1896, were forerunners of the National Congress of Mothers which met in 1897 in Washington, D. C., for the first time. Mrs. Theodore W. Birney was the moving spirit of this convention. Mrs. Birney had considered the founding of a permanent type of national organization which could carry on the mothers' convocations and had discussed a plan with Mrs. Crouse at the end of the second mothers' convention in Chicago. At the Washington convention, through Mrs. Birney's influence, Mrs. Phoebe Hearst was persuaded to finance the enterprise and became sponsor of the organization which at the time took the name of National Congress of Mothers. Out of this beginning organization has grown the National Congress of Parents and

Teachers. Mrs. Birney, who had worked very hard to bring about this Washington convention, was elected the first president of the organization. In the years that followed Miss Harrison and Mrs. Crouse were happy to see their dream of "awakened motherhood" fulfilled by this new organization. Miss Harrison was always deeply interested in it and did all in her power to interest others, including the members of the faculty of Chicago Kindergarten College and its graduates. She felt deeply that teachers should welcome such an organization and should be ready to give full cooperation to all its state and local branches, as a more extensive organization developed in later years. Miss Harrison served for many years as a member of the board of the National Congress of Parents and Teachers and was usually one of the speakers. One of her most effective addresses was given on Sunday afternoon, June 12, 1910, at a Denver convention. At that time the association numbered several thousand members, including some of the most earnest and intelligent women in the United States. The subject of Miss Harrison's address on this notable occasion was "America's Greatest Asset," which, of course, as Miss Harrison developed the theme, was the Nation's children. During many years this inspiring address was frequently recalled by those who were present.

LOCAL ORGANIZATIONS. In addition to these national organizations, there were, of course, others in which Miss Harrison and members of her faculty were interested. Elizabeth Harrison and Mrs. John N. Crouse were very active in the Chicago Woman's Club. It was the Chicago Woman's Club that they and certain other kindergarten leaders interested in sponsoring kindergartens in the public schools of Chicago. Because of Miss Harrison's contributions to the club in addresses and committee activities, a room in the new Chicago Woman's Club building on Eleventh Street, between Michigan and Wabash, was named for Elizabeth Harrison following her death, as a memorial. The Art Institute was another of Chicago's great institutions to which Miss Harrison and Mrs. Crouse gave their hearty support. They were both deeply interested in art, especially in the old masters. One of Miss Harrison's treasured possessions was a collection of prints which she had gathered on her various trips to

Europe, where she never failed to visit the significant art galleries in the countries of her travels. In her later years she became much interested in Japanese art and made a valuable collection of Japanese stencils which she gave to the college. Many beautiful reproductions of well-known masters hung in the college building, and Miss Harrison introduced courses in the history and interpretation of art. Frank Gunsaulus, one of the early promoters of the Art Institute, was a loyal friend of Elizabeth Harrison. So also was Chicago's great sculptor, Lorado Taft. She numbered among her friends many of the leading artists of Chicago. She was keenly interested in stimulating students of the college in creative work in art and in encouraging students of outstanding talent. During the years when Chicago Kindergarten College was holding classes at the Art Institute, Miss Harrison had become well acquainted with it and was deeply interested in its progress.

CHICAGO WORLD'S FAIR OF 1893. Miss Harrison and Mrs. Crouse were much interested in the World's Columbian Exposition held in the summer of 1893 in Chicago, popularly known as the Chicago World's Fair. This exposition is so much a part of the history of American cultural effort and so important in the development of international understanding that it hardly needs description here. It occupied 600 acres fronting on Lake Michigan and contained scores of great buildings which at the time embodied the best conceptions of America's greatest architects. Here on 100 acres or more, beautifully laid out, stood the buildings of foreign nations and several states of the Union. One of the buildings in which Miss Harrison and Mrs. Crouse were particularly interested was the Woman's Building. Mrs. Potter Palmer was president of the Board of Lady Managers. The architectural designs for the building were done by two women architects, one of Boston and one of Chicago. It was considered one of the most beautiful buildings of the World's Fair. On the first floor, opening from the main entrance, were located on the left a model hospital, and on the right a model kindergarten, each occupying 80 by 60 feet. This model kindergarten was the first aim of the newly organized International Kindergarten Union, in order to represent adequately kindergarten progress throughout the United

States at this great World's Columbian Exposition. Elizabeth Harrison and other Chicago kindergartners were indefatigable at the exposition in explaining the kindergarten movement and giving out information that would help in introducing kindergartens in cities where there had been no interest previous to the exposition. The Columbian Exposition was a great opportunity for the students and faculty of the college. Through lectures on the architecture of the World's Fair given at the college by Denton J. Snider, they were prepared to understand and appreciate fully the beauty of the exposition. Dr. Snider and other members of the faculty were also most effective in helping students to interpret the exhibits and to appreciate the great human interest of this exposition, attended by thousands of visitors from abroad as well as by hundreds of thousands from the United States.

CLIMAX OF THE PIONEER PERIOD. During this pioneer period, Elizabeth Harrison and Mrs. John N. Crouse clarified their own vision of higher education for women, prospective teachers of children and mothers, and revealed their great interest in children everywhere through their practical efforts to see that the new education, as represented by the kindergarten, was introduced in as many places as possible in this country and abroad.

The Chicago Kindergarten College occupied four sites during this initial period: the kindergarten room in the Loring School, the assembly hall in the old Art Institute, the two floors at 10 East Van Buren Street, and finally, in the fall of 1906, much more spacious quarters covering a full floor of a large building at 1200 Michigan Avenue, across the street from the Illinois Central Station. About this time Schiller's "Hymn to Joy" was adopted as the college song and was sung to the choral music of Beethoven's Ninth Symphony. It seemed fitting to commemorate these years of glorious progress in the life of this institution, renamed three times: Miss Harrison's Kindergarten Training School, Chicago Kindergarten Training School, Chicago Kindergarten College.

In the year 1906, the college was incorporated under the laws of the State of Illinois as a non-profit organization and began to operate under the direction of a Board of Trustees. Up to this time it had

been a private institution owned and operated by Elizabeth Harrison and Mrs. John N. Crouse and her husband, Dr. John N. Crouse. To be sure, it had never been operated for profit and every cent of money had gone back to the institution. Because it had been run on a narrow margin, meager salaries had necessarily been paid to its administration and staff. However, the incorporation of the new organization placed it definitely in the list of independent institutions conducted for the public benefit, and so offered the way for a new era of expansion.

EXPANDING ORGANIZATION AND WORK

1906 to 1914

Developing Corporate Life

INCORPORATION OF COLLEGE. When the college became incorporated not for profit under the laws of the State of Illinois in 1906, a new era of expansion began. The incorporation stated the purpose of the college as follows:

"The object of the corporation (the Chicago Kindergarten College) shall be to conduct and carry on the business of educating women as teachers in the knowledge of kindergarten work, and the theistic philosophy upon which such work is founded, and also to educate mothers in the bringing up of their own children or those under their supervision in accordance with the kindergarten principles; also to teach women domestic science and other household arts and sciences which aid in the making of right homes; also to educate women in the training of the healthful and wholesome use of their bodies; also the training of such women as shall elect to work in Sunday schools in the knowledge of little children and their religious needs, and in other branches, now taught in the Chicago Kindergarten College, which lead into womanly work in the home, the school, the church and society, which it is proposed to have transferred to the corporation herein sought to be organized."

"The number of trustees shall be three" was incorporated in the third article of the constitution and the names of the trustees selected for the first year of the existence of the corporation were Mrs. Rumah A. Crouse, Elizabeth Harrison and John N. Crouse. The office address of the Chicago Kindergarten College at that date was 1200 South Michigan Avenue, Chicago. This incorporation was taken out on October 26, 1906, by Mrs. Crouse, Dr. Crouse and Miss Harrison.

EXPANSION OF FACULTY. It was during the years immediately following this incorporation that the faculty was expanded to meet the requirements of a growing student group. Some of those of long association with the college are mentioned here. Jean Carpenter

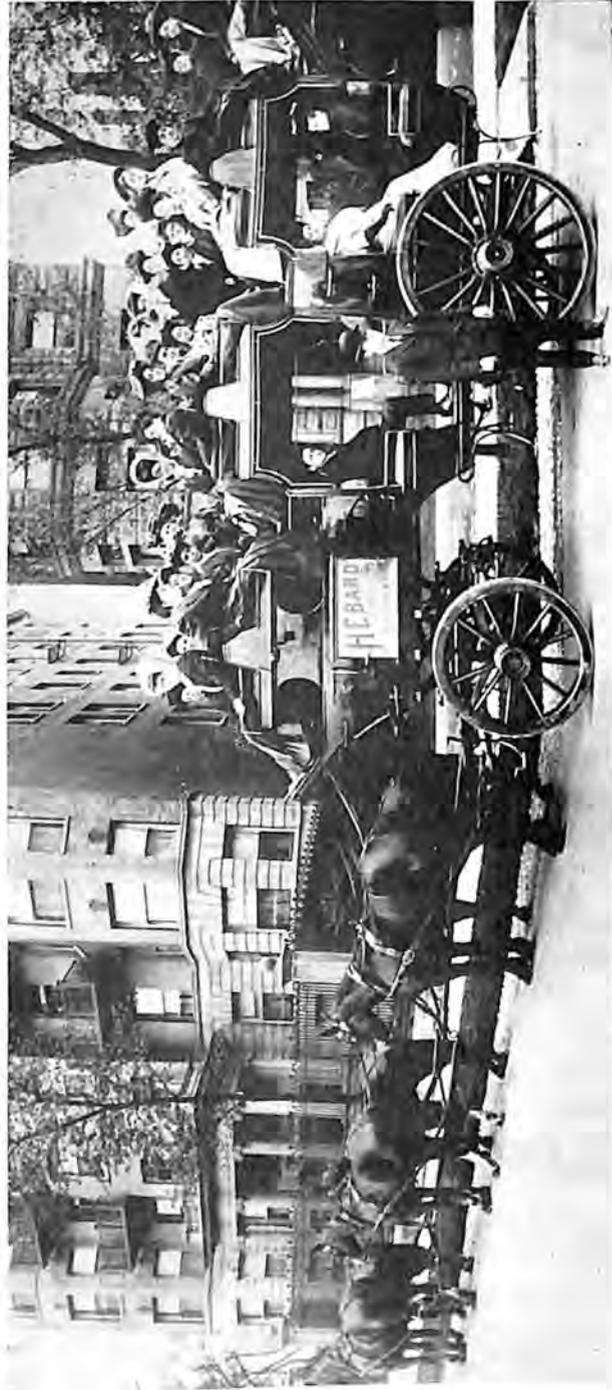


Game Day on Twelfth Street

Arnold, who was an art teacher in the first years of her association with the college, became a lecturer on the history and appreciation of the arts, and gave also the course in Froebel's *Mother Play*, which was really the basic course in Froebel's philosophy of education, providing as well the first pictures, songs, and games for the early kindergarten. A more advanced course in Froebel's philosophy of education was offered by Belle Woodson, who used as a text Froebel's *Education of Man*. Miss Woodson was for many years Miss Harrison's housemate and companion, and she it was who took care of Miss Harrison after her retirement, during the closing years of her life. Frances K. Wetmore, a graduate of the college, gave a course known as the Kindergarten Program, later broadened into an introductory course in curriculum. Miss Wetmore in time left the college to take charge of evening classes for the foreign born, connected with the Chicago public schools, and did a notable piece of work until World War II in leading and supervising this program. Georgene Faulkner, later known as Chicago's Story Lady, offered the course in

story-telling; and Jessie Davis gave the interesting courses first called "The Occupations" and afterwards known as "Handwork." Courses in biological science were offered by well-known professors from the University of Chicago. Physical education was given by Mrs. Henry Parsons, and later by Etta Mount, both of whom were members of faculties of outstanding schools of physical education. Eleanor Smith, head of the music school at Hull House and author of well-known songs for children, offered the courses in music. Emma Beebe, whose name became a tradition in the early history of the college, was the first kindergarten supervisor, and she was succeeded by Frances Wetmore, who kept a list of public, private and mission kindergartens in various parts of the city to which she assigned students for observation and practice. With the chance of being seen by only one supervisor, it was extremely important to the students to make "a good showing." Great was the anxiety of student teachers when the one supervisor from the college appeared. Later other students knew whether her criticism had been favorable or disappointing by the woe-begone faces of those who had had a discouraging conference. Special teachers in art came from the Art Institute or from the public schools, while Elizabeth Harrison herself gave lectures on color, design and architecture. Belle Woodson offered the work in "Kindergarten Gifts," later to be known as "Play Materials."

Courses in Great Literature, in Architecture, and History of Civilization were offered by Denton Snider, while a very helpful course in the History of Education was taught by Louis Monin, the beloved dean of Armour Institute of Technology. Elizabeth Harrison offered courses from time to time in Great Literature, in the Arts, and in the Philosophy and Practice of the Kindergarten. Especially valued by the students was her course in Dante's *Inferno*, which exactly fitted the dramatic role which Miss Harrison was so endowed to fill. In fact, many alumnae said that she ought to have gone on the stage instead of into the field of kindergarten education—that she belonged with Sara Bernhardt and the Barrymores. Only a few of the really great teachers and lecturers who played a part in these early years of the college have been named. To be sure, the courses were not organized into blocks of 36 or 54 hours in a semester, but



Class of 1907 Leaving Langley Avenue Dormitory for an Excursion

the amount of appreciation, knowledge and wisdom accumulated and transmitted in short courses was very great. Many of the women graduating in these early years of the college were inspired to make a life study of education and to maintain an active interest in great music great art and great literature.

PROVISION FOR SCHOLARSHIPS. In 1905, Myra Watson, president of the Alumnae Association, had presented Miss Harrison with the Elizabeth Harrison Scholarship, to be contributed by the alumnae annually to honor Miss Harrison and to inspire students to a high standard of scholarship and character. Miss Harrison was much touched by this tribute from her alumnae daughters, and it was a great joy to her to award the scholarship each year to the junior student selected by the faculty as having made the finest record in scholarship and achievement during her two years as a student in the Chicago Kindergarten College. The first junior student to receive this award and to use it during her "senior" year, or third year, was Miriam Bicknell, of the graduating class of 1907. The second award of the scholarship was made to Edna Dean Baker graduating in 1908, and the third award to Clara Patton graduating in 1909.

In 1910, the alumnae made Mrs. John N. Crouse happy by establishing a scholarship in her name.

"Mrs. Crouse, we, the alumnae, want to present to you a slight token of our appreciation of the 25 years of loyal and devoted service that you have given to this college. We have been realizing more and more that without your support and enthusiasm there would never have been a C. K. C., and would not be one today. So this year we have two scholarships and one of them bears your name."

AFFILIATION WITH NATIONAL KINDERGARTEN ASSOCIATION. The high quality of the work of Chicago Kindergarten College attracted the attention of a group of men and women in New York City who had organized in 1909 the National Kindergarten Association, with headquarters in New York, for the avowed purposes of disseminating an understanding of kindergarten values in the United States and other countries; assisting in establishing kindergartens; and helping parents and teachers by the publication of free articles and pamphlets on early childhood care and education. This

educational and philanthropic organization met for a time in the home of Mrs. Henry Phipps, whose husband, Henry Phipps, was a partner of Andrew Carnegie. Its headquarters became 8 West Fortieth Street, New York City. The live interest and enthusiasm which brought together this group of people was created by Bessie Locke, the indomitable leader who held the position of executive secretary. Miss Locke, like Mrs. Crouse, had a determination, a courage and a vision for the extension of kindergarten principles and the kindergarten itself which continued to overcome almost insurmountable obstacles. Elizabeth Harrison was invited, in the summer of 1911, to place before her Board of Trustees, a plan of affiliation between Chicago Kindergarten College and National Kindergarten Association which might be of mutual benefit. Miss Harrison went to New York and met there the Board of Trustees of the association. Following a tentative agreement reached at this meeting, papers were formulated and signed in February, 1912. Thereafter, the association warmly recommended the college to young women investigating kindergarten training schools and also to boards, private and public, interested in securing kindergarten teachers. The college, on the other hand, agreed to render to the association valuable service in matters where they needed technical knowledge of the kindergarten and expert criticism of material which they planned to send out. The association was supported by private citizens whose only interest was to see that adequate kindergarten facilities of the highest character were provided for the four million children for whom at that time no kindergartens were available. The association because of its publicity program received many letters and personal calls from those interested in the solution of kindergarten problems, in gaining a general understanding of the kindergarten and in securing proper legislation and support.

NAME CHANGED TO NATIONAL KINDERGARTEN COLLEGE. Following the affiliation with the National Kindergarten Association, the following three trustees, William Otis Waters, Elizabeth Harrison and John N. Crouse, on April 23, 1912, filed with the Secretary of State at Springfield papers for a new corporation to be known as National Kindergarten College. The number of trustees

in the new corporation were named as nine and the trustees selected for the first year were: Elizabeth Harrison, John N. Crouse, William O. Waters, George W. Webster, W. W. Gurley, Belle Woodson, Frances Wetmore, Edna Baker and Nina Kenagy. The address of the college at that date was 1200 South Michigan Boulevard, Chicago.

ELIZABETH HARRISON IN ROME. Almost fifty years after the establishment of the first kindergartens in the United States, or during the beginning years of the twentieth century, a new leader in the field of early childhood education began to attract considerable attention in Europe and later in the United States. Maria Montessori, an Italian woman, became interested in this field through her special study of children of low mentality. She participated in early attempts at mental testing and in experimental work to discover the possible educability of subnormal children at early age levels. She developed special equipment and apparatus for these children and, although her materials were somewhat limited in use, she was so successful in getting results with her individual technique that she was urged to attempt experimentation with so-called "normal" children. She developed what was known as the "Montessori method" used in schools for little children known as *Casa de Bambini*, which interpreted literally means "house of childhood." The method became very popular in several countries of Europe. Dr. Montessori's voluminous writings were translated into English and published in the United States, including her book entitled *The Montessori Method*. Dorothy Canfield Fisher, through her popular writing, gave great vogue to the Montessori system of child education; and little Montessori classes began to spring up in various parts of the United States, taught by young women who had studied in Montessori's training classes in Rome. Some of these young women were graduates of liberal arts colleges and others were former kindergarten teachers, mothers and nurses, who became interested through reading magazine and newspaper articles and books on the method. In 1912, through the generosity of Mrs. Henry Phipps, vice-president of the National Kindergarten Association, and Mrs. George Grant Mason, the association was able to send Elizabeth Harrison to Rome to attend Dr. Montessori's first class for English-speaking teachers. After Miss

Harrison's return from Rome, National Kindergarten College offered a summer institute and opened an experimental class in Montessori method for observation and discussion. Elizabeth Harrison gave the lectures, but the class was directed by Montessori graduates. Later the college supervised three experimental classes in Montessori methods for different types of children. Following these experiments in the Chicago area, Miss Harrison wrote a pamphlet on *The Montessori Method and the Kindergarten*. This pamphlet was published as a special bulletin by the United States Bureau of Education and was widely circulated.

Maria Montessori was interested not only in the mental development of the child, but also the physical development. She developed special instruments for taking measurements of children at different age levels and emphasized regular weighing of children. She studied posture and developed corrective exercises for any difficulties which the child might have that could be benefited by the use of apparatus. She put great emphasis upon freedom of movement and plenty of change of posture with opportunities to go freely from the indoors to the outdoors. Where climate permitted, these children's rooms opened into gardens, and pupils might work as they chose, indoors or outdoors, and might stand or sit or lie on the floor. She introduced noon lunches with well-balanced diet. She put great emphasis upon toileting and upon the child's independence in caring for himself, including dressing and undressing. She introduced periods of rest and sleep in the full day's program. All of these features, including her specially devised play materials and equipment, were innovations in the educational program of young children as commonly conducted, and had a profound effect upon the kindergarten and the emerging nursery school. There were, however, points at which kindergarten teachers took issue, claiming that her program lacked stimulus for the imaginative and creative potentialities of children, and that it failed to provide adequate opportunity for social development through cooperative work and play. As the kindergarten of the twentieth century was modified by the Montessori school, the Montessori school in the United States also was modified to include some of the better features of the kindergarten.

At the time of the greatest popularity of the Montessori system, Maria Montessori came to the United States and visited several cities, including New York, Chicago, Los Angeles, and San Francisco, conducting short terms of classes and lectures. However, interest in the method which began with such enthusiasm seemed to die out in a few years and even the classes that had been started closed one by one. This fading of interest may have been due to the limitations imposed both by the method and the materials, and to the richer and more varied program offered by the modern kindergarten.

Growth of Alumnae

NUMBER OF ALUMNAE. Very small classes graduated in the early years from the college, beginning with two or three in the first classes and gradually increasing to twelve or more. The class of 1899 graduated 28, and from that time on, classes for the next ten years had graduating groups of 20 to 39. These were three-year classes, receiving the teachers diploma of the college. There were, in addition, many who completed only one year or two years of training, and received the first year or the second year certificate. Most of these graduates went out to teach immediately, for during this period of kindergarten expansion, they had little difficulty in securing positions, whether they had one, two or three years of training.

In 1898, the college added a fourth year entitled the Normal Year, intended for graduates who had been teaching for a few years and wished to prepare for more responsible positions in supervision or teacher training. Frequent mention is made in the *Alumnae News*, and later in the *Kindergarten Journal* published by the alumnae, of the fact that there was more demand for kindergartners than the college was able to supply, as one of the institutions training the largest number of kindergarten teachers.

PRESTIGE OF ALUMNAE. Not only were Elizabeth Harrison and Mrs. Crouse responsible for founding the Chicago Kindergarten College, but they also helped to organize a number of other kindergarten training schools in various parts of the United States. These training schools in several instances were affiliated with Chicago Kindergarten College. One of the earliest was Cleveland Kindergarten

Training School. As early as 1882, a group of women in Cleveland had organized the Cleveland Day Nursery and Free Kindergarten Association and had opened the first free kindergarten in Cleveland in 1886. With the introduction of kindergartens, Cleveland began to need trained kindergartners. The association, therefore, incorporated in 1894 under the laws of Ohio, and invited Elizabeth Harrison and Mrs. John N. Crouse of the Chicago Kindergarten College into consultation. Miss Harrison and Mrs. Crouse inspected the work of the association and planned that the training school should become a branch of the Chicago Kindergarten College. When the school was organized in September, 1894, it had an enrollment of 31 students and in the spring of 1910, it was able to report that it had graduated 230 students. Thirty-two of these had taken an additional year of training at the Chicago Kindergarten College, 67 had married, and 127 were employed in the public schools of Cleveland. Each year Miss Harrison and Mrs. Crouse spent some time at the Cleveland Kindergarten Training School, and Miss Harrison gave one or more lectures there every year. Graduates of the college were invited to accept positions in the Cleveland Kindergarten Training School, and faculty of the Chicago Kindergarten College frequently visited the Cleveland Kindergarten Training School to speak to the students.

During the pioneer years of Chicago Kindergarten College, and of other kindergarten training schools organized independently for the purpose of preparing teachers to meet the rapid expansion of the kindergarten in the United States, the general attitude of educators was skeptical concerning the value of the kindergarten as a part of the publicly supported system of schools. For that reason, normal schools for the training of teachers were slow in adding kindergarten departments. Most of the early kindergartens were in connection with day nurseries, settlements and private schools and were considered by the public as either a luxury for the well-to-do or a way of keeping the underprivileged child off the street. Gradually parents and others in the community began to realize that children attending the kindergarten were having an organized play experience and a guidance that few homes were able to provide. Moreover, the children themselves were enthusiastic about the kindergarten—they had

an attitude toward it that children had not had toward school in the past. The children were the best friends of the kindergarten and did more to sell it to the public than their teachers alone could possibly have done.

KINDERGARTEN TRAINING IN NORMAL SCHOOLS.

As kindergartens began to be introduced into the public school systems of big cities, normal schools added kindergarten departments so that they could train the necessary teachers. These departments in the beginning offered only one- or two-year courses. Prestige of the graduates of Chicago Kindergarten College, many of whom had had three years of training and some a fourth or "normal year," increased. They were much sought as heads of kindergarten departments in city and state normal schools, and as supervisors of kindergartens in public school systems. In the *Alumnae News* in the spring of 1909, a long list of alumnae of Chicago Kindergarten College was printed. That list is interesting not only because it indicates the influence of the college in all parts of the United States, but because it shows as well the growth of the kindergarten and of the kindergarten training school movement. Some of the prominent positions filled by alumnae of Chicago Kindergarten College were:

Columbia University, New York, N. Y., Grace Fulmer, head of the kindergarten department; Mrs. Marion B. Langzettel, kindergarten extension lecturer.

Pratt Institute, Brooklyn, N. Y., Alice E. Fitts, head of the kindergarten department; Minnie M. Glidden, assistant head of kindergarten department.

Brooklyn City Normal School, Brooklyn, N. Y., Ruth E. Tappan, head of kindergarten department.

The Buffalo Kindergarten Association, Buffalo, N. Y., Mary Watkins, assistant head of kindergarten department.

Bangor, Maine, Nellie E. Brown, head of kindergarten training school.

Newark City Normal School, Newark, N. J., Pearl Carpenter, head of kindergarten department.

City Normal School, Washington, D. C., Helen Gordon, head of kindergarten department.

Baltimore, Md., Florence Waddington, head of kindergarten training school.

Norfolk, Va., Lillian Wadsworth, head of kindergarten training school; Mary Jaggard, assistant head of kindergarten training school.

Pittsburgh and Alleghany Kindergarten College, Pittsburgh, Pa., Elizabeth Culp, head of kindergarten training school; Alice Snider, teacher of psychology and music; Georgia Allison, supervisor of Pittsburgh kindergartens.

Cleveland Kindergarten Training School, Cleveland, Ohio, Netta Faris, head of kindergarten training school; Margaret Trace, associate head.

Cleveland, Ohio, Mabel McKinney, supervisor of public school kindergartens.

Youngstown, Ohio, Mrs. Pluma D. Carrothers, supervisor of public school kindergartens.

Springfield, Ohio, Anna Barrett, supervisor of public school kindergartens.

Indiana Normal School and College of Applied Science, Muncie, Ind., Faith Brooks, head of kindergarten department.

Chicago Normal School, Chicago, Ill., Olive Russell, assistant head of kindergarten department and extension lecturer.

University of Chicago Settlement, Chicago, Ill., Mary MacDowell, head resident.

Pestalozzi-Froebel Kindergarten Training School, Chicago, Ill., Mrs. Bertha Hofer Hegner, founder.

Chicago, Ill., Georgene Faulkner, Chautauqua lecturer and vice-president of Chicago Story-Tellers' League.

State Normal School, Ypsilanti, Mich., Hester Stowe, head of kindergarten department.

Northern State Normal School, Marquette, Mich., Flora Mowbray, head of kindergarten department.

Menominee Normal School, Menominee, Mich., Katherine Portman, head of kindergarten department.

Iowa State Normal School, Cedar Falls, Iowa, Florence Ward, head of kindergarten department; Ruth Dowdell, associate head of kindergarten department.

City Normal School, Des Moines, Iowa, Harriet Phillips, supervisor and head of kindergarten department.

Dubuque, Iowa, Louise Whitney, supervisor of kindergarten department of public schools.

State Normal School, Kirksville, Mo., Gertrude Longnecker, supervisor of practice school; Sarah Pepper, head of kindergarten department.

Kansas City, Mo., Cora L. English, supervisor of public school kindergartens and head of kindergarten training school.

State Normal School, Winona, Minn., Rebecca Martin, head of kindergarten department; Louise Alder, assistant in kindergarten department.

State Normal School, Plattsville, Wis., Elizabeth Hammers, head of kindergarten department.

State Normal School, Stevens Point, Wis., Nina Whitman, head of kindergarten department.

St. Paul City Normal School, St. Paul, Minn., Helen Lloyd, head of kindergarten department.

Yankton Institute, Yankton, S. D., Mrs. Alma O. Ware, head of kindergarten department.

Grand Forks, N. D., Matilda Williams, head of kindergarten training school.

Kindergarten Association Normal School, Denver, Colo., Karrie Johnson, head of kindergarten department.

State Normal School, Greeley, Colo., Bertha Andrews, head of kindergarten department.

Sayre Institute, Lexington, Ky., Georgia McClellan, principal.

The Chattanooga Free Kindergarten Association, Chattanooga, Tenn., St. Clair Paddock, associate superintendent.

Fort Worth Kindergarten College, Fort Worth, Tex., Myra M. Winchester, head of kindergarten college; Mary Bruce, associate.

Houston, Tex., Jeanne Ware, head of kindergarten training school.

Los Angeles, Calif., Mary Ledyard, supervisor of public school kindergartens.

State Normal School, Los Angeles, Calif., Florence Lawson, head of kindergarten department; Kate Gerts, head of kindergarten department.

Oakland Kindergarten Training Class, Oakland, Calif., Grace Barnard, head of kindergarten training school.

Hiroshima, Japan, Nannie Gaines, principal of girls' school.

Nagoya, Japan, Alice L. Coates, principal, girls' school.

Sophia, Bulgaria, Elizabeth Clarke, head of kindergarten training school.

Christian College, Allahabad, India, Jane Cody, instructor in Christian College.

Kindergarten Training School, Nagasaki, Japan, Mary Cody, head of training school.

ALUMNAE PUBLICATIONS. In the autumn of 1905, the Alumnae Association, whose president at that time was Charlotte Krum of the class of 1902, was responsible for volume I, number 1, of a new publication known as *Alumnae News* of Chicago Kindergarten College. On the cover of the first number appears the following modifier: "Being a continuation of News Letters sent to members in Nineteen-four and Nineteen-five, and inspired by the success of the Alumnae Annual of Nineteen-hundred." A long editorial staff appears on the first page inside the cover and at the bottom there is a footnote, "Printed whenever there is news and money enough—there is always news enough," also these words, "Extra copies 5c." Mrs. Todd Lunsford, a graduate of the class of 1902, was chairman of the editorial staff. The *Alumnae News* seems to have fared well in getting "money enough," because issues appeared regularly from that date, in the spring and fall of each year, until the *Alumnae News* was succeeded in the spring of 1910 by a much more pretentious publication known as the *Kindergarten Journal*. The *Kindergarten Journal* carries on its cover the modifier, "Being a continuation of News Letters sent to members in Nineteen-four and Nineteen-five, inspired by the success of the Alumnae Annual of Nineteen-hundred and a successor to the Alumnae News." Table of Contents carries the name of Mrs. Todd Lunsford as editor, Mrs. Florence Capron as managing editor, and the statement that the paper will be published quarterly. It gives the following names on the editorial staff: "Elizabeth Harrison, Literary Critic; Edna Baker, Personal Mention Department; Emily Webel, Circulation Department; Frances Wetmore, Finance and Advertisement." The last issue of the *Alumnae News* and the early issues of the *Kindergarten Journal* carried book reviews by Elizabeth Harrison, articles of interest to the teacher, reports of conventions and institutes, original stories and editorials. The magazine each time carried the always popular personals of faculty and alumnae and gave reports on the activities of college seniors. Space was accorded to affili-

ated institutions, giving interesting reports on their growth and activities. In later issues of the *Kindergarten Journal*, letters and articles from graduates of the college teaching in Japan, India, China and elsewhere abroad were printed. There were occasional articles especially written for mothers and for Bible School teachers. These publications of alumnae contain a wealth of interesting material on the development of the college and the careers of its alumnae, many of whom became distinguished women, leaders in educational, welfare and cultural development in the communities where they lived and in the countries where they taught.

Ownership of Property

A BETTER LOCATION. As the college grew in its rented home at 1200 South Michigan Avenue, Chicago, it became increasingly evident that the one large floor of the building available for classroom, office, storage, and recreation facilities was hardly adequate. The location at a very busy intersection of Twelfth Street with Michigan Avenue, opposite the Illinois Central Depot, was an extremely noisy environment. Not infrequently classes had to wait until a parade, a fire company, an ambulance, or some unusually heavy truck passed. The dormitory accommodations were still housed on Langley Avenue on the South Side and were not large enough for the growing dormitory enrollment. Elizabeth Harrison with Belle Woodson and one or two other members of the faculty consulted real estate agents and began to examine property farther south on Michigan Avenue. One day they returned to the college in great excitement. They had found a fine residence property at 2944 Michigan Avenue, which they could obtain at a fair rental, in fact no more than was being paid for the one floor of the office building. A meeting of the Board of Trustees was called and the possibilities of renting or even purchasing the property were discussed. The result was an arrangement to rent from September 1, 1913, with a plan for re-decorating and remodeling during the summer of 1913. There was also an option to purchase the new property if it should make an acceptable setting for the school. This purchase was actually made in 1916 and title to the property acquired by the college with a down payment and mortgage.



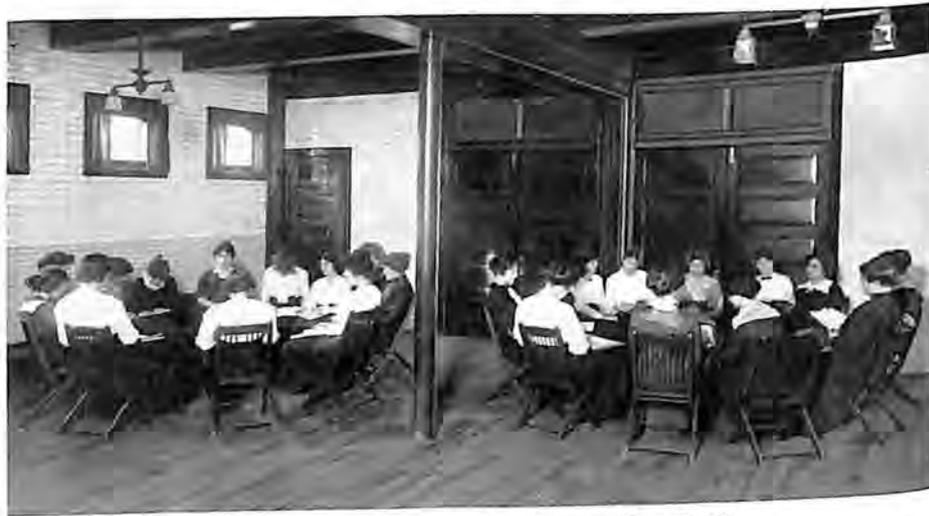
National Kindergarten College on Michigan Avenue

The original property rented at 2944 Michigan Avenue included a central building, the former home of Charles Gates, known as the "Corn King," who for many years with James A. Patten, the "Wheat King," dominated the Chicago Board of Trade. Even in an era when building costs were very low compared to those following World War I, Charles Gates' home had cost a small fortune. The house in which the Gates family had lived during the "Gay Nineties" was of rose brick. It had three floors and a fine basement. The floors throughout the house were of oak and mahogany, and the rooms were spacious with high ceilings. The dining room on the first floor was panelled in oak with beamed ceiling. The wall coverings of the handsome entrance hall, parlors and library were imported tapestries, and the ceilings of the parlors were of gold leaf. A beautiful staircase, leading to the bedrooms on the second floor, was of carved walnut with a large stained glass window at the first landing which almost

filled the space to the second floor. It was really a picture-book stairway, especially designed for weddings and processions. On the second floor were many very large bedrooms, each with its beautifully equipped tiled bathroom. The washbasins and tubs were of marble and in some instances bathroom walls were handpainted. On the third floor there was, in addition to several large bedrooms, a beautiful ballroom.

Besides the one handsome mansion, the property included two other buildings—a much smaller three-story brick house to the south, probably built for a guest house, which was rented by the college as a part of the needed dormitory space for the school. This house included some office space on the first floor and a room that was used much later for an experimental summer nursery school. Extending the full width of the property at the rear of the grounds, fronting toward the houses and backing plumb on an alley, was a two-story building originally built by Gates for his vehicles and blooded carriage and riding horses. This building was beautifully finished in native wood. It had a very large white-tiled room originally used for the fine equipages of the Gates family. The stalls for the horses were to say the least luxurious, and the harness room was conveniently and perfectly finished and equipped. On the second floor were rooms for the coachmen and liverymen. Later when automobiles had succeeded horse-drawn carriages, the stables had been remodeled to make a garage but as much of the original character of the interior had been kept as possible. The property had 150 foot frontage on the boulevard and a depth from Michigan to the alley of 175 to 200 feet. A wrought-iron fence ran across the entire property at the front with a beautiful wrought-iron gate before the main entrance, and a heavy double gate opening upon a paved driveway which led from Michigan Avenue to the building at the rear, with a porte-cochere at the north entrance of the house. A grassy lawn, south of the house, extended from the boulevard back to the building in the rear.

GROWTH OF COLLEGE IN NEW HOME. These accommodations excelled anything the college had ever dreamed of having and literally opened a new day in the development of the school,



Discussion Groups in Assembly Hall

making possible social, recreational and educational activities and projects not hitherto incorporated in the program, such as out-of-door festivals and game days, the development of gardens and in a few short years a demonstration school with kindergarten and primary classes attended by children from the neighborhood. The college thoroughly remodeled the building at the rear. The tiled carriage room was developed into an adequate and attractive assembly hall. What formerly had been space for the stables of fine-bred horses, was remodeled as offices for the administration and secretaries. The harness room was remodeled with individual lockers for a coat room. The rooms on the second floor, which had been used by the maintenance staff, were remodeled to provide space for library and several classrooms. By knocking out partitions here and there and making extra window space, a unique and pleasant environment was provided for the expanding school which by 1920 had an enrollment of about 150 students. These students were still assigned during the morning to various schools for student teaching, with the exception of the freshman class and a small group taking advanced work. In the afternoon the building overflowed with the student group, and some rooms in the rapidly growing group of dormitories were used for classroom purposes. As the student body increased in numbers, six other houses

in the block from Twenty-ninth to Thirtieth Street on Michigan Avenue were rented to accommodate non-resident students.

During one winter the college rented a house on Prairie Avenue and later for two years a floor in a large apartment building on Michigan Avenue across the street. The new location had an attraction for out-of-town students which the earlier locations did not possess, and the need for dormitory space multiplied. Each time that a new house was secured the problem had to be met again of satisfactory maintenance and supervision for students living in the new house and also for dining room and kitchen facilities. Fortunately, the dining room and kitchen space in the original Charles Gates home was adequate to take care of students from about four of the houses. Since the hours for breakfast and luncheon were elastic, it was possible for a long time to care for all students for meals, except dinner, in the main building which was called Marienthal, the original name for the dormitory on Langley Avenue. (This name, which had been used in the first home for students training to be kindergartners in Germany, translated literally means "Hall of the Marys.") In time dining room service was set up in two other houses. Each house had its own housemother, maid or maids and janitor and, of course, in the houses where cooking was done, a cook with assistants. The houses varied in size, the smaller groups numbering ten or twelve students, and the larger groups twenty-five to thirty-five in a house. All the houses had been built in the same period and afforded a refined and beautiful environment. Many of the students, of course, came from small towns and villages so that living in these beautiful homes was in itself a cultural experience. Since some of the rooms were very large, it was necessary to use them as dormitories rather than as bedrooms. The large ballroom, for instance, in Marienthal accommodated six students and what fun these girls had! To this day they love to recall spreads, gossip fests, and practical jokes that were played. It took skillful guidance on the part of the housemother to keep such rooms in order and to help an occasional non-social girl get along with her roommates. For the most part, however, prospective teachers of young children, then as now, had pleasant dispositions and overflowed with happiness and play spirit. Ideally these houses were



Elizabeth Harrison and Staff on the Campus

an excellent arrangement for the social development which dormitory living provides, at its best. On the other hand, the overhead was very great in maintaining so many houses, especially when kitchen and dining room service must be duplicated several times. It was necessary to extend the length of summer sessions and find as much use as possible for the houses the year round in order to make expenses.

When the college moved into the new quarters at 2944 Michigan Avenue, it had some furniture and other equipment, such as rugs and hangings, pictures, kitchen and dining-room equipment, that could be adapted to use in the new buildings, and also the beginning of a small library. However, each new house required a new investment in furniture and fixtures. Gradually the college acquired ownership of considerable property of this kind. In the years at 2944 Michigan, however, the household property had hard use not only because of the wear and tear of a rapid turnover in student body but also because of a rapidly growing industrial district nearby.

During this era the town students and most of the faculty lived at considerable distance from the college on the North Side or South Side of the city or in the suburbs. Since private automobiles and public buses were not yet in general use, transportation was chiefly

by elevated trains and slow-moving streetcars that absorbed much time of the groups using them. However, on the small campus, in the dining-room, and crowded halls everyone met everyone else every day, and there was a closeness of association and warmth of friendship among town and "dorm" students and faculty that could not have been developed in more spacious surroundings.

CHANGING NEIGHBORHOOD. The stockyards were growing rapidly about a mile southwest of the school, and when the wind was blowing from that direction, students and faculty were well aware of their existence. During World War I, because of the scarcity of labor, large numbers of Negroes were brought from the deep South, and a grave problem developed involving their struggle for homes and for social recognition. During the period that the college was at Twenty-ninth and Michigan, these workers were rapidly acquiring possession of much property on Michigan Avenue and nearby streets south and east of the college. It was, therefore, a period of transition. On Michigan Avenue itself, extending from the Loop south, there was an increasing number of automobile display and salesrooms. On the side streets were many small shops including groceries, clothing, drugs, and also repair shops, secondhand shops, and the like. On some of the business streets, the shops were very neat, while on other streets the stores were decidedly second class and shoddy. In the next block to the college on the opposite side of Michigan Avenue was a well-managed small hotel, the Lakota, where some non-resident faculty lived, where the college held many of its dances and parties, and where students and staff often entertained guests in the dining room. This hotel was still serving the neighborhood efficiently when the college moved some years later to the North Side. This, then, was the environment of National Kindergarten College from 1913 to 1926.

Chapter Four

CONTINUED EXPANSION DURING WAR
AND POSTWAR YEARS

1914 to 1920

Influences of World War I

ONSET OF WORLD WAR I. Chicago, like other cities in the United States far from the National Capital and the Atlantic coast, and little concerned with European politics and diplomacy, was shocked and startled by the explosion which opened World War I. The average citizen was slow to recognize the effect of this war upon the United States and slower still in appreciating what it might mean to him, personally. However, people from the major countries in the contest who had not taken out American citizenship soon began to receive calls to return for service. Americans gradually began to identify themselves in sympathy with one or another of these countries, and, sad to say, along with the identification, emotion began to rise, and fear and hatred became evident.

There was, however, a substantial group of citizens in Chicago as elsewhere in the United States who deeply deplored war, had long identified themselves with the Peace Movement and had rejoiced in the Hague World Court in Holland. One of the leading citizens of Chicago, who took this attitude toward war, was Jane Addams of Hull House. With her stood Graham Taylor, head resident of the Commons, and some other leaders in the field of social welfare and religion. Educators like Elizabeth Harrison were also vocal in deploring the war and influencing teachers to work for peace because of the suffering that war brings to children and the tragic loss of life to youth. These and others identified themselves with a strong peace group in the United States and hoped very much with the president, Woodrow Wilson, that peace in this country could be maintained. These people, however, as true humanitarians, were also interested in helping the Red Cross, the YMCA, the

Salvation Army and other benevolent organizations, including the churches, in their overseas services. Even during the first two years of the war some American citizens went abroad to help with canteen service, ambulance and nursing service. Many citizens in their own homes in this country were knitting for the soldiers, rolling bandages for the Red Cross or giving money. In all such efforts to alleviate the sufferings of war, Elizabeth Harrison was eager to have the faculty and students participate. Assembly programs with speakers depicting the need of war sufferers kept before the college the possible ways that those in this country could be of service. The *Alumnae News* sought to inspire alumnae to give their services as opportunity offered for the relief of suffering in Europe.

UNITED STATES INVOLVED. As German submarines began to infest the Atlantic and to attack American shipping to England and France, the situation in the United States grew constantly more tense, although every effort was made by the President and the State Department to avoid involving the United States in the war. In May, 1915, came the blowing up of the British steamship *Lusitania*, with 114 American passengers on board. Despite incessant provocation for the next two years, President Wilson held to his neutral policy. The declaration of the unlimited submarine campaign brought evidence of the unreality of peace hopes. After deliberate sinking of American ships and other hostile acts by the Germans, President Wilson could hesitate no longer, and in April, 1917, United States entered the war against Germany. Soon soldiers were marching in the streets of Chicago, bands were playing and people singing war songs. Feeling ran very high and often got out of control, leading to persecution of those suspected of disloyalty.

Frequent efforts were made by the Government to increase the voluntary sacrifices of individual citizens, including speeches and pamphlets pleading with the people to save gas, electricity, fuel—especially coal—and also to conserve food by the use of substitutes particularly for wheat flour, meats and sugar. One meatless day a week and one heatless day were supposed to be observed by everyone. It was surprising how many citizens complied voluntarily without the use of artificial controls. As the war continued, anxiety grew keener

for loved ones fighting "over there," and the bulletin boards outside newspaper offices were surrounded by throngs of people attempting to get last-minute news. The air service, a new feature of the armed services in this war, brought many innovations. The use of poisonous gases made gas masks necessary for civilians as well as soldiers. The fear of gas particularly, as well as the terror of falling bombs, made World War I a hideous experience. In this war more than in any preceding wars, civilians were bombed and became in their unprotected state the most piteous casualties of the war. Children more than grown-ups suffered from the terror of the war flames in the skies and from the fear of gas attacks. This was the beginning of mechanized or technological warfare in the scientific twentieth century.

EFFECT OF WAR ON SCHOOLS AND COLLEGES.

The children in American schools, even those in the day nurseries, kindergartens, and primary grades, experienced fears which the war engendered. Many were as afraid of Kaiser Wilhelm as of Hitler in World War II. Children could not see why an Emperor, one man, should be able to keep up a war that was so devastating. As one little boy said to the group one day, "Why doesn't somebody just go in and pull the Kaiser off of his throne?" Such questions indicated that children were attempting to solve the problems of World War I as they did of World War II, and were not oblivious to what was going on. Many children had nightmares concerning brothers or uncles "over there," and others cried in their sleep, thinking that they were caught in gas attacks or hit by bombs. It became difficult to provide adequate food for children at home and to plan efficiently with the use of food substitutes. Heatless days particularly were difficult to manage as well as the shortage of fuel at school and at home.

Colleges and universities, disturbed by the enlistment of men students and subsequent falling enrollments, opened their doors to women students or increased their quotas. Women also found part-time work in their communities more available, and had a better chance in many of the professions and vocations for full-time employment. These conditions, of course, tended to depress enrollments

in women's colleges. Young people in college were as keen as the general public in following the strategy of the war and in identifying themselves with the successes and defeats of the Allies. Most colleges had definite service programs for young people, and many opportunities were offered them for service in civilian organizations.

National Kindergarten College was extremely active in attempting to meet the needs of mothers and children. Immediately after the United States became involved in the war, Elizabeth Harrison accepted the temporary defeat of efforts for peace and was intensely loyal to the idealism set forth in Woodrow Wilson's phrase, that this was "a war to end wars." She believed with him that this would indeed be the final controversy which, if won by the Allies, would put an end to future conflict. Woodrow Wilson, the former president of Princeton, a teacher and a school administrator of long experience, was perhaps better understood by educators than by any other group. Elizabeth Harrison with a member of her faculty happened to be in New York City at the time the first company of doughboys embarked for Europe. In a taxicab she followed the marching boys down Fifth Avenue, tears in her eyes as the bands played "Over There" and "Tipperary," while tons of confetti and streamers floated out the windows of tall office buildings.

PART OF THE INTERNATIONAL KINDERGARTEN UNION. Elizabeth Harrison was instrumental with some others in arousing the International Kindergarten Union to the great part it played in guiding the individual training schools and kindergartens of the country. The twenty-fourth annual convention of the IKU was held in Boston in 1917. At that date the United States was deeply involved in the war. Fanniebell Curtis, supervisor of kindergartens in New York City, having just returned from a tour of inspection of conditions affecting children in France and Belgium, spoke to a group of leaders of the kindergarten movement of which Miss Harrison was a member. Following her talk, she had to return to New York for the purpose of getting a kindergarten bill through the legislature. She left a little note for Miss Harrison explaining her haste in leaving the convention. Miss Harrison felt that the time and place were at hand for an appeal to the entire convention assem-

bly and asked for a few minutes for Fanniebelle Curtis to present the cause of the refugee children of France at the closing banquet. The president of the IKU called on Miss Curtis as the last speaker. Even at that late hour Miss Curtis spoke so convincingly and dramatically that when Miss Harrison rose following her speech and asked for a vote of the membership on whether the IKU assist Miss Curtis in rescuing some of the children in France, a vote was immediately taken that the board of the IKU arrange plans.

The IKU Committee of Nineteen was appointed to take charge of the national war work, with three subcommittees: educational, legislative and social service. Miss Harrison was appointed chairman of the subcommittee on social service. Elizabeth Harrison and her committee undertook to investigate social agencies concerned with child welfare movements and to place special emphasis upon home visiting and phases of work for which the kindergarten teacher was peculiarly fitted. Miss Harrison sent a circular letter to all branches of the IKU, explaining the need of cooperation with existing agencies for the protection and conservation of child life, health and happiness during the war, and asking that each branch get in touch with all local organizations whose purpose it was to preserve and protect the health of children, such as the parent-teacher association, maternity hospital, children's hospital, soup kitchen, and free dispensary. She urged keeping in touch with agencies for helping social growth of children, such as day nurseries, social settlements, public playgrounds, small park activities, free story hours, and backyard gardens. She further suggested that kindergartens in the branches interest themselves in getting free organ concerts once a week in all churches, and free excursions for children to art galleries and museums with proper guides; also in organizing story-telling leagues for bringing together groups of children, particularly in underprivileged districts, for enjoyment of stories, picture books, and games. She followed up this first appeal by sending out kindergarten war service cards on which individual kindergartners in IKU branches could check the activities in which they were participating. Following a request that these cards be signed and sent to her committee, she received more than 1000 signed cards.

In the year 1917, the idea of the Kindergarten Unit in France came to Fanniebelle Curtis when she was again in France and saw in Toul 300 young children separated from their parents. They were homesick, filled with fear, and deserted. She found that there were 600,000 refugees and repatriated children in France in 1917. When she reported these conditions to the International Kindergarten Union, the result was an immediate receipt of funds from different branches and individuals. The so-called "Kindergarten Unit Incorporated" was formed, which gave substantial aid to 30,000 French children in 37 towns and villages. In 1920, two years after the close of the war, through conferences with the Minister of Public Instruction, kindergartens were organized in France, and through the French government an official course for the training of kindergarten teachers was started in Sevan. From this course twenty-two young women were graduated. Fanniebelle Curtis said in one of her most eloquent statements referring to the Kindergarten Unit and its new community house:

"Our Community House with Vimy Ridge on the left will face across the valley the heights of Notre Dame de Lorette; beyond are Flanders Fields. On the Heights of Lorette are 100,000 graves marked with 100,000 white crosses where sons of all the Allies lie. There is no sea here; yet the French government is building a lighthouse on this height. As the light from this lighthouse shines across the valley, its message will be 'Is it well with the Child?' And the lesser lights of our Community House will flash back the message, 'Insofar as it lies within our power to make it so—it is well with the Child!'"

In all of her work as chairman of the Social Service Committee of the IKU, Elizabeth Harrison, of course, included the college and its alumnae. She wrote letters for the college news bulletin, appealing to alumnae to help the Government in all possible ways in the prosecution of the war effort. She appealed also for the Red Cross and the YMCA, closing her letter by saying, "The least among us must realize that she too may be a part of the great army of heroic souls working in life's trenches while God is marching on. We are living in mighty times. Are we equal to them?" At Christmas in 1917 and 1918 she appealed to students of the college each one to make a

Christmas tarlatan stocking, fill it with candy and nuts, and into the stocking, put a little note of encouragement or praise. Most of these stockings contained also a personal gift, such as a handkerchief, a pen, a card of safety pins, or some similar inexpensive gift. These were all carefully sewed into a compact package and sent to one of the Illinois regiments at the front. A thrift stamp club was formed by some of the teachers and more than \$3,000 worth of stamps were bought by students. Students also bought a \$500 Liberty Bond and presented it to the college as the beginning of a sinking fund.

It was in 1918 that Fanniebelle Curtis came to Chicago. One of the theaters was secured for a mass meeting. The faculty and students of all the training schools in the city were invited. Miss Curtis, who was extremely aware of the effect of a dramatic appeal, walked down the center aisle of the theater to the platform in a woman's khaki uniform with decorations which she had received from the French government. She was a tall energetic type of woman and in this uniform she electrified the group, who rose as one to cheer her. She gave a rousing address full of pathos, persuasion, and fiery appeal for funds, enlistments for various types of service, and recruitment of kindergarten teachers who would join the Kindergarten Unit and actually manage one of the great kindergarten centers to be organized in devastated France. The faculty and students of National Kindergarten College were fired to heights of enthusiasm and endeavor not previously equalled, and a young graduate, Vera Brown, of the class of 1917, volunteered to go abroad in the service. It was a thrilling moment when Vera received her uniform and her final "send-off" by the college faculty and student body. Her letters, anxiously awaited, revealed more intimately the deep psychological injuries suffered by the orphans of France through the loss of their homes and parents, as well as their need of food, shelter, and clothing. The letters described also the orphans' experiences with love, security and happy activity that might in time heal them. The hardships of the kindergarten teachers who enlisted in this project certainly rivaled those of missionaries in their pioneer efforts in some foreign countries.

New Developments During War and Postwar Years

GOVERNING BOARD FORMED. During the years of World War I, several significant changes were made in the organization of the college. In 1914 Newton H. Carpenter, executive secretary of the Art Institute of Chicago, became a member of the college Board of Trustees and was elected treasurer of the board. Mr. Carpenter had had valuable experience in his position with the Chicago Art Institute and was able to make helpful suggestions to the Board of Trustees of the college. Among these suggestions was the development of a large supporting group, including the Board of Trustees and other friends, who would sponsor the college in the community, contribute a sum for its annual support, enlist others in making gifts, and carry some responsibility in perpetuating the college as an institution. The Art Institute had already organized such a board, with a group paying dues annually and a life membership list which included several hundred people. Mr. Carpenter felt in time that the college might develop a similar group. A discussion of the matter by the Board of Trustees and an investigation of similar plans in other institutions led to the organization in 1916 of the Governing Board of the college. After a set of by-laws had been drafted, the new organization became the corporate body responsible for the continuance of National Kindergarten College. There were in the beginning two classifications for paying and voting members: active members who paid an annual fee of \$5 per person, and life members who paid \$100 and were not obligated for further dues, but actually in many cases continued to give annually or intermittently to the college. This Governing Board was the legal body for National Kindergarten College, holding title to all property belonging to the institution and electing the trustees to whom was delegated the actual management of the college.

The Governing Board transacted its necessary business at an annual meeting in November when reports were made by the president and treasurer of the Board of Trustees and by the chairman of outstanding committees. The president of the college, who was designated in the by-laws as an ex-officio member of the Board of Trustees,

also presented an annual report at this meeting. Trustees were elected at the annual meeting for three-year terms of service, with the proviso that they might be re-elected for an ensuing term of three years. The by-laws provided that life and annual members of the Governing Board be chosen by ballot of the Board of Trustees at any of its meetings upon the unanimous recommendation of its executive committee. Honorary members were also elected.

RESPONSIBILITIES ASSIGNED TO BOARD OF TRUSTEES. To the Board of Trustees the by-laws delegated the responsibility of choosing the president of the institution and each successive president, and in case of temporary vacancy, to appoint an acting president. To the president of the college was delegated the responsibility of choosing the administrative staff and the members of the faculty—within the limitations of budget and the education requirements of the organization. To the Board of Trustees also was delegated the transaction of all matters pertaining to the conduct of the institution, its financial support, and its operation as an educational institution. The Board of Trustees was required to meet quarterly and in addition to meet with the Governing Board at its annual meeting in November. Special meetings might be called by the president of the board at any time and must be called upon the written request of three trustees. At the first regular meeting of the Board of Trustees each year an annual election was required, the trustees choosing a president, two vice-presidents, secretary, treasurer, with the right to appoint an additional assistant secretary and an additional assistant treasurer. The officers of the Board of Trustees also served as officers of the Governing Board.

GROWTH OF GOVERNING BOARD. The Governing Board added to its membership every year and before Elizabeth Harrison retired in 1920 numbered 189 persons. It became a very influential body with members from the faculty, the alumnae, and citizens of Chicago and its suburbs who were interested in the purposes of the college and eager to support its program. As time went on a few people living at a distance were elected to membership on the board. For instance, the annual report of 1919-20 carries the name of Mrs.

Henry Phipps of New York City, Mrs. Nora Wells Jewett, a well-known alumna of the college, living in Minneapolis; Mrs. Luther K. Yoder, a resident of Pittsburg; Mrs. Norman W. Storer, also a prominent alumna of Pittsburg; Mr. and Mrs. H. S. Weller of Omaha, Nebraska; Mrs. Albert Ferguson of Florida; and Mrs. Helen Moore Bebb, of Seattle, Washington. Some of the prominent names printed in this report as honorary members were Rabbi Hirsch of Sinai Temple, Chicago; Judge Mary Bartelme of the Chicago Juvenile Court; Edna L. Foley, founder and director of the Visiting Nurses Association of Chicago; William Wirt, nationally known as superintendent of the schools of Gary, Indiana, whose unique plan was being tried out in New York City and elsewhere. Prominent clergy were Herbert L. Willett and William C. Covert; artists, Jens Jensen, landscape architect; Donald Robertson, dramatist; Lorado Taft, sculptor. All of these persons—educators, artists, leaders in social welfare or religion—had contributed by their lectures and exhibits to the educational and cultural program of the college.

The president's annual report to the Governing Board presented in November, 1920, stated that the number of students enrolled totaled 304 with the summer session enrollment, that they came from 29 states, with two students from Canada and two from China; 57 students that year received kindergarten and elementary certificates for completion of a two-year course, 73 received diplomas for completion of three years; three diplomas were given entitling to the degree of Bachelor of Education. The report included a long list of special lecturers among which the name of P. P. Claxton, U. S. Commissioner of Education, was listed. Information also was given on the work of a position bureau in helping graduates to locate positions. The condensed report of receipts and disbursements for the year gave a total of cash receipts amounting to \$85,423 and of cash expenditures of \$80,785.

It was now evident that the Governing Board was a growing organization, that it promised much for the future development and expansion of National Kindergarten College. Not the least of its values was the fact that it included a substantial body of citizens to whom the officers of the Board of Trustees and the president of the

college were annually accountable for the use of the authority vested in them and for the fulfillment of the duties delegated to them. The real friendship and good will of this Governing Board, its enthusiastic endorsement of the college to the public, as well as its annual gifts, became one of the greatest factors in the successful development of the institution and in its program of growing service.

NAME OF COLLEGE LENGTHENED. On July 5, 1917, action was taken by the Board of Trustees of National Kindergarten College to change the name of the college and pursuant to the rules of National Kindergarten College, the following resolution was adopted in accordance with the by-laws of the corporation:

"Resolved that the name of this corporation be, and it hereby is changed from National Kindergarten College to National Kindergarten and Elementary College."

The college now began to operate legally under the new name, National Kindergarten and Elementary College. This name was the result of a gradual growth of the college program for the training of teachers. The curriculum by 1917 included adequate preparation for teaching in the first two grades of the elementary school. In fact, a second department was organized for the education of primary teachers, and for a few years the programs of preparation for teaching in the kindergarten and primary were separate. The new name was long and cumbersome and for that reason presented difficulties in either the spoken or written form, but it did definitely indicate preparation for teaching in the elementary school and it did arouse questions as to the nature and extent of the program of the college. It was a stimulus, therefore, to the expanded purpose of the school.

FIRST DEMONSTRATION SCHOOL OPENED. While Chicago Kindergarten College and later National Kindergarten College had used many schools, both public and private, for observation and practice teaching, the institution had never had a school of its own where it could demonstrate the use of new materials and could try out new methods in the teaching of children. Forerunners of the first demonstration school were summer schools for young children. In the summers of 1916 and 1917 these schools for children were held



Students in Training at Bohemian Settlement

during the six-weeks session for teachers. The first summer the school was conducted at a private school—the Kenwood Loring—with a kindergarten and a primary group. The director chosen for the kindergarten was Sue Armstrong Cory of Oak Park, a graduate of the college in the class of 1910, who had had several years of kindergarten experience including teaching at one of the outstanding private schools of the country conducted by Lucia Burton Morse and Charlotte Krum, graduates of the college, in Riverside, Brookfield, and later in Downers Grove, under the sponsorship of Mrs. Avery Coonley. The teacher chosen for the primary group was Clara Belle Baker, who had been associated with her sister, Edna Dean Baker, in conducting an experimental private school known as the Evanston Elementary School, in Evanston, Illinois. Clara Belle Baker, a graduate of Northwestern University, had studied at Teachers College, Columbia University, with various leaders in modern education, including William H. Kilpatrick. The demonstration in the adequate and beautiful environment provided by the Kenwood-Loring School was popular with students in that summer session of 1916. The following summer schools for children were carried on in the college building at 2944

Michigan Avenue, where the college itself was at that time located. Children for the second summer session were brought by bus from an orphanage on the South Side of Chicago. It was interesting to note the differences in behavior of these children and those who had previously attended the summer session of the college, children who had lived a normal life in their own homes. These summer schools were offered by the college without cost to parents or the orphanage for tuition. All costs, including the time of the teachers, were paid by the college itself. The college was well repaid, however, by growth in enrollment due to interest of students in the demonstration by creative teachers of new materials and methods.

As a result of these successful summer schools for children, it was decided to open a demonstration school during the year at National Kindergarten and Elementary College. The school was opened in 1918-1919 with a kindergarten and a first grade. Housing was arranged for the school on the second floor of the building at the back of the college property at 2944 Michigan Avenue. Two large rooms, well lighted and ventilated, with plenty of floor space, were furnished with modern equipment including posture chairs, small tables, large building blocks, a few well-chosen colored prints framed, and bits of bright color in pottery, flowers, rugs and hangings. Both rooms were equipped with pianos and were very attractive to children. An adequate toilet and washroom on the second floor adjacent to the rooms was added. There was a large concrete-covered terrace outside of the college building adjacent to a good-sized lawn, so that it was possible to have some equipment out-of-doors and opportunity to make garden, play games, and carry on other activities when the weather was propitious. The kindergarten teacher chosen for the new school was Jessie Winter, a graduate of the class of 1917, who had already conducted a progressive school for young children of faculty families in Champaign, and was later to become headmistress of the Brookside private school of Bloomfield Hills. Clara Belle Baker became the teacher of the primary group and director of the school. The pupils for this school were children of the neighborhood living on Michigan Avenue and adjoining streets. Miss Baker and Miss Winter called at the homes wherever they noticed children playing on the

streets. Many lived in quarters back of the store or in an apartment above. Although some local advertising was done, it really would have been impossible to secure the children except by this method of personal calls. The families living in the neighborhood worked for the most part—small shopkeepers, craftsmen, day laborers—with a few families still lingering on in the old mansions having seen much better days. Occasionally the parents worked in the “Loop” or the factory district, but the majority of children came from homes where the parents’ work was in the neighborhood.

Miss Baker and Miss Winter told of calling in one home where they met the father of the family in his shop and extended their offer to him to put his small children in the school. When he seemed favorable to their invitation, they asked a few questions about the children, whereupon he promptly called his wife. “Ma,” he said, “come here. The investigators are here from the school.” Noticing the startled expression on the faces of the two teachers, he said, “No objection, no objection! I would want to know what I was gettin’, too.” When “Ma” came out, she answered in broken English simple questions which the “investigators” asked. As a result of the interview she appeared with two children on the opening day of school.

Generally speaking, most of the parents were suspicious that first summer. They couldn’t understand why the college was offering to take their children free of charge. One man said, “Are you Republicans or Democrats?” When Miss Baker replied that they were not representing either party, then he wanted to know what church was doing this piece of work. As carefully as they could, the teachers explained simply the purpose of the college in training teachers for the kindergarten and the primary grades, trying to help the parents understand that it would assist the college in carrying out its program to be able to show just how small children should be taught in the kindergarten and the primary grades. The two teachers seemed so friendly and the opportunity of having the children in school for half of each day so intriguing that the parents agreed one by one to send their children. They were still noticeably suspicious for the first few weeks and some of them visited almost continuously, but as time went on they opened their hearts to the school and to the college,



Kindergarten Children with Jessie Winter



Primary Children Dramatizing Post Office

because their children were so happy there and seemed to be learning such good ways of keeping busy and getting on with other children. Miss Baker and Miss Winter had meetings for the parents, too, in the evening after working hours. They visited often in the homes and took time to chat with the parents when they brought the children to school. "Cadets," as the student teachers were called at this time, made it possible for Miss Winter and Miss Baker to have the time for these little talks with parents. At the close of the first year there was no difficulty in getting children for the summer school or for the following year, when a second grade was added.

The kindergarten and primary activities in the new demonstration school differed from those carried on in most schools of the Chicago area at this period. The prevailing practice in the traditional kindergarten was to open the day with the "Morning Circle." The children sat on stiff little chairs around a huge circle painted on the floor, while the teacher directed conversation, told stories, and taught songs, usually related to the theme of the day or the week. In Miss Winter's kindergarten, the boys and girls were free as they entered the room to engage individually in self-chosen activities, such as play with blocks, sand, clay, or housekeeping toys. Although the teacher sometimes guided the play, she encouraged the children to do their own thinking.

Because few of the kindergarten children had picture books at home, the book corner was one important center of interest. Real concern prevailed one morning when two children noticed that some of their favorite picture books were torn. So great was the consternation, as the news spread, that the teacher called the group together for an informal discussion of the problem. "Lock the books in the cupboard," urged one child. "Then nobody can tear them."

"No, no, we want to look at the books," protested another. "Have somebody stand by the book table all day and say, 'Don't tear the picture books. Don't tear the picture books'."

When no volunteers offered to take this job, other suggestions followed: "We can mend the picture books." "We can put up a sign, 'Don't tear the picture books'." The last two suggestions were

accepted by the group. A few children were chosen to mend the books, and one child and a student teacher were delegated to put up a sign.

The first and second grade children, who occupied a room together, especially enjoyed construction and dramatic play. Because many of them lived at the back of neighborhood stores or in the attics or basements of shops, money-making enterprises were of great interest. A toy store, which sold toys made by the children at the workbench, was a popular project, as was a post office where stamps were sold and gifts fashioned of wood and clay were weighed and mailed to classmates. Since the children were careless with paper money, they were permitted to use real pennies, nickels and dimes borrowed each morning from the school bank and carefully counted and returned at the close of the day. So highly did the children value this privilege that no coins were lost.



An Early Performance Test with Laura Hooper

The summer schools for children and the school this first year were so widely discussed by the students and teachers who came to study that the fame of it began to attract visitors. The Children's School had a continual influx of visitors from Chicago as well as other sections of the country. Among these visitors were several prominent superintendents and many training teachers from other institutions. As a result of their observation, the demand began to grow for graduates of the college to fill positions in public and private schools and on the staffs of training centers. Laura Hooper, who had been brought on the college faculty as supervisor of students doing practice in the primary grades cooperated very helpfully with Clara Baker and Jessie Winter. Miss Hooper herself gave the Binet-Simon intelligence test to the children and also certain performance tests. This was one of the first pieces of experimental work in testing to be done with such young children, and from it certain conclusions could be drawn as time went on concerning the value of the particular tests she was using for grouping children and understanding individual needs. The studies being made of individual children in the school added to the interest of other educators, including school superintendents. Miss Clara Baker, Miss Winter, and Miss Hooper received frequent invitations to speak to teachers in other schools and to address educational conferences.

ELIZABETH HARRISON'S CAREER AS PIONEER LEADER

As the record of Elizabeth Harrison's administration comes to a close, a review of its outstanding achievements may throw into light what was actually accomplished by this pioneer leader, in the field of child education, with the cooperation of the able members of her faculty, her colleagues in the profession and her alumnae. The career covered 48 years beginning with the last quarter of the nineteenth century and ending with the first quarter of the twentieth. Elizabeth Harrison came to Chicago in 1879 and died in 1927.

Outstanding Occurrences of Miss Harrison's Career

- 1879-1880 Miss Harrison started her kindergarten career. Speaking of it, she says: "My kindergarten training under Mrs. Putnam in 1879-80 was a one-year course of 36 weeks, including five days a week in morning practice and four afternoons in lectures and lessons in handwork. When I received my diploma, I received also a certificate stating that I was qualified to train kindergartners.
- 1881 "When Mrs. Putnam therefore asked me to return the next year as her paid assistant, I gladly accepted the offer. My salary was forty dollars a month."
- 1883 Practical Kindergarten Association, later called the Chicago Kindergarten Club, was formed by Miss Harrison and Mrs. Putnam. It started with 20 members, 100 per cent enrollment of the Chicago kindergartners.
- 1885 First Mothers' Club was opened in Loring School, South Side of Chicago, by Miss Harrison, with two mothers attending.
- 1886 Miss Harrison's Training Class started in the Loring School on the South Side of Chicago.
- 1887 The name was changed to Chicago Kindergarten Training School, because Mrs. John N. Crouse became co-principal of the school.
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- 1887 The college opened the first Literary School with leading Dante scholars of America.
- 1888 The second Literary School selected the writings of Goethe as its theme.
- 1889 First kindergarten was established in the Chicago Public Schools. Chicago Kindergarten Training School cooperated in developing the interest and securing the friendliness of the Board of Education toward having the kindergarten in the Chicago Public Schools.
- 1890 A three-year course was started for mothers. Elizabeth Harrison studied in Europe and particularly in Germany, the home of the kindergarten movement.
- 1892 The organization of the International Kindergarten Union (now the Association for Childhood Education International) was completed. This group was organized by pioneer leaders in the kindergarten movement for the international cooperation of kindergarten leaders and teachers.
- 1893 Chicago Kindergarten Training School became Chicago Kindergarten College. The first Mothers' Class graduated from the three-year course.
- 1894 The first Convocation of Mothers was held at Chicago Kindergarten College. It was a new adventure in bringing mothers from a distance together for a series of lectures and discussions covering more than a single day. Also in the same year the eighth and last Literary School was held at Chicago Kindergarten College.
- 1896 The third Convention of Mothers was held in Chicago. This event brought mothers from all over the United States. The first three-year class of teachers was graduated.
- 1897 The National Congress of Mothers met in Washington for the first time. This was the outgrowth of the three conventions of mothers held in Chicago. This organization later became the National Congress of Parents and Teachers.
- 1898 The first Normal Class (four years) was graduated.
- 1900 The *Alumnae Annual* was born. Later this paper was known as the *Alumnae News*. The class of 1901 had the honor of producing the first play given during the annals of Chicago Kindergarten College.

- 1901 The first dormitory of Chicago Kindergarten College was opened at 3715 Langley Avenue, with 26 residents. September, 1901, a meeting of all the alumnae was called at this first dormitory, and each alumna brought a worthwhile book for the new college home.
- 1905 Myra Watson, as president of the Alumnae Association, presented to Miss Harrison for the first time the Elizabeth Harrison Scholarship to commemorate the completion of her twenty-five years of kindergarten work.
- 1906 Chicago Kindergarten College moved to 1200 Michigan Boulevard. Schiller's "Hymn to Joy" was adopted as the college song, and was sung to the choral music of Beethoven's Ninth Symphony.
- 1909 The first Christmas Festival was held, at which the students dramatized a Christmas story and made it live in dialogue, pantomime and music.
- 1910 The Alumnae Association presented to Mrs. John N. Crouse, co-founder of Chicago Kindergarten College, the Mrs. John N. Crouse Scholarship, to be given with the Elizabeth Harrison Scholarship for scholarship and dependability in character.
- 1912 The National Kindergarten Association of New York City was affiliated with Chicago Kindergarten College, and the name of Chicago Kindergarten College was changed to National Kindergarten College.
- 1912 Elizabeth Harrison went to Rome to attend a class for English-speaking teachers conducted by Maria Montessori who had developed in Italy a form of early childhood education known as the Montessori method.
- 1913 National Kindergarten College moved to 2944 Michigan Avenue, Chicago, from 1200 Michigan Boulevard, which had been the previous address.
- 1914 The Jean Carpenter Arnold Scholarship was established "in memory of one of the most beloved teachers of the College." The scholarship was given for achievement in scholarship and influence. It was first presented to Ione Moody, now Mrs. Phelps Cowan, who was later for three years president of the National Alumnae Association of the College.
- 1915 In the spring of 1915, Edna Dean Baker, an alumna, class of 1908, with B. E. degree, normal class of 1913, became assistant to the president of the college.

- 1916 National Kindergarten College purchased the property at 2944 Michigan Avenue, Chicago, where the school had been located since 1913.
- 1917 The name of the college was changed to National Kindergarten and Elementary College. A three-year course for teachers in the primary grades was added.
- 1918 A Demonstration Kindergarten and Primary School was organized under the leadership of Clara Belle Baker and Jessie Winter, who taught the primary and kindergarten groups.
- 1920 Elizabeth Harrison resigned from the presidency of the college and was made president emeritus. Edna Dean Baker, acting president, was elected to the presidency of National Kindergarten and Elementary College.
- 1923 Elizabeth Harrison, as president emeritus, moved to San Antonio, Texas, and lived in San Antonio until her death in 1927. During these intervening years she wrote two books, one *The Unseen Side of Child Life*, and the other her autobiography, *Sketches Along Life's Road*. These two books were added to a long list of books previously written, which included her major contribution to education, *A Study of Child Nature*. This book, printed in the early nineties, was translated subsequently into eight foreign languages and before Miss Harrison's death reached its fifty-second edition. At one time it was used as a textbook for study classes for mothers by the National Congress of Parents and Teachers.

Glimpse into the Last Years of Miss Harrison's Life

In the closing months of World War I during the summer of 1918, Elizabeth Harrison suffered a serious heart attack. The strain of the war; her public work in war activities; and her chairmanship of the subcommittee of the International Kindergarten Union which sought to educate teachers and the public concerning the needs of children in this country and abroad and particularly the work of the Kindergarten Unit in France; the difficulty of keeping the college in operation during this period, a difficulty shared by all schools, were undoubtedly causes of the heart attack. The attending physicians kept her in the hospital for some time and stated that she could not return to the college for the ensuing year.

Elizabeth Harrison asked Edna Dean Baker, who had acted as assistant to the president since 1915, to assume the responsibility of the school for 1918-19. Miss Baker assumed this responsibility for the year 1918 and 1919, which Miss Harrison spent in part in the South. At the end of the year, Elizabeth Harrison was still not able to return to active leadership of the college, and Edna Dean Baker continued to carry the responsibility, keeping in close touch with Miss Harrison through correspondence and occasional conferences, securing her approval of major changes.

In the fall of 1920, Elizabeth Harrison asked the Board of Trustees to accept her resignation and suggested that Edna Dean Baker be her successor. The Board of Trustees accepted Elizabeth Harrison's resignation with deep appreciation of her unique service to the college as its founder and leader for 34 years, and made Edna Dean Baker active head. They submitted her name to the Governing Board and the Faculty as Miss Harrison's choice for president of the college. The appointment was approved by both bodies and Edna Dean Baker was elected president in October, 1920. At the same time the Board of Trustees elected Elizabeth Harrison president emeritus of the college for life and later conferred upon her the degree of Doctor of Education.

Elizabeth Harrison remained in Chicago until 1923, when she moved to San Antonio, Texas, where she lived until her death in the autumn of 1927. During the years of her retirement a former member of the faculty of the college, Belle Woodson, lived with her and gave companionship and care. An alumnae group in San Antonio was also a source of joy to Miss Harrison. In these years of her retirement she wrote two of her books which have previously been mentioned. The most important was an autobiography of her life, entitled *Sketches Along Life's Road*, beginning with her early childhood and the history of her family, and carrying the account through all the intervening years until the establishment of the college in Evanston. The book gives an intimate account of the varied and rich experiences of her long life and not through any words of hers, but through the story itself, paints a portrait of a colorful personality, a personality which won for her a host of friends.



Elizabeth Harrison at Her Desk

An Appreciation

Brilliant in repartee, so dramatic that many times she was told she ought to have been on the stage, Elizabeth Harrison was fascinating in every variety of mood. She was deeply and openly appreciative of every honest effort and as eager to know new truths as a child. She enjoyed people, and a new personality was an immediate stimulation. She was an excellent story-teller, conversationalist, and a rare companion. It was her vital interest in and love for humanity, however, particularly for children, which explains the greatness of her service. As this characterization suggests, she could have been successful in several professions, but she refused to write books, articles or speak on any subject which did not in some way pertain to the welfare and development of children and to the responsibility of parents and teachers, and their training for the great responsibilities and opportunities which they have.

As president of the college and as a leader in the professional field of early childhood education, Elizabeth Harrison was fearless and very outspoken concerning any theory, method or practice with which she disagreed. She was on her feet instantly at the conclusion of any public address or debate where the audience was given the chance to question the speakers or to express a different opinion. True, this outspokenness did make her some enemies. She possessed clear vision and keen discernment in relation to moral and spiritual values. She sometimes said about her own stories and speeches that when she began to talk she was never sure whether the artist or the preacher in her would get into the saddle. She was singularly practical and often surprisingly so, as she passed carefully upon the books that went into the library and the pictures that hung upon the walls. She was a great believer in a balanced budget and would often spend money out of her own small salary to buy equipment, pictures, or art objects that she wanted the school to have. She knew what was being offered in every course given in the college curriculum and would often drop in unexpectedly on a class, staying as a rule only a few minutes, but in those few minutes she would ask at least one question of the teacher or make some discerning comment.

When she died in 1927, seven years after her retirement, well over a hundred organizations and individuals outstanding in leadership wrote the college expressing appreciation. We quote from one of these letters of appreciation by a former president of the National Congress of Mothers:

"I wish that I might participate in the service for my loved and honored friend, Elizabeth Harrison. We have been closely associated for many years in promotion of the great purposes of the National Congress of Mothers and Parent-Teacher Associations and the National Kindergarten Association.

"Elizabeth Harrison was a vice-president of the National Congress of Mothers—on the editorial staff of the *Child Welfare Magazine*, and a frequent speaker at national conventions.

"Elizabeth Harrison's life work opened the door to better guidance of little children in homes and schools in this and other nations. Her greatest monument is built in characters of countless lives made nobler and happier because of her influence."

AN ADVENTURE IN HIGHER EDUCATION

Story of National College of Education

PART II

THE BUILDING YEARS

1920 - 1930

Chapter Six

THE SECOND PRESIDENT OF THE COLLEGE

Introducing the Second President

EDNA DEAN BAKER INAUGURATED. On October 20, 1920, Edna Dean Baker was inaugurated as the second president of National College of Education (then National Kindergarten and Elementary College). The ceremony was a simple one held in the assembly hall at 2944 Michigan Boulevard, a ceremony attended by members of the Board of Trustees, the faculty and students of the college, and a few alumnae. Miss Harrison was unable to be present. Miss Baker, wearing a gray silk dress and carrying an armful of beautiful pink roses, Miss Harrison's gift, entered the assembly hall alone and came to the platform where she was greeted by the president of the Board of Trustees, Reverend William Otis Waters. The words of the note which Miss Harrison had sent her were very much in her mind: "Always remember that people need appreciation far more than criticism, genuine appreciation of their abilities, their efforts, their achievements. You can always find something to appreciate if you look. The world gives plenty of criticism." She determined that this counsel should be a keynote in her administration.

ATTITUDES SHAPED BY EARLY EXPERIENCES. Many were the inquiries concerning the background of the new president, and why she was the choice of Miss Harrison and the Board of Trustees, Governing Board and faculty, as Elizabeth Harrison's successor. She was not an imposing person in appearance, a slight, rather frail looking woman. Many were the questions concerning her ability to carry the heavy load in the administration of the college and especially a college with such a tradition. Edna Baker, like Elizabeth Harrison, came to Chicago in her young womanhood immediately after graduation from high school. She came from a small town in the State of Washington, today well known in the Northwest by the name of Bellingham, but at that time still carrying the Indian name

of Whatcom. The town is 30 miles from the Canadian border of British Columbia and about 100 miles north of Seattle—even at that time a familiar name to people in all parts of the United States, for the Klondike rush for gold had sent men of practically every state through that port city by boat to Alaska. Whatcom, Washington, was not the birthplace of Edna Dean Baker. Born in Normal, Illinois, on August 27, 1883, she was a small child six years of age when her parents moved to Washington.

Edna Baker came, as did Elizabeth Harrison, from a long rootage of her family in the United States. Her first forebears arrived in New England from the British Isles in the early days of the colonies, and almost every generation participated in that great trek across the country, from New England to New York State, thence to Ohio and Kentucky, later to central Illinois, and still later westward in Edna's generation to the Pacific Coast. Edna Baker, as well as Elizabeth Harrison, was of pioneer stock, and the days of pioneering for the college were not over when she became president.

Edna Baker's pioneer experience in northwest Washington gave her an understanding of the development of our country. With her mother, father, a younger sister, Clara, and an uncle and aunt, the first trip was one of exploration. It was a circle tour starting at Normal, Illinois, which touched many states, Iowa, Missouri, Nebraska, Wyoming, Colorado, Utah, Nevada, California, Oregon, Washington and Canada, because the return trip was made from Seattle on the Canadian Pacific. While this trip was not made by covered wagon but by railroad, the new miracle of the century, it enabled the family to locate their future home at Whatcom, Washington.

After the family returned to Normal, it took some months to prepare for the move to Whatcom, Washington. When the family left Normal, so successful had their propaganda efforts been for the Pacific Northwest, a railroad car of people, journeying to make their future homes in the Pacific Northwest, accompanied the Baker family. Some of these people located in Seattle, some in Tacoma, and still others in Whatcom. The city chosen by the Baker family for their future home, Whatcom, was located on a beautiful bay of

Puget Sound, that lovely inland sea, connected by the Straits of Juan de Fuca with the Pacific Ocean, an inland sea that reflected in glorious colors the sunrise and sunset. There on the shore of beautiful Bellingham Bay the city of Whatcom grew and developed in the twelve years that Edna lived there. The site was surrounded by two mountain chains, the Olympics and the Cascades. Looking at this background in all seasons of the year one could see snow-capped peaks.

The years in Whatcom were years of participation in the building of a pioneer village into a city. Edna's father and mother were intimately connected with these efforts, helping to develop the first hospital, the first library, and participating in the religious life of the community. Mrs. Baker became secretary of the library board and superintendent of a church school. The flowers and fruits, as well as the beautiful pines and firs, hemlocks and cedars, of that western country were a never-ending delight in Edna's childhood. The family took plenty of time in a two-wheeled cart with a faithful Arabian horse, which had been brought from the East, to follow the dirt and log roads into the heart of the forest. It was not unusual for the family to camp in the silence of one of those great forests, while the children had the experience of sleeping under the stars. There were thrilling experiences with terrific forest fires when the little growing town of Whatcom was threatened and every man had to keep his own roof wetted down, while his family made ready a few precious belongings to carry on one of the little steamers waiting in the harbor, in case the flames should overpower the fighters. As time went on, the lumber and fish of the region, and the great industries of canning and milling, brought in sea-going vessels from various ports of the world. The land-locked harbor at Bellingham had a depth sufficient to anchor these great vessels. Sailors were a common sight on the streets, as were Indians from the reservation, and Chinese laborers from the Orient. In summer, steamers plied between the various islands of Puget Sound, even advertising excursions to the Pacific Ocean. Edna and her sister spent the summers on an uncle's farm in Skagit Valley or on the islands camping. In one memorable vacation the family took an ocean voyage to San Francisco.

Edna attended, after an experience in a private kindergarten in the neighborhood, the public schools of Whatcom. They were the typical formal schools then existing in the United States. The strain of sitting six hours a day, the unyielding discipline of the teachers and principal, the cruelty of unsupervised big boys on the playground, and the rigid grading and ranking system—all these were frightening experiences of Edna's childhood. When the school bell called her to school in the morning she ran most of the way because of fear of being tardy. Goaded by the teacher to maintain a top place in her class, she breathed a great sigh of relief when the afternoon session closed and she was free to go home. Mrs. Baker had attended the "model school" of the Illinois Normal School, at Normal, Illinois, and there she had imbibed a great deal of the progressive thinking in education of that period. In quite a wonderful way she supplied through the home environment the activities that her children needed. They had an opportunity to hear stories read and told, and later to read and write stories for themselves. They had the playthings that children love and need for dramatizing. They had an out-of-door play shed with furnishings of a crude kind for playing house. They had an opportunity to gather their own materials and to work out their own problems. In addition their home provided pets, including the beloved Arabian horse, and plenty of flowers to plant and water, to pick and arrange in bouquets for the house. Parents arranged for music lessons, art lessons, and even astronomy lessons, as they grew older, also physical culture lessons to supply the lack of these things in the public schools. Mr. Baker, with his excellent background in literature and diction (he had studied for the ministry), supplemented by reading aloud poetry and prose, often reading poems while the children were getting dressed in the morning.

These years in the Northwest were punctuated by trips East to see a grandmother and to visit other relatives and friends. Before Edna came to Chicago to live she had crossed the country several times, using various railroads, and had had a trip to the Chicago World's Fair of 1893 (the Columbian Exposition). Edna Baker's mother, as part of her educational background, had secured from the library a copy of Elizabeth Harrison's first book, *A Study of Child*

Nature. She read it with great eagerness and learned much about children, including her own children.

In the school experience in Bellingham, Edna followed the pattern of development of most children in having her own little circle of intimate friends in the elementary school, expanding in high school to a larger group consciousness. In her last year in high school she served as president of her class, as editor-in-chief of the high school yearbook, and as salutatorian of her class. Where Edna should go to college was a matter of long and serious consideration. The choice of Northwestern University was finally made. Since the distance was so great between Washington and Illinois, and Edna's grandmother was still living at Normal, it was decided by the family to move East. When Edna Baker arrived in Chicago in early September, 1902, it was a new beginning for the family as well as for her. Her home had been broken up, the furniture sold, and the ties broken indefinitely with the Pacific Northwest. A large representation of the community had been at the station to bid the family farewell. As the train pulled out they sang, "God be with you till we meet again." It was therefore with some sadness that the family arrived in Chicago but with a sense of adventure which had always characterized them.

COLLEGE DAYS BEGUN. In September, 1902, Edna Dean entered the College of Liberal Arts, Northwestern University, as a freshman student. She and her parents had discussed the vocation after college rather tentatively. On one thing only were they agreed, that Edna ought to be a teacher, because children and youth responded readily to her spontaneous efforts to impart information, and she had been most successful in leading the members of her high school class and in teaching a group of children in Sunday School, beginning when she was just sixteen. At the time it seemed possible that she might teach foreign languages in high school or college. Her adviser in college was selected, therefore, on the basis of this assumption. She chose Latin as her major field and Greek as her minor, being interested in the history, the literature and the art of Greece and Rome. Only one other interest was outstanding and that was music; so for three years Edna had her major program

in the College of Liberal Arts, supplemented with private lessons in piano and voice at the School of Music, and choral work with Dean Peter Lutkin.

One additional experience Edna valued greatly—she was invited to join the Browning Club, which was led by a member of the Literature Department who had made a special study of Browning's works. The philosophy of this great poet, his unusual insight into the meaning of life, and his great skill in making spiritual values live, constituted one of the rare contributions to Edna's education. These were years in the history of the university when undergraduates had the privilege of knowing and studying with heads of departments and when Northwestern University had on its faculty several great teachers and scholars.

Edna's plans changed at the end of her junior year. In the spring of 1905, Edna's father, J. E. Baker, died after a long illness. Edna and her mother faced the fact that the remaining time in college should be spent so far as possible in securing courses and experiences that would be of professional advantage. Edna, thinking through her future more seriously, came to the conclusion that, much as she liked the classical languages, she did not want to teach them but would prefer to teach children. She realized through her many experiences with children and youth that she was particularly successful in guiding and instructing younger children at the kindergarten and primary level. At that time, Northwestern University did not have a School of Education, and offered only a few courses in education in the College of Liberal Arts.

Edna then looked for a school in Chicago where she could secure preparation for teaching in the kindergarten and primary grades. Since no one among her acquaintances knew even the name of one such school, she searched in the Chicago telephone directory and found first on the list the name of Chicago Kindergarten College. She and her mother, in the early summer of 1905, went into the city with the intention of getting in touch with the various schools which Edna had listed. They happened to visit first Chicago Kindergarten College, where they met Mrs. John N. Crouse and Elizabeth Harrison. As Miss Harrison was busy, they had the opportunity of saying

only a few words to her, but Mrs. Crouse spent the afternoon with them. They were much impressed with the Chicago Kindergarten College and with the culture, the earnestness, and the vision of Miss Harrison and Mrs. Crouse. They took the application forms and went home. When they talked over their interview, they did not wish to visit other institutions. Edna, completely satisfied, filled out the application form for Chicago Kindergarten College, and asked two or three people to write letters of recommendation for her. It amused her later to remember that all these people urged her to continue her original plan of becoming a Latin teacher, believing that the kindergarten field was below the dignity of a young woman of intelligence. Shortly afterwards, Edna's application was accepted. She and her mother and sister spent the summer with the paternal grandmother at Normal, Illinois. They secured from the Bloomington Library copies of Froebel's writings including *The Education of Man*, and Miss Harrison's *Study of Child Nature*. They read these books aloud and discussed them by the hour so that Edna would be somewhat prepared for the transition which she was making.

The Chicago Edna Baker Knew in 1905

CHANGES IN THE CITY FROM 1879 TO 1905. When Edna Baker entered Chicago Kindergarten College in the autumn of 1905, Chicago was a very different city from that Elizabeth Harrison found on the shores of Lake Michigan in 1879. In 1880 Chicago had a population of 503,185; in 1900 the census gave a figure of 1,698,575. In those twenty-five years some of the leading industrial, business and social leaders had become immensely wealthy, while others had lost their wealth in the depression of the 90's and left Chicago. The mass population had been greatly increased by large numbers of immigrants from Europe. Whole sections of the city bore names such as "Little Italy," the Polish District, the Bohemian Section, the German Section, while smaller groups of Lithuanians, Czechs, Russians, Greeks, Swiss, Scandinavians, could also be spotted in neighborhoods over the entire city. Of course highly educated and professional people who had come from various countries were well distributed in their own economic levels. These groups from other countries,

living in segregated areas, continued to speak their own native languages and to be loyal to their own customs including foods prepared in the native way. There was also a beginning infiltration of groups from the Orient such as the Chinese who in time developed their own town with their own charter within the city of Chicago. As industry expanded, Negroes came North in large numbers so that Chicago now had a large Negro population. Jewish population included Jews from many European countries. They, too, tended to segregate themselves in neighborhoods with their own shops, where they could continue their own religious customs.

All of these various foreign-born brought a richness to the developing culture of Chicago, which now was becoming one of the great cosmopolitan centers of the world. These men and women, as they became identified with the United States, transferred their loyalties somewhat from their native lands, took out citizenship papers, and became in due time naturalized citizens of the United States. A great problem was presented to the Chicago public schools to meet the needs of these foreign-born citizens through opening night classes for adults; erecting new school buildings in these neighborhoods; and developing methods for assisting the people in learning English and in becoming acquainted with American history, government, customs, so that they would be at home in their new country. In 1905, Chicago was barely beginning to face the problem of educating the foreign-born. The hiatus between the uneducated immigrant adults and their children was very great. When the children went to public school or were taken in by a settlement like Hull House, they often became much ashamed of their fathers and mothers who could not speak English and, as they grew older, repudiated the language and the customs of the family and left the home entirely.

On the other hand, Chicago was greatly enriched by capable Germans, Poles, Russians, Italians, French, Scandinavians and others who brought great leadership in all of the arts of Europe: music, architecture, pictorial art, and useful products of industrial art, made in Chicago or imported from Europe. The Art Institute, which had been so closely connected with the history of Chicago Kindergarten College, found many of these naturalized citizens, through the years,

making gifts of priceless collections or individual objects to the institute, and becoming members of it as well as patrons. Officers of the institute were amazed at the number of foreign born who came on free days to the Art Institute from some of the less privileged neighborhoods of the city. Women with shawls over their heads and shabbily dressed men came week after week to enjoy works of art from their native lands, and then became interested in other exhibits. Galleries in the Opera House and Orchestra Hall were packed with new faces so that Chicago was fast becoming a musical center of the world, and its Art Institute a notable museum.

Contributions from other countries to the developing cultural life of Chicago were equally great in the social sciences, notably in sociology and law, philosophy and religion; most notable, too, were the contributions in science. The faculty of the University of Chicago, like that of many universities and colleges in the United States, was expanded to include a composite of the talents and abilities of different nationalities and races. All of the cultural development which took place in Chicago as a result of the mingling of cultures of many countries was much accelerated by the World's Columbian Exhibition, or the "Chicago World's Fair," held in the early '90's in Chicago.

Although the last ten years of the nineteenth century had been popularly known as the "Gay Nineties," not all had been gaiety during this period of time. Youth coming into Chicago from rural districts and small towns of Illinois and adjoining states, as well as sons and daughters of the lower economic groups of Chicago itself, lived in crowded houses in less privileged neighborhoods; and worked in the crowded Loop or factory districts. In the summer the heat was almost unendurable, the smell from the stockyards descended upon the avenues, and the smoke rolled from the engines of trains and factories. From the Illinois Central Railroad, which had the right of way along Lake Michigan in order to protect the waterfront from washing away, billows of black smoke rolled over the Loop, and even obscured the beauty of Lake Michigan.

IMPETUS TO REFORM. Some of the evils which had preceded the depression of 1893 in the United States were lawlessness and disorder on every hand, bribery and trickery in high places, the

struggle between labor and capital, the growth of gambling, racing and the open saloon. Other abuses were the increase in child labor and the exploitation of children, the employment of women and children in the so-called "Sweat Shops" of the clothing industry, and the rise of special privilege.

Many were the reforms and reformers during the years following, and new organizations came into being to do the work. Churches, business groups, political organizations, newspapers, and private clubs all became enlisted in an effort to relieve the suffering of the depression years which preceded the opening of a new century. While Frances Willard, the leader of the WCTU, Jane Addams of Hull House, and several other outstanding women of their period were spearheading women's movements for reform, and an organization led by Susan B. Anthony was working for Women's Suffrage, all over the nation ministers, civic leaders and social workers among men were working particularly for reforms in the fields of labor and industry, in the control of liquor traffic, houses of prostitution, and gambling dens. The scene in Chicago in 1902 and for several years thereafter was complicated by efforts to develop huge corporations and to eliminate the dangers which came into being with them. Chicago was becoming rapidly a huge metropolis, one of the six great centers of world business and industry—a mecca for immigrants, a school for developing new citizens, a center for world trade and for leisure-time recreation and entertainment.

Elizabeth Harrison, as president of Chicago Kindergarten College in 1905, had lived through the years of change from 1879-1905, an acutely responsive member of society, and the college had given and received from this developing culture. It was at this period that Edna Baker began her training, more or less unaware of Chicago's past and eager to understand her chosen vocation of teaching children. Gradually she became aware of the city's problems as they affected the lives of children and their parents.

Years of Preparation and Teaching Experience

ATTENDANCE AT CHICAGO KINDERGARTEN COLLEGE. In the Chicago of the early twentieth century Edna Dean



Chicago Traffic in 1908

Baker started her preparation for teaching at Chicago Kindergarten College. At that time the college was located in the Chicago Loop at 10 East Van Buren Street. To reach this address from Evanston, it was necessary to take a street car from Evanston to Wilson Avenue, the elevated train from Wilson Avenue to the Van Buren Street station in Chicago, and from there to walk to 10 E. Van Buren Street, a distance of a block and a half. It took an hour and a half to make this journey, sometimes longer, if connections were missed between street car and elevated train. There were, however, in the entering freshman class that year a group of six students from Evanston who generally made the trip together. One of them was Eleanor Fulcher, who later became Mrs. Alfred R. Bates, for many years a member of the college Board of Trustees. Very good friends, these six girls gained much from their discussion of the college teachings and activities. They were all assigned later to do student teaching in Evanston.

Edna's first assignment, with one or two of these fellow students, was in the kindergarten of the Lincoln Public School. As was true of most kindergartens of that period, the plan of work was based quite closely on the early program of Froebel, using sets of small blocks and so-called "occupation" materials, traditional songs, games, and marches, and the approved "Morning Circle." For the first period of the day, the thirty or forty children were seated in a circle upon little red chairs. In fixed positions they sang their songs, listened to stories, and participated in talks, usually about the changing seasons, the holidays, and other experiences of a young child's day. While this kindergarten was much less formal than many of the period, the teacher followed a rather set program, which she had planned in advance. Although the children had not much choice, there was a happy spirit in the kindergarten. Edna, who had experienced the dignity of a College of Liberal Arts junior, found it difficult at first to enter into activities of these little children. She felt exceedingly foolish when, in dramatizing Old Macdonald's Farm, a child chose her to be the cow. She somehow succeeded in pleasing the children when she got down on all fours and began to moo like Old Bossie. This broke the ice and thereafter she was accepted as a good play-fellow. Even at that early time in her experience, Edna was quite worried about the small Froebelian blocks and the difficulty the children had in fitting these tiny pieces together into what was called the "gift." She noted two or three little children whose hands trembled so much that they were unable to get the lid of the box over the blocks without knocking down the carefully built-up "gift." When the director kept these children in at recess in order to complete their unfinished task, Edna knew somehow that she was exacting too much of them and was exceedingly miserable until they successfully finished the task and got out for a few minutes of play.

Edna's assignment for the second semester was to Miss Cragin's Private Kindergarten, held in the First Presbyterian Church of Evanston. Her first observation of Laura Ella Cragin had been unforgettable. As student observers entered the kindergarten room, they saw a group of lively little children from four to six years of age sitting on chairs of varying heights in an informal group about a teacher who

was telling them a story. So rapt was their interest in the story that every eye was on the teacher's face. Now and again they laughed spontaneously, and their faces became eager with curiosity, and tense as the story neared its climax. The face of the teacher might have been the face of a mother. Its soft rounded lines expressed great love for children, and in fact for everyone. It was a face full of humor, responsive to the varied moods of the story, and illuminated as with an inner light. Laura Ella Cragin was a graduate of Chicago Kindergarten College. She had had the opportunity of travel in this country and abroad, and it was easy to see that she was a person of culture and refinement, highly sensitive to the needs and emotional reactions of others. The room was homelike, with a rug on the floor where the storytelling was taking place, small tables, a piano, a few well-selected pictures on the walls, one of which was the Madonna of the Chair, a beautiful copy in color, just behind the storyteller. In one corner the room had some doll furniture and one or two dolls, and in another corner a table with many attractive storybooks. Altogether the room seemed more like a home than a school, and a spirit of the mother-teacher seemed to permeate the atmosphere with a feeling of warmth and happiness, the atmosphere in which little children can be themselves, and dare to express their feeling in conversation and in play. Although the Froebelian materials were used, it was easy to see that they were being supplemented by modern books of song, storybooks, toys and other nature and play materials.

When Edna found that her second assignment was to be in Miss Cragin's kindergarten, she was overjoyed. Although observation in her three years of study at Chicago Kindergarten College included many other kindergartens in Chicago public schools, settlements, and day nurseries, these two teaching assignments with Miss Brown and Miss Cragin in Evanston constituted her practical experience. During the second year of the two-year course offered at C.K.C. at that time, Edna was permitted to take a junior assistant's position in Laura Ella Cragin's Kindergarten-Primary school, which had moved into a large house in south Evanston quite near the lake. A stipend of \$15 a month for this service was the first money that she had earned and no other check was ever to be so important as that first

one. During the last half of this second year Miss Cragin became ill and had to give up her school, she supposed temporarily. She subsequently went abroad with her family to Italy and left Edna in charge, with a third-year student teaching the primary class, and first and second-year students assisting in kindergarten. Although Miss Cragin considered Edna adequately prepared to undertake this responsibility, nevertheless, Edna found those first experiences in directing the group a real challenge.

As the young director told the first story, realizing what an artist she was following, it seemed to her that she was not safe until the last word had been spoken. Following the story, one little curly-haired boy of four years took refuge under the kindergarten table and wouldn't come out until the teacher, deciding to ignore him, succeeded in having a very fine time with the rest of the group playing with materials on top of the table. Presently a shock of yellow curls appeared above the edge of the table, followed by a merry little face, as Sonny quickly sat himself down in his chair and began to play with the rest. This was a breathless moment for the young teacher, and the last time Sonny disappeared under the table. In the first semester that she directed the kindergarten, a mother came to ask her if Russell ever had fits in kindergarten. Edna tried to think of some illness that Russell had had, but was unable to do so. When she asked the mother to describe a fit, the mother told of numerous "temper tantrums" when this little boy refused to come to lunch, refused to get dressed in the morning, or rebelled against other requests made during the day. When the young teacher assured the mother that Russell had not had any such fits of temper in the kindergarten, the mother would hardly believe her, but after Edna had helped her to solve the home problem and she could report progress, she evidenced all confidence in the young director.

At the end of Edna's first semester in charge of this school, she was awarded the Elizabeth Harrison Scholarship for her third year, at that time known as the "senior year." To no student since who has had the privilege of using the scholarship could it ever have meant more than to Edna, because she had not known that she could continue beyond the second year until she had earned and saved the

money herself for a third year. During this third year Laura Ella Cragin, still in poor health, remained abroad, so that Edna continued to direct the kindergarten-primary school. After her graduation Miss Cragin made an arrangement with Edna to take over the school as her own.

DEVELOPMENT OF AN EXPERIMENTAL SCHOOL. Two years later Edna Dean Baker moved the school to a new address, the old Raymond place on the corner of Davis and Hinman where the Georgian Hotel now stands. The entire property later occupied by the hotel was devoted to the playground and house which was remodeled for the school, under the new name of the Evanston Elementary School. Clara Belle Baker, who had secured bachelor's and master's degrees from Northwestern University, became associated with the school, which expanded within two or three years to include all the elementary grades to sixth, together with the kindergarten. Clara Belle Baker became a regular member of the teaching staff, and in addition conducted a tutoring school for upper elementary and high school children, with lessons during the late afternoon and Saturday mornings. Graduates of the college, special teachers for music, physical education, and the arts, were employed and students of the college continued to be assigned for observation and student teaching.

The school became an experiment in creative living. Because of the spaciousness of the grounds, it was possible to develop a beautiful playground, including the out-of-door equipment available at that period and some equipment devised by the teachers. In one section of the grounds were pens and houses for animals: rabbits, guinea pigs, and a flock of bantam chickens. The care of these pets and of the gardens was a part of the educational program for children. Many were the excursions and nature study trips along the beautiful shaded streets of Evanston to the park and the beach. The activities were delightfully informal and original, more like home experiences than those of the usual school of the period: cooking and picnicking now and then, collecting shells and pebbles along the beach, finding and studying the leaves that dropped from the trees, building houses and baths for the birds in spring and early summer,

for the school carried on a summer program as well. Children expressed their wonder and surprise in precious bits of graphic art, language, and dramatization.

IMPETUS TO FURTHER STUDY. Upon the completion of three years at Chicago Kindergarten College, Edna Baker was called back the next year to teach a college course in the late afternoon, as a substitute for a faculty member who had met with an accident. From that time on she taught one college class regularly, keeping very closely in touch with the activities of the alumnae and students and with the changing program at the college. She continued to take one or more courses each year at the college in the afternoons for credit toward the degree which she received in June, 1913—Bachelor of Education. During the next summer, Edna Dean and Clara Belle Baker went to Teachers College, Columbia University, for a full program in the summer session. Their courses included the privilege of observation in the Horace Mann School, the famed demonstration school for Teachers College. During this period Teachers College was breaking away from tradition in the kindergarten and elementary grades. The members of the faculty often presented divergent points of view which were most challenging to students. Graduate courses which Edna Dean and Clara Belle took this summer and again when they returned to Columbia in later summers, were in the fields of teaching, supervision, administration, and the psychology of learning. In these classes they came to know some truly great teachers, including William Heard Kilpatrick and Patty Smith Hill.

MORE EXPERIMENT. From Columbia University the sisters returned to Evanston Elementary School and thoughtfully studied its program of education for young children, experimenting with new materials and methods of teaching which they had observed in the East, and discussed in courses at Columbia. Their next educational venture was with Montessori materials. They read the writings about the Montessori Method by Maria Montessori of Rome, Italy, and the books by Dorothy Canfield Fisher on the *Montessori Method* and the *Montessori Mother*. They heard the lectures of Montessori herself when she visited Chicago for a short time, and

they discussed with Elizabeth Harrison her four months of study with Montessori in Rome in 1912. After observing the schools of Montessori trained teachers, Edna Baker bought a complete set of Montessori materials and used them experimentally with children in her own kindergarten and in the teaching of reading in the first primary, checking carefully on the reactions of the children. She caught the significance of Montessori's emphasis on the study of the child's physical development and its importance in planning the curriculum, especially the introduction of certain techniques for helping the child to become independent in dressing and undressing, in bathroom procedure and in eating and sleeping. She felt that the Montessori program was valuable in its emphasis upon making a child as independent as possible of nursemaid's and mother's care at an early age, and upon helping him to solve simple problems with self-corrective equipment. She found that five-year-olds varied greatly in their ability to solve the problems that the Montessori "didactic apparatus" offered. For instance, one five-year-old went through the entire equipment successfully in one morning and then came to the teacher, asking "What now?" Others would work for weeks with little success. Because it gave opportunity for practically no creative or play experience, Miss Baker felt that it was less valuable than materials that the improved American kindergarten was already using. Much that Elizabeth Harrison pointed out in her government bulletin on *The Kindergarten and the Montessori Method* Edna Baker discovered for herself through actual experience with children in her school.

The experimental school for children continued to provide opportunity for wholesome living with increasing attention to well-rounded development. Associated with Edna and Clara Baker in this experimental school during these years was a young teacher of high creative ability and great promise, Christine Heinig, a graduate of the college, who has since become a well-known leader in the field of childhood education.

UNIVERSITY EDUCATION CONTINUED. Finally in the fall of 1919 Edna Dean returned to Northwestern University to complete work for the bachelor's and master's degrees. This entailed the

taking of a few additional courses required for the two degrees. Northwestern University had just opened a "School of Education" in its College of Liberal Arts so that Edna was able to get credit for courses in education and to secure some new courses which had been recently added. Her master's thesis, on the problem of student participation in the government of the school, was of invaluable help in her later work in administration. She afterwards continued study at the university, taking further courses in administration and supervision. Her major for the bachelor of arts degree was education, and for her master's degree, education, including some valuable courses in religious education, at that time available at the university.

Chapter Seven

THE TRANSITION

A Large Undertaking

OBJECTIVES STATED. Shortly after her inauguration on October 20, 1920, Edna Dean Baker met with the Board of Trustees and Governing Board of National Kindergarten and Elementary College on November 5, 1920. In closing her annual report for the year 1919 and 1920, she said:

"A prominent educator remarked a few weeks ago in speaking of this college, 'It is a wonderful school.' The secret of its success lies in the cooperation of faculty, students, alumnae, trustees and Governing Board. Together we can make it a far more wonderful school than we have dared to hope, meeting the need of America and of the countries abroad by sending out scores of young women to serve in the schoolroom, the home, the community, trained to understand and guide the development of child life to higher levels of thinking and of social living. Only through such educational effort will America and the rest of the world be saved eventually, for Christian education from the beginning of life is the only sure cure for human ills.

"This report cannot close without mention of the one who has been, for the thirty-four years just ended, the great president of this institution, Elizabeth Harrison. Her influence as a teacher, a writer and an administrator has gone far beyond the institution which has claimed her as its founder and chief inspiration. Her radiant spirit of service, her keen appreciation of every virtue, her undaunted faith in the ideal, and her complete devotion to the cause of childhood, have crowned her for all these years the chosen leader of our college. We can repay her consecration only by an unswerving loyalty to this institution and to the children of the world which it was created to serve."

A NEW SITE ESSENTIAL FOR THE COLLEGE. For some time there had been among the faculty a growing realization that the college must seek a new site. For an expanding faculty and student body quarters were cramped in the one building on the campus suited for administrative and classroom purposes, and it became



Crowded Art Class in Remodeled Stable

imperative to use space for classrooms and offices in the adjacent houses needed exclusively for dormitories. Even a greater source of anxiety was the changing character of the neighborhood. Business had taken the old residences as far south as Twenty-ninth Street on Michigan Avenue. The automobile industry, with the demand for its products, was greatly stimulating business, and beautiful Michigan Avenue offered the best thoroughfare at that time for exhibit purposes and for salesrooms. On avenues to the east a rapidly increasing Negro population was moving into the old mansions. While some of the older neighborhood families were still clinging to their residences and seeking to save their property, there was a mixed population in the area. The two racial groups were not living compatibly in this changing situation. The race riot in July, 1919, started simultaneously with a car strike tying up all the surface and elevated lines. In a few hours after the rioting began at a South Side bathing beach used by both white people and Negroes, groups began to form on each side for disorganized fights, stabbings and shootings. Mobs, both white and black, attacked men walking to work. Automobiles filled with armed hoodlums drove wildly up and down the streets firing at will.

Since the police were helpless to stop the riot, appeals by the hundreds poured into the City Hall. Governor Lowden had to call in the militia before the riot began to die down. During the entire period the college was conducting a summer session within this mob-ridden area around which the police and the militia finally drew a cordon. Pistol shots were fired in the alley back of the college building, causing the summer session students and faculty to recognize their danger. During the traffic strike most of the faculty and many of the students not living in the dormitory had to take jitneys from the Loop to get into this area, using train service from the suburbs instead of the elevated trains. Going back and forth was in itself dangerous and was so recognized.

Besides the threat of recurring riots and strikes at 2944 Michigan Avenue, the environment lacked recreational opportunities. No parks or recreation centers within walking distance of the college could be used by such a student group. Walking had become unsafe except on Michigan Avenue. The site had become particularly objectionable for dormitory residents because, of course, they did not have the daily opportunity to be in their own homes in more desirable residence districts of the city or the suburbs.

PROBLEMS FACED IN CHOICE OF SITE. Edna Dean Baker's first problem, then, as president in the autumn of 1920, was to find a new site for National Kindergarten and Elementary College. Before presenting this matter to the Board of Trustees, the president and two other members of the administration spent considerable time in thinking together and discussing with members of the faculty what might be the future needs of the college and where they should look for the new site. Should it be farther south, west, or north of the Loop? In making investigations, should they consider one of the suburbs? It was agreed that the college ought not to return to the Loop where its first years had been passed, and that for administrative convenience dormitories should not be located far from college buildings. A survey of available property on the South Side showed that it would be necessary to go as far south as the University of Chicago to secure a site that would be fully satisfactory. Since the University of Chicago had its School of Education at the time, with a well-

developed elementary and kindergarten division and laboratory school, it seemed desirable not to be in too close competition. Then the eyes of the committee were turned north, and consideration was given to a site on the North Side. Edna Dean Baker talked with the director of the School of Education, recently organized at Northwestern University, and had some encouragement from him to select a site in Evanston not too far from the university where a helpful cooperation might exist between the School of Education and National College. The School of Education was specializing at the time in the field of secondary and higher education and did not offer courses in elementary education or in kindergarten-primary work so that a helpful relationship might be worked out between the two institutions.

The matter of the new site was discussed by the Board of Trustees at one of their regular meetings. It was agreed by the board, after hearing the president's informal report on faculty recommendations for a site, to consider an Evanston location. Edna Dean Baker and a small committee of the board, with one or two members of the college staff, were authorized to look for a new site not too far from the campus of Northwestern University. The objective was to find a site in the best available residence area near the lake, near transportation, where in a foreseeable period of time there would not be deterioration of property, a site which would offer plenty of room for the erection of adequate buildings, and space for recreational activities both for college students and children of a laboratory school. Having so successfully conducted the little kindergarten-primary school in the remodeled building at 2944 Michigan Avenue, the administration was now quite convinced that the college should continue such a school as a permanent feature of its program. A few important questions had to be answered before a purchase of property could be made: how much land would be required; what buildings would be needed for the next twenty-five years; and where the money could be secured. Committees from the faculty began immediately to work on the problems suggested by these questions. After some months spent in studying and visiting sites and buildings of institutions somewhat similar to National Kindergarten and Elementary College, they concluded that about three acres of land would be the

minimum needed for buildings and play space. They were sure that it would be wise to limit the scope of the college to the preparation of teachers and workers for children from infancy to twelve or fourteen years of age, because of the future probable demand for its graduates in this area. At that time in State-supported colleges for teachers there was little interest in the nursery school and little stress on parent cooperation in the actual work of educating children. There was a real need for further experimental studies of child growth and development and for much improvement in the actual teaching and guiding of children at various age levels. The president and the faculty felt that National Kindergarten and Elementary College was somewhat unique in its concepts regarding the preparation of young women to be teachers. They recognized that most of these young women because of their interest in children, their capacity for guiding and mothering them, and their normal desire for a family life, would establish homes of their own in time and would need to use their preparation for working with children in the home situation. The college conceived its purpose therefore as dual—the education of teachers and of parents.

In planning the buildings for an independent institution, the staff must make a decision concerning the number of students it would attempt to accommodate in a given year. Much thought and some conferences on the part of the president and her advisers with sociologists, as well as with college administrators and other leading educators, brought the conclusion that National Kindergarten and Elementary College was most needed for the preparation of teachers who could be leaders in the education of children and from whose ranks might be selected individuals of personality and experience for further preparation in special fields related to child development, guidance and teaching, such as clinical study of children, education of the exceptional child, music education for children, art and physical education, and many others. To lead in these special fields, as well as in teacher education and guidance, would require higher degrees than the bachelor's. It seemed desirable to work with students in smaller groups than had been customary up to that time, in order to study them as individuals and to give them

enough opportunity for individual conference and discussion with specialists on the staff. From this point of view the college made its immediate plans for a maximum of 500 students, and a laboratory school of about 250 children, extending from nursery school and kindergarten through the sixth and possibly the eighth grade, and for a residence hall for out-of-town students that could immediately accommodate 150 to 200 students. The planning was then for the erection of two large buildings adequate to take care of these needs. Before the last question had to be answered, a bequest in a will, becoming available through the death of the giver, gave a great spur to the dreams of the builder.

A BEQUEST RECEIVED. Among the members of the Governing Board was an elderly gentleman whose name was William Swett. He was a self-made man, a bachelor, who had accumulated through his individual industry in a small ice business about a quarter of a million dollars. He had become interested in the college through a friend of Miss Harrison's, Mrs. Henry Cooper, who as a young woman had studied in Elizabeth Harrison's mothers' classes. Mary Juliette Cooper had known William Swett ever since, as a small boy, he had worked for the ice plant, delivering ice at her father's home. While Mrs. Cooper had remarried after the death of her first husband and had moved away from Chicago, she had retained her friendship with William Swett. When Elizabeth Harrison and the trustees developed the Governing Board of the college in 1916 and consulted friends concerning citizens of Chicago who might be interested in becoming members, Miss Harrison approached Mary Juliette Cooper. Mrs. Cooper herself became an enthusiastic member of the Governing Board. Since William Swett, by this time retired, had no heirs, Mrs. Cooper thought it would be possible to interest him in the college, and suggested that Miss Harrison invite him to become a member of the Governing Board. In this way he became one of the first members and was present at each annual meeting of the Governing Board from that time on. He had been a personal friend of Abraham Lincoln, and almost his only hobby was a collection of memorabilia of Lincoln. He had talked to the students of the college at the time of Lincoln's birthday, February twelfth, showing some of

the private letters and other objects in his collection. He had told Mrs. Cooper that he was leaving a bequest to the college but, of course, she was not certain until after his death, which occurred in March, 1921, about the possible amount of the bequest. When the will was opened, the bequest was found to promise at least as much as \$100,000. He had made bequests to one or two other institutions and to some personal friends including those associated with him in business.

As soon as the trustees were informed of the bequest, they became much encouraged concerning the possibilities of the Evanston project for National Kindergarten and Elementary College. They delegated a small committee from the administration and the Board of Trustees to locate a desirable piece of property at once. The committee had for some time been entertaining suggestions for architects for the new building and had found a school architect by the name of Warren S. Holmes who had a firm in Lansing, Michigan, and had been earlier in his career a member of the Department of Architecture at the University of Michigan. Mr. Holmes had some unique ideas about the adaptation of school buildings to the needs of modern education and was able to show several school buildings in Michigan and some outside the state which incorporated his ideas. It was his plan, if he were given the contract, to work with the administration and faculty in designing the buildings for the college. After discussing plans with the president and some other members of the staff, he offered to sketch some tentative plans to incorporate salient features of the buildings before the contract was signed. These sketches now gave the committee for the selection of location a somewhat definite idea of what would be needed in land to accommodate two buildings.

PROPERTY SOUGHT ON NORTH SHORE. Authorized by the board and equipped with these tentative plans, the committee began the search for suitable property. After a somewhat discouraging survey of property available in central Evanston, not too far from Lake Michigan and the desirable residence districts, the committee were near the opinion that a site somewhat farther north than

Evanston would have to be sought—when one Sunday afternoon Edna Dean and her sister, Clara Belle, strolling on Ridge Avenue just north of the Evanston Hospital, found themselves directly in front of the site of the former Evanston Country Club and its beautiful golf course to the west. Over the site on that Sunday afternoon huge signs were plastered stating that a new section of land was being opened up for residential purposes. The realtors were on hand accepting binders on certain pieces of property. Very evident was the value of the site for the college, only a block from Lake Michigan, just north of the Evanston Hospital, with a broad expanse to the west bordering the canal zone. Edna Dean Baker talked for a short time to one of the agents, found out what land was still available, and at what prices. She discovered that it would be necessary to put down as much as \$750 to hold a piece of property until a meeting of the Board of Trustees could be held. She went directly home and called the members of the board who were on the committee for the selection of site, also the president of the board and other officers. The next morning the members of the committee looked at the property and placed a check for \$750 to hold a site at the extreme north of the section, with a good frontage on Sheridan Road. Subsequent contacts with the realtors revealed the fact that they had promised other purchasers to put through an alley on all of this property extending from the hospital to a few feet beyond the Wilmette line. The property would also be bisected by two streets, Garrison and Girard, paralleling the alley. Since such cut-up land was valueless for a college campus, the real estate company refunded the binder. However, the determination of the committee had been aroused to secure a site at this point on the North Shore, and they found available exactly north of the property first considered a narrow strip of land only 20 feet on Sheridan Road but running back 685 feet to the canal zone. The trustees decided to purchase this piece of property with the hope that more vacant property immediately north could be secured. Since William Swett's bequest had not yet become available, the college advanced the money, \$5,000, necessary to hold this piece of property for some time.

LAND PURCHASED. Before the Swett will had been probated, some distant cousins of William Swett, to whom he had left no bequest, started a law suit in the County Courts in Chicago to contest the will. In the hot summer of 1922 this law suit dragged on, with certain members of the Board of Trustees and the college staff called in as witnesses. Amos Miller, an able Chicago lawyer, handled the case for the college. In late July the distant cousins through their lawyer approached Mr. Miller for a settlement out of court. To end the suit, the college was advised to waive the sum of \$25,000. Of course, settlements were to be made with one other institution and with individuals receiving bequests under the will, but all agreements were satisfactorily completed, the estate was closed, and the college received more than had at first been anticipated, approximately \$150,000.

With the Swett bequest in hand, the trustees could go ahead to secure more lots north of the twenty-foot strip in order to provide frontage enough on Sheridan Road to take care of the estimated frontage of the college building. During the next three years lots became available at the west end of the property to complete a campus extending to Maple Avenue, Wilmette, on the north, with approximately 125 feet on Maple Avenue. This gave the college an "L" shaped piece of land of about three and one-half acres, with a drive-in from Maple Avenue up to the rear entrance of the proposed college building, including space for a turn-around on the north side of the building. The complete purchase of these lots amounted to \$109,000. The land lay in the very best residence district, within a block and a half of the lake. It fronted toward an oak grove on the east side of Sheridan Road, and on the west overlooked the canal zone and, farther west, attractive homes in Wilmette.

ARCHITECT'S PLANS. On this beautiful site on Sheridan Road at the boundary of Evanston and Wilmette, it was planned to erect two buildings. The building fronting Sheridan Road, to be used for administration and instruction purposes, was conceived to be adequate for at least 25 years to take care of a college enrollment of 500 students and a laboratory school of 150 to 250 children. The other building, which would house students from out of town needing

dormitory accommodations, was to be located at the extreme northwest end of the campus fronting Maple Avenue. It had been decided upon the basis of his initial plans to employ Warren S. Holmes of Lansing, Michigan, whose unique ideas on school architecture had strongly commended themselves to the administration of the college and to the trustees. Mr. Holmes thought that fire-resistive buildings of steel construction throughout could be erected for about \$500,000 each. His tentative plans for the college building called for a structure three stories high with an English basement entirely above ground at the rear of the building. Because the building was to be set upon the crest of the lake ridge, the back half would accommodate an extra story above ground. The building as designed was English Gothic with a square tower at the front, providing an extra room with a fine view. The building was planned with a central auditorium and gymnasium extending up two stories with skylights above, and classrooms on three floors around the assembly and gymnasium with wide corridors between. Rose brick was chosen with white limestone trimming for the exterior of the building.

The dormitory building, too, was designed English Gothic with exterior construction of rose brick and limestone trim. The modified English Gothic lent itself well to the North Shore landscape at this point and to the residence district in which these buildings were to be placed. A trustee discovered that the height of the ridge on which the college building was to be located had once been called in Indian language, Archangel Height, and that the whole piece of land had been occupied by the Ouilmette Indian tribe whose chief had been a woman. The wigwams of the Indians had been spread on the meadow at the rear of the ridge, which was to be used by the college in years to come as a playground for children and college students. Plans for these two buildings and the etchings by the artist were a source of inspiration to the trustees, the alumnae, faculty, and students, and gave great impetus to further planning.

Financing the Building Program

LEADERSHIP. The selection of the building site in Evanston and the plans for purchase of ground and erection of two buildings

had absorbed almost three years. With an adequate site purchased and with tentative plans for two buildings made, the trustees were confronted by the necessity of raising between \$800,000 and \$1,000,000 for the erection, equipment and furnishing of these buildings. The problem of leadership for the actual task of securing funds now loomed ahead. No one on the staff at the time was trained to take this leadership, even if there had been one person who could give the time to this job without neglecting his major responsibility in the organization.

It was decided, therefore, to seek leadership outside of college personnel and to find an organization competent to supply advice and direction. The task seemed very great in view of the fact that the college, although it had existed thirty-four years or more, was little known to the public, and was without any backlog of endowment or an alumnae association in which one could find more than a few persons of wealth. Unlike the graduates of Harvard, Princeton, Smith or Wellesley, the graduates of National Kindergarten and Elementary College were for the most part from the middle class and were either at the time actually engaged in teaching, or had been teachers before marriage—a graduate group that had never been organized to solicit funds.

The president of the college with the president and officers of the Board of Trustees were authorized to investigate organizations from which the help needed could be secured. Two eastern colleges who had graduates in Chicago had raised money with the help of a New York firm known as the John Price Jones Company, and strongly recommended this company. It was one of ten such companies in the United States having the highest rating and it had been of service in helping several eastern colleges and universities and some located in the Midwest, to raise sums of money for endowment, buildings, and other purposes. Edna Baker and Mabel Kearns, the business manager of the college, went to New York City to investigate this company and one or two others well recommended. Bearing full information about the John Price Jones Company, they returned to Chicago and reported to the Board of Trustees.

The trustees were convinced that if the company would under-

take the task, it had the necessary ability and experience for leadership in the campaign. This company immediately sent representatives to investigate the college and check as well as they could on its history, its service and future opportunities for service, its possibilities for securing adequate funds for the contemplated project, and also, of course, its current financial rating. An agreement was reached between the Board of Trustees and the John Price Jones Company, and in a few weeks two men from the organization came out from New York with a secretary to guide the administration of the college and the Board of Trustees in their fund-raising efforts. Both men had had wide experience in eastern money-raising efforts in colleges and universities; and one of them had been on the staff of the *Boston Transcript* and the *Philadelphia Ledger*. An office was set up for them on the first floor of one of the brick houses immediately adjacent to the college building. It was arranged that two members of the administrative staff, including the president, were to give almost their entire time to this work and that a few members of the faculty were to give part time as needed, while it was envisaged that all alumnae, faculty, students and friends would be actively interested in the campaign and would give their assistance as called upon.

Since the college had not raised funds heretofore in any organized type of campaign, the first task of the two men from New York was a training job, to see that the president of the college, trustees, members of the administration and faculty who would be chiefly responsible for carrying the campaign for funds through to successful completion be inspired by a sufficiently strong desire to reach the goal so that the necessary morale would be aroused; that they would understand the necessity and advisability of those who were a part of the organization and most concerned with its future doing the actual work of solicitation of funds; that they should recognize certain principles of policy to be followed through the campaign which would win friends as well as dollars and would at no time alienate people by unwise pressure or promises. It was impressed as a first principle that those who seek generous gifts must give generously, or as this little group was told, "until it hurts."



May Festival on City Campus

ORGANIZATION OF STUDENTS AND ALUMNAE. The first group to become really enthusiastic was the student body. They hoped, of course, that the job could be done immediately. As in the case of youth, they had the courage, the vigor and the enthusiasm which did not recognize failure as a possibility. When the suggestion was made to them that they might in very practical ways make money for the new buildings, and gain publicity for the college by undertaking certain benefits and also by earning gifts as individuals through typing other students' papers, selling home-made candy or waiting tables in the dormitory, they immediately went to work and had much fun presenting the results of their efforts at assemblies, and running competitions by classes. Their great enthusiasm for moving the school from the location on the near South Side to Evanston was just the inspiration that the administration, alumnae and faculty needed. All through the campaign their ardor never cooled. They were the first group to be taken out to Evanston to

see the new campus. Their visit was in the fall of the year. They joined in games and a tug-of-war on the meadow just west of the proposed building site. They passed out scores of red balloons, to each one of which was tied a little card stating the nature of the new building project and the name of the college. At a signal these balloons were released and in the stiff breeze of that day, they sailed away swiftly, some floating as far as southern Indiana. The students and the faculty were a definite part of the organization of the campaign and their representatives met regularly with the planning committee.

The second group to be organized was the alumnae. Representative alumnae for the Chicago area met first, in Chicago. They, too, became enthusiastic about the plans, thoroughly imbued with an understanding of the desirability of the move. They had an opportunity to see the new site and the proposed plans for the two buildings. The national alumnae group agreed that it was desirable to develop smaller groups or branches in various parts of the United States wherever there were enough alumnae of the college to form a real working group with a genuine interest in the future of the college. It was decided to develop such branches in various parts of Chicago on the North Shore, the South Side, along the C B & Q to the west, and in Oak Park. After discussion with the advisers from New York, a plan was evolved for a national organization of alumnae providing for local groups known as chapters. When plans were this far along, the national president of the Alumnae Association extended an invitation to leading alumnae from a number of cities in the Great Lakes region to come to Chicago on a certain weekend as guests of the college for an extended conference with the local group. During this conference, much enthusiasm was aroused and without exception the selected alumnae went back to their local communities and made the effort to bring alumnae together in those centers to discuss the project immediately and to develop local alumnae chapters to assist. The form of organization developed at that time persisted and is the basic structure of the Alumnae Association today. The chapters of the National Alumnae Association were not confined to the Great Lakes region. During the years of active campaign for the

building project, Edna Dean Baker and others traveled East, and chapters were formed in Buffalo, New York City, Philadelphia, Washington, D. C., and elsewhere. In time, some chapters were organized in the South and West.

ORGANIZATION OF FRIENDS. The Governing Board of the college, which included the Board of Trustees, formed the nucleus in its membership for an organization of friends which was really the key body in securing and giving large gifts. The Governing Board had been developed during the last years of Elizabeth Harrison's administration and included, in 1922, nine trustees, fourteen honorary members, one hundred fifty-six active members and nine life members. Although many of these persons were alumnae and faculty members already organized to work in alumnae and faculty groups there was in the Governing Board a membership of several prominent citizens not otherwise affiliated with the college. In making the annual report in November, 1922, to this body, Edna Dean Baker stated:

"We have to date a school of 287, an increase of 50 over our initial enrollment a year ago. We have another dormitory and are accommodating 20 more dormitory students. Our estimated income is \$173,000, or \$30,000 more than our actual income last year. We have a faculty and staff of 40, not including clerical help to serve it. We have reached our limit of growth in the present quarters. All our classrooms are overcrowded and the dining accommodations are most inadequate. The neighborhood at 2944 Michigan Avenue grows worse as the location for a school like ours.

"The Board of Trustees has with much effort and considerable sacrifice found a way out. We have a new site which from every point of view, social, functional, educational, could scarcely be improved upon. We have plans for two buildings which will efficiently but by no means extravagantly provide for the needs of this institution for many years to come. All that we now need is a strong working group in the Chicago area to aid the 33 alumnae groups in the field.

"The Governing Board can form the nucleus of this group of builders, and there are on the board enough people to carry a great campaign to success if there is the will to do and faith in the outcome. This city needs the National Kindergarten and Elementary College with its ideals for the training of parents and teachers, and through them of its future citizens. This country needs the same leaven in an

education which encourages unselfishness, self-control and cooperation. Every morning paper tells the story of that need which extends beyond the Atlantic to Europe and on to the Orient. A man of some prominence, recently returned from Europe, said to us concerning our enterprise, 'I have been feeding the bodies of children to save them from physical decay. You are engaged in a much greater project. You will supply the drive that shall use the physical machine, give it mental power and spiritual purpose.' We can build on the North Shore a power house for democracy that shall have signal opportunities not only to help our own children but to help the children of the world by the contribution which its trained leaders will make to education."

Action was taken by the Governing Board at this time to provide the key organization for securing funds, and general approval was expressed of the plan. The central office for committee meetings was at the college, still located at 2944 Michigan Avenue, but an office was also opened in Evanston for use of the North Shore group of Builders who, of course, had a special interest in the plans. The office, located on Davis Street, Evanston, was open at all times after the campaign was actively in operation, with a secretary in charge.

As the organization of Builders was developed, it included the president of the college as chairman of the executives, and H. W. Thirkeld from the John Price Jones Company as executive secretary. It included also a group of 31 members who assumed responsibility as smaller group leaders and workers in solicitation. In addition, there was a group of sponsors including 120 persons prominent in Chicago and elsewhere in the United States. Most of them gave gifts, supplied names and could be referred to as sponsoring the project. They included such persons as the Hon. Frank O. Lowden, Mrs. James A. Patten, Mrs. Edward L. Ryerson, Jr., Mrs. John G. Shedd, Rev. George Craig Stewart, Rev. Ernest Fremont Tittle, Horace J. Bridges, John Quincy Adams, Mrs. Avery Coonley, Brig. General Charles G. Dawes, Mrs. Charles S. Dencen, Elizabeth Harrison and Mrs. James C. Hutchins, Jr. The names of Philip D. Armour III, Mrs. Andrew MacLeish, and Mrs. Henry Phipps of New York City appeared on the list of the executive working group. With this substantial organization meeting regularly as members of the working committee, the campaign moved forward.

PUBLICITY. The publicity was directly under the guidance of one of the men from New York. He was an experienced newspaper man, having worked on some of the largest eastern papers. He kept feeding publicity related to National Kindergarten and Elementary College into the Chicago papers, the suburban local papers, and the Associated Press. He assisted alumnae in various sections of the country to get publicity into their local papers, sending them constantly suitable releases. Within a few months, thousands of people knew the name, National Kindergarten and Elementary College; knew that this college, about to erect a new building in Evanston, Illinois, was preparing young women for teachers, re-educating older teachers, and preparing parents to cooperate with teachers in the education of their children. Many persons were interested in the campaign, were watching results, and were ready to attend the benefits for funds. Magazines were also used as a medium for publicity. The name and character of the alumnae publication was changed and a new name, *Our Guidon*, was given it.

The students undertook their first student publication, a one-sheet newspaper, which they got out about once a month. The idea for it was born in the social director's office in one of the old stables at 2944 Michigan Avenue, which had been remodeled for office space. While the students talked, a bit of chaff sifted out from the oak paneling and fell on the desk, a not uncommon occurrence, since hay had once been kept in the space overhead. This little pile of chaff gave the suggestion for the name, which until the students were in Evanston, continued to be *Chaff from the Stables*. The name remains to this day, *Chaff*. This paper kept faculty and students up-to-date on the building project and particularly on plans for activities and benefits and the results in dollars and cents.

Publicity efforts also included addresses before clubs and other organizations. These addresses were made by different members of the Builders' organization, many of them by Edna Dean Baker. She appeared before Rotary, Kiwanis and Lions Clubs, before women's clubs, church groups, associations of commerce in various cities, and before small local groups that alumnae or friends brought into their homes to hear the story. The campaign was strenuous, but

it was bringing results. It was garnering intelligent understanding, good will and active cooperation, as well as the money necessary to begin the actual building.

Of course, in addition to these means of publicity, Mr. Thirkeld and his staff, augmented by a publicity committee from the college, produced many small pieces of publicity such as pamphlets, books of pictures, historical materials that could be put into the hands of those who were soliciting funds. The largest and most complete material of this kind was a book entitled "Now You," which included inspirational material, a condensed history of the college, many photographs, an analysis of the immediate building needs, suggestions for a number of individual gifts that donors might provide, a list of college graduates of national prominence actually engaged in child education, and the whole Builders' organization with names of sponsors and alumnae zone executives.

SOLICITATION OF GIFTS. The way was prepared through various forms of publicity for the solicitation of gifts, and the organization which had been perfected to solicit these gifts was the one which we have described as "The Builders" with its nucleus of active workers selected from the Governing Board and alumnae.

Solicitors of gifts were presented with a sheet listing the immediate building needs of the college, also a sheet indicating a number of specific rooms in the college building which donors could name. A pre-kindergarten room or a kindergarten room could be provided for \$6,000; a grade room for \$4,000; the woodwork shop complete for \$10,000; out-of-door playground, \$1,200; the alumnae room, \$7,000. Thus equipped, solicitors approached givers and asked them to become silent partners in the business of childhood as conducted by National Kindergarten and Elementary College.

BENEFITS. Children's plays were one of the most successful forms of benefit used. They were the contribution of students of the college who proved themselves to be rarely gifted in dramatizing favorite stories for children. At the time the college worked upon these plays, very little was offered in the Chicago area in any kind of play suitable for children. Etta Mount, the director of play produc-

tion of the college, believed that her class each year might create an original play either from a familiar folk tale or from a modern story, and that the play might be given at the college for children with a charge for tickets. When the first play was produced in Chicago, there was immediate demand that it be repeated under the sponsorship of alumnae in Evanston and in LaGrange. Every year, for a number of years, there were three or four performances of the children's play chosen for that year.

This form of benefit was not only an aid in securing money for the building fund, but it was of greater advantage in interesting communities in the college itself, and its function of preparing teachers for children. Many recruits to the teaching profession enrolled at National Kindergarten and Elementary College because they saw one or more of these charming plays. In fact, high school students were often invited as guests and not a few times plays in the suburbs were held in high school auditoriums, with high school students acting as ushers. Plays paid the actual expense of production and earned thousands of dollars toward pledges of alumnae chapters for the building fund.

Following a visit from Edna Dean Baker, three prominent alumnae in Pittsburgh initiated another type of benefit. They were well acquainted with a gifted child violinist, Viola Mitchell, a girl of twelve years, who was being educated by the Carnegie Foundation as a part of their program of aiding musically talented children. Her teacher, a personal friend of the Pittsburgh alumnae, was eager to have Viola give three or four concerts, under good auspices, for children in various cities not too far from Philadelphia. She thought it would be a great advantage to Viola, before receiving her education in Europe, to have the suggestions of American critics and yet she would not wish the project to be a commercial one for Viola or her parents. It was simply the offer to let one child play for other children at Saturday morning concerts. Viola played first in Pittsburgh, and later in Buffalo under the sponsorship of an alumnae group there. She came to Chicago and was sponsored by the group from the Governing Board of the college who were directing the entire campaign. Those who came to the concert, which was held at the Studebaker Theater,

were children of the schools in which college graduates were teaching. Because this was a Saturday morning concert, the college students could be responsible for meeting Viola and her teacher and for entertaining her. It was a very successful event. No one of the three or four concerts given netted less than \$1,000 and they were worth much more in the joy that they gave children, students and alumnae and in the inspiration that they gave children for the study of music. Later, after she was grown, Viola came to Chicago to play for the Chicago Symphony Orchestra as guest artist for one of their programs. She gave a courtesy concert at the college in the building that she had helped to build as a child. It was wonderful to hear her as a mature young artist of much promise.

Fund-raising efforts multiplied. Viola Mitchell was one of several artists that played or sang at the college during the years when benefits were a way of securing funds for building. Through such benefits, many people contributed to the total amount needed so that when the building was completed and furnished, the leaders of the campaign could truly say that it had been donated not by one or two wealthy persons, but that hundreds of people had participated in making it possible.

A successful type of benefit was the annual bazaar held sometimes in November and sometimes in December, with a variety of novel features for bringing money to the fund. The bazaars were almost entirely sponsored by alumnae, faculty and students and were, therefore, highly cooperative affairs. Bazaars brought many people to the building and often enlisted the interest and support of the whole family. Another form of entertainment from which the net income was donated to the building fund was the annual spring festival of the college students, which occurred around May Day and presented the May Queen, always chosen by secret ballot of the students. The episodes of the pageant, including the final crowning of the unknown queen, were created each year by the class in Pageantry and Festivals, and were always beautiful and surprisingly fresh and original.

NEGOTIATION OF BUILDING LOAN. The expenses of the two offices maintained by the professional workers of the John Price Jones Company were high in proportion to the sums raised during the period when they were guiding the project. However, the training they gave the college staff for promoting the interests of the institution was exceedingly helpful both at the time and in subsequent years. The value of the many benefit programs, the excellent newspaper publicity, and the fine bulletins published was measured in part by increased enrollments in the college and the Children's School during the years immediately following. The problem of financing the needed educational building was not yet solved, and the Builders continued to work after the representatives of the John Price Jones Company had been withdrawn.

Very early in 1925, after three years of earnest effort to raise funds for the college building, the college was still short of sufficient money to start the venture, and costs had risen. It now appeared that the educational building and equipment would exceed \$500,000. Those who had given generous gifts were becoming impatient. The Board of Trustees, after considerable discussion, decided to accept a loan from the Chicago Title and Trust Company, giving a first mortgage on the property. When the exterior of the building was finally completed, the building loans from Chicago Title and Trust Company amounted to the sum of \$280,000. This sum with interest charges at 6% per annum was to be defrayed in a ten-year period by graduated payments as stipulated. The college had pledges of \$19,646 and still owned the property at 2944 Michigan Avenue, Chicago. The trustees were able to rent this property at an annual total rental of \$4,800, which would carry interest charges until a desirable sale could be made. These assets, together with the accumulation of additional gifts, were depended upon to repay the loan by September, 1935.

BUILDING OPERATIONS

Construction Under Way

GROUND BREAKING FOR HARRISON HALL. The ground-breaking ceremony on the Evanston campus took place in March, 1925. The new building was to be called Harrison Hall in memory of Elizabeth Harrison. Participants in the ground-breaking included the president of the Board of Trustees, William Otis Waters; president of the college, Edna Dean Baker; members of the Board of Trustees, prominent alumnae, members of the faculty and student body. The ceremonies were short but significant. The little daughter of the secretary of the Board of Trustees, William Sutherland, turned the first spadeful of earth. As soon as the ceremonies had



Processional of Students at Ground Breaking

taken place, the actual construction on the college building began and proceeded rapidly in order to take advantage of the late spring and summer of 1925 in getting well ahead on the structure. After the excavation was complete, the foundations were put in for the building and the corner stone was laid.

LAYING THE CORNER STONE. In the time that transpired from ground breaking to laying of the corner stone, William Otis Waters died. His death took place during his vacation in New England and was the result of a heart attack. Dr. Waters had served the college since 1913 as president of the Board of Trustees. As minister of Grace Episcopal Church in Chicago and one of the leaders in his denomination in the city, he had the respect of the Board of Trustees and Governing Board and had given confidence to the public in this transition period of the college. He had given leadership during the emergence of the college as an independent institution and the development of its corporate body—the Governing Board. He had also carried it through the transition period incident to the retirement of Elizabeth Harrison and the election of Edna Dean Baker as president. Under his leadership the board had selected the site for the college on the North Shore and had made available the money for the erection of the building. To him the college owed a great debt of gratitude.

A Winnetka man, already a member of the Board of Trustees, Merritt Starr, head of the firm of Hopkins, Starr and Hopkins, was elected next president of the board. Mr. Starr was a graduate of Harvard, a man highly regarded by the legal profession, well known in Chicago and on the North Shore, who had handled law cases in the East as well as in the Middle West. He was deeply interested in the purposes of the college and in the work of its graduates, having had his own children in school and church school under graduates of National Kindergarten and Elementary College. One graduate, Florence Capron, was especially loved by Merritt Starr and his wife, and to her goes the credit for interesting him in the college and helping the Board of Trustees to secure him as a member. At the time of his election to the presidency of the board, he was serving as legal counsel for the board. He was a real humanitarian, a great lover of



Laying of the Corner Stone

children, and surely no one wiser could have been found to guide the first years of the college in its new North Shore location. He it was who had charge of the ceremony of laying the corner stone, which occurred in the summer of 1925. Edna Dean Baker put the historical documents in the corner stone and placed the first spadeful of cement which fastened the stone securely into the structure of the building.

ERECTING THE BUILDING IN 1925-1926. After the laying of the corner stone the structure of the building went up rapidly.

The steel framework and brick and stone work were completed before freezing weather set in during the fall of 1925, making it possible for the workmen to finish the interior in the early winter of 1925-26. Because the outside of the building had been completed before winter, the college staff began to hope that it might be possible to transfer the school from Chicago to Evanston at mid-year. The graduating class of 1926 were tremendously eager to spend their last semester in the new building. They had worked upon raising funds and helping with publicity from their freshman year, and their pleas were continuous that the move be made at the beginning of the second semester. The dormitory and college buildings by February tenth were habitable. The classrooms on the first and second floors of the college building were complete. Some polishing of woodwork and of terrazzo floors was still required, and small items of carpentry and plumbing remained to be done. The auditorium was not immediately usable nor was the lounge in the dormitory building, but temporarily it would be possible to get the student group together in the largest available classrooms and in the dining room at the dormitory.

THE MOVE TO EVANSTON. In the history of colleges it had been almost unprecedented that an institution move while in actual operation. The distance from the old site at Twenty-ninth and Michigan to the north limit of Evanston was 16 miles. The college had accumulated considerable equipment and furnishings on the South Side and, of course, records from the founding of the school in 1886 to 1926. Much of the furniture and equipment would be usable in the new buildings until funds became available to furnish throughout with new furniture. The school was dismissed the week before the move and the vacation between semesters lengthened to one week. During that week the cherished possessions of the college were taken out in moving vans and placed in the new college and dormitory buildings. Along with this immense moving caravan, deliveries were being made of new furniture and equipment to take the place of what had to be discarded. A newly furnished modern kitchen was installed at the dormitory and some new classroom equipment for the college building.

Working under great pressure, the officials of the college and most of the faculty and staff were busy with the maintenance staff setting up the new buildings and getting them into operating condition for the registration of the school, when the students should return and the new students enroll for the second semester. It was an exciting period in the life of the school when members of the faculty would meet each other in the halls and say, "I pinch myself every day to make sure I am not dreaming that we are here!" Disturbed individuals would rush around asking other members of staff where the registrar's file had been placed, what had happened to the librarian's desk, what would be done about classrooms and offices which had no furniture. However, when the students returned and registration actually took place, everything was fairly well in place for the business of the day. It is true that a few dormitory students had to sleep on mattresses on the floor and live out of their suitcases because furniture promised for their bedrooms had not been delivered, but being young they took all difficulties in their stride and with splendid spirit made up numerous ditties to sing at meals in the dormitory and at assemblies in the college building. Everyone was happy to be in new buildings with such a wonderful environment.

FINISHING THE THIRD FLOOR IN 1930. When the college began to operate in the new educational building in February, 1926, the third floor was not finished. No rooms had been partitioned off and there was only temporary flooring. For the first years, then, the school was operated with two floors fully completed throughout, and the ground floor at the rear partially complete. This space was adequate for the first three years, until about 1929. The Children's School opened in the summer of 1926 with three pre-school groups and first and second grades. Each year a grade was added until 1929, when nursery school, two kindergartens, and five grades were using rooms planned for them. The library, which had been occupying rooms originally designed for the Children's School, had much outgrown its quarters. The move to the North Shore had increased enrollment in the college. Every room taken for the Children's School meant one less available for college classes.

At the annual meeting of the Governing Board in November, 1929, Edna Dean Baker put forth the needs of the school for the future and strongly recommended that definite steps be taken to complete the third floor of the college building. She stated that notes outstanding to contractors to the amount of \$5,500 had been met; that the building loan from Chicago Title and Trust Company had been reduced from \$280,000 to \$205,000, and that in every way the college was fulfilling the projected purpose for which it had chosen the North Shore site and entered into the new building enterprise. She stated that the North Shore had proved to be an excellent setting for the development of the college, which was already giving valuable service in the community as well as preparing more well-trained teachers for the United States. Following this meeting, the Board of Trustees took steps to complete the third floor.

By the autumn of 1930 the third floor had been fully completed and furnished. The building loan of \$205,000 reported in the autumn of 1929 had been refinanced by the Chicago Title and Trust Company to the amount of \$310,000 for the purpose of completing the third floor of the college building. In June, 1930, the general contract for this work was given by the Board of Trustees to the A. L. Jackson Company. Dean William Bauer of the School of Engineering, Northwestern University, was secured as consulting architect to work with the contractor and the Warren S. Holmes Company of Lansing, Michigan, the original architects of the building. The total contracts on the third floor amounted to \$103,519, and by November, 1930, \$98,603 had been paid, and additional architect's fees of \$5,225. The repayment on the new loan of \$310,000 from the Chicago Title and Trust Company extended over a ten-year period with interest at 6½% and annual installments of \$18,000, beginning March, 1931. General Abel Davis, director at that time of the Chicago Title and Trust Company and a member of the college Board of Trustees, acted as chairman of the Building Committee. The college now had as beautiful, useful and hygienic a building as could be found anywhere in the world, to meet the needs of an educational institution.

GIFTS TO HARRISON HALL EQUIPMENT. The report of Edna Dean Baker at the annual meeting of the Governing Board held in Harrison Hall on November 7, 1930, pointed with pride to the completion of the third floor of Harrison Hall at a cost of \$105,000 and the raising of a fund of \$20,638 for equipping several new units as the outstanding accomplishment of the school in that year. She mentioned the following individual gifts: Otto Barnett and his son contributed \$2,000 for equipping the home economics suite to be known as the Mabel Rowley Barnett Home Economics Suite, in memory of Mr. Barnett's first wife. Ralph Church gave \$500 for equipping the social science room, in memory of his mother, Lola Douglas Church. A similar gift was made by Mrs. William Kixmiller for equipping a room for religious and character education to be known as the Kixmiller Room. Mrs. Herman Fabry gave \$250 toward equipping the art room for children. Edna Dean and Clara Belle Baker made a gift of \$1,000 for furnishing the children's library, in memory of Laura Ella Cragin, who established the independent school in Evanston where Edna Dean and Clara Belle later found their opportunity for educational experiment. The small assembly hall on the third floor was furnished by faculty and alumnae in memory of Margaret Farrar, an alumna of the college and former member of the faculty. A gift of \$1,500 for equipping the Alice E. Fitts Art Studio was made by the Pratt Institute Kindergarten Alumnae Association. Miss Fitts, an alumna of the college, had been director of the kindergarten department at Pratt for many years. A fund of \$10,000 was established by Dr. and Mrs. George Herbert Betts for the Muriel Betts Library of Childhood, in memory of their daughter, Muriel, a child psychologist. Their gift made possible a unique library of books and pamphlet material for parents and teachers of young children. Later a generous gift of \$1,000 in memory of Merritt Starr named the science unit for him. The room for music and art appreciation was named in memory of Francis M. Arnold, a former music instructor, after his complete estate of over \$30,000 had been received by the college from a bequest in his will. A gift of \$500 from a father of the Children's School made possible the first

equipment for the shop on the ground floor at the rear of the college building.

These newly-named rooms on the third floor, furnished by gifts of love, added to others previously named, made the college building rich in memories of precious friendships. The Jean Carpenter Arnold Auditorium on the first floor was one of these rooms. Beautifully planned by Etta Mount for dramatic events, school assemblies, and concerts, it has made a great contribution to the program of the college. The original amount for construction of the auditorium was given by alumnae who desired to make this hall a memorial to one of the greatest teachers in the history of the school, Jean Carpenter Arnold. When the college moved into the building in February, 1926, this room was empty, and it was necessary for students to stand on the ramped floor when short assemblies were called there. It occurred to the builders to name seats for individuals and secure a gift of \$5 to cover the cost of each seat. When it seemed that givers had been exhausted, this suggestion solved the problem, because the seats were paid for miraculously by the gifts of parents who wanted to place on seats the little metal plates bearing names of their children, by members of the Governing Board who in some instances paid for a row of seats without asking to have them named, by alumnae who found it possible to squeeze out another \$5 for this purpose, and even students who paid for name-plates as reminders through the years that they had attended National. On Commencement Day in June, 1926, every seat was in the auditorium and the drop curtain had been hung on the ample stage. Other gifts for this room have included two beautiful platform chairs and a reading desk, specially built and carved, given by Vera Going Harris in memory of her mother, Mrs. Charles Going. The lighting equipment was given by a father of the Children's School.

Another beautifully furnished room in the college building is the Eva Grace Long Alumnae Room. Alumnae of the college who were friends of Eva Grace Long; her brother, R. D. Long; and mother, Emma Long, gave the money for the actual construction of this room and for its beautiful furnishings. The single item of furniture most deeply appreciated was the grand piano which Mr. Long

and his mother gave. Through the years individual gifts have continued to be given to this room by alumnae and alumnae branches, also by Mr. Long until the time of his death when a gift of \$5,000 was left in his will to the college. The construction of the fireplace in the nursery school room was made possible by the gift of Mr. and Mrs. Landreth in memory of their little daughter, Nancy. The Gwendolyn Armour kindergarten room, used by junior kindergarten children, was constructed and furnished by a gift of \$7,000 from Mr. and Mrs. Philip D. Armour III in memory of their five-year-old daughter. The Pittsburgh alumnae furnished a room in memory of Georgia Allison on the first floor, one of two college classrooms available on that floor. A psychology classroom on the second floor was furnished as a memorial to Bertha Belle Boyd by her mother.

Members of the faculty and staff furnished their own offices, and several of them later gave the furniture and equipment to the college when they left the faculty or retired. This contribution meant a great deal at the time, because the college owned little office furniture, usable in the new building. Individual art objects in pictures, pottery, rugs, hangings have been given for use in many parts of the building. Mr. and Mrs. Francis Arnold's beautiful oriental rugs purchased abroad, several lovely pieces of pottery, and a fine collection of prints, are among these. Elizabeth Harrison left her personal library to the college and also a collection of Japanese stencils, framed and hung in many of the rooms. Indeed it is difficult to close this enumeration already so long. The beautiful fountain in the foyer of the college building was given by Mrs. Edward Hillman in memory of her daughter Ruth. The fountain bears the words: "Ho! everyone that thirsteth, come ye to the waters." The lovely green bronze statue of "The Boy and the Duck," by Emory Seidel, was included in the gift. Another beautiful gift was the carved oak benches in the foyer on either side of the main entrance of Harrison Hall, given by Irene Kesner Goodman, an alumna of the college.

DORMITORY BUILDING. Marienthal, the name of the first hall used for training teachers by Friedrich Froebel in Germany (meaning, literally translated, the "Hall of the Marys") was chosen by Elizabeth Harrison as the name for the first dormitory of Chicago



The Fountain in the Foyer

Kindergarten College. This honored name was transferred later to the dormitory at 2944 Michigan Avenue in Chicago, the old Charles Gates mansion, and later still was used for the new large residence hall in Evanston. That dormitory, as originally planned, was to be built on the campus, fronting Maple Avenue, Wilmette. It was not possible, however, to erect the building on this site, because at the

time and even later the college on account of zoning restrictions could not secure a permit for its erection from the Wilmette authorities. Since the Board of Trustees had assumed that an exception would be made for an educational institution, the refusal presented a very great problem. It was thought at first that it might be possible to lease a series of very large old homes not too far from the college building, either in Wilmette or Evanston, but a survey made through the real estate firms showed that houses available for purchase in Evanston at the time were much smaller than the old mansions on Michigan and Prairie in Chicago and would not accommodate more than ten or twelve students. At the time it was not possible to rent any apartment house which could be economically remodeled for dormitory purposes.

Warren S. Holmes, who had been advising the Board of Trustees and the administration on possible solutions to the problem, helped the college to find a way out of seeming defeat. He and two contractors found a suitable piece of land on the southwest corner of Asbury Avenue and Central Street which they bought. Mr. Holmes prepared tentative floor plans for a dormitory building much less expensive than the one originally contemplated. For this building a second set of plans showed how it could be revised later for an apartment hotel if the college did not wish to continue the lease. The Board of Trustees was reluctant to locate the dormitory even at that distance from Harrison Hall, but temporarily there seemed nothing else to do. They worked out with the architect and contractors an arrangement for a ten-year lease which could be terminated at any time the college was able to erect its own dormitory building on its own site, or adjacent to it. The architect and contractors held title to the land and secured a building loan using building and land as security. The building, large enough to house 200 students, was subsequently erected and was miraculously ready for occupancy when the college moved out to Evanston on February 10, 1926. Of course, there were a few odd jobs about the building and grounds still uncompleted. One of these was the attractive lounge at the front of the dormitory building.

The new Marienthal met the needs of resident students remark-

ably well at the time and, when furnished, had a charming homelike appearance and atmosphere. The location, in spite of the distance from the educational building, proved a fortunate one because of its nearness to transportation. It is on the North Evanston bus line, with a bus stop at the corner of the building, and only a little over two blocks from the Central Street station of the elevated lines where there is also a taxicab station. A North Western Railway station is within walking distance. The location of the building would contribute to ready sale, if the college should later erect a dormitory on the campus.

Occupying the New Buildings

ARRIVAL FEBRUARY 10, 1926. When the actual move to the North Shore had been made, students in spite of a few handicaps were filled with enthusiasm and happiness. Vividly all who were present during those first few days in the new college building remember the student inspection of the building, in which faculty participated. Some students carried drums and others triangles. There was a piano on the second floor just above the foyer which gave some guidance to the marching host. Upstairs, downstairs, they marched, singing, beating their drums, and every once in awhile stopping to give a cheer. They explored the ground floor. They marched up to the unfinished third floor, and walked gingerly across the boards on the cement. They looked in every classroom and office and ended up by a standing assembly in the big empty assembly hall on the first floor. Here they sang college songs and cheered and cheered, following announcements from the president of College Council and the president of National College. For the first months, all of the assemblies were brief because the students had to stand if the whole school attended. Never was there greater enthusiasm and loyalty or higher spirits than in the initial weeks when singing was often accompanied by the noise of terrazzo work on the first floor or the completion of the ventilating system in the basement, where considerable riveting was taking place. Of course, not everybody was satisfied with the equipment and furniture. Deliveries were slow, much was lacking that would have to await raising of further funds. Almost from the day

the school moved in, visitors began appearing. Educators came from near and far to see Harrison Hall which expressed so many original ideas in the construction of a college building and was so well adapted for an active, creative, purposeful curriculum. Volunteers were not lacking from the faculty and student body to show the new building and expatiate on its values to the numerous guests. Everybody had participated in raising the money—everybody had helped in planning the building. It was everybody's building and all of the faculty and students were intelligent about it. A creative architect working closely and cooperatively with a creative faculty had accomplished these results. If members of the faculty particularly did not like their departmental set-ups, most of them were honest enough to admit that the fault was as much theirs as the architect's, that within the limitations under which he had to work he had put their suggestions so far as possible into the detail of the building. Occupying the new building, then, was not only a matter of satisfaction and pride, but a way of learning as well and a means of growth.

FIRST EVENTS IN THE NEW BUILDINGS. Certain events were of special interest to the school and to the community in the first months of living in Harrison Hall. Now that the college was actually located on the North Shore, hundreds of friends who had helped in making its arrival possible by attending at least one benefit program or by giving a gift large or small to the building fund, were much interested to see the completed building and become better acquainted with the institution that had moved into it. Others who had contributed only good will and good wishes were pleased and curious to attend functions.

One of the first events to occur was a reception in Harrison Hall for all these various friends. A short receiving line in the alumnae room, student guides to take visitors about the building, and simple refreshments in the foyer served the purpose of introducing guests to the new building. Everywhere were exhibits of students' work arranged in display cases on the second floor, in classrooms, studios and workshops. Beautiful flowers decorated all parts of the building, and guests expressed enthusiasm for this latest institution to join

other distinguished institutions of higher education already on the North Shore.

Not long after the reception at Harrison Hall, the dormitory staff and students held Open House inviting trustees and faculty to participate in the formal opening of Marienthal. Dinner was served in the new dining room, and a short program was held in the lounge, now beautifully completed and very attractive with new furnishings and some antique pieces of furniture and art objects from other Marienthals of college history. Just enough of the old had been preserved to make the new seem homelike to those who had known and loved the college on the South Side. There were brief words of welcome by Merritt Starr, president of the Board of Trustees, words of deep appreciation and gratitude from Edna Baker who recalled inspiring memories of the spirit of earlier dormitories. Quoting Edgar Guest's words, "It takes a heap of living to make a house a home," she expressed the hope that the years to come might endear the dormitory to those who lived there with precious memories, with the warmth and beauty of loving associations and happy events. After the program students took groups of faculty and trustees to visit their rooms.

COMMENCEMENT WEEK. The program of commencement week included both gaiety and seriousness, and every event was permeated with joy and gratitude for the new setting. The alumnae homecoming was at the heart of the planning for this week. The faith, the loyalty, the courage of alumnae led by Edna Baker, Mabel Kearns, Harriet Howard, Margaret Farrar, Frances McElroy, Anne Williams, and Laura Hooper of the faculty and other alumnae of the area had made possible, with the cooperation of faculty, students and friends, the new home of the college. Scores of alumnae came from all parts of the country for the week, others for one or two events. The week was opened by a carnival on Friday evening, June 4, a delightful dramatic event, planned by Margaret Farrar and Etta Mount. On Saturday, June 5, alumnae took possession of the building for the annual alumnae meeting at which Emily Lloyd Jenkins, president of the National Alumnae Association, presided. Reports from the chapters were thrilling because all had been active in raising

funds for the new building and had tried every kind of a money-making event and project. A fine address on the "Education of the Emotions" was given by Smiley Blanton, director of the Child Guidance Clinic of the Minneapolis Board of Education. It was significant that the alumnae chose one of our most creative psychiatrists for their speaker on that occasion.

Elizabeth Short Phillips was elected president of the National Alumnae Association at this meeting. Mrs. Phillips was well known in Chicago and in the state of Illinois for her work in the Parent-Teacher Association and in several prominent civic movements. Mrs. Phillips said:

"Our new building is fast becoming known as the best building in the country for the purpose for which it was erected. You will all want to see it for it is beautiful as well, and you will feel a justified pride in being an alumna of such an institution."

Most treasured of the hundreds of greetings received was an alumnae day message from Elizabeth Harrison:

"To my dearly beloved alumnae daughters and to the daughters of my daughters, I send love and greetings to each and all of you. I will be with you in thought on this happy day while you gather to rejoice in the realization that you have not only helped Miss Baker to make her dream come true, but you have also shown the true spirit of self-sacrificing service and loyalty to the ideal of making life more worth-while to childhood."

Two prominent alumnae, one of them from Pittsburgh, Ruth Beyer Storer and Anna Gould Graham, '96, wrote this comment in the alumnae room guest book:

"To an old '96 alumna Harrison Hall stands out enhanced by its contrast to 10 Van Buren Street—an achievement in its day. Harrison Hall, our new college, a dream come true! Embodied convenience, comfort and charm on a real campus with swaying trees and soft grass, sunshine and a lake breeze! We had not supposed it could look so finished, but it had been so perfectly pictured that when first glimpsed in the distance it was familiar. The entrance with its charming memorial fountain and attractive walls with their colored mosaics was a revelation but there was more to follow."

The dedication of Harrison Hall on Sunday, June 6, 1926, was a part of the baccalaureate service and was most impressive. This pro-

gram was opened with dedicatory invocation by Bishop Edwin H. Hughes of the Methodist Church:

"The Holy Scriptures teach us that God is ever well pleased with those who build temples to his name, and that He withholds not his gracious approval from those who seek in any way to build his spiritual kingdom over the earth. Let us not doubt that He will give his benediction to this hour wherein we dedicate a sanctuary for young life and for those who are to guide young life to the glory of God's name and the service of his children everywhere.

"Therefore, to the preparation of those who are to lead little children to larger life and who themselves are to be led in turn to holier character by their loving contact with the life of youth, we dedicate this building.

"To the exaltation of all childhood, even to that new procession that the Father sends with each generation so that new hands may complete our unfinished tasks to the end that our work without them may not be made perfect, we dedicate this building.

"To all good parents, and to those who, not being parents, still carry parental hearts of gentleness in their bosoms, and who will yearn toward this place as being a structure of their own love, we dedicate this building.

"To that Lord who is forever setting the child in the midst of life and who long ago took the children in his arms and putting his hands upon them blessed them—even to Jesus Christ the lover of all childhood, we dedicate this building, in the name of the Father, and of the Son and of the Holy Spirit."

Merritt Starr, president of the Board of Trustees, gave a brief resume of the history of the college and of the land it now occupies.

"About 100 years ago this land was the home of restless Indians engaged in sporadic wars with the whites, notably the Winnebago War of 1828, which ended in the Peace Treaty of Prairie du Chien. The interpreters in making that treaty were learned in the English, French, Pottawatomie, Winnebago, Chippewa, Kickapoo, and Sioux tongues; and for their fidelity and skill in negotiating peace the government granted two square miles of this land, rising into and including this eminence, to Archangel Ouilmette, wife of Antoine Ouilmette, and her children. The treaty named the mother and the children as grantees, and this land, the reward of the treaty of peace, was given to a mother and children. This historic achievement set apart this beautiful eminence now crowned with the towers of Harrison Hall to the works of peace and children's education. Rightfully in memory of Madam Archangel Ouilmette, we may call our campus

Archangel Height. In the Greek Panathenaic procession there were three divisions—first came the veterans, survivors of the past, whose banner read: 'We have been great in days gone by.' Then came the heroes of the day whose banner read: 'We are your strength; on us you may rely;' and then came the little boys carrying the banner with the motto: 'We shall surpass you by and by.' Seeing thus their promise and their power we see in the children to be taught by our graduates those who are to mold the America of the future."

Edna Dean Baker made the presentation of Harrison Hall for the dedication. In part she said:

"A year ago on the sixth day of June the piece of ground upon which this building stands was dedicated, and the turf was turned for the beginning of work upon its foundations. The sun shone, a meadow lark sang, and the voices of many children made a rare accompaniment for the solemn services. The auspiciousness of the day was a true prophecy of the blessing which has rested upon the work. It has been the endeavor of the architects and the building committee to create a building for the training of teachers and parents of children that combines the highest efficiency which the science of construction has attained and the beauty which indefinably influences the tastes, molds the ideals and gives the joy that beauty alone can supply. The tribute paid by a great teacher who passed through our halls and classrooms a week ago well expresses what they had in mind. She said: 'One cannot come into this building and be the same person afterwards'."

The fortieth annual commencement program, following the dedicatory exercises, completed the week of celebration. On Wednesday afternoon, June 9, 1926, it seemed wonderful to hold the commencement exercises in the college building since for several years the college had been forced to rent auditoriums for this event. The daisy chain processional was indeed beautiful as the girls formed double aisles. The graduating classes entered to the stirring music of the March from Tannhauser; seniors in black caps and gowns and juniors in gray, took their places tier above tier on the spacious stage. The commencement address was given by Horace J. Bridges. The presentation of diplomas and awarding of scholarships completed this first commencement program in the new building, an occasion never to be forgotten by those who had the privilege of participation.

Chapter Nine

COLLEGE DEMONSTRATION CENTERS

First Session of Children's School in Evanston

SOUTH SIDE PUPILS LEFT BEHIND. When National Kindergarten and Elementary College left the South Side, there was great mourning on the part of the children in the neighborhood who had attended the kindergarten-primary school at 2944 South Michigan Avenue, for they could not continue to attend their loved school. There was no way of taking them along. Parents as well as children expressed their regret; in fact the whole neighborhood grieved, telling how much they were going to miss the teachers and the college girls and how lonesome life would seem without them. The college faculty and students as well, even in the midst of rejoicing, felt the tug that always comes when you leave the old home for a new one, and found it especially hard to say goodbye to the "kids," as Kenneth Holmes, the young janitor, called them. It was difficult to wait after the arrival in Evanston until the time when the Children's School might open its doors to the community. Many were the inquiries from students and alumnae about the opening of the Children's School. The rooms were ready, but it was necessary to work out a plan for this school, and a few months were needed to develop the plan and to get it into operation.

PLAN DEVELOPED FOR A CHILDREN'S SCHOOL. Harrison Hall had been built with the concept of a Children's School at the center of the program of teacher education. The rooms provided for children were on the first and second floors of the building. They included two units at the rear on the first floor for a kindergarten and nursery school with a kitchen between. Each unit contained a large playroom, a smaller workroom, and a washroom with toilet facilities. Similar units were planned on the second floor for first and second grades. For the remaining grades, three to six, there were four classrooms with a connecting workroom between each two rooms. The classrooms all had built-in space for cupboards, and the



The Gwendolyn Armour Kindergarten Room

workrooms had kitchenettes with running water, sink and hot plates, a new feature at the time. Every room had an expanse of windows which permitted sunlight to enter at some part of the day. Color had been used effectively in tiling for ledges under the windows, in fire-places for nursery school and kindergarten, and in linings of open shelves where the children kept their play toys and books. A great deal of thought had been put into the planning of these rooms and they were as nearly ideal as the information on school hygiene and artistic environment for children could provide at that period.

A committee of the faculty worked on plans for the new school. Consideration was given to the fact that it would be necessary in the new environment to enroll children from an environment of a high

economic level, where parents were well educated and leaders in the various professions and in business. Since these children would come from a wide area, it would be necessary to provide transportation either by private bus or large cars. Because of the excellent public schools on the North Shore, the appeal would have to be the quality of the facilities provided by the school and its ability to chart new ways for better educating the individual as a member of a changing and developing society. The school must pioneer in methods that would lead to a better understanding of the individual child and how to meet his needs, and would prepare him and his playmates for living together in a democracy. It would hope to reach these goals through the provision of an excellent teaching faculty, and groups not too large for teachers to know the children individually, and permit them to work purposefully and cooperatively in social groups. The school must have the resources of the college faculty at its command, its specialists in the fields of children's literature, art, music, physical education, measurement and guidance.

Because all of these facilities would necessitate a far greater expense than had been sustained for the kindergarten-primary school on the South Side of Chicago, it would be necessary to charge a tuition fee. It was felt that parents on the North Side who wished the opportunities of this school would for the most part be able to meet the tuition fee. For those who could not, scholarships might be provided in whole or in part. Because the proper nutrition of children entered into the plan for their education as conceived by the college faculty, a nutritious noon lunch at school was to be a part of the day's program. Parents would be helped in planning the two meals served at home so as to make a well-rounded diet for each child. For small children, a plan was set up for a choice of morning session or day session, according to the need. When plans were finally completed, there was a graded tuition charge for the different age levels according to the length of the session and the type of facilities provided. There were extra charges for lunch, transportation service, and materials. This financial program has been adhered to since the school was opened. The school has admitted children of various religions, nationalities, and races. It has had some children from

luxurious homes, but most of the pupils have come from homes of moderate means, not different from the homes of the majority of children in the public schools.

Because of limitation of space in the building and of funds for special training adapted to exceptional children, the school planned to accept only children of normal or better than normal intelligence and good health. Later the college developed a guidance center to help children of good intelligence with emotional and learning difficulties.

In seeking teachers for this new school, it was thought wise to choose room teachers of experience, graduates of well-known colleges of education where the principles of the new education were well understood and applied in practice. Teachers must have the bachelor's or master's degree, and student assistants in the school were to be selected from the senior class. Clara Belle Baker continued to be the director of the children's program, and to her vision, organizing ability, creative gifts in working with teachers, parents and children, and great human sympathy, much of the success of the school was due.

OPENING OF THE CHILDREN'S SCHOOL. Members of the faculty that first summer of 1926 included Florence Rice and Gladys Johnson, co-directors of the nursery school; and Margaret Farrar and Willmina Townes, co-directors of kindergarten. Clara Belle Baker and Nellie Ball taught first grade; and Violet Rush and Florence Hediger, the combined second and third grades. Just 96 children were enrolled. At that time no other nursery schools were on the North Shore and little was known about this new feature of education for young children. The center of attraction, therefore, for visitors to the college that first summer was not the kindergarten or the sunny primary rooms, but the nursery school where small children of two and three years were learning to play along side of others, under the guidance of a few teachers instead of each with the personal attention of mother, auntie or nurse. They were learning that most difficult of all arts—the art of getting along with other people in an environment of their peers. Most of the morning in the summer for these smallest pupils was spent out under the trees on

the playground, where sand boxes, balance boards and other play materials and apparatus gave an opportunity for sturdy development. When the weather was not pleasant the children played indoors in the large light rooms where big blocks, picture books, toys, and other equipment gave many suggestions as to what to do next. The mid-morning lunch always created a great deal of interest when the children sat at tiny tables and were served orange juice from small trays carried by serious little waiters who were learning by doing. The rest period and then the brief gathering around the piano for songs and simple rhythms and maybe a rhyme or story, brought the children to the hour for their noon lunch, to be followed by a long nap on little cots. Then came the going home with a shout when the school car was recognized. When home was reached the little traveler was glad to see mother; to him the trip had been as long as if he had visited New York or Boston.

The other rooms in the Children's School, although not so different from what visitors had previously known, afforded new features of interest to both observers and children: the rooms, the equipment, the activities, and the methods used by the teacher.

The school grew by leaps in the first year. The fame of the Children's School summer session spread abroad and the enrollment for the fall session filled rapidly—to such an extent, in fact, for children under five that it was necessary to equip an additional unit to accommodate them. One hundred fifty children were entered in the fall school which included a nursery school for children two and three years of age; a junior kindergarten for those of four; a senior kindergarten for the five-year-olds; a lower primary for the sixes; and an upper primary for the sevens and eights. New teachers included Miriam Brubaker and Edith Maddox. In writing of this school, a faculty member said:

“The coming of the children has brought life and purpose into many parts of the building, but a morning of observation is little more than an aggravation. Once inside any one of the rooms, one has no desire whatsoever to leave it and go to the next, and if one spends the entire morning in one room, it is only to leave with an insatiable desire to go back again and find out what happens next. The first graders are great on reason and there is little that they will

dential area of the North Shore, they were deeply aware that in some way the college students must be kept closely in touch with the great city of Chicago, its immigrant groups from other countries, its underprivileged neighborhoods where young children swarm with no place to play and little touch with nature. Deeply interested in the MacMillan sisters' experiment in London, Edna Dean Baker was sensitive to the fact that no such institution for the education of parents and young children existed in any underprivileged area of Chicago. When the day nursery in the Mary Crane Building at Hull House was closed because new Illinois legislation enabled mothers of little children to receive sufficient support to be at home during the early period of their children's lives, the opportunity for a nursery school to take its place presented itself. Edna Dean Baker knew that the building had been given in memory of Mary Crane, a mother, with the understanding that there would always be some facilities in that building for the welfare and education of young children. The Hull House neighborhood seemed to be the ideal place for a nursery school developed along somewhat similar lines to the MacMillan Nursery School in the heart of London slums. She therefore determined to seek immediately an interview with Jane Addams, not knowing whether Miss Addams had any other plan for the use of the building.

Jane Addams proved to be an eager listener to all that Edna Dean Baker could tell her about the English nursery school. Miss Addams, who had not been in touch previously with the English nursery school movement, was enthusiastic as she heard the purpose of the program and the special facilities provided to carry it out effectively. Particularly was she interested in the work with parents which the nursery school provided and in the all-around development of the child which it emphasized. She had been thinking about using the building as a child center for the neighborhood and about approaching certain social agencies to set up facilities there for meeting physical and nutritional needs of children, for studying behavior difficulties, and also for studying economic needs of families in relation to the development of their children. She quickly grasped the value of a nursery school at the heart of such a center, as a place

where these objectives might be met through a correlated program. After thorough consideration of a plan, the Mary Crane Nursery School was opened in the Mary Crane Building at Hull House in September, 1925, under the direction of National Kindergarten and Elementary College, for children four and five years of age. Later two-and-three-year-olds were also accepted.

PURPOSE AND PROGRAM. Jane Addams and Edna Dean Baker, founders of the Mary Crane Nursery School at Hull House, considered it the heart of a child center where the needs of children, parents and to some extent the community, might be met. The nursery school itself could take care of only a limited number of children. The school included in its initial stage only two units, first, because it seemed wise to expand gradually and to study the development of the nursery school critically in this particular environment; and second, because the amount of money needed for equipment and operation would depend upon the number of families receiving service through the center. Ideally only twenty to twenty-five children of these early ages could be satisfactorily taken care of in one unit. The two units contemplated would give an enrollment of no more than fifty children at any one time. If the school were to do a good job in meeting the needs of this number, there would have to be a well-trained teacher in charge of each unit with at least two assistants so that there would be one person to each seven or eight children in attendance.

The nursery school opened in the fall of 1925 with two trained teachers and three student teachers from National Kindergarten and Elementary College for each unit. In the Hull House neighborhood at that time the children came in very poor, dirty clothing. Most of them were not bathed properly at home and the most fundamental habits relating to hygiene of eating, sleeping, elimination, and body cleanliness had not been taught them. The program, therefore, considered basic these fundamental physical needs. Facilities were provided for the children to become independent in washing their hands and faces, combing their hair, bathing, using the toilet, brushing their teeth, and also in eating and resting. The habits already

possessed in these matters were carefully tabulated for each child, and most existing habits had to be eliminated in the process of developing better patterns. Great were the protests from some of the children about the bathing program. They were as afraid of water as if they were going to drown when once they stepped into a tub, and protested violently at the teachers' firm use of the brush and soap in getting off some of the encrusted dirt on their little bodies. In fact, so great was the fear in some cases that it was necessary to postpone the bathing program until these children had become better acquainted with the teachers and with the school and had had much happiness there so that they would go more trustingly to the bathroom. Of course, the objective of the program was to get the parents also interested in better hygiene at home until the time might come when the parents would see that the children had baths at home, and clean mended clothing to wear after the bath. In a great many instances it was necessary to give a complete set of new garments to the mother for the child in return for her promise that she would wash them and keep them clean.

The nursery school day began at 8:30 in the morning and ended, except for a few children of working parents, at 3:30 in the afternoon. The important periods in the health program were the glass of water and toileting following health inspection, mid-morning juice, rest period, noon meal, and afternoon nap. The rest of the program was filled with activities on the individual child's level of interest and accomplishment, similar to those of the modern kindergarten—free play with toys and blocks and on apparatus, much of it out-of-doors, expressional activities such as singing and rhythms, listening to stories or rhymes, looking at picture books, playing with clay, drawing and painting, and short periods of conversation. The program alternated physically active periods with those less active. Guidance in working and playing together was given by the teachers as the children's own reactions to play materials and other children indicated there was need. Some children had to have a great deal more guidance than others. Certain problems predominated in most of the groups during the early years such as "temper tantrums," enuresis, thumb sucking, fighting, pilfering (possibly at nursery



Noon Meal at the Mary Crane Nursery School

school level we might just say "taking things.") It was hard during those early years to keep the nursery school crayons, scissors, paper or any small enticing objects that the children might be able to carry away.

EDUCATION OF PARENTS. The nursery school, as developed in England and later in the United States, emphasized the inclusion of parents in the program planning. In many nursery schools mothers actually assisted in different aspects of child care. At Mary Crane Nursery School a number of mothers assisted and were paid for this assistance. Although it was never set up as a requirement, the cook, the assistant helpers in the kitchen, and the maintenance staff for cleaning, setting up the cots, looking after the playground and equipment, were parents. Some of the women did not have children in the nursery school when they first were

employed but later secured enrollments for them eagerly, following their own experience in watching the children in the program. As parents experienced the educational program planned for them these parent helpers gradually became much more intelligent about ways of working with children, taking care of their rooms, and preparing their food. Some of the women whose children remained in the nursery school for a number of years showed so much ability in working with children that they could be used as substitutes in assisting when student teachers could not be present.

The parent program as planned by the director and teaching staff included regular meetings. At first it seemed wise because of the woman's very subservient attitude toward her husband, to hold segregated meetings, but later it became possible to have meetings of fathers and mothers together for becoming acquainted with certain phases of the nursery school program and the developmental needs of children. Most of the meetings had to be held in the evening since in many homes there was no one to look after the young children during the day but the mother. The director discussed with parents every phase of the nursery school program, and also child behavior and how to guide children. Much of this instruction was given by letting mothers observe in the nursery school and assist at times, and much was given through films and activities. Mothers were given opportunity to sing songs, play games, and work with the materials just as if they were students in training. Since many mothers had difficulty in understanding English, they could learn only through seeing and actually participating in various phases of the program. A teacher always used simple words and sentences along with the activities or films so that the program helped, too, in learning English. Very popular with mothers were programs for preparing foods and sewing simple garments for children.

When separate meetings were held for fathers, the director of the nursery school or one of the men from the staff of National Kindergarten and Elementary College introduced activities which they would enjoy and could use with groups of children in neighborhood play. Fathers were shown how to make certain types of simple furniture and equipment which would help in home living and

home play. They were subtly given, too, the attitude of American men toward their wives and children in the home and were shown their part in home living and in human relationships. In time, it was possible to take the men and women together for an occasional evening of education or play. At these evening meetings parents were helped to learn social ways of preparing and serving simple suppers. These parties, as the parents regarded them, were popular and constituted the social life of many families in the neighborhood. Parents enjoyed playing folk and ring games and also singing together. One of the most helpful types of program was the dramatization by college students of different home experiences, festivals and handling of family problems. These little plays always delighted parents and gave real guidance as well.

The parent program utilized also opportunities for conferences when parents brought their children in the morning or came for them at the close of the day. Perhaps no part of the program was more effective than these informal conferences in building up an understanding relationship between parent, child and teacher. It was at these moments that the director or teacher could catch the little things in attitude and behavior pattern that the parent most needed help in correcting.

SUPPORT OF MARY CRANE NURSERY SCHOOL. After receiving from Jane Addams an invitation to introduce a nursery school in the Mary Crane building, under the educational leadership of the college, Edna Dean Baker discussed the support of the nursery school with a few prominent alumnae and friends who had been working in the Builders organization for the new college in Evanston. Florence Snowden Capron was enthusiastic about undertaking the nursery school as was Elizabeth Short Phillips, another prominent alumna, and Frances Groves, a warm friend of the college. All of these women and several others wanted immediately to back this project and help the college secure the funds and equipment necessary for establishing and maintaining the school. They planned an auxiliary organization to be called the Mary Crane League. This initial group of women formed the first chapter of that league, which is known today as the Jane Addams chapter. In the beginning, the

members not only gave money personally and secured gifts, but they collected clothing, purchased cloth and did sewing for the nursery school. The sheets, table linen, towels and little aprons, which the children wore when painting or doing clay work, were made by them, and so were the drapes to brighten the rooms. The dishes and silver were purchased by this group. During the first few years they were able to contribute only a few thousand dollars in money, but they secured materials and equipment, did sewing and actual work at the nursery school which saved the college an expenditure probably equivalent to what they gave in money.

The Board of Trustees, when approached, saw the opportunity and the need of such a center for the college in Chicago. They appreciated what the college had done in the past for children in underprivileged neighborhoods; and they wanted the college to continue to show that its training and its educational vision were effective in preparing teachers to work in various kinds of neighborhoods and with all types of schools. They were willing, therefore, to appropriate the funds essential for this venture.

However, it was unnecessary for the college and the Mary Crane League to take care of the full support of the nursery school because there was an endowment fund for the maintenance of the Mary Crane building and its program. This at the time was being allocated by an organization known as the United Charities of Chicago, which was the trustee of the fund. Part of the annual income was allocated to the Infant Welfare Society, part of it to Hull House, for the maintenance of the building, and part became available to National Kindergarten and Elementary College in support of the nursery school unit. Certain services for the nursery school, which would have cost the college and the league considerable money, were contributed by various social agencies which Jane Addams invited to participate in the program of this child center.

In the initial years very little was contributed by the parents whose children attended the nursery school, not only because of their low economic status but also because they were not as yet informed about the nursery school and its values for their children. They had to be educated through experience to appreciate the

nursery school and to want it, both for themselves and for their children. Later they were given the opportunity to make a contribution, whatever they felt they were able to give, daily or weekly. In time the matter of their giving was organized and put on a business basis. It became evident to the social agencies as well as to the nursery school staff that the parents had a greater appreciation and respect for the nursery school when they contributed to its support. They also felt more respect for themselves in accepting what they came to recognize as a great contribution to the welfare and education of their families.

COOPERATING AGENCIES. The Infant Welfare Society has developed in the city of Chicago centers where free of charge parents in underprivileged neighborhoods may bring their children for physical examination and for medical and health service. Such a center was supported in the Mary Crane Building by the Glencoe Chapter. The Infant Welfare Society contributed to the Mary Crane Nursery School free service for the daily physical inspection, for the physical examination of the children before they were enrolled, and for their medical care. This organization also planned and supervised the nutritional program. On its staff were competent physicians, nurses, nutritionists and psychiatric social workers. A service, therefore, which is an important part of the nursery school program, was made available to the nursery school through the Infant Welfare Society without cost to the college or to the Mary Crane League. The Infant Welfare Department of the Chicago Board of Health had conducted a dental clinic as a part of the infant welfare unit in the Mary Crane Building, and this service became available to the nursery school children.

The organization known at the time and for some years afterwards as the United Charities of Chicago gave relief to some families needing economic help whose children came to the nursery school. That organization had a staff of social workers who visited the homes of families to which it gave relief, studied conditions, and collected accurate facts. While the directors and teachers of the nursery school also called in the homes, they relied upon the United Charities to do expert work in studying the financial needs of the

families. The Illinois Institute of Juvenile Research established a pre-school unit at the Mary Crane Nursery School for studying behavior difficulties of the children in the nursery school. This information became available to the director and teachers, together with recommendations for helping individual children. The services of these four agencies were available to all the pre-school children of the neighborhood. The children of the Mary Crane Nursery School, however, received first consideration.

DIRECTOR AND STAFF. The director of the Mary Crane Nursery School was chosen after a most careful study of those who might be available for this important undertaking. It was thought wise to secure if possible someone already well known at the college—someone who had an understanding of both the kindergarten and the nursery school and some experience with both, someone who had worked in underprivileged neighborhoods with children of varied nationalities. The woman chosen, Nina M. Kenagy, had all of these qualifications, plus a rare quality of loving understanding of children and parents from whatever level they might come. Nina Kenagy also had creative ability of a high order in solving the problems and meeting the needs of children, parents and student teachers; and she possessed great enthusiasm for the project and much energy in guiding group projects through to completion. Miss Kenagy was a graduate of National Kindergarten and Elementary College, holding its Bachelor of Education degree. She had recently acquired a Bachelor of Science degree from the University of Iowa where she had studied with Bird T. Baldwin, director of the center there for research with pre-school children established by the Laura Spelman Rockefeller Fund. While studying with Dr. Baldwin, Nina Kenagy had observed his psychological pre-school clinic at the university and had watched the research going on in the nursery school units at the time. She had been a member of the faculty of the National Kindergarten and Elementary College and of the San Francisco Normal School. Her experience with pre-school children had covered work with American children and with groups of foreign parentage. Her most interesting kinder-

garten experience had been with Chinese children and families in an Oakland public school. To Miss Kenagy more than to anyone else was due the development of the Mary Crane Nursery School itself from the fall of 1925 until the fall of 1946. The first person selected as Miss Kenagy's assistant was Muriel Curtis, a graduate of National Kindergarten and Elementary College and one of the assistants at the college nursery school in the summer of 1925 under the direction of Minnie Campbell. In addition to these two people, senior and junior students from National Kindergarten and Elementary College were assigned to Mary Crane Nursery School for student teaching, three student teachers to assist each head teacher. Miss Kenagy held regular group conferences with student teachers, giving specific instruction in the Mary Crane Nursery School program and in the special techniques for child guidance needed. Until the program of teacher training at the college could be organized and developed to give the students the special background for assisting at Mary Crane, it was necessary for the nursery school director to give much more instruction than was later required.

INTEGRATION OF VARIOUS AGENCIES. Jane Addams and Edna Dean Baker recognized the necessity of bringing together the various social agencies for the purpose of developing an intelligent understanding of the Mary Crane Nursery School, and also of determining how each organization might adjust its own services to those of the other organizations so that there would be no serious conflict or duplication. Jane Addams realized, because of her long experience in working with various organizations for the promotion of certain social ends, that there would be many problems upon which the thinking of the group as a whole would have to bring the final decision. These decisions might not be what any one of the institutions had previously considered the adequate or desirable solution. The success of this child center with the nursery school at its heart was due to Jane Addams' great skill and wisdom in using the discussion method and the group approach to bring about better human relationships, for Mary Crane Nursery School illustrated a type of community functioning that may in time be more widely used in neighborhoods and larger communities.

Particularly for educators it is important to recognize that all the child's experiences in the neighborhood contribute to his education, good or bad, and that many resources may be utilized in communities far more effectively than they are now being used.

One of the first problems, after the organization of agencies was completed, was how to secure children for the nursery school. During the first year not so many parents sought the privilege of enrolling children, but once the program got under way, there was a longer waiting list than the nursery school could possibly accommodate. The solution that seemed most satisfactory was to allow each social agency to recommend a percentage of the total enrollment of children accepted. When a special enrollment committee had been selected with a representative from each agency in the building including the nursery school director, one from National Kindergarten and Elementary College supervision staff, and in time one from the Mary Crane League, the plan functioned effectively. With initial information about each child secured through pre-registration conferences with the parents and through certain physical examination and studies, it was possible to obtain a group of children with a fairly good distribution of problems, interests, abilities and of nationalities represented in the neighborhood.

Chapter Ten

NEW ACHIEVEMENTS IN THE YEARS 1920 TO 1930

First Travel Tour

PURPOSE OF TOUR. In planning the summer program for 1928, the college administration became interested in the travel tours arranged by some colleges and universities for their faculty and students who might desire travel abroad as an educational experience rather than attendance at a summer session. In some educational institutions credit was being given for travel tours organized by members of the faculty, approved by the institution, and arranged through trustworthy travel bureaus. It was decided to try the experiment of a European travel tour under the name of the college for the summer of 1928. It was thought best not to offer credit for this first tour but to study carefully its educational value to those who participated, and also its cultural and public relations value to the college. It was hoped that such a tour would improve international understanding and international relationships, and would encourage others of the college family to take trips abroad during the summer vacation whether or not the college continued to sponsor such trips under its own name.

The college administration arranged the tour through the North Shore Travel service, located in Evanston, in cooperation with Temple Tours, a well-known company, which planned the itinerary and furnished the organization. The suggestions of Edna Dean Baker and others on the faculty regarding the cultural and educational features to be included were accepted by Temple Tours and adroitly woven into the itinerary.

PERSONNEL OF PARTY. Anne Goodwin Williams of the faculty was selected as head of the Bureau of Information at the College and was hostess on the trip. Temple Tours supplied a special conductor from the first landing at Glasgow to the return sailing at Le Havre. Other members of the party included: from the staff, Edna

Dean Baker, Clara Belle Baker, Nellie Ball (now Mrs. C. B. Whitaker), Virginia Solbery (now Mrs. C. H. Kreiter); from the alumnae, Miriam and Isabel Bicknell, Sue M. Northey, Clarissa Bacon, Brenda White; a student, Harriet Youlden (now Mrs. O. J. Guanell), and two friends. Kathleen Fitzgerald, a faculty member of the Woman's College of London, acted as general conductor for the trip, joining the party at Glasgow. Miss Fitzgerald was truly competent as a guide, as she spoke the languages of all the countries of Europe where the itinerary took the group. Clarissa Bacon said of her:

"She was indefatigable in seeing that we made trains, buses and boats on time, were instructed in the monetary system of each country, were not short-changed on shopping tours, and wore hats and gloves on all sight-seeing excursions. She paid tips out of travel tour funds and saved us an immense amount of worry and loss of time. We sometimes called ourselves 'the thirteen colonies under British domination' but we were none the less grateful to our alert, authoritative and stable conductor."

This party of fourteen became warm friends before the tour was ended and showed a fine spirit of interest throughout the trip, although at times the younger members became somewhat rebellious over the many hours spent in art galleries, castles and palaces when they would have liked a little more time for getting acquainted with the people, wandering in the quaint old streets, gathering treasures for their collections, and enjoying the natural and distinctive beauty of each country. However, all members of the party were enthusiastic in reviewing their experiences after the tour was complete and have increasingly appreciated them in the years since.

ITINERARY. In the months before sailing on June 29, 1928, from Montreal on the SS Letitia, everyone studied the itinerary with the greatest enthusiasm and read as much as possible in preparation. The tour included arrival in Glasgow and a motor trip through the lovely Trossachs region to Edinburgh; another motor trip down through the lake region of England to Lake Windermere and Furness Abbey; then a visit to London and all its famous institutions; a one-day trip to Stratford-on-Avon, and on to Shuttery, Warwick and the ruins of Kenilworth Castle. Some members of the party,

especially interested in education both in Scotland and in England, visited several public and private schools, taking side trips on their own to certain famous old schools. Later in July the party went to Holland, having a delightful experience at the Hague in Amsterdam and at the Island of Marken via Vollandam; then to Cologne, Germany, and several days later by steamer on the Rhine to Wiesbaden and Heidelberg; by rail from Heidelberg along the edge of the Black Forest to Interlaken, with excursions from Interlaken into the glorious mountains round about. By overland railway the party traveled from Interlaken, Switzerland, to beautiful Montreux on Lake Geneva, and by motor excursion to Geneva, visiting the headquarters of the League of Nations and also the International School under the direction of the Jean Jacques Rousseau Institute. From Switzerland the tour went into Italy, to Milan, Venice, Florence, and Rome with their priceless art treasures and wonderful historical monuments. After Rome the party traveled by electric railroad to the Ligurian Riviera, to Genoa, and on to Aix-Les-Bains and Paris. After several days in Paris, they finally sailed from Le Havre on the SS *Coronia*, arriving in New York on August 26, 1928, having become acquainted with the life and the people of seven countries through the help of very human guides who joined the party in each country. No one who went on that tour will ever forget Smithies of Scotland, Rulli in Rome, Herman of Holland, or the old caretaker at Kenilworth Castle in England, who quoted Lord Tennyson and Sir Walter Scott plentifully. Miss Baker's final report to *Our Guidon* said:

"A feature of the trip which no one had counted upon was the fact that we met old friends in the most unexpected places. We met Lillian Griffin, an alumna who taught at North Shore Country Day School, in the Tate Gallery in London. She had been bicycling through Europe with a friend through the year and just happened to turn up in London when we were there. A former librarian of the college, Ruth Peterson, flew over from Sweden to be with us for dinner in Amsterdam. We encountered friends of the college and the Children's School at Napoleon's Tomb in Paris, at the Pitti Palace in Florence, and strangest of all in the Catacombs while we were seeing records of those gruesome years when the early Christians lived there. We began to realize as never before how small the world is."

EXTENSION OF HORIZONS. A few brief quotations from letters of members of the party printed in issues of *Our Guidon* will show what flavor the tour had for its members:

"As for museums, we have all succumbed. With museums to the right of us, museums to the left of us, and museums ahead of us, there seemed nothing left to do but to step right along with the 65,000 other Americans and view the manuscript of the Magna Charta, the effigy of Queen Elizabeth, the funeral car of the Duke of Wellington, the block upon which Mary Queen of Scots lost her head, and the gold salt cellars which belonged to the Crown jewels of the Good King George Third."

"When we entered Germany our first impression was of that dream of Gothic loveliness, Cologne Cathedral. It is useless to describe it. You have to walk down its naves and feel your spirits soar to its mighty height and ache with the radiant beauty of its stained glass windows."

"After Heidelberg, Switzerland! It is so lovely that it takes your breath away! Lakes of exquisite clearness set in hills of green and violet against an azure sky! The chalets fill the tiny valleys and even nestle on mountain crags."

"In Venice our party took two gondolas and in the moonlight floated down the Grand Canal and out on the ocean to the serenade boats. The moonlight made all look like a fairy dream, the Venice of long ago. The voices of the serenaders came faintly to us from the distance and the bright color of their lanterns made splashes of flame on the sea."

"In Rome we had a delightful hotel, every room with double French doors opening upon balconies and vistas of domes and Roman arches beyond . . . The vast ruin of the old Coliseum seen in the moonlight was worth the whole trip across the Atlantic. From the Pincian Hill we looked over Rome to the other hills, saw it new and old like a softly illuminated cameo. It was at such moments that we forgot the heat of the day, the smelly streets, the little beggars—the enchantment of eternal Roma cast a spell upon us and we loved it."

Excerpts from letters do not, however, tell the delightful experiences in getting acquainted with waiters in hotels, with shopkeepers in scores of shops from Glasgow to Paris, bankers, policemen, soldiers, poets, artists, housewives, children, and just common citizens of every one of the seven countries. Of course, the language sometimes created a barrier, but several members of the party could speak some German or French, and as English and French were fairly well

in use in all the countries visited, there was not much difficulty in being understood unless one wandered from the party. Sometimes sign language proved best. In a little town in Switzerland, two or three members of the party tried in a small shop to get a jar of the delicious honey of that area. Not knowing the word for honey, they described it in German and in French. The storekeeper brought out many cans and bottles of everything sweet except honey. The desperate customer finally resorted to gesture and sound: "Zzzz," she said, waving her fingers in the air like flying bees. The man laughed and immediately produced a jar of honey.

One person in the group would never take the time to learn the value of the different coins of the country, and hence when she was without guidance would put some coins in her hand, hold it out, and let the shopkeeper select what he wanted. She was much scolded for this wasteful method of dealing, but still persisted in it when she wandered off by herself. She didn't even know what had been taken, so no one could chide her for getting short-changed.

Through the fine planning of the North Shore Travel Bureau in cooperation with Temple Tours luckily the National Kindergarten and Elementary College travelers on the whole were well prepared and wisely guided. So enthusiastically did they report the trip when they returned that a great zest for travel abroad was created in the faculty, alumnae, and students at National. This bore fruit in other trips abroad in later years, sponsored by the college, and in other tours which college faculty, students and alumnae joined.

Affiliation and Accreditation

ACCREDITMENT WITH STATES. The accreditation with state departments of education became of greater importance to National Kindergarten and Elementary College as more publicly supported institutions introduced kindergartens or kindergarten-primary departments. For many years after the college was founded few publicly supported teachers colleges prepared teachers to work with children under six years of age, and therefore the teacher education program was largely carried by independent colleges such as Chicago Kindergarten College, later

to become known as National Kindergarten and Elementary College. In time it became a matter of necessity that teachers college graduates secure state certification. Each time, therefore, that the college changed its name because of expanding, it had to be re-examined by the State Department of Education in Illinois. Most other states immediately allow accreditation following the state in which the institution is located. Very seldom do other states send an examining officer into the institution before granting accreditation, but rest their decision on an examination of proper forms filled by the registrar of the institution.

When National Kindergarten and Elementary College applied for state accreditation of its new program in Evanston, a requirement was then in effect that the specific grades for which the college was preparing teachers must be included in the college training program. In other words, not until the Children's School at National College of Education had introduced the first two primary grades was it possible for its graduates to receive kindergarten-primary certification in Illinois. This was first accomplished for the three-year graduate at the time the college added a kindergarten-primary school on the South Side. Later when graduates were being prepared to teach in the middle grades of the elementary school, certification in the elementary grades became imperative. Since elementary certificates were not given in Illinois unless the training program included all eight grades, it became necessary for National Kindergarten and Elementary College to add seventh and eighth grades to the Children's School. In 1932 the college attained complete recognition in the State of Illinois under the accrediting law so that its graduates could receive the elementary certificate in the state and were eligible to teach in nursery school, kindergarten and the eight elementary grades.

ACCREDITMENT WITH UNIVERSITIES. An affiliation was formed with the School of Education of Northwestern University shortly after the removal of the college to Evanston. This affiliation provided that any student registered in the college might at the same time enroll for courses in the School

of Education, Northwestern University; and students in the School of Education, Northwestern University, might take courses in kindergarten-primary education at National College of Education. Students graduating from two-, three-, or four-year curricula of the college might continue their studies for a degree from Northwestern University and receive approximately full credit for the courses which they had taken at National College. In all cases, however, the specific requirements for the desired degree must be met.

After the college had moved to Evanston and had developed a four-year course and its own training school including eight elementary grades, it was examined by the University of Illinois and its two-year course, or junior college, was fully accredited. Graduates of the three- or four-year programs received credit for courses taken, as those courses could apply on equivalent courses at the university in the student's case. Other colleges and universities as a rule accepted the accreditation of National College on the basis of its state accreditation or its accreditation status at the University of Illinois or Northwestern University. This was true until national and regional accreditments were received sometime later, and these were accepted by all colleges and universities.

The new buildings in Evanston, the expanded Children's School, and an alert faculty curriculum committee made possible immediately the enlargement and enrichment of the curriculum, so that the college maintained its leadership in the preparation of teachers for children. It was the first teachers college in Illinois and among the first in the country to develop a four-year course for nursery school, kindergarten, and elementary teachers, and its graduates continued to win favorable recognition from school administrators.

Enrollment at Peak in 1929

EXPANDING ENROLLMENT. The growth of National Kindergarten and Elementary College in the first four years in the new location in Evanston was amazing, and was reported as follows in the November 1929 issue of *Our Guidon*:

"Fifty-six students enrolled in the fourth year class this fall, an increase of 933% over the enrollment in the senior class in September,

1927; one hundred students in the third year class, an increase of 122% over the enrollment in the junior class of 1927! These are the figures that make the President, the Registrar, the Secretary and the Board of Trustees smile. The fall registration shows a total of 460 students including 241 freshmen and sophomores."

With this enrollment the first two floors and basement of the new college building were almost as crowded as the old college at Twenty-ninth Street was when the school moved out in 1926. Indeed traffic jams in the halls had become so tight that children of upper grades had asked that the "keep to the right" rule be observed by college students, children and faculty.

Although Illinois and most other states still required only two years of preparation for kindergarten and elementary teachers, the number of juniors seeking a three-year teachers' diploma almost reached the number of sophomores working for a two-year certificate. Each year saw a growth in the number working for the Bachelor of Education degree. In the fall of 1929 over 100 colleges and universities were represented in the incoming group, and eight students were college graduates. In addition to the regular enrollment of the college, 30 students, including Northwestern University students and North Shore teachers, were taking special classes, and 35 mothers were enrolled in parent-education courses.

The two floors of the college building, which had been completed in 1926, and the basement, which had been roughly finished off for the cafeteria, fine and industrial art room, manual training shop, and student showers and dressing rooms, were filled to overflowing from eight in the morning to five in the afternoon, with a daily gathering of over 750 persons including the children. Even the alumnae room, the president's office, and the cafeteria, were being used for classes. In the library on the second floor the students sat on window ledges because every available seat in the room was taken. The college students had to use all the children's rooms as soon as they were vacated and even then classrooms were frequently overcrowded. The third floor was desperately needed for the adequate accommodation of the school, for the development of new courses in the sciences and the arts, and for the decent housing of the library.

Even faith the size of a grain of mustard seed was not lacking,

for the students of the college with a little help from the Governing Board had accumulated \$1,000 of the \$100,000 needed for the third floor, and a member of the faculty had moved her studio as far as the landing of the staircase. Like Noah when the dove appeared with the olive branch, we felt that our heart's desire was about to be realized and we should all soon mount to the coveted third floor!

NEW CLASSROOMS FURNISHED. The financing and construction of the third floor have been described in the chapter on the building program. When memorial gifts came in for furnishing the rooms, students and staff were thrilled at seeing new equipment installed. The library extended the full width of the building at the back of the third floor, subdivided into three rooms, the general library and reading room in the center, a smaller room on the south used as a children's library, and a room of equal size on the north used as a special library for parents and teachers interested in early childhood education. At the back of the library were the offices and workrooms of the staff. To the south on the third floor was a large science laboratory with an adjoining classroom set up with a cabinet table at the front for science demon-



The Alice Fitts Art Studio

strations. The front of the building had three classrooms and a beautiful small auditorium seating 150 people. On the front corridor opposite the auditorium was a lounge with rest rooms for women students, overlooking an interior court. On the north side of the building were a large art studio and classroom and a home economics laboratory. The corridors on the third floor, as elsewhere in the building, were well-lighted and wide. The third floor, while principally used by adult students of the college, also accommodated special assemblies for the Children's School in the small auditorium and their library in connection with the main library of the college.

The donors of the memorial rooms found great joy in working with Edna Dean Baker, Mabel Kearns, and the Equipment Committee on the actual selection of furnishings and equipment for the space assigned. Each room was given a plaque with the name of the one honored and the statement of the purpose of the room; as, Muriel Betts Library of Childhood, and Francis M. Arnold Art Room.

A DREAM FULFILLED. So a dream of the builders which first came to light a decade earlier was realized in full in the beginning of a new decade in 1930. During the realization National Kindergarten and Elementary College had made an almost unprecedented move from the South Side of Chicago to the suburban cities of Evanston and Wilmette, for the new college building was on the boundary line. It had grown by leaps and bounds from a total of 302 students in 1920-21 to a total of 790 students for 1930-31. Its Children's School in 1920-21, a free school including two rooms only, had been reborn as a tuition school with a total enrollment for the year and summer of 1930-31 of 249. The total operating income of the college in 1920-21 was \$125,771; in 1930-31 was \$368,288. These figures indicate the growth that had taken place in numbers of students and in financial income, but do not show the rapid development of its educational program and the improvement of its educational status. A few indications of the development of the college educationally in this era have been included in the description of the new laboratory school, the Children's School, and the creative experimental work taking place there; the progress of Mary Crane

Nursery School located in the Mary Crane Building in Hull House, where the college worked in cooperation with several social service organizations in meeting the needs of children and parents of an underprivileged community. Further evidences of progress were new state accreditments and the affiliation with the School of Education at Northwestern University. The addition of many new courses in the curriculum, the growth of the school to a four-year college, giving the degree of Bachelor of Education to the majority of its students—all of these developments are indicators that the new building was in the process of fulfilling the dream of the builders for a college of education that would meet the needs of children through education of teachers, parents and community.

AN ADVENTURE IN HIGHER EDUCATION

Story of National College of Education

PART III

TEN YEARS OF EDUCATIONAL DEVELOPMENT

1930 - 1940

Chapter Eleven

CHALLENGE AFFORDED BY COMPLETED BUILDING

Expansion of the Curriculum

NEW COURSES DEVELOPED. Soon after the building had been completely finished and equipped, a friend of the College, who was also a member of the Governing Board and a well-known educator, came in to see the building. After he had been taken on a tour and had noted all the new features which it represented, such as the latest approved lighting, ventilation, the special facilities for adults and children in lunchrooms, shops, laboratories and libraries, he said to the president, "Now that you have this wonderful new building, what are you and the faculty going to do with it?" That question was easily answered, for already a revision of the curriculum was under way.

A quotation from the college alumnae paper, *Our Guidon*, will show the immediate efforts made to demonstrate in the new building a new curriculum. In *Our Guidon* of April, 1931, we find this statement:

"National College of Education is looking forward to the finest summer session in its history. Students will have the opportunity of observing in the Children's School which will be open until the middle of July. Summer sessions are a boon to teachers who realize the increasing emphasis on three and four years of training for elementary and kindergarten teachers and the necessity of keeping in touch with the constant change and progress in education. Advanced students will be especially interested in the opportunities for study and research offered by the library in its new quarters with its greatly increased facilities.

"Modern Trends in Elementary Education, offered by Edna Dean Baker, will be enriched by Miss Baker's first-hand knowledge gained through visits to various new centers in education. A course will be conducted in connection with the new Educational Clinic, dealing with children having special difficulties in reading, spelling and arithmetic. With the results of intelligence and achievement tests

as a basis, students will have the problem of planning remedial instruction for one child or a group of children. Louise Farwell, supervisor of the clinic, will direct the work of the students. A course in Child Feeding, designed to teach the essentials for good nutrition, has been planned by the newly chosen director of the Home Economics Department, Beatrice Billings. The class will use the new units of the home economics suite which have been attractively equipped with every modern convenience. Miss Billings will offer also a course in Clothing and Textiles, including self-help features for children's clothes and shortcuts in clothing construction for both adults and children. A course in Library Methods will be offered in the new library by the librarian. Clara Belle Baker is offering a course in Scientific Studies in Reading and Language, using materials of the enlarged library. Viggo Bovbjerg, a specialist in the field of physical education and manual arts, will be in charge of a course in Playground Activities, using the beautiful new playground at the back of the college building. Nellie MacLennan is scheduled for a course in Manuscript Writing, which has been newly introduced into a few forward-looking public and private schools as a most natural and psychological way of introducing writing. Caroline Crawford McLean is offering a course in The Beginnings of the Arts in Childhood Education; Vera Sheldon, a course in The Handicapped Child."

Many other courses which had been offered earlier were included in the 1931 summer program, but the special courses recorded here were new to the college curriculum and were dependent for satisfactory teaching upon the facilities of the new building.

The curriculum still grew after a reorganization in 1931. As summer session bulletin followed summer session bulletin, and annual catalog followed annual catalog in the years between 1931 and 1940, other new courses utilizing the home economics laboratory, the science laboratory, the assembly halls, the cafeteria, the craft shop, the art studio, the three rooms of the library came into being under the creative leadership of Frances Kern, director of curriculum, and the faculty curriculum committee, with the cooperation of the chairman and teaching staff of the various departmental groups. Each new departmental offering was fully explained upon presentation to the faculty as a whole.

During the ten years of development between 1930 and 1940, a student curriculum committee was organized and students partici-

pated in the building of new curricula. A chance was offered to the student curriculum committee to make suggestions to the faculty curriculum committee after they had gleaned the thinking of the student body, and to participate in discussing their own suggestions for changes and enrichment in the curriculum. Very often the ideas were first tried out in summer session, which was more or less of an experimental laboratory. Summer school provided a good laboratory because the enrollment included some of the regular student body who were trying to accumulate extra credits, thus furnishing a nucleus of students in training. It also included as its major enrollment teachers in service who had taught from one to forty years. At the end of each summer session students were invited to share in the progress of curriculum making by giving their comments on courses completed and their requests for courses to be offered in the following summer session.

INTRODUCTION OF NEW TEACHING TECHNIQUES.

In developing an effective program which would represent the point of view and the philosophy of education carried out in the new curriculum, it was desirable to demonstrate the new techniques of teaching in the work with college students. One of these newer principles has often been called "learning by doing" or learning through experience. Theory divorced from practice is unproved as valid and often not understood by either child or adult in its practical import. What is written in the textbook or presented in the instructor's lecture may be to the individual student just so many words easily forgotten, and if remembered there is often no ability on the student's part to use what is learned.

Provision for learning through experience had been made by the builders. Guests when going through the college building would often ask, "Where are the classrooms for the college students?" Only a few rooms looked at all like the traditional type of college classroom. Even the few rooms which visitors recognized as classrooms were provided with movable furniture, chair desks which could be arranged in a circle, or could be used for three or four small groups in the room. Most of the rooms, however, used by the students, were set up as laboratories or had laboratories adjacent. This labora-

tory method of teaching had long been used in the field of science and also in art, physical education, and crafts, but very little in such fields as the social sciences and psychology; even home economics had been introduced in some institutions without adequate laboratory facilities. The college, however, had not only a general science laboratory, two art studios, a shop on the ground floor, a gymnasium and three playing fields, but also a workroom for social studies and a psychology laboratory. A small auditorium and a large auditorium adjacent to a gymnasium provided space for expressive and creative work in music, drama, and speech. The home economics laboratory included five unit kitchens, each one somewhat differently equipped to provide for a working group of four or five students. Thus future teachers might have opportunity to study nutrition and food preparation, useful to them as persons, as teachers in day schools, and as counselors for parents. Many of the laboratories were used also as classrooms in which the instructor might hold lectures or discussions before students began to work, or might call attention during the work period to the problems which were emerging and the way in which they might best be solved.

Another way of providing first-hand experience was through extended use of field trips. The field trip has been used for many years by science instructors as a form of learning through experience. When the teacher and his students go afield they find many opportunities to learn in the woods, on the shores of lakes and other bodies of water, in the gardens of neighbors, on outlying farms, and even on the streets, studying trees and other growths on the parkways and vacant lots. The field trip, however, until recent years, has not been so generally employed by departments in language and literature, in drama, music, and other arts, and in the social sciences. The college, located in a suburb adjacent to Lake Michigan, not too far from the forest preserves, and near a great city, was able to encourage many of its faculty to go with groups of students to the Chicago Art Institute, to the natural history, industrial and historical museums, the Planetarium, the Shedd Aquarium, to theaters, studios, and to exhibits in industrial plants and big stores. In connection with college classes and student teaching, students visited courts, the Stock



Nativity Play in the Jean Carpenter Arnold Auditorium

Exchange, the Board of Trade, radio and television studios, settlement houses and centers of various racial and national groups, such as China Town and Maxwell Street market. Another kind of trip conducted by members of the faculty teaching philosophy and religion was to churches, synagogues, and schools developed by different religious groups. The Chicago area afforded matchless opportunities for study of various types of schools and institutions for child welfare, in connection with education classes.

Modern education, following the newer educational philosophy, has emphasized "social education" rather than the form of mass learning traditional in our schools and colleges. Stating it simply, each student is now regarded as an individual, in certain respects somewhat unique, but able to learn best in a social setting with both group and individual purposing and achievement. The classrooms at National College of Education, set up informally with movable chair desks, many of them with work tables, tools, and materials, seemed ideal as social centers for students, lending themselves well to group discussions and committee work. Sometimes the class of thirty or more students was divided into smaller groups with student chairmen to lead the discussions and bring back reports to the class.

USE OF TEST RESULTS. A young psychologist, Anna Markt, who had studied in the department of education and also in the department of psychology at Northwestern University, was invited to take charge of the testing program in the college. Anna Markt (who soon became Mrs. J. Leonard Shotwell) worked with Louise Farwell Davis and a committee of the faculty in the development of a testing program for new students. Under the official title of director of personnel, she gave tests in intelligence, English and achievement. In September, 1930, Mrs. Shotwell gave tests to 154 college students and presented the test results to the faculty. As a follow-up of the test results, Mrs. Shotwell guided the faculty personnel committee in undertaking several interesting new studies based on test results, including one on extra-curricular activity, another on student health, a third on the honor system. Although testing had been inaugurated some time before 1930, during the years at 2944 Michigan Avenue,

Chicago, by Laura Hooper, to Mrs. Shotwell should be given credit for an expansion of the testing program at the college level and for the conduct of studies which indicate that the results of tests were given careful consideration in planning the new curriculum and formulating the new techniques of instruction and of group living.

FACULTY STUDY OF EVALUATION. The traditional form for evaluation of student achievement is, of course, the presentation of questions to which the student gives his answer in essay form or in oral recitation. This form has been supplemented and in some cases superseded by new forms of tests that are somewhat more objective, such as "multiple choice." The result of using the older essay form with these new tests gives a combination of objective test results with the teacher's judgment.

Louis Webb, a lecturer on the faculty from Northwestern School of Education, discussed the new type of objective tests with the faculty, who later requested that a class be offered for those members who wished to use the new type tests. When Dr. Webb, assisted by Anna Markt Shotwell, gave an extension course, a large number of faculty took the course and later used the new type of objective tests. Mrs. Shotwell undertook short studies with members in various departments to stimulate a more scientific thoughtful approach in enrollment, grading, placement, and other problems. All these efforts were helpful in keeping the faculty abreast of new contributions in research and developing a deeper interest and understanding of the problems in student learning and personnel development.

Development of the Children's School

GROWTH OF THE CHILDREN'S SCHOOL. Undoubtedly the most valuable source for acquiring techniques in teaching was the laboratory school for children known as the Children's School.

By 1930 this school had added fourth, fifth and sixth grades, thus completing the unit known as the elementary school. In this laboratory school the program began with a nursery school, the new unit in the elementary school at that time. In the fall of 1932



Boys and Girls in the Shop with Viggo Bovbjerg

the school was expanded to include seventh and eighth grades. These two upper grades were added at the urgent request of the children and their parents. Moreover, a training program including all grades through eighth was required by the Illinois accreditation policy for elementary certification. Before graduates wishing to teach in middle grades could secure the elementary certificate, it was necessary for the college to give evidence that the training program included seventh and eighth grades.

The children attending this school for the most part came from the homes of teachers, physicians, and other professional people keenly interested in the problems of education. National College had already introduced courses for parents in the first years of the operation of the laboratory school; and the Children's School spon-

sored a program of activities in which teachers and parents cooperated. The school was organized and used for demonstration and for informal investigation. Each group worked under the direction of an experienced teacher assisted by one or more advanced students. Student observers and visiting teachers numbered several hundred each year.

CREATIVE CURRICULUM MAKING. From the beginning the approach to curriculum problems was experimental. Teachers made use of children's spontaneous interests and also themselves initiated enterprises, observing and recording pupil responses. Individual and group records of the progress of the children were made, and at times checks were used in the form of educational tests and informal rating sheets. A careful study of each child's development from the time he entered the school until he left was made by each room teacher in turn, with the assist-



Creative Work in the Children's Art Room

ance of physician, psychologist and a staff of specialists. Members of the staff of the Children's School collected source material for children's units of experience in order to build a bibliography for both teachers and pupils; and organized certain forms for recording units of experience and also for recording individual and group progress in various types of activity.

In 1932 and again in 1940 a volume entitled *Curriculum Records of the Children's School* was published by National College of Education, and made available to libraries, to administrators, supervisors, principals and teachers in public and private schools in the hope that it might prove helpful to other schools similarly engaged in the adventure of creative curriculum making.

Curriculum Records includes in Part I, Teachers' Guides, some general aims and principles and also source material for curriculum making. Part II includes some typical units of experience in kindergarten and in each of the six grades of the elementary school. Part III entitled *The Day's Procedure* discusses the arrangement of program and gives sketches of various days at different age levels. Part IV gives group records of progress in a few important skills, such as English, reading, and arithmetic. Part V gives individual records and their use, including samples of records prepared by teachers, parents, physicians, and psychologists.

The staff of the Children's School received great benefit from this project as they worked cooperatively in developing and formulating all the material that went into this volume. Each publication was preceded by two or three years of intensive work on the part of the staff, getting together once a week either in small committees or as a staff. In this fashion they thought through the problems of curriculum and fought through their differences of opinion in open discussion. When the book was ready for publication the staff had grown greatly and had attained what so many schools lack, fundamental agreements which made possible a common attack on curriculum problems and the needs of children, so that there might indeed be both rich opportunities for creative work and at the same time something approaching a developmental program for the children who attended the school. The annual records of each room teacher, available in the office of the Children's School, gave the succeeding teacher an opportunity to know what had taken place



Outdoor Games with George Wilson



Luncheon at the Fireplace

earlier in the child's experience in the school and a general picture of his development and needs at the new level of growth which he was approaching. The cooperation of the teachers in this kind of creative enterprise involved a social and intellectual development for each one of them, and while it did not eliminate all the conflicts of personality deviations, it was an excellent training ground for modifying them. Some of the teachers in this project discovered for the first time their ability to do creative writing in the production of individual books in the professional field or to participate in such group projects. The enterprise also represented the willingness of a staff to share with other schools their own experience without any individual financial reward. Although the books were sold by the college, the returns did not cover the cost of publication, even though the first edition was quickly exhausted, necessitating a second printing. This second printing in 1940 represented a new volume in fact, because the inclusion of certain new staff members required a thorough rethinking of the problems and a revision of all material included in the volume.

A second manuscript, entitled "Healthful Living in the Children's School," was completed in 1942, and used by the staff in typewritten form, although never printed. This manuscript recorded the play activities of children at every level, the development of health habits throughout the school, and the acquisition of health knowledge through appropriate units of experience. George Wilson, at that time director of physical education, led in planning the health program.

Development of the Guidance Laboratory

EXPANSION OF SERVICES. A program of intelligence and achievement testing was begun in the Evanston Children's School in 1926-1927 by Laura Hooper. After Laura Hooper left National College of Education for advanced study at Yale University, Louise Farwell came from Yale University to act as director of research, and in the year 1928-1929 began her work in educational guidance. Dr. Farwell became interested in helping boys and girls in the Children's School to achieve in school fundamentals (reading, spelling, and

arithmetic) in accordance with their capacities, as revealed by intelligence tests. Working both with classroom teachers and with individual children, she and her staff developed some excellent techniques for improving learnings, suitable both for group and individual instruction. The Bertha Bell Boyd Psychology Room on the second floor of the college building, with two small adjoining rooms, was used as a Guidance Laboratory. Martha Fink in a separate office had charge of intelligence tests and personality studies, and also guided the program of parent education.

Soon the services of the guidance staff were sought by teachers and parents of other schools in the Chicago area, and diagnosis of learning difficulties with recommendations for improved learning was made available for many children. The Guidance Laboratory became a separate department of the college, serving both the Children's School and the general public. A limited number of pupils of normal, superior, and gifted intelligence were accepted each semester in the Guidance Laboratory for individual instruction, in order that experimental work in diagnosing and remedying special learning difficulties might continue.

EXPERIMENTAL WORK. Causes of blocks, or obstructions, in learning on the part of normal, superior and gifted children were studied in detail. Frequent changes of schools, faulty methods in beginning stages of learning, emotional disturbances in the home, were all found to be factors in retardation of children well endowed in general intelligence. With the aid of the family physician and consultation with specialists, it was possible to discover the relation of certain physical disabilities to learning. Dr. Louise Farwell and her capable staff made a special study of the psychology of vision, and of the coordination of hand and eye with language centers in the brain. Under the supervision of an able orthoptist, Dr. Vivienne Ilg, visual training by a competent technician was sometimes given, in addition to other types of therapy.

Effort was made to help each pupil build confidence in his own ability to succeed, and a positive attitude of friendliness and good cheer prevailed in the Guidance Laboratory. For some years Alice Merriam (Mrs. Thornton Merriam) served as a specialist in emo-



Diagnosis of Eye Movements in Reading and
Controlled Visual Training

tional guidance, advising parents and teachers concerning emotional problems. In time, play therapy, directed by Edna L. Forrey, was added to the program.

Many parents expressed gratitude to the Guidance Laboratory for the great help received by their children, through generous gifts, which made possible experimentation with certain new types of equipment as they became available. Louise Farwell (who became Mrs. Charles F. Davis) accepted frequent invitations to speak before groups of educators, psychologists, and ophthalmologists at local and national meetings; and also participated in reading conferences held at various universities. The Guidance Laboratory was visited continually by groups of educational leaders from many states, interested in observing and discussing the experimental work

under way. Louise Farwell Davis and members of her staff published certain of their findings in *Curriculum Records of the Children's School*, in professional magazines, and in several bulletins and monographs.

Expansion of Library

LIBRARY SPACE IN BUILDING. When National College moved from Chicago to Evanston and began to use its new building, the space planned for the library was on the unfinished third floor, and the library therefore occupied, from 1926 to the autumn of 1930, a room on the second floor which eventually was to be used as a classroom for one of the middle grades. It is apparent that the library at that time had a relatively small number of volumes. As the number of students increased in the new building, and each year additional volumes were added to the library, the small room was literally bursting with books, and one of the pressing needs for the completion of the third floor was the containment of this library in adequate space. In the annual report of the college, 1930-31, the report of the librarian opens with these words:

"The library passed through a series of important changes in the year 1930-31. Upon the completion of the third floor it was moved to the quarters designed for it in five rooms occupying the entire west end of the third floor. The large central room overlooking the campus and the golf course beyond was devoted to the collection of the Mrs. John N. Crouse General Library; the north room, to the Muriel Betts Library of Childhood, with its collection of books covering the period of early childhood from birth to six years of age; the south room, to the Laura E. Cragin Library for Children. Two smaller rooms at the rear provided working space and storage."

The analysis in August, 1931, of the holdings of the library showed 5,913 separate titles, 351 bound periodicals, and 4,062 volumes of duplication, making a grand total of 10,326 volumes, an increase in one year of almost one-third of the previous year's grand total of 7,714 volumes. The total number of gift books actually placed on the shelves was 1,112 volumes. The librarian reported that the most picturesque event of the year was Library Gift Week, a project advanced by the Parent-Teacher Council of the Children's School, which resulted in the addition of 237 approved volumes to the



The Mrs. John N. Crouse Library

children's library, each one containing a book plate designed by one of the artist parents of the Children's School, Vera Stone Norman, and marked with the name of the donor.

STATUS OF LIBRARY STAFF. The administration considered the library staff an important part of the regular faculty of the college, with its members attending faculty meetings, working on faculty committees, and integrated into the faculty structure. The members of the staff entitled to this ranking must, of course, hold degrees entitling them to offer courses credited on the same basis as any other courses available. The students in developing their student-faculty council, included the head librarian as one of their faculty members.

The administration believed that the library, the laboratory school, the affiliated schools for observation and student teaching,

have as vital a function in the educational program of a teachers college as the teaching faculty whose whole time is devoted to offering courses or to research. This total plan of relationship brought about an excellent understanding of the functioning college and developed a mutual respect, department for department, and individual for individual.

Relationships within the College

GROWTH AND ORGANIZATION OF FACULTY. In 1930 and 1931 there were 34 full-time members and 15 part-time members on the faculty. During the academic year of 1930 and 1931, 79 courses were offered by this faculty including supervised observation and student teaching; in the summer session 34 courses were given, making a total of 113 for the full year. Through the cooperative relationships with the School of Education, Northwestern University, seven additional courses were available to summer school students in the elementary field. The president of the college initiated at this time some important changes in administration of the college.

The teaching faculty had been comparatively small in the early years of the college and met as a group to discuss and decide upon all important matters pertaining to the curriculum, enrollment of students, requirements for admission and graduation, student discipline. Early in the history of the college each class chose a faculty sponsor. These sponsors worked closely with the students in advising on student problems and acted as liaison people between the students and faculty. With the much more complicated organization of the college into departments, it seemed wise to move in the direction of a more democratic administrative policy. The faculty approved the appointment among an extended list of faculty committees of what was in the beginning called an Administrative Committee, but came later to be known as the Administrative Council. This council included all of the chief administrative officers of the college: dean of students, registrar, director of student teaching, director of the Children's School, business manager, president of the college, and some other officers. The responsibility of the council was to advise on all administrative policies as they affected the

faculty and the student body. Other faculty committees were named by the president, with the opportunity for faculty members to suggest committees on which they would like to serve. The full roster of committees when complete was presented to the faculty in a body for approval.

The curriculum committee, or as it was later called, the committee on curriculum revision, was one of the standing committees of the faculty, with a chairman who served as director of curriculum for the college. This committee each year had some definite recommendations to make to the faculty. Other important standing committees were the committees on scholarship awards; personnel problems; research; certification and graduation.

Since the faculty included not only the teaching faculty of the college itself but the qualified library staff, the teachers of the laboratory school, and certain secretaries from the secretarial staff, committee work cut through the total organization of the college and brought these departments into an integral relationship. Social affairs given by the faculty included in the invitation list all members of the various staffs, even though certain staffs were represented at faculty business meetings by designated representatives.

RELATIONSHIP OF FACULTY TO BOARD. In the closing years of Elizabeth Harrison's administration the Governing Board of the college was organized. From 1915 on the legal setup included a Governing Board which came in time to number approximately two to three hundred people in various types of membership: active, life, foundation and honorary. To this large Governing Board the officers of the Board of Trustees made an annual oral report, and the president of the college presented an annual printed report, including information from the several officers and departments of the college. Faculty were eligible, if they chose, for election to membership on the Governing Board, and all faculty through the courtesy of the president of the college were invited to attend annual dinner meetings. Other groups eligible to membership on the board under special conditions were alumnae of the college, parents of college students and Children's School pupils, and citizens of the community. The relationship of the faculty to the Governing

Board increased the understanding and cooperation of the faculty. Nearly all members of the faculty attended annual meetings, whether or not they were members of the Governing Board.

New Name and Status

FOUR-YEAR PROGRAM LEADING TO DEGREE. The time seemed ripe, with a new curriculum developing, to take a step for some years in the thought of the Administration and the Curriculum Committee. It had been their hope that the time would soon come when the Bachelor of Education degree would be the goal of every graduate of the college and a carefully planned four-year course might be offered for which the great majority of students would remain in school. National College had been offering the Bachelor of Education degree since 1913, but the few students obtaining it had been out in the field for three or more years of service.

Because work with young children in the kindergarten had been such a novel idea with the public, and like all pioneer ideas so difficult of acceptance, it had been necessary in the beginning for the college to give a certificate at the end of two years and a diploma at the end of three years. Building up to a four-year course with a degree for every graduate ready to teach in the kindergarten, primary grades, and middle grades, involved intensive work for the faculty and administration. A complete reorganization of the curriculum was necessary. National College was among the first teacher-training institutions to inaugurate for elementary teachers a fully integrated four-year course leading to a degree.

NAME CHANGED. The faculty believed that the four-year course demanded another change of name for the college. In attempting to secure a proper understanding of the work of the institution, they had found the name National Kindergarten and Elementary College quite a handicap. Some people caught the word "kindergarten," inferred that only four-and-five-year-olds attended the college, and could not understand why such a big building was needed. One evening when the Governing Board was meeting at one of the popular hotels in Evanston for its annual dinner, the waitresses

were heard to say, as they placed the coffee cups while setting table, "Do they serve coffee to the children at this new school?" Much was their surprise when the guests turned out to be grownups, many of them advanced in years, leading lawyers, bankers and business men of Chicago and Evanston. Great must have been the mystification of the waitresses and dining room head. A little boy attending the Children's School, when asked where he was going to school, said, "I am going to National Kindergarten and Elephants' College." These were among the remarks indicating the difficulties which the name presented. In choosing a new name, it was decided to be democratic. The faculty, trustees, some of the local alumnae, and the students, were asked to submit names that they liked best. Those suggested most often were voted upon by the same groups. The result of this voting was the choice of the present name, "National College of Education."

RE-INCORPORATION. In 1930 the incorporation was again changed. At a meeting of the Board of Trustees of National Kindergarten and Elementary College held on Thursday, February 6, 1930, the following resolution was adopted for the purpose of making legal the new name. Certain other changes were made at the same time in relation to the four-year program which was being developed.

RESOLVED, that Article I, as heretofore amended, of the Articles of Incorporation of said National Kindergarten and Elementary College (an Illinois corporation not for pecuniary profit) be amended by substituting for said Article I the following:

The name of said corporation shall be
NATIONAL COLLEGE OF EDUCATION
 and the name of this college is hereby changed to
NATIONAL COLLEGE OF EDUCATION

RESOLVED, that the Articles of Incorporation of this National Kindergarten and Elementary College (an Illinois corporation not for pecuniary profit) be amended by striking out Article II therefrom and adopting and here and now inserting therein, in lieu of said Article II, the following:

The object of this corporation shall be the maintaining and conducting of a college of education for the training of teachers, including training in nursery school, kindergarten and elementary education, and the educating of teachers, parents, and others in the

culture of the liberal arts and in such branches of education as are or may be usually pursued in colleges and/or institutions for education in the higher learning; and/or in such branches or departments of education as the Board of Trustees may think necessary or useful.

RESOLVED, that the Articles of Incorporation of this National Kindergarten and Elementary College (an Illinois corporation not for pecuniary profit) be amended by striking out therefrom Article III as heretofore amended and by inserting herein, in lieu of said Article III, the following:

The number of trustees of this college shall be eighteen (18) and the trustees as a corporate body shall be known as the Board of Trustees and shall have and may exercise all the powers of the college.

FIRST COMMENCEMENT UNDER FOUR-YEAR PROGRAM. The four-year course was announced in the catalog for 1931-1932; and as a result seventy-two seniors of the class of '32 received the Bachelor of Education degree and had the pleasure of wearing at the Forty-fifth Annual Commencement the black cap and gown and the new crimson-lined hood for the bachelor's degree.



The Daisy Chain Honoring Graduates

The influence of this large group of senior students was felt throughout the school. Their greater insight into the work, skill in their final semester of student teaching, maturity in leadership of student organizations, all combined in confirming the opinion of the faculty that the four-year course was an important step for which the institution was ready. Because this was a transition year in granting a degree, seventy-six students who had completed the junior or third year were granted the teacher's diploma. Several members of this junior class, however, did not claim their diplomas, an indication of the growing appreciation of the necessity for additional training.

George Herbert Betts, director of research in the School of Education, Northwestern University, and a valued member of the Governing Board, gave the commencement address in this year when the National College of Education became a full-fledged four-year institution. Speaking to the graduating class, he said:

"From now on you will have a large part in working out in your life the values to which you gave your interest, time and enthusiasm here. Examine the sources of your satisfactions and if you discover that you find satisfaction in mediocre things—mediocre films, achievements, friendships—put your efforts into more study. Continuous growth is of utmost importance. Now that no one is demanding that you take this course or that, what are you going to do with your power?—Develop, I hope, a personality, dignity and individuality that will resist the eternal tendency to standardization, and remember that life at its best is spiritual."

STUDENT EXTRA-CURRICULAR PROGRAM

Student Government Functioning

BEGINNINGS OF STUDENT GOVERNMENT. The beginnings of the student government program at National College took place between the years of 1916 and 1920. When the college moved from Michigan and Twelfth Streets in 1913 and occupied its new home at 2944 Michigan Avenue, Chicago, many problems resulted from the increased enrollment in the dormitories, and the students themselves felt the need of a student government organization and communicated their desire to the administration. After considerable research, a student committee drafted bylaws and a set of rules for the dormitory student group which were presented to the faculty of the college. The faculty through an appointed committee drafted a charter under which the staff reserved certain rights in the protection of student health and safety and the use and care of college property. The papers were in time duly signed and sealed, and the organization of the Dormitory Student Government Association was carried out by the students in accordance with the plan jointly agreed upon by faculty and students.

In 1918 the students living outside of dormitories felt the need of an organization which would give them the opportunity to plan for meeting the town girls' special needs as differentiated from the needs of dormitory students, now being much more adequately considered because of their Dormitory Student Government Association. The faculty approved this organization, which proved easier to develop than the dormitory association because the home life of town students was entirely under the direction of their parents, and the relationships to the college and its staff much less complicated.

Even before the Town Girls Association came into being, the students were discussing the formation of a College Council to

which all the different student organizations could come for counsel, and where problems, projects, suggestions of students and faculty could be discussed. Such a council was formed in 1917 with Jessie Winter, president of the Senior Class, as its organizer. The council from the beginning proved its value to the student organizations and to the school as a whole.

STUDENT PUBLICATIONS CONTINUED. Under the stimulus of the Student Council, the students went forward much more rapidly with their organizations. In 1916, the first student yearbook entitled *The N. K. C. Annual* was published; in 1919 the first issue of *Chaff*, the student news sheet or paper. These publications, as well as the student government organizations, continued to serve the student body in the North Shore environment.

One typical issue of *Chaff* selected from 1932 carries the following headings for the different news items:

Song Contest Baton Awarded to Juniors	Recent Assemblies Edify and Entertain
Easter Poem	Dormitory Store Serves, Saves and Socializes
National's Motto Changed	Michigan Girls Entertained
Inter-Club Dance Successful	Honor St. Patrick's Day
Calendar for March Assemblies	Get-together Enjoyed by International Girls
Chaff Staff	True and False Test on National Plans Made for European Summer Tour
Students Aid Madelon Chen	Spotlight (Interesting news on various students)
Editorial, How the Schools Build Ethical Character	Alumnae Happenings
Lovelorn Column	
Superior Children Develop Snob-bishness If Not Well Guided	
Graduate Club Meets	

One of the most interesting events in Chicago during this decade was the Century of Progress Exposition held in the Lake Front park areas just north of the Chicago Museum of Natural History. The description of this exposition in pictures with relevant material in the life of the school was central in the development of the student yearbook for 1933, now entitled *The National*. It appears as the eighteenth volume in the series of yearbooks. The buildings at the

Century of Progress were unusual in color and design, featuring the modern style of architecture. Copies of these buildings, drawn by the students, showing both interior and exterior views, occur at the front of the yearbook and at the point of organizational divisions throughout the book. The foreword, written by students, is set up as follows:

"A tribute to Progress—that everstriving force that bore men forward from the primeval forests, down through the eons of time to the age of inventions, hailed as the Century of Progress.

"A tribute to Children whose little feet carry man ever toward the sunrise of new purpose and accomplishment.

"A tribute to the Guardians of Childhood—to whom is entrusted the treasures of heritage, the promise of the future.

"The contribution of Womanhood to the progress and well-being of our nation during the past century has been woven into the theme of this volume. The twelve outstanding American women since 1833 were chosen in a nation-wide poll conducted by the National Council of Women, and honor will be paid them in the Century of Progress Exposition."

Opposite the photograph of the president of the college, Edna Dean Baker, is this paragraph, written by her:

"In the past Century of Progress since Froebel established the first kindergarten in 1836, interest has gradually centered in the child; and his opportunity in the home, in the neighborhood, in the church and the school, has become increasingly vital in the consideration of society. Effort in behalf of the child has steadily grown and solidified into a great movement that is world-wide in its scope.

"In the Century of Progress upon which we are now entering, we see the child in the forefront of every group. A new day of cooperation, social justice, and brotherhood is coming to the world through constructive beginnings in these early years."

STUDENT CLUBS DEVELOPED. After the college moved to Evanston in 1926, the greatly increased enrollment of students living in the dormitory, the large number of students from homes in Evanston and Wilmette and in suburbs immediately north and west as well as in North Chicago, made possible more student activities—a more active extra-curricular program after school and at the weekend. The need was felt by the students themselves for out-of-door sports and games in addition to the programs offered in

the school curriculum; for participation in certain interests like the YWCA and the Red Cross; for further opportunities in music, drama, literature and travel. Since such interests were specialized to a degree, the Student Council agreed on a plan for clubs, and in 1929-1930, a member of the staff especially interested in such clubs became a general advisor for the groups. Even before the appointment of a special advisor, several of these clubs had been formed, with sponsors from various departments of the college.

These groups, during the period from 1930-36, included an athletic club, drama and book clubs, photography, travel club, the orchestra, the glee club, the "Y", and the International Club. *Chaff* carried frequent news items on the activities of the clubs. All new students attended an assembly during the early weeks of school introducing them to the programs of these clubs, and they were given the opportunity to become members of one club in addition to the athletic club. As time went on, the student clubs and their activities were further controlled as need arose by action of College Council and recommendations made by the council to the students in assembly. In time, a point system was developed to control the number of student organizations in which students could carry offices or chairmanships of important standing committees. Such action was necessary in order to give the maximum opportunity through student organizations for the development of students in leadership and to keep individual students from overloading themselves with responsibilities. The clubs proved to be of great value to the students participating in their freshman and sophomore years before they were carrying major responsibility in student teaching. In such organizations as the orchestra, glee club and dramatics club, additional valuable skills were gained in performance, and much joy was experienced through the free opportunities for expression. Students, too, found the clubs with their small group membership of much social value.

One club deserves special mention because its purpose and value in student life is somewhat unique and is of particular social significance at this period in world history. The International Club was organized in 1927 by Florence Capron, who was at that time

a social secretary doing much of the work in public relations. She had many connections with churches and other organizations of the community through which she was able to enrich the lives of students from other countries and give them at the same time the opportunity to explain their own country and the life there. At the time Mrs. Capron organized the club, one of the most gifted students from Europe that the college ever had, Penka Kassabova, from Bulgaria, who was in her third year as a student of the college, became the first president of the International Club. The club had two major objectives: to acquaint American students and students from other countries with one another in a small informal club, and to provide for them many interesting experiences. It was, therefore, part of the plan that there should be an American student for each student from another country. This gave a club membership in the beginning of about fourteen or sixteen. Activities of the club widened the student's life by a few well-chosen experiences, sometimes with American students and sometimes with other families and organizations in American life. The great difficulty of the club was the careful selection and limitation of the invitations received so that the student would not spend too much time away from her major interest, the teacher education program in the college itself.

Within the college, the International Club contributed through the years at least one program a year at the student assembly, two or more invitation teas, with programs by the students from abroad, to which certain members of the faculty were invited and certain guests from the community. Projects have been writing of letters to members of the club from abroad who have graduated; raising of funds to help some individual girl who because of illness or some other obstacle needed financial aid. This club has had great value for all the students who have been members of it, of even greater value, undoubtedly, to American students than to those from abroad, in a broadening of interests and a preparation for living in the larger society of which we are, necessarily, a part today.

In the yearbook of 1933, to which reference has been made, the active membership of the club was given as 32. It included eight full-time students from other countries, seven special students from

countries outside the United States, fifteen American students, the club sponsor and assistant sponsor. There were 120 associate members from the faculty, the alumnae and community; 110 sustaining members who were actively giving funds or scholarships and special services, and eight honorary members. The club, that particular year, was very active, and among other events enjoyed dinner at International House, University of Chicago, and one of the outstanding evening programs there of music, dances and drama. The club also continued activities through the summer session of 1933, sponsoring events from time to time in honor of distinguished guests from other countries attending the Century of Progress.

STUDENT PARTICIPATION IN WORK OF FACULTY COMMITTEES. Shortly after the college moved to Evanston, a new member was added to the faculty as director of curriculum, Frances Kern, who had had long experience in teaching children, and later in supervising students and teaching in a normal school. She was much interested in the development of a curriculum which would give students the best possible background for using the principles of the newer education in teaching children. The Curriculum Committee, appointed by the president previous to Miss Kern's coming to the faculty, worked under the chairmanship of Miss Kern. In the years between 1930 and 1940, the Curriculum Committee became cognizant of the reaction of the student group to the curriculum. It seemed to the director of curriculum and to the members of the committee, that much might be gained in understanding student needs and in appraisal of courses, by questioning the students. Questionnaires, therefore, were prepared, from time to time, by the committee, and presented to individual classes or occasionally to the students in assembly. The Curriculum Committee was greatly helped by these frank reactions from the students, and often received some very good suggestions.

Finally the Curriculum Committee, in an assembly of junior and senior students, proposed the appointment of a student Curriculum Committee, to work with the faculty committee. The students felt that this might be a much better way than the questionnaires to

get the students' ideas. It was decided that the committee be composed of four seniors and two juniors, the seniors serving one year and the juniors serving two years, so that there would always be on the committee, two seniors who were familiar with the work of the committee and could, therefore, lead in organizing and guiding. The faculty was to choose one senior and one junior and the classes were to choose one senior and one junior. The student committee was to elect its own chairman and secretary. The chairman of the faculty Curriculum Committee was to meet with the student Curriculum Committee at their first meeting each year, in order to explain the functions of the faculty committee and the student committee, the plan for procedure, and the scope of the work. It was agreed that the student committee would meet with the faculty committee at the end of the year, to present their report and to participate in the discussions of it by the faculty committee. With the exception of the two meetings, the students were to plan their own schedule of meetings and to hold their meetings without faculty representation or supervision, except as they might want to invite it.

The values that came from this working together of faculty and students on the Curriculum Committee may be summarized as follows: first, valuable suggestions for new courses; second, suggestions for improving current courses by the addition of new units, by combining two courses where there seemed to be overlapping of content, or by the elimination of certain units in one of the courses; third, much important information for students and faculty. The students were informed of certain controls under which the Curriculum Committee had to work, such as state requirements for granting teacher's certificates, and requirements of regional and national accrediting bodies. In the period between 1940 and 1950, the student committee developed the technique of panel discussions, in order to get before the entire student body, certain answers to questions and certain information of help to them. Both students and faculty became more aware of the importance of attitudes and appreciations in learning.

Other committees in which the principle of student participation in the work of faculty committees was developed, were the

Registration Committee, cooperating with the registrar; the Festival Committee, cooperating with the director of play production; and the Committee on Student Admissions, working with the counselor for new students. The students on the Registration Committee worked with the registrar, reviewing registration procedure, making suggestions for its improvement from the student's standpoint, guiding new students in the registration routine, also welcoming new students and assisting them in getting acquainted. Members of the committee sometimes helped certain faculty personnel who were responsible for the examination procedure of New Student Week. The students assisted immeasurably in creating a better emotional and social environment for new students and helped them to understand and adjust to certain regulations.

EXPERIMENTS WITH THE HONOR SYSTEM. Probably the most important responsibility shared with students at the college was the attempt to develop an honor system which would work successfully. Such an undertaking faces great handicaps from the beginning by reason of the conditioning which the student has often had in taking examinations at elementary and high school levels. Many students have developed a thorough dislike of any formal procedure for evaluating a period of work, and also bad habits of cheating at such times. No plan in an honor system starts without a serious handicap in the matter of habits and attitudes already acquired. It must be said in relation to success or failure of any honor system that the failure of our institutions, perhaps of our society, to create a concept of honor which is functional has proved to be the Waterloo of many an honest effort on the part of student leadership, to make such a system work. The honor system, as tried in National College of Education, was operated under College Council after a special petition of the council to the faculty as a whole had been unanimously granted to allow the students the important task of conducting their own examinations. The chairman of College Council was chairman of the Honor Commission and the presidents of four classes were members of her committee. In the beginning the students tried out their honor code, which made every student responsible for herself in examinations, after the

teacher had given out the questions and had left the room. There were no provisions for reporting infractions of the code, or for any procedure in handling such infractions. All students who worked on the honor system had perfect faith that the students would be so inspired by the confidence of the faculty in them that they would never violate the code. For a short period after the student drive to secure an honor system, there seemed to be, so far as the reaction of the students was concerned, every evidence that it was working, but later faculty members began to notice that some examination papers indicated clearly collaboration of some students during the examination period and also use of textbooks or notebooks for copying direct quotations. At the same time some students began to complain of talking that went on during examinations and of some cheating they had seen. Although unwilling to give any names, students became highly indignant because certain other students using illicit practices were getting the best grades in the examinations. Then the Honor Commission became very much disturbed. They called a meeting of their commission, invited the president of the college to meet with them, frankly presented the facts, and expressed much disappointment that human nature was so weak. They were guided into studying honor systems in other colleges or universities, chiefly in the Southeast, which claimed to have been successful. They discovered that there was usually some provision for a report on student cheating, by fellow students, and that the faculty, together with the Honor Commission, made penalties for these infractions, after they had been proved. The college honor system finally was revised to include a provision for reporting and a plan for penalties. The plan was fair, from the standpoint of allowing the student at least one infraction without loss of credit, other than on the paper in which the mistake had been made. The code as revised led to various steps, to loss of credit for a single course, loss of credit for a semester's work, and a penalty which should be set by the president and faculty of the college, for further student infraction. Before the honor system was finally given up, as it was in time, at least ten years had elapsed and every effort had been made by the Honor Commission including suggestions for room

arrangement, seating, and other helps that might assist the individual student. At last College Council requested that the faculty again take over the handling of examinations. This experience, which has been the experience of many institutions undertaking an honor system, indicates that preparation for the success of such a plan should begin in the home and the primary school, that it predicates need of certain attitudes and habits on the part of students, and the revision of content, method and appraisal of work on the part of adults responsible for the education of children and youth. It suggests also the need of a much better understanding than we yet have of individual differences, as they affect the learning processes and condition the reaction of different individuals to any kind of evaluation procedure.

Recreational Opportunities

USE OF EXTENDED CAMPUS FOR RECREATION. The use of leisure time on the part of young people in college is one of the major problems and is the point at which many young people lose perspective and fail to make good in college. With the need, therefore, of some guidance in the use of leisure time, the administration and faculty of National College of Education undertook the responsibility with the students of thinking through this problem. They first began with the possible resources in their college buildings and on the college campus. This campus included sufficient acreage to provide a good playing field where in time the students introduced such sports as archery, baseball, various running games, skating in the winter, and tennis. On this campus they held their field days and many social events. However, there was much desired that it did not provide, and so gradually the plan included an extended campus on the North Shore. Permission was granted for students to use certain beaches for sunning, picnics, and for bathing and swimming in the summer, and they could use nearby forest preserves for horseback riding, hiking, study of wild flowers and small wild life, and for picnics. A community golf course adjoining the college grounds gave opportunity for golf at reasonable fees, and students secured permission through faculty help, to use certain swimming



Chicago, a Resource for Recreation

pools in nearby clubs. Through a cooperative arrangement with Northwestern University, they were able to get a number of tickets for the football season. Tickets were secured for groups to attend the symphony concerts at Ravinia Park in the summer time, which provided, in addition, beautiful gardens, picnic grounds, and a fine display of native forest and flowers. Both faculty and students saw possibilities in the investigation of Metropolitan Chicago. In addition to excursions made in connection with college courses, weekend jaunts were arranged for students by the adviser in recreation.

Intriguing to students are the unusual opportunities a great city provides for opera, concerts, and outstanding theater events. In order to help students secure desirable seats at prices within range of their ability to pay, Jessie Weiler, the college adviser in recreation, undertook the purchase of tickets for them by going into Chicago once a week for this purpose, often getting tickets two or three weeks in advance, for popular performances. During the year 1929-30, twenty-five season opera tickets were purchased for students, and fifty student and ten faculty football tickets for the season. In addition, many tickets were purchased for concerts and dramatic productions. In 1935-36, the adviser in recreation reported that tickets were purchased for opera, symphony concerts, Ravinia concerts in the summer, theater, and for summer excursions on the

lake, a total of \$1,039. All of this recreational program proceeded on an absolutely volunteer basis, so far as students were concerned.

The recreational adviser considered that the extended campus included certain nearby communities. Frequently week-end tours were arranged on a voluntary basis. Such tours included the Dunes, on the shores of Lake Michigan at the south end of the lake, valuable both for science excursions and recreational jaunts; and also beautiful Lake Geneva in Wisconsin, which is surrounded by natural and rolling hills, and is known for its yacht regattas, its small pleasure craft, and the many camp activities conducted on its shores, as well as for the famous Yerkes Observatory of the University of Chicago. Other scenic points which provided objectives for excursions in spring, summer and autumn were St. Charles and Geneva on the Illinois River; Grand de Tour on Rock River; Starved Rock State Park, where rock formations and flora on the Illinois River attract geologists and biologists, as well as students of Indian lore. Also of great interest was The Lincoln Country, the area around Springfield, where the tomb of Abraham Lincoln may be seen with its important memorabilia of the Civil War President.

Such a recreational program contributes to increased health and physical vigor, mental alertness and emotional tone, resulting from wholesome emotional satisfactions and outlets. The spirit of fun and gaiety holds over and provides a better adjustment and balance for the serious work of the classroom and the laboratory. Such experiences for future teachers of children help them to recognize the value of leisure time guidance for children and youth, and the interest, zest and mental alertness that may be provided in connection with "book learning."

STUDENTS' SOCIAL LIFE IN THE DORMITORY. In this decade students initiated many social activities that have tended to become traditional. The number of students in the dormitory varied, at any given time, from 160 to 180. The arrangement on the first floor included a large dining room, a small adjoining room which could be used as an extra dining room or a small lounge, and on the other side, a large lounge with a fireplace at one end, a small parlor and guest room adjoining. This



Social Life in the Dormitory

first floor was intended to be used as needed by all the students of the dormitory for entertaining guests. The second floor and third floor each had two halls or corridors, accommodating from forty to fifty students. Each hall provided a social unit with a parlor in which all the students of the group could be accommodated, a kitchenette where they could make sandwiches, prepare cocoa, coffee or tea, with full equipment of dishes and silver. The arrangement for the small group to function within a large residence hall gave an equivalent for the separate houses used as dormitory by many colleges.

The growing importance of group functioning in society seems to be an emerging pattern everywhere. Hence it would seem desirable and particularly so in the preparation of teachers, in practical ways to develop the small group and the large group consciousness and wholesome techniques in group living for social expression. While the numbers included in this particular dormitory plan were



Before a Dance at Marienthal

entirely experimental, they seemed to lend themselves quite well to the desired end.

In the four halls, many little parties were held during the year. At Christmas time the four groups decorated Christmas trees in their own parlors, and often arranged special programs. Here all kinds of charades, pantomimes, and unrehearsed plays took place. Birthdays were often celebrated by a few or all of the group. Here two members of the student organization, responsible for the observance of certain regulations, could get the group together for work on local problems.

Among the social occasions enjoyed by the entire student body on the first floor of the dormitory, was the open house to which young men were invited by the dean of students and student government chairman in the dormitory. A second series of parties for dormitory students and some faculty guests, whom they might wish to invite, was planned for the evening of Halloween, the last dinners before Thanksgiving and Christmas holidays, and St. Patrick's Day in March. These more formal parties were conducted under leadership of the social chairman of the Student Government Association and her committee. They were lively events and not a little of their charm was in the singing of college songs in the dining room by candle-light. There were also welcoming parties, which the "old students" gave for entering students, followed a week or two later by a series of amusing initiating ceremonies preceding formal initiation into the Student Government Association of the dormitory. Another popular party, held once a year in the spring, was developed as an expression for the fascination of cabarets and cafes in a metropolitan city, "The Hoot-Nanny Night Club." Invitations were formally worded by students to members of the faculty, who entered into the fun by wearing costumes, and taking part in various surprise stunts on the program. Prizes were given to those who "brought down the house" most effectively.

During the Northwestern University football season, resident students served tea and coffee on Saturday afternoons to their out-of-town friends who called at the dormitory following the game. For a number of years, coffee was served in the living room on Sundays after dinner and a musical program was provided by different talented students.

THE DORMITORY ASSOCIATION IN ACTION. There was no phase of social life which did not come under the jurisdiction of the dormitory association. The students had the privilege of making changes in the student government rules and regulations each year if they so desired, but they were required to have faculty approval for basic changes in their plan. This meant they had to work on their suggestions for change during the year and get the

approval of the body of resident students before presenting their revised bylaws to the faculty. As a rule, the changes were minor, but in the history of the dormitory, there were two rather thorough revisions of the plan. In this way only can students in any given year living in the dormitory, realize the significance of student government and the fact that it emanated from the students themselves. If they do not participate in making or revising such a plan, they feel no more responsible for its success than if the faculty had devised it. In fact, many times it is apparent that new students think of it in that way. In the beginning, the students did not feel the need of having one of the dormitory staff present for the meeting of their executive board, whose officers were elected by students themselves, but in time they came to want someone who represented the counselors, or "house mothers," present at their board meetings, someone with longer experience in dormitory living and with a richer background in life. It was decided that the representative should be the chairman of counselors, and so for many years the chairman was a member of this executive group, but attempted to make suggestions only when they were invited and seldom to offer counsel unless there was a serious difference of opinion between the students on the board, which could not readily be resolved. The working together of this representative of the administration and the students responsible for the Dormitory Student Government program proved to be important in the successful carrying out of the plan. Experience proved also that a strong student board, particularly a strong president, was essential.

Dormitory life is really a major opportunity in the social development and education of college students. The success of teachers as they enter their profession depends much upon their social intelligence and training, perhaps more than on their intelligence apart from it. The last institution attended by the future teacher may have a chance to re-educate him in relation to some of the poor habits he has formed in his own home, or may be able to save him from disaster when he leaves the shelter and guidance of a good home, and is on his own.



Tea in the Alumnae Room under the Portrait of the Founder

SOCIAL EVENTS AT THE COLLEGE. Events regularly planned for both "dorm" and town students included, first, formal dances for both men and women, sponsored by classes and held, as a rule, at private clubs or in ballrooms in hotels, reasonably near the college campus and chaperoned by the dean of students and one or more faculty members invited by the students; second, informal dances or parties at the college for both men and women, such as barn dances in the gymnasium for square dancing, sponsored by organizations as the Town Girls Association, the YWCA, or an athletic club; third, teas and parties for small groups of students such as those sponsored by the various clubs, and the receptions for community groups invited by the Administration with certain students assisting, often given in honor of distinguished speakers or

entertainers following college assemblies. The president and faculty also have held teas for groups of new students, and sometimes informal Sunday evening suppers in their homes. Parents' Day teas for visiting mothers and fathers have been popular, as well as evening dinners for parents and students.

Among events arranged for town girls only were special dinners on the campus, the most outstanding of these being the Christmas dinner and program. The Town Girls Association held initiation parties for new town students, paralleling those being held for dormitory students. They and their parents, The Town Girls' Mothers Club, participated in bazaars and other special events benefiting student projects.

The outcomes of the program for social living in the college as a whole included, in addition to the pleasure of the students, the development of ease or poise in a social group; also acquisition of certain social techniques which some students lack at entrance to college. The dean of students, Wren Staley, and later Pauline Galvarro, worked sympathetically with both dormitory and town students on individual and group problems.

Health Program

PURPOSES OF THE HEALTH PROGRAM. The health program of the college had been in operation for some time before the college moved from Chicago to Evanston, but in the new building more space and better equipment furthered its rapid development. The purpose of the department was primarily to assist students in keeping well and to provide a healthy and wholesome environment. It gave the students a constant illustration through its work with children in the laboratory school of what can be done if a physician or nurse works on health effectively with children from the beginning of their school experience. A child in the four-year-old group of the Children's School met Dr. Mary Pope, the examining and attending physician, one day in the hall and said, "When I get big I am going to be a doctor until I save enough money to buy a bicycle and then I am going to be a motor cop." This story illustrates the affection of the

children for the physician and their fearlessness concerning the job of medical inspection.

PHYSICAL EXAMINATIONS. The physical examinations given on entrance of new students at the college each autumn or at the mid-year were fairly thorough in 1930-31, although new features were added after that from time to time. In that year, 179 students were divided into four groups on the basis of the records made of their health histories and the findings of their physical examinations:

- Group 1—Excellent health and physical condition, 41
- Group 2—Good (average health and physical condition) 90
- Group 3—Fair, or minor physical defects, 38
- Group 4—Poor health, or serious physical handicap, 9

The president held a consultation with the examining physician or physicians, the director of the physical education department, and the dean of students, following the report, and together they agreed concerning the students who should be advised, after conference with the parents, not to attempt the course. Students of groups three and four who continued as members of the student body were called in at regular intervals throughout the year for re-examination and for re-adjusting or lightening programs whenever necessary. Students significantly underweight and overweight were advised in regard to diet and other means of correction and their weights were checked monthly.

For many years physical examinations have been given not only to entering students but also to sophomores or juniors before student teaching begins and to seniors before graduation.

MEDICAL CARE. Medical care included not only such care as has been referred to in the re-testing of students after the first examinations but also the following services:

1. Consultation hours daily throughout the school year for advice on medical and health problems. Three days a week those hours were given at the college and two days a week at the dormitory.
2. First-aid treatment of injuries or minor illnesses at the college by the physician or trained nurse. In the year 1930-31, 1,545 office calls were recorded. Through students reporting in this way, the beginnings of contagions were sometimes noted or more serious illnesses were discovered leading to full-time care.

3. Medical care of colds and other minor illnesses in the dormitory. Bed cases were held for short periods in the infirmary of the dormitory, under the supervision of the college physician; 69 students were given such care in 1930-31.

4. Referral of all cases of a serious nature to a hospital or a specialist. In the year on which we have been reporting, 40 cases were referred to specialists.

5. Quarantine and care of contagions. One case of chicken pox and seven of mumps were quarantined and cared for in the infirmary at the dormitory in 1930-31; 33 students were vaccinated against small pox.

A health fee was charged to all students. Part of the expense for maintenance of staff and equipment was appropriately allocated to the laboratory school, for the physicians on the staff and the full-time nurse gave a generous percentage of their time during the day to the children and faculty of that school. The health fee for many years was \$5 a year for the individual adult student.

MEDICAL ENVIRONMENT AND STAFF. The medical offices were on the second floor of the college building. Next to the physician's office on one side, were the offices of the Psychology Department which usually included a part-time psychiatric social worker. On the other side of the physician's office were the offices of the staff which directed and supervised student teaching in the various public and private schools of the community. In this way it was possible for the physician and nurse to confer readily with the chairmen of other departments studying the individual student and having helpful records.

The staff included one or more examining physicians who gave part-time service to the college and also to the dormitory. A full-time nurse was at the college during the day's program, and at this time (1930-1940) lived in the dormitory and gave some part-time service there with the assistance of a practical nurse on the dormitory staff. At the time of fall examinations this staff was augmented by the addition of one or two other physicians and two or three internes from a nearby hospital.

The Medical Department supplied reports of examinations to the president's office, the registrar's office, the office of the dean of students, and to the chairman of counselors at the

dormitory. In addition to this personnel, the program for health and physical fitness required the closest cooperation with the Physical Education Department, the Home Economics Department, and the personnel guiding the student teaching program. Students doing student teaching in schools off the campus must go varying distances to these schools, and because the schools differ so much in type and age level of children enrolled and in health supervision, the physical demand upon the individual student teacher is much greater in some schools than in others. Therefore the physical vigor of the student must be given consideration in placement.

The Physical Education Department provided special classes for students needing corrective work. The Home Economics Department was, of course, concerned with the nutrition of all the students in the college, and particularly with the overweights and underweights.

In the dormitory, the conservation of health was an important principle. As a rule, the health of students through the year was excellent. A resident nurse and a capable physician who believe that an ounce of prevention is worth a pound of cure can do a lot to rebuild habits by stressing a regime of healthy living.

Development of Character and Personality

CHANGES IN SOCIAL STANDARDS. After World War I, young men and young women returning to the United States after even a few months in England and on the continent of Europe, brought back changed attitudes toward many of the moral standards and character values previously accepted as part of the mores of our people. A period of great restlessness among youth, even affecting the pre-adolescent and early adolescent, followed, in which much that had been accepted before was questioned and there was an increase of delinquency and crime. This condition finally awakened the moral and social leaders of the country to a crisis which had to be faced. New forms of dancing were introduced; excessive drinking by men and women was greatly increased; and the rebellion against national prohibition resulted in what was known as bootlegging and the speakeasies. Even the elementary schools faced new and stub-

born problems in the behavior and control of children. In high schools and colleges, there were difficult new problems of guidance.

COOPERATION IN SOLVING SOCIAL PROBLEMS.

Finally an era of serious study began in which some sociologists, psychologists, physicians and educators, including the ministry, participated. There was an effort to re-define character, to find out from objective study and evidence what influenced it in growing children and youth, how to pull, as it were, the right strings of action. This study was paralleled by observation of thousands of individuals and the setting-up of certain experimental schools or certain experimental centers within schools. The phrases, character education and character development, became part of the vocabulary of youth leaders. In a few years, certain research centers were set up in colleges and universities and followed with great interest. Some of the best authenticated research was done by Charters at the University of Chicago, Betts at Northwestern University, Starbuck and others at the University of Iowa, Germaine and Germaine at the University of Wisconsin, and Hartshorne and May at Columbia University. This research and other research was supported by private funds and by certain foundations. A most significant piece of research was done by Hartshorne and May and was continued through an intensive five-year period under the direction of the Institute of Social and Religious Research. At the end of the period, three books were published, entitled, *Studies in Deceit*, *Studies in Service and Self-control*, and *Studies in the Organization of Character*. Certain definite conclusions were arrived at in this research which did much to guide later selection of courses and activities. The influence of religion and religious education in developing character was included in several of the studies made, and a number of individuals did outstanding work in this field, including Betts at Northwestern University, Bowers and Chave at the University of Chicago, Elliott and Fahs at Columbia University.

Among organizations helpful in promoting research, study, and experimentation were the National Association of Child Study, the National Education Association, and the Association for Childhood Education International. In addition to the colleges and universities

sponsored by different church groups and securing part of their income from church organizations, a few state institutions like University of Iowa became interested in these movements, but because of the separation of Church and State were slow to introduce courses particularly in the field of religious education.

Among independent institutions primarily interested in character education of young people and of children in the pre-school and the elementary school, National College of Education was in the forefront. National College of Education not only introduced courses in character education and later in the development of character and personality, but also in religious education, both in methods of teaching religion to children and later in guidance of religious development. Other courses offered were those in Bible Study, particularly in the study of Literature of the Bible, and in the History and Philosophy of Religion. Units on the development of character and personality were introduced into such courses as Childhood Education and Child Psychology. Both the Sociology Department and the English Department offered courses emphasizing social problems; and the English Department and the Art and Music Departments offered courses including a wealth of religious material in music, pictorial art, drama, literature, and architecture.

SPECIAL OPPORTUNITIES FOR STUDENT GROWTH.

Many assemblies offering wholesome programs were held. Some of them were extra-curricular, entirely planned by the students, with only such faculty advice as they might wish to seek. Others were a part of the school program, but with a certain amount of participation and help from student leaders. Such assemblies during the decade 1930-40 included a chapel service once a week at the beginning of the weekly fifty minute assembly, vesper services at the dormitory one evening a week, certain lectures on religious ideals which were matters of common faith by the three dominant religious groups, Catholic, Protestant, and Jewish. Programs of religious music, drama, or art, and student festivals centered about religious faiths, as the Christmas festival or the Easter festival. Forums for the discussion of religious problems, led by faculty members or students, often were part of the extra-curricular program and, of course,

elective. National College of Education in this decade did considerable experimental work with children, in special classes and as part of the entire program. Student teaching was encouraged on an elective basis in church schools, settlements, in summer vacation schools and camps. A few community conferences were held, attended by parents, teachers, and others in the community.

Much of the student activity was carried on in connection with the Y membership, which was open to all students in the college. Later the organization at the college entered the Student Branch of the Chicago YWCA, which included members from six small colleges in the Chicago area, and secured for the students outstanding leaders in YWCA work, from the national and local organizations. The activities carried on by college students as a part of their volunteer program, both in connection with the Y and in connection with their student government, were under the leadership of College Council. These projects included gifts by students for the children of three or four settlements in the Chicago area, of clothing, food, and other necessities at Thanksgiving, and toys for each child at Christmas. Students also participated in Red Cross activities. Some told stories or played games with children convalescing in hospitals; and others gave similar services at week ends in orphanages and in settlement clubs and classes.

Nor were children and youth of other countries forgotten. Collections of food, clothing, and play materials, were sent overseas; and letters were written to children and youth, and to teachers in other countries, particularly to graduates of the college, some of whom belonged to Oriental, European and Latin American cultures.

In all these ways, both directly and indirectly, the development of character and personality seemed to be stimulated. The atmosphere of the college itself, as well as its school for children, the attitudes of teachers and student leaders, were found to be vital factors; and hence the program as conceived by those that worked in it had constantly to provide for the needs of faculty and staff, as well as the needs of children and youth. The most careful and thoughtful synchronization of the social environment with its emotional concomitants seemed necessary for the largest measure of success.

EFFECTS OF THE GREAT DEPRESSION ON EDUCATION

A Serious Emergency

ONSET OF THE DEPRESSION. During the late 1920's, there was an era of inflation, spending, and heavy speculation which had not been equalled previously in this country. In fact, prices zoomed so high that property was sold at fabulous amounts. In Florida, which had begun to be famous for its playgrounds, speculators sold land faster than they could stake it out and even sold unmade islands in the water. Sections of the "Venetian Islands" were sold before they came into being. In this country, there was a well-known saying, "A boom is always followed by a bust." In 1929, this era was abruptly ended by a sudden drop in the stock market which we refer to as Wall Street deflation. Rock bottom prices were quickly reached, and the financial structure of the country began to quake from the effect of such an abrupt change in values. The efforts of industry, business, and government to control the financial situation failed. Industry and business cut down the number of employees to the minimum. There was little work to be found by men and women anywhere. Millions were out of employment, many of them hungry, with families more or less destitute.

As happens, when a great depression has occurred in this country, schools and charitable institutions did not immediately feel the full impact of the deflation. Its effect upon enrollments became evident in the fall of 1932. Then education began to be in serious difficulties. For two years enrollments continued to drop in colleges and universities, not only because there was a lack of money to pay tuitions, but also because there was no work for high school and college graduates, who were waiting in large numbers for positions. What to do with these unemployed young people of high school and college age had become one of the greatest problems of the

nation. In addition to these young people, the veterans from World War I were unhappy, dissatisfied, and at the point of revolution because the country had failed adequately to foresee their situation and to meet their needs.

FALLING ENROLLMENTS. The plight of National College of Education illustrates what was happening everywhere in independent institutions, and to a lesser extent in state-supported colleges and universities. In the fall of 1932, enrollments fell about 10%. In a small institution, dependent on annual income to cover its operative costs, this was a serious drop, but not too serious except as indicative of what might be expected later. In the spring of 1933, just prior to the inauguration of Franklin D. Roosevelt as president, banks all over the country began to close. So serious was the condition that for a short time, until a method of correction could be started, all banks were closed. News of what was likely to happen was current in financial circles in Chicago. National College of Education had its funds and investments at the Northern Trust Company. The administration of the college was informed by some of its friends on the Governing Board of the approaching closing of all banks for a short period. Fortunately for the college, the Northern Trust Company was one of the few banks which did not fail. It was possible to withdraw all available funds, but the amount was sufficient to meet only one-half payment on the payroll. It may be said that at this period many of the leading financiers were away from Chicago on their winter vacations, so that it was not possible to get a full consultation of trustees. The college administrators had to act as best they could in behalf of the faculty and staff at National College of Education. They thought it was wise to hold a meeting of the faculty and staff and tell them frankly the facts. When this was done by the president of the college, the faculty rallied in fine spirit to take their share of the responsibility and loss. They agreed to accept what the college was able to pay until a normal situation was again in operation. The statement of facts given them included a review of the lowered enrollments in September and at the mid-year and the trend toward a still further drop in the summer session and the ensuing autumn. Of course the hope was present that additional loss

might be averted and that new ideas and excellent work in securing enrollments and gifts might be able to tide over the situation and mitigate the problem to be met in later seasons.

The following autumn, enrollments dropped again to a peak in loss. They were down 25% so that the total drop was 35% for the two years. The effect of such a loss upon income was, of course, grave. The problem was further complicated by the fact that the students enrolling often were slow in the payment of fees and had to be partially financed by the institution and by outside agencies. People who had never before been in a position to ask for clemency or time in making payments were now compelled to do so. In the end, the college sustained very little loss for being reasonable and friendly during this period. By developing a system of cooperation and by being fair and patient, the college was able to keep students in school with few exceptions and the work went on. It may be said that the students themselves appreciated their education more during this period than perhaps during any other time and were more serious in the pursuit of their real objective in attending college; namely, to get an education for teaching.

MORE SCHOLARSHIPS AND STUDENT AIDS NEEDED.

Much work was done in securing what was known as loan scholarships. Some of these covered full tuition for a year and some of them one-half tuition. The terms under which they were given made it possible to make the loan without interest, as the loan fund belonged to the college; however, the terms were clear in relation to the dates of repayment. Students taking out loan scholarships available for financing their third and fourth years were asked to repay them within the first year or two after graduation if positions were available to them. No exception was made. The student who married immediately upon graduation was expected to continue teaching until she had repaid the loan unless her husband was able to pay the loan for her. People were generous when the appeal was made to them, and generally more money was in the loan fund than was necessary to meet the demand. In addition to loan scholarships, the college had a certain number of endowed scholarships and of scholarships for service. These also were helpful in meeting the need

of students, particularly in completing their fourth year. Since freshmen and sophomore students were also in need of help, alumnae groups started a Student Aid Program and gave scholarships of one hundred dollars each, which might be awarded to a worthy student who was unable to secure the money for her freshman year or to continue her sophomore year.

FEWER POSITIONS FOR GRADUATES. During this period, there was little turnover of faculty or teaching staff in any school. Change from year to year was slight. In most communities, there was no increase in number of positions in schools for some time. The two factors, little turnover in teaching staff and little development of new schools, made it difficult for those graduating from teachers colleges to secure positions at all and such jobs as they could find were poorly paid. Among the white collar workers in trouble during the depression era were the teachers out of jobs, both graduates just finishing courses and older teachers who had been dropped because of cuts in the school system.

Few children, comparatively speaking, were born during the depression years. The financial insecurity of the times militated against marriage and even more against the birth of children. In 1930, most graduates of the college were teaching young children in nursery schools, kindergartens and early primary. Because the college had not yet developed the later elementary program, graduates were eligible only to the kindergarten-primary certificate in Illinois, not yet to the elementary certificate. Since National was one of the first colleges in the country to offer kindergarten and later nursery school training, its graduates had been much sought for pre-school positions. Many were teaching four-year or five-year groups in public schools, and some were working with threes, fours, or fives in independent or church-supported schools. Of course, enrollments of young children were first to be affected, both by lowered birth rate and by financial stress.

The college attempted to counter the problem for the young graduate through its Placement Bureau, which became very active in working with teachers' agencies and in cooperating with superintendents of schools. Some of the staff did excellent field work in

recruiting positions where school boards could not pay for experienced teachers or could not employ enough teachers to meet the need. The college staff could often persuade them to accept young graduates on a reduced salary as assistant teachers or part-time teachers. Efforts were made to find openings in all states that had previously taken graduates of the college and were interested in their training. Graduates were kept encouraged by frequent letters, by conferences arranged for them at the college, and by visits from the staff in the field. They were advised to give volunteer services rather than to remain idle and lose their skill. This difficult period was bridged, not indeed with full success, but sufficiently to keep the more able candidates in teaching. The percentage of graduates placed in teaching positions during this era was relatively high, compared with other teacher-training institutions.

REDUCING SALARIES, WAGES AND STAFF. The college had lost, during the years 1932-33 and 1933-34, 35% of its student body and even a higher percentage of its current funds for operation. Its dormitory lost the most heavily because the cost of sending students away to school is much higher than educating them in the home town or nearby city. A partly vacant dormitory with an overhead which could not be cut a great deal, particularly in rental costs, was an additional factor in making it necessary to reduce salaries and wages of faculty and staff approximately 35%. Another means of economy was reducing staff. Places of those who retired were not filled immediately because of the decreased student body. It was possible also to drop part-time faculty members who had full-time employment elsewhere and were offering only one or two courses a semester at National College of Education. Such reductions were carefully made so as not in any way to affect seriously the educational program of the institution. The reductions in salaries and wages and the reduction of staff were temporary expedients among other steps to keep the institution alive and operating during this period.

The problem at National College of Education was not so serious as the problem faced by some other institutions. Teachers colleges over the country suffered a severe drop in enrollment. Nor were independent institutions the only ones to suffer. Since the

economic and financial impasse was both national and international, the solution of problems was a complex matter demanding some time. In public education, the means taken by boards of education in meeting the problem in elementary schools, high schools, and state-supported colleges, were similar to the means employed in independent institutions, such as National College of Education. The teaching staff was reduced, teachers' salaries were cut drastically, and in many communities teachers were paid in scrip for months. In some school systems, no cash was paid. Approaches to stores and agencies in the communities by school authorities resulted in credit being extended for teachers during this period. Much of the scrip was accepted temporarily at such stores and agencies, to be redeemed by teachers when their back salaries and current salaries should be paid in cash. Some teachers served on this plan for two years or more.

Boards of education, in an effort to solve their budget problems, tried to cut the curriculum of the public schools. The cutting began with what they called "the fads and frills," including physical education, music, art, and home economics. Kindergartens and junior high schools were affected. New adventures in educational organization and curriculum making, including varied subject matter to meet the needs of the different age and ability levels of children, were, of course, first attacked. Education was in danger in some communities of being reduced to the three R's of the old country school, "reading, 'riting, and 'rithmetic." Here again, parents and educators had to be on the alert to fight attacks in newspapers, magazines, and public meetings. In many communities teachers and parents were able only by drastic efforts to save schools from serious cuts in the educational programs. Some systems, however, sustained the loss of departments and courses which have not yet been regained. Out of the experience, the schools have learned the importance of working with the parents and the general public. The schools are therefore now using newspapers, magazines, public meetings, radio, and television, in order to acquaint the public with the problems and needs presented by children and youth, interdependent with society's progress and the welfare of the country.

Improved Situation

INCREASED ENROLLMENTS. Shortly after the inauguration of President Roosevelt, the country began to show some signs of recovery, and the first of these was a renewed feeling of confidence and a better emotional climate. Faith and hope were again in evidence, replacing the fear and discouragement in the winter of 1933. Gradually the unemployed began to decrease in numbers, due to certain federal projects in which they were employed, financed by the Federal Government and paid for from the current income of the government. Other measures brought the banks back into operation and gradually depositors at least partially recovered their losses. The wheels of industry began to move again and business to show new vitality. Much was being done at government expense and it was an expensive program. The federal budget, which was unbalanced when the new President took office, didn't improve with the years, but "happy times had come again." The President's fireside talks to the people of the country kept them in touch with the new program, and many of them were enthusiastic about it, at least during his first term.

Schools, although they had been slow in showing the effect of the financial crash of 1929, began to show recovery earlier than might have been expected. National College of Education showed an increased enrollment by the autumn of 1934. Probably the development of a later elementary training program in 1932-1933, which enabled graduates to obtain the elementary certificate for teaching in the middle and upper grades, was a factor in this increased enrollment. *Our Guidon*, the publication of National College of Education for its alumnae, carried this significant paragraph under the caption, Increase In Enrollment:

"In the month of September, 1934, eighty-nine new students entered the doors of Harrison Hall and enrolled as members of the student body of National College of Education. In round numbers, seventy-four new students had enrolled in the autumn of 1933; so the registration for 1934 sets a record of real advancement."

The report of the registrar to the Governing Board in the autumn of 1936 has this interesting comparison to make:

"In 1934-35, the enrollment for the academic year was 305, for the summer session 310, giving a total of 615. The enrollment, however, in 1935-36, for the academic year was 361, for the summer session, 432, total 793."

One can readily see how rapidly this institution was recovering from the shock of depression. A far-reaching change had been made during this period in the summer session program. The summer session was extended by the addition of short sessions, so that it was possible for the individual student to attend a shorter length of time, but in that period to secure valid credit toward a degree in a single intensive course. Students in the college were interested in an accelerated course involving summer study, because they looked forward to the opening of many more positions after schools were definitely on the upgrade and could begin to expand their programs. Many experienced teachers, on the other hand, were interested in summer jobs in one or more of the federally sponsored programs and yet wished to do some studying which would lead to an accumulation of credits for a higher degree. By introducing two-week terms at the college, offering intensive courses, National College of Education greatly increased its summer enrollment. Many students who might never have attended the college, enrolled for a two-week course, returned the following summer for a six-week term, and later definitely decided to work for a diploma or degree from this institution.

The short courses were first tried during the exposition called Century of Progress. This great project, which continued for two years on the lake shore, south of Chicago's business area, the Loop, kept up interest among many classes of our citizens, in a summer trip with Chicago as the objective. Teachers were no exception to the rule. Conditions, as we well remember, were not satisfactory for travel abroad, with the dictators rising in Europe and unsettled conditions in Asia. Since money was not plentiful enough for trips abroad, teachers, as well as other vacationists, flocked to the shores of the Windy City and took their chances on cooling breezes from Lake Michigan to make their holiday an even more delightful one. The Century of Progress Exposition was a gay and colorful fair, but it was much more than that. The inventions and scientific discoveries

from 1833 to 1933 were in evidence in its uniquely interesting buildings with their many exhibits, such as those in the Hall of Science. The visitors included not only those from all parts of the United States but many visitors from abroad. Guided excursions to the fair were of great value to summer students.

The annual report of the president in the autumn of 1935-1936 included not only an encouraging report on enrollment, but an equally encouraging report from the Placement Bureau, which had had a very active year.

"One hundred sixteen young women attending National College of Education in 1934-35 are now teaching, and fifty-one alumnae have reported new positions. Of eighty-one who received degrees in June, 1935, only two are still waiting for positions; one of these is limiting the locality in which she can teach, and the other one needs careful placement. Ninety-seven per cent of the class of 1935 have been placed. The distribution in the group holding degrees is from nursery school through eighth grade, with one supervisory position . . . The splendid record made in the past by the Placement Bureau continues during the years of the depression, and is due to the success of the graduates in the field, more than to any other factor."

MAJOR FINANCIAL DIFFICULTIES SURMOUNTED.
At the beginning of the depression, the college had just refinanced its building loan in order to complete the interior of the building. The college was able to meet the interest and principal charges until 1932. Because of decreased enrollments and the almost complete cessation of gifts, it was, after that date, possible to meet only interest payments. The interest on such loans was still high and the college was paying six per cent on its loan. In the spring of 1933, when the banks were closed, for the first time the college faced defaulting on its interest payment, but by a frank appeal to the members of the Governing Board and the alumnae, money was raised. The Board of Trustees stood loyally by the administration, and the president of the board, Conrad H. Poppenhusen, well-known head of a prominent law firm in Chicago, shouldered the responsibility of handling this situation with Chicago Title and Trust Company, with the help of the secretary, William Sutherland, and the treasurer, Fred A. Cuscaden. Mr. Poppenhusen began negotiations with the

Chicago Title and Trust Company, with the objective of securing a reduction of interest charges and a new plan for principal payments. The president's report for 1937-38 states that it was not possible to make any payments on the indebtedness during the years from 1933 to 1937, and interest was met only in part. The negotiations, however, in 1937-38 were successful because the college was able to take advantage of some new legislation (77B) passed by Congress for the relief of such situations. The time of payment of the bonds was extended to September 22, 1957, with quarterly payments of \$4,735. The interest rate on the bonds was reduced from six per cent to three per cent. The capital indebtedness of the college at the time of the annual report in November, 1938, was \$305,870. Under the reorganization plan, the college, therefore, was agreeing to pay a total of \$20,940 annually on principal and interest, and to take care of the balance as has been suggested, by 1957.

Another problem of the college during this period was the heavy rental of the dormitory, which had been erected in 1925-26 at 2532 Asbury Avenue, and at that period of inflated values, leased to the college by the owners for a ten-year period, at an annual rental of \$36,000. This rental had become exorbitant before 1930, and it was immediately evident with the falling of rentals, following the stock-market crash of 1929, that an effort must be made before the current lease expired to secure a fairer rental on the next lease. Before the current lease expired in 1935, negotiations had been made for a five-year period at an annual rental of \$12,000 per year. The agreement on this rental was not only fair but an absolute necessity if the college were to survive. This was apparent when the college, because of the 35% loss in enrollment, was unable to meet its obligation at the dormitory, and the dormitory owners themselves were in arrears on their payments to the organization that had loaned them the money to finance the investment. Again the Board of Trustees and its president did an excellent piece of work in handling this difficult problem and in securing a re-financing of the dormitory rental.

One letter written by Edna Dean Baker to alumnae in the early spring of 1934, in the effort to get funds to meet the debt



The Residence Hall on Asbury Avenue

obligation to Chicago Title and Trust Company, secured a total of \$6,000 and enabled the college to claim two gifts of larger givers. Under the caption, "How we Balanced the Budget," she wrote the alumnae later in the spring, the following letter which was printed in *Our Guidon*:

"By the first of April, dear alumnae, faculty and friends, we had accumulated the six thousand dollars in pledges and gifts which enabled us to claim Mrs. Phipps' gift of \$500 and Mr. Poppenhusen's gift of \$500. We want to thank you all from our hearts for the splendid way that you have upheld us by your response to this appeal. We are able by the grace of God so manifest through you to balance our budget this year and to face the future with courage and the faith that 'more will be added unto us.' In these times this amount of money is a great demonstration of love, and we so accept it and bless it in the doing of much good.

"To those who wanted to participate in this gift and were not able to do so because of other obligations or lack of a position, we are deeply grateful for your spirit of good will, for the help you constantly give us in interesting others in coming to National, and for the service which you render in your own community."

FACULTY ACTIVITIES EXTENDED

Faculty Travel

STIMULUS FOR TRAVEL. The faculty of National College of Education had from the beginning a great interest in travel and a sincere appreciation of the knowledge and the culture that could be secured through this means. The philosophy of education of the college placed the child as the starting point for education, the focal point of study and intelligent understanding. Starting from this point, interest of the faculty was not alone in the children of their own locality or nation but in all children and in what various countries were doing about education; therefore, travel was appreciated as a professional interest as well as enrichment for the educational background of the teacher. Mrs. John N. Crouse, who had aided Elizabeth Harrison in establishing the college and for a number of years was co-principal, made it possible for Elizabeth Harrison to take trips abroad by providing funds for these trips or taking her as a member of the family. One of the earliest trips was to Germany, France, and England. As the story unfolded, one was able to see how influential this trip was in the future career of Elizabeth Harrison and the development of the curriculum in the college. Other members of the faculty in the earlier days went abroad frequently. Among these were Francis M. Arnold and his wife Jean Carpenter Arnold, who were particularly interested in art and music. Mrs. Arnold died in 1912, but Francis M. Arnold was on the faculty of the college as a part-time lecturer until his death in 1935. Among his many trips abroad was one which skirted the Mediterranean and made it possible for him to visit Egypt, Palestine, and Greece. His last trip in 1929 covered five European countries. His beautiful collection of art treasures was a legacy to the college.

The precedent which these early travelers set extended to the later faculty of National College of Education, and after its removal

to Evanston in 1926, many individuals went abroad and not a few of them visited other countries than Europe: Central America, South America, Canada and the Orient. Alumnae also became interested in travel and entered travel courses, taking trips for credit. One of these world travelers, who was often a visitor at the college, was Mabel McKinney Smith, whose trips around the world and for specific conferences abroad were a great inspiration to the movement of world travel among faculty and alumnae. The story of the first travel tour sponsored by the college has been reported in an earlier chapter. After that first sponsored tour, during succeeding years, there have been other such tours, led by members of the faculty and joined by students, alumnae and friends.

GUESTS IN JAPAN. In the summer of 1932, Edna Dean and Clara Belle Baker went to Japan as guests of the Japanese Kindergarten Union, which at one time was a branch of the International Kindergarten Union. They were guests of this association during the two months that they were in Japan. The association had arranged for them to visit public schools, including two of the universities supported by the Japanese government, and a normal training school at Nara, Japan. They delivered several addresses through interpreters to groups of educators before different organizations in Tokyo, Kobe, and elsewhere. They were guests of United Church of Canada during their stay in Tokyo, of the Baptist Training School for kindergarten and nursery teachers in Shizuoka, of the Congregational Church and training school in Kyoto, the Methodist Church in Osaka, and again the Congregationalists in Kobe, and they visited the Episcopal Church at Nagoya. Their trip also included a visit to Nikko, which is perhaps the most beautiful spot in Japan. The Japanese have a saying, "Until you have visited Nikko, you cannot say *kekko*," which means wonderful. It is the center of some of the oldest and most beautiful shrines in Japan. The summer trip was concluded by a two-week conference at Karazawa, which is a short distance from one of the active volcanoes of Japan. In Karazawa is a summer colony, including the summer homes of many missionaries from different denominations active in Japan, and a hotel, accommodating Westerners who are visiting, teaching, or otherwise employed, in

the islands of Japan. Because the altitude is very high, it is comfortably cool in Karazawa during the months of July and August when the heat is almost unbearable in the cities of Japan. There is a summer assembly much like our American Chatauqua in the United States. Here at an institute for American teachers and for any of the Japanese who might be able to understand English, Edna Dean and Clara Belle Baker were speakers. They spoke also through an interpreter at the meetings of the Japanese Kindergarten Union, which included kindergarten teachers from the public schools, as well as from missionary centers. This visit to Japan brought in the years that followed, many more Japanese teachers to study at the college and many missionaries for refresher courses or the completion of training at the time of their furloughs. It developed some fine friendships which persisted even during the period of World War II, when no letters could be sent from either side. It gave the visitors an understanding of Japanese personality and culture and a genuine respect for the contribution that this racial and national group can make to the cultural and educational program of a peaceful world. It gave also a lively appreciation of certain weaknesses of the West and the East, which did so soon flare into conflict. The great contribution of certain of our Japanese citizens during World War II, has fully justified confidence in the possibilities of this minority group in showing the way to a peaceful settlement of our differences. Christianity has a great contribution to make to Japanese people and is a vital factor in bridging differences and pointing the way to good will, cooperation and peace.

TRAVELERS IN EUROPE AND LATIN AMERICA. Frances Kern represented the college at a meeting of the New Education Fellowship in Denmark, in the summer of 1929. Miss Kern also spent some time at the MacMillan Nursery School in London, and visited certain other schools, particularly some in Germany that were experimenting with new methods in education in line with outstanding experimental schools in the United States. In Geneva, Switzerland, she visited the international school for children of members of the League of Nations and had conferences at the International Institute of Education in Geneva. The knowl-

edge and appreciations derived from this trip were of great value, not only to Miss Kern as an individual teacher, but to the college in her important position as director of curriculum, and chairman of the committee on curriculum construction and revision.

A valuable trip was the tour led by Marguerite Calkins Taylor, in 1936, of American artists and students of art from the United States. This tour, covering England, France, and Italy, gave Mrs. Taylor much valuable background for her courses in art, such as Interior Decorating and Art Appreciation. As chairman of the Art Department at the time, Mrs. Taylor shared her experiences with members of the department as well as with students, while she gave many lectures and talks to different organizations on the North Shore, following her return. Dorothy Weller, Martha Fink, and Jessie Weiler visited Germany and adjoining countries in the summer of 1934 and learned much about changing conditions in these countries, particularly about the rise of Hitler and Mussolini into power. Their reports were of great interest to the faculty on their return. Jessie Weiler included in her trips to Europe during the years between 1930 and 1940, Oberammergau in upper Bavaria. She attended the last performance before World War II of the Passion Play. In addition to Oberammergau, Miss Weiler visited many other points of interest to musicians because of her own background and interest in the fields of music and religion.

Among other members of the faculty traveling during this period in Mexico, Canada or Europe, were Mabel Kearns, Edith Ford, Edith Maddox, Miriam Brubaker, Charles and Louise Davis, and Viggo Bovbjerg. For some years Mr. Bovbjerg conducted parties abroad, especially to the Scandanavian countries and the British Isles. His groups were particularly interested in physical education, sports, drama and craftsmanship. One traveler who brought back a great deal of inspiration for courses and for the development of student and faculty interest in Latin America was Wren Staley, who in 1938 and 1939 visited Mexico, Guatemala and Peru. Her interest was in the culture of the people, the arts, music, drama, literature, and religion. Through friends in Peru, she had unusual opportunities to become acquainted with the life there. One later

member of the faculty, who was not at the time yet associated with the college, K. Richard Johnson, visited the Scandanavian countries and Europe during these pre-war years and was present in Berlin for the Olympic Games in the summer of 1936.

Contributions of Faculty to Education

SERVING ORGANIZATIONS. For many years, the college faculty has been active in the field of public speaking and working with professional and non-professional organizations, so that it is difficult to name any definite period as being more active than another. However, the years 1930 to 1940 gave the faculty somewhat more freedom because of smaller enrollments in the college and therefore smaller classes than in other decades and may perhaps be cited as outstanding in respect to the public work accomplished. The president and many members of the faculty participated in programs of such organizations as National Education Association; Association for Childhood Education International; Progressive Education Association; National Congress of Parents and Teachers, state and local Parent Teacher Associations; National Association of Nursery Education; National Council of Parent Education; Federation of Womens' Clubs, including many local clubs; Child Study Association, including the national association and the Chicago association later known as the Association for Family Life Education; American Association of University Women; local associations of commerce, Kiwanis, Lions and Rotary clubs; International Council of Religious Education; many church organizations; and welfare organizations like the Chicago Council of Social Agencies.

Regular members of the faculty most active in speaking during the decade, 1930 to 1940, were, in addition to Edna Dean Baker—Agnes Adams, Miriam Brubaker, Clara Belle Baker, Viggo Bovbjerg, Minnie Campbell, Louise Farwell Davis, Martha Fink, C. E. Graham, Frances Kern, Edith Maddox, Nellie MacLennan, David W. Russell, Marguerite Taylor, Dorothy Weller, Nellie Ball Whitaker, and Anne G. Williams. These same people and others on the faculty



Edna Dean Baker at Her Desk

were active on committees and boards of several professional organizations.

Three members of the faculty served as national officers in the Association for Childhood Education. Edna Dean Baker had been chairman of the committee that brought together the International Kindergarten Union and the National Council of Primary Education to form the Association for Childhood Education; and she became the second president of the association, serving from 1933 to 1935. Two national meetings were held during this period: one at Nashville, Tennessee, in May, 1934; and one in Swampscott, Massachusetts, in late June, 1935. Since her term of office came during the period when schools were still in the throes of the financial depression, the problems of the board were largely concerned with the financial needs of schools and of the association itself. However, the annual conventions at Nashville and Swampscott were well attended, especially the one at Swampscott where enrollments reached a peak of two thousand. Spurred by the financial crisis and accepting the opportunity for creative leadership, the Executive Board was able to work with the Headquarters Staff, the branches and individual members, so that many new features were added and the association was able to go forward on a sounder financial basis.

Frances Kern was secretary-treasurer of the Association for Childhood Education from 1931 to 1933. Agnes Adams held a vice-presidency representing primary grades on the board of ACE, in the years from 1941 to 1943. Edna Dean Baker served on the National Association of Nursery Education Board and on the National Council of Parent Education Board for three terms each during the decade between 1930 and 1940.

FACULTY AND STAFF PUBLICATIONS. Elizabeth Harrison continued to write until the close of her life in 1927. Her last book, *Sketches along Life's Road*, was published by the Stratford Company of Boston in 1929. A review of it was contained in *Our Guidon* for April, 1930. A collection of Elizabeth Harrison's stories, known as the *Story World*, was published under the editorship of Carolyn Bailey in 1931. The interest in Miss Harrison's books has

remained even to the present time, particularly in her tales and her books, *Misunderstood Children* and *Two Children of the Foothills*, true stories about young children who were misunderstood, as are many children of the present day. Such books, which do not deal with changing child psychology and technical nomenclature, are timeless like the stories children themselves have loved through the generations. They never grow old.

Francis M. Arnold, a faculty member of National College of Education, who was not only a musician but a student and teacher of the arts, compiled prior to 1930 several books of rhythms for children which are still in use: *Child Life in Music; Festivals and Plays for Children; Rhythmic Plays*. His last book, which came out in 1932, under the title *Musical Experiences of Little Children*, was done in collaboration with Nina Kenagy, director of Mary Crane Nursery School. Mr. Arnold was for many years a member of the Chicago Literary Club and had read six papers before the club at the time of his death in 1935.

Between 1920 and 1930, Edna Dean Baker, as one of the teachers in the field of church school education for children, was the author of two books, *The Beginners Book in Religion* and *Kindergarten Method in the Church School*, both published by Abingdon Press, and for many years used as textbooks and reference books in training classes for church school teachers. A third book, *Parenthood and Child Nurture*, published by MacMillan and Company, included suggestions for the moral and spiritual nurture of the child in the home, as well as for other aspects of the personality. Edna Dean Baker's story of the nativity and childhood of Jesus, entitled *A Child is Born*, was published in 1932 by Reilly and Lee. Later an edition was published by the Whitman Company for the Woolworth Stores. Because this edition sold very reasonably, hundreds of thousands of copies were bought by parents in the years between 1930-40. The beautiful illustrations by Mary Royt added greatly to the charm of the story for children. *The Worship of the Little Child* by Edna Dean Baker was first published by Cokesbury Press in 1927. Miss Baker continued to write in the field of the religious development and nurture of children for many magazines, including *Childhood Edu-*

cation, National Parent-Teacher, American Childhood, and various church school publications of the different denominations.

Songs for the Little Child, a music book of which Clara Belle Baker and Carolyn Kohlsaet were co-authors, came out in 1921, published by the Abingdon Press. A gift edition with illustrations in color by Pauline Batchelder Adams was published in 1938. For many years there was a large sale of Victor Records of these songs, which were a happy combination of original verses and folk tunes. Clara Belle Baker and Edna Dean Baker were co-authors of two sets of basal readers, published by the Bobbs-Merrill Company. The first series known as *The Bobbs-Merrill Readers* came out in 1924 with new editions in 1930 and 1939. *The Curriculum Readers* were first published in the decade between 1930-40. The primary volumes were prepared with the collaboration of Mary Maud Reed of Teachers College, Columbia University; and the middle grade readers with the editorial advice of J. Ralph McGaughy of Columbia University. Five other members of the college faculty participated in the preparation of the "Activity Books" which accompanied *The Curriculum Readers*, Nellie Ball Whitaker, Edith Ford, Elizabeth Springstun, David W. Russell and James H. Griggs.

Curriculum Records of the Children's School, first published in 1932, was the work of the staff of the Children's School. Those participating in organizing and writing various parts included Clara Belle Baker, Louise Farwell Davis, Sara Loffler Black, Edith Ford, Violet Rush Geiger, Elizabeth Springstun, Dorothy Weller, Nellie Ball Whitaker, Jean Rumry, and Mary Gonnerman. A revised edition of this book, which found its way, as did the earlier edition, into the libraries of many colleges of education as well as collections for classroom teachers, principals and superintendents, was published in 1940. New members of the faculty who participated in preparation of the second edition were David W. Russell, Arthur Witt Blair, Maurine Bredeson, Anne DeBlois, James H. Griggs, Margaret McPherson Brown, Alida Shinn. This edition, as well as the first, was published by the Bureau of Publications of National College of Education.

During the years from 1930-40, Edith Ford, Virginia Byington, Elizabeth Springstun, David W. Russell and James H. Griggs prepared silent reading materials for Classroom Teachers Inc. Other contributions during this period were the articles of Miriam Brubaker and Edith Maddox, written for *Child World*, published by the Quarry Press. All this activity indicated the trend toward cooperative authorship which in the field of writing is such a significant development of this century.

Participation of Faculty in Emergency Programs

EMERGENCY PROGRAM FOR NURSERY SCHOOLS.

The nursery school movement had its beginning in the United States during the years of World War I, and immediately following cessation of the actual fighting. At the time of the White House Conference on child health and protection in 1930, often referred to as "The Hoover Conference On Education," there were 343 nursery schools in the United States. Edna Dean Baker was a member of the Pre-School Committee which in its report made this statement, "There is yet no clear attitude on the question of public responsibility for the nursery school." In 1931, George D. Stoddard, director of the Iowa Child Welfare Research Center and president-elect of the National Association for Nursery Education, made the statement in an address before its convention:

"If we are serious about this matter of universal nursery education, we must be prepared to recommend an expenditure of possibly one-half million dollars per year on the systematic education of five million pre-school children. Such an item involves a major economic readjustment. If only we could be sure that the government wanted to extend its public work, we might propose such a plan as a contribution to national economy. It would lead to new construction, new employment, new careers."

Two years later on October 23, 1933, Harry L. Hopkins, Federal Emergency Relief Administrator, sent out the authorization for the Emergency Nursery School Program with this remark:

"The educational and health programs of Nursery Schools can aid as nothing else in combating the physical and mental handicaps being imposed upon young children in the homes of needy and

unemployed parents. The two-fold purpose is to help the children of the needy and to employ the unemployed."

This program was under the joint direction of the Office of Education and the Federal Relief Administration, later to become the Public Works Administration. The state organization included the State Superintendent and the assistant to the State Superintendent; and the local administration included the local Superintendent, the local Supervisor, and local philanthropic health and relief groups. The plan involved the preparation of literature included in pamphlets, in reports of the work, and in a teacher-training bulletin. The training program included use of state and private institutions and traveling teachers, with courses extending from two weeks to six weeks.

ORGANIZATION OF FEDERAL NURSERY SCHOOLS.

The detailed administration of this project was entrusted in the beginning to Mary Dabney Davis, Nursery-Kindergarten-Primary Specialist in the Office of Education, who was loaned temporarily by the Office of Education to the Relief Administration. Dr. Davis almost immediately informed the National Association of Nursery Education meeting in Toronto. The association, after prolonged discussion on the project, offered its cooperation in setting up the national program. Subsequently cooperation was offered also by the National Committee of Parent Education and the Association for Childhood Education. From these groups, a National Advisory Committee on Emergency Nursery Schools was formed. The members were Edna N. White and Ralph Bridgeman, representing the National Council of Parent Education; Lois Meek and Abigail Eliot, representing the National Association of Nursery Education; George Stoddard and Edna Dean Baker, representing the Association for Childhood Education. Edna N. White was made chairman of the committee, and Edna Dean Baker, secretary. It was agreed that the committee should assist in formulating policies to guide the development of the schools, provide supervisory service to the states desiring such help, and prepare the needed literature. A grant was secured by Dr. Davis and the committee from the Laura Spelman Rockefeller foundation; ten national

and regional advisers undertook the responsibility of working with the states in setting up the programs and in recommending assistants in these states to work with the Relief Administration and the State Superintendent's Office. Many persons were loaned by institutions. Several of these accepted only travel stipends.

PARTICIPATION OF THE COLLEGE. National College of Education loaned its president, as a member of the National Advisory Committee and later as one of the national and regional specialists, assisting states in the organization of the program. The states in which Edna Dean Baker was responsible for getting the program under way were Illinois, Indiana, and Kentucky. She visited the capitals of these states, conferring with the heads of departments of education. The college further participated in the program by loaning Harriet Howard for two years as assistant in the State Superintendent's office for the supervision of this program in Illinois, with the joint responsibility of coordinating the program between the State Office of Education and the Office of the Federal Emergency Relief Administration. Miss Howard's salary was paid by the State and the Relief Administration. National College of Education offered several short institutes and training courses for Emergency Nursery School teachers. The program for such institutes was planned by a committee, representing training centers in the state. A selection of personnel admitted to the training courses and assigned as teachers or other workers in the Nursery School Program included kindergarten, nursery school, primary, home economics, and nursing, as possible background. Such employees as cooks, maids, nutritionists, and nurses, also had to be selected. It was necessary for the children who actually attended the nursery schools to have their eligibility determined. The age levels were from two to six, and the classes included rural, mining, and urban groups, and also children of migrant workers or those on subsistence homesteads. For the most part, the children were wisely selected from the groups most needing the help of the nursery schools during this period and most entitled to it because of their economic status.

EVALUATION OF THE PROGRAM. Conferences of national, state, and local supervisors and leaders were held from time to time in various regions of the country, such as Chicago, Los Angeles, and Boston. The conferences were attended by national leaders, with possibly a few state and local leaders present. Through these conferences, it was possible to pool experiences, to present problems for discussions, and to evaluate results of the program to date. It was the most valuable means of keeping the program fairly well coordinated and the leaders encouraged and stimulated to correct mistakes that were being made.

Some of the handicaps were scarcity of well-trained teachers, inability to supply food because of lack of support for the program in individual states, poor housing, little or no equipment, and little or no health supervision, as in the overall national picture for education. On the other hand, the good outcomes seemed to overbalance the mistakes and weaknesses. The unemployed teachers and staff showed better health and better morale than when they came on the job. Their money was spent in the local communities, thereby helping the communities. The unemployed teachers were receiving valuable training which would help many of these people in their own homes with their own children. The health of the children who attended the school improved. Where food could be supplied, they had better nutrition, and their happiness was noticeable. In the case of the parents who had the education conducted in connection with the nursery schools, there was noticeable improvement of health and morale and of general home conditions, such as order, cleanliness, choice and preparation of food, and guidance of children. In fact, so great were the advances, in spite of the disagreements and mistakes and lacks, that each year the program was adopted for another year.

One of the great advances that accompanied this program was the amount of publicity which many newspapers and other publications gave to the experiment; a publicity which had not been available before this period for needs of children and educational programs to supply them. Education, therefore, of the public concerning young children was greatly increased, and many parents gained insight

invaluable in understanding their own children and in managing their own homes. The friendliness of many parents to the program was, of course, the factor that kept it alive, locally as well as nationally.

EMERGENCY RECREATIONAL PROGRAMS. In addition to the program instituted by the groups sponsoring the nursery school as a part of the emergency educational program, another group, representing recreational agencies, developed a program for young children, called the WPA Play School. In the beginning, the possibility loomed of considerable conflict between the two groups because the communities did not understand the difference between the two types of schools that were being initiated. The National Advisory Committee on Emergency Nursery Schools took the initiative in inviting the group working on the WPA Recreational Programs to send representatives for a conference. After hearing the need for recreational programs and discussing some of the points of disagreement in the area of the young child, the Nursery School Committee came to the conclusion that there could legitimately be more than one type of group that might contribute in meeting needs of pre-school children in our country, and that it would therefore be wise to cooperate with other movements in order to work out an orderly, helpful adjustment between such groups. This outcome with resulting action was probably one of the really helpful conclusions coming out of the experiment with the nursery school on a nation-wide program.

National College of Education was among those agencies called upon to help the leaders in the Chicago area and in the state of Illinois, with problems of WPA Play Schools for young children in the state. Miss Baker and other members of the college faculty were asked to give talks to recreation workers with young children. They assisted also by visiting the play groups and giving frank suggestions on needed improvement, especially on methods of guiding young children. Illinois was one of the states that did an especially good piece of work in this area, which did not in any way duplicate the work of the regular nursery school. The periods were quite short, about two hours in the morning or afternoon, and they did not offer a comparable service to the Emergency Nursery Schools in supplying

a full day's program and taking care of the needs of young children through rest periods, naps, and feeding. Many of the nursery schools, however, did an excellent piece of work in all these respects, as well as in the matter of carefully guided activity and habit formation.

THE GOLDEN ANNIVERSARY, 1886-1936

The fiftieth year is regarded as a real milestone in the history of a college, since many institutions do not live that long. Fifty years provides a vantage point from which one may appraise the accomplishments of an institution and look forward to the future. Sometimes the celebration has been limited to the family of the institution, including its trustees, faculty, students, and alumnae, but in recent years it has become more and more prevalent to consider the institution as a part of the larger community. In its setting of community, region, and nation, one can better see the achievements of the institution and analyze its possible future potential. On the blanks to be filled by those recommending a teacher we usually find the question, "What are the possibilities for future growth?" In terms of such a question a college celebration for fifty years or a hundred years may be something more than a jollification for accomplishments to date.

PREPARATION FOR THE FIFTIETH BIRTHDAY. The celebration of the fiftieth anniversary of National College of Education in 1936 was approved by the Board of Trustees in January, 1935. This approval included the appointment of Edna Dean Baker as chairman of a committee to arrange for a fitting celebration of the fiftieth birthday, the committee to consist of representatives of the various groups and organizations with which the college was cooperating. The issue of *Our Guidon* for fall, 1935, announced the representatives of the various groups that had been working with Miss Baker, as chairman of the Planning Committee, from the spring of 1935: They included for the Board of Trustees, John E. Stout; for the Governing Board, Mrs. Conrad H. Poppenhusen and Alexander Moseley; for the National Alumnae Association, Dorothy Weller, president; for the Parents Council of the Children's School, Mrs. Earl E. Graham; for the Mary Crane League, Mrs. Alonzo Peake, president; for the faculty, Charles F. Davis; for students of

the college, Marguerite Jacobsen, president of College Council. A valued sub-committee collected historical data and prepared a list of significant events taking place during the fifty years. This anthology of significant events provided the background for the whole celebration, resource material on the history of the college that could be quickly available in connection with the activities of the various committees.

The committee, in planning the activities and events for the 1936 celebration, considered it an instrument for the education of those connected with the college itself, as well as the public. The general approach is revealed in the article of *Our Guidon* on the fiftieth year:

"National College of Education celebrates its fiftieth birthday in 1936. It was established by Elizabeth Harrison and Mrs. John N. Crouse in 1886, with a little group of five students. It has grown through these fifty years into a stable institution with alumnae numbering over five thousand, a student body of over six hundred a year, and a Children's School of two hundred pupils from nursery school through the eighth grade.

"Fiftieth birthdays are golden birthdays. Of the many schools established when the college was founded, few have persisted through the years. It is a rare achievement to have served the children of this country for half a century in the training of teachers and parents. The college has had a notable history; it has supplied leadership in the field of childhood education; it has been instrumental in helping to create new aspirations for teachers and parents; it has sent its graduates to every state in the union and to nineteen foreign countries. Its faculty members have lectured extensively in this country, and millions of copies of their books and magazine articles have been circulated at home and abroad."

The committee planned to center the celebration in the months of April and May, opening April 22 with a conference for parents, including in the events the annual Alumnae Home-coming, May 16; the Spring Festival, May 15, which would be an historic pageant; and closing with commencement, June 3, 1936.

Edna Dean Baker summarized the three objectives for the anniversary in presenting the plan for the celebration to the Governing Board:

"Let us make our celebration count in three ways for the progress of National College of Education: first, in informing and inspiring

alumnae, faculty, and students, by the recall of these fifty years of history for our own institution and the movement in childhood education which it parallels; second, in making the college better known to the public in general and the teaching profession in particular; and finally, by causing the year to be a really golden one through generous support of the work of each cooperating group represented on the committee. 'And ye shall hallow the fiftieth year . . . and it shall be a jubilee unto you'; Leviticus 25:10."

PUBLICITY ON THE CELEBRATION. In reaching the objectives for the fiftieth year celebration, National College of Education had wonderful cooperation from the press: the three Chicago dailies, the *Chicago Tribune*, the *Herald Examiner*, and the *Daily News*, as well as the weekly publications in the Chicago area; and one excellent Associated Press release. In addition to general articles on the college and its history, the newspapers carried a description of each specific event, illustrated with current photographs, during the two-month period when the celebration was at its height.

Each of the college publications dedicated one issue to the Golden Anniversary, while every issue of the year 1935-36 carried one or more news notes on the celebration. Students chose the gold color for the binding of each anniversary publication. The student newspaper, *Chaff*, had a special design made for its cover; a triangle with the college building centered in it, and two candles lighted, bisecting the two lower angles of the triangle—a simple but effective symbol on their gold cover. The issue carried a description of the Jubilee activities, particularly of the pageant and its queen, Gretchen Collins, known affectionately as "Gretch." One article carried the heading, "A Day at N.K.C. Is Reviewed," and a parallel article, "A Day at N.C.E. Is Reviewed." The students were admonished by a rhyme, "Don't Miss It," which urged attendance at their Leap Year Jubilee dinner dance.

"I knew you'd weaken—it's just too nifty,
Evanston Country Club and only four-fifty,
May thirtieth—the dinner dance you'll see,
Let's close the year with a Jubilee!"

No one who attended will ever forget that celebrated dinner dance, marking the fiftieth milestone.



Queen of the Golden Anniversary Festival

The Golden Anniversary issue of *Our Guidon* gave a short history of the college entitled "Yesterday and Today." It gave in chronological order dates and significant events through the years from 1879-80 to 1936. Another historic item much appreciated was a list of alumnae presidents from 1895 to 1936. The interest of this delightful magazine published for the alumnae was enhanced by the use of many photographs, some from early years, others giving scenes in the Evanston building. One picture showed a science class of 1904, taking a field trip at the Sand Dunes. Led by the science instructor, they trailed beside him and behind him in long skirts reaching to the ground, wearing gloves, hats, and immaculate shirt waists. The labor with which they walked under these conditions, in high-heeled shoes that matched their costumes, may be imagined by those who in modern times have taken field trips to the sand dunes of Indiana. Another very delightful photograph of those "olden days" showed a college class sitting around a hollow square, having a lesson in using small blocks, "the sixth gift of the Froebelian Gifts."

The historic issue of *The National* was, of course, the yearbook for the Class of 1936, and from the fly leaf to the last page of the volume, it was a beautiful record of the fiftieth anniversary. A few lines by Edna Dean Baker pay tribute to the fifty years of activity and achievement:

Like threads of golden light,
 Every separate achievement,
 Each radiant personality,
 All the varied activity
 Of fifty years together
 Is woven into a garment,
 Beautiful to the sight,
 To childhood an offering
 For its fairer appearing!

A history of the college in blank verse was written by Clara Belle Baker, as the narrative for the historic pageant. Entitled, *Fifty Years of Service for Childhood*, the narrative began thus:

The children were not always free as now
 To grow and laugh and play in glad abandon;
 Not always were adults aware as now
 That happy, active, busy childhood leads
 To youth still rich in plans and purposes,
 That boys and girls who think creatively
 Become the citizens whose daring thoughts
 Conduct the group to high plateaus of art
 And social living.

Along life's road an eager dark-eyed girl,
 One loving children, understanding them,
 Came to Chicago many years ago
 To study and observe. She found that much
 Was to be done, that mothers, teachers, too,
 Were needing help in guiding little ones.
 This earnest, dark-eyed daughter of the South,
 Whose name was Betty Harrison, one day,
 Began to teach a kindergarten. Then
 There were but three in all Chicago, none
 In any public school, but Betty Harrison
 Had guessed that this new way of guiding
 Plastic children would have great import
 In future education.

EVENTS OF THE CELEBRATION. By far the most spectacular event of the celebration was the pageant presented by the students under the direction of Etta Mount during the three-day alumnae home-coming. The festival reviewed various episodes in the history of the college, contrasting early and later childhood education. Most amusing was the gymnasium period of olden days, in which

students clad in full bloomer suits demonstrated with clubs. Boys and girls of the Children's School participated in depicting the old-fashioned kindergarten routine on the rigid circle, and in contrast the modern activity school. In the closing tableau Edna Dean Baker, at the request of the pageant committee, symbolized the spirit of Alma Mater, leading a little child up a series of steps toward a light, which shone like a star, as the spirit of Alma Mater and the child looked upward. Those who had participated in the pageant were all in the background looking up from below toward the star and the ascending figures, recalling the words of Kahlil Gibran in the poem, *Child*, "You can house their bodies but not their souls which dwell in the house of tomorrow. These you cannot follow even in your dreams."

The opening assembly for the celebration was addressed by Mrs. Andrew MacLeish, a member of one of Elizabeth Harrison's early mothers' classes, and Georgene Faulkner who graduated in the class of '96. These alumnae gave reminiscences of the early days of the college and of Elizabeth Harrison, its founder. The All-Day Parents' Conference was the contribution of the Parents' Council of the Children's School. The plan was designed to meet various needs and interests of participants and was arranged to survey the field of child-family-parent relationships. The general theme was Guidance in the Development of Personality. Over seven hundred people, chiefly parents, from the North Shore were in attendance. It was in a sense the climax of ten years' work in parent-teacher cooperation in the Children's School.

The All-Day Conference for Superintendents planned by the Supervision Department of the college followed the Parents' Conference. More than one hundred superintendents and supervisors from Illinois, Indiana, Wisconsin, and Michigan spent the day at National. They visited the different rooms of the Children's School and conferred with the teachers; they saw a demonstration of library work in remedial reading by Louise Farwell and assistants; they heard Henry Otto, educational director of The W. K. Kellogg Foundation, speak on "New Standards of Promotion," at the noon luncheon; and they participated in three discussion groups in the afternoon on



Play Day in the Jubilee Year

"Problems of Beginning Teachers," "The Newer Grading," and "Elementary Science."

One of the most interesting events of the jubilee program was Dads' and Mothers' Day for parents of the college students. This was the first parents' day at the college in which parents visited classes and teaching centers with their daughters, had tea with the faculty in the afternoon, a jolly dinner with toasts, and a play by the Dramatics Club in the evening. Beaming daughters and happy parents gave encouragement to make Dads' and Mothers' Day an annual event. Play Day held on the campus in the early spring was another opportunity for a jollification.

The climax of the celebration was the special Anniversary Exercises and public reception on Sunday afternoon, May 17, to which presidents and faculties of colleges, universities, and teacher-training institutions over the country, as well as alumnae and local

religious, civic, and educational organizations, were invited. Short addresses were given by Fred A. Cuscaden and John E. Stout of the Board of Trustees. The principal address by Frederick J. Kelly, Chief of the Division of Colleges and Professional Schools, United States Office of Education, was on the topic, "Teacher Training As a Liberal Education." The commencement exercises concluded the celebration. The speaker for the Baccalaureate, May 31, was Albert W. Palmer, president of the Chicago Theological Seminary. The speaker for commencement was Ernest Fremont Tittle, distinguished pastor of the First Methodist Church in Evanston.

GIFTS FOR THE GOLDEN ANNIVERSARY. Gifts presented in honor of the fiftieth year amounted to over \$12,000. The largest single gift was \$5,000, a bequest in the will of George Herbert Betts. It increased the total gift of Dr. and Mrs. Betts for the Muriel Betts Library of Childhood to \$15,000. Several contributions were made to scholarship funds—thirty partial honorary scholarships of one hundred dollars each, amounting to \$3,000 from members of the Governing Board and friends; \$300 for three partial honorary scholarships for returning seniors, from the faculty; \$1500 toward the endowment of the Elizabeth Harrison full honorary scholarship from the National Alumnae Association; \$600 for the Elizabeth Harrison and Mrs. John N. Crouse scholarships for the current period. There was an additional \$100 from the National Alumnae Association for the support of *Our Guidon*. Friends gave several hundred dollars for equipment in the Guidance Laboratory; and the students contributed over \$600 for a new tennis court.

CONGRATULATORY STATEMENTS. During the jubilee celebration, 128 telegrams and letters of congratulations and good wishes were received. These were sent by college presidents, deans, heads of foundations, ministers, superintendents, and others. A few quotations will indicate the spirit of these communications and give courage for the fifty years ahead:

"In the name of the American Council of Education, Dr. George F. Zook wishes to extend to National College of Education hearty congratulations on the completion of a half-century of illustrious service and good wishes for its future."

"The Carnegie Foundation for the Advancement of Teaching takes this opportunity of extending best wishes to National College of Education for many years of further usefulness, and congratulations upon the completion of fifty years of service."

"The University of Iowa extends its sincere congratulations to National College of Education on the occasion of the celebration of the fiftieth anniversary of its founding and upon this auspicious occasion desires to express its good will toward an institution which is nobly serving the cause of education."

"The pioneer work of your college becomes of added significance in the light of the increasing social and scientific emphasis on the early period of human development."

Arnold Gesell, *Director*
The Clinic of Child Development
Yale University

"I wish the pleasure of conveying to you the congratulations and best wishes of the Graduate School of Northwestern, and of saying to you and your associates how highly we esteem the young women, whom, from time to time, you send to us. May your second fifty years be even more notable than the half century which is now closing."

Franklyn Snyder, *Dean*
The Graduate School
Northwestern University

"I want to congratulate you on the fiftieth anniversary of the founding of National College of Education. You have developed an institution which has been of tremendous worth to education and have reason to be proud of your accomplishment."

J. R. Skiles, *Superintendent*
Evanston Public Schools

"Please accept my congratulations on the occasion of the fiftieth anniversary of the founding of National College of Education. This is an event of deep significance since it celebrates the beginnings of a movement which has been of far-reaching influence and deep-lying good. Truly the childhood and young womanhood of this country have been enriched and otherwise blessed because of the fact that you and your splendid staff of workers have labored in the field of elementary education."

Dessalee Ryan Dudley, *Assistant Superintendent*
Battle Creek, Michigan, Public Schools

"The high ideals and educational standards achieved by National

College of Education have won the respect and admiration of all who are familiar with the work you are doing. In behalf of the Presbyterian College of Christian Education I extend congratulations and felicitations to you and your school on this significant occasion and our best wishes that your further achievements built upon the splendid foundation already laid may be a fulfillment to your dreams, a justification of the faithful efforts of all who share in its administration and a vindication of the educational ideals which have motivated its creation and development."

Robert Lee Sawyer, *President*
Presbyterian College of Christian Education

Chapter Sixteen

RELATIONSHIPS OF THE COLLEGE WITH
THE PUBLIC

Cooperation with Other Institutions

ROLE OF THE COLLEGE IN THE COMMUNITY. For many years, colleges and universities were isolated communities within a city or a rural area and they did not catch the vision of themselves as a part of the total community. The so-called separation between "town and gown" has been criticized by civic leaders and some educators who sense that the various conflicts between educational institutions and the community are the result of such limited thinking. More and more clearly leaders in higher education have recognized that the common feuds between communities and the institutions which they house are the result of "living in ivory towers," as they ironically term the institution's withdrawal from the life around it. In modern education many individual schools have been developing good relationships with the community, although still too many educational institutions cling to the "ivory tower."

Among the agencies of special importance to National College of Education have been cooperating schools and school systems, parent-teacher associations and clubs, social agencies, churches and church schools. In each case, the agency has had a very important part in the development of the college. It is not possible to develop any relationship such as one between a teachers college and cooperating school systems without personnel to operate the plan and without a method of approach and procedure. Cooperation is more difficult because the two or more organizations involved must each cooperate, and each must compromise. Cooperation depends upon mutual understanding, mutual desire, mutual sacrifice, as well as mutual gains, to make the relationship succeed.

PLACEMENT OF STUDENT TEACHERS. The group immediately responsible for developing relationships with the schools

and school systems in the community, was the Department of Student Teaching, sometimes called the Supervision Department. This department included, in the period between 1930-40, six persons all of whom had been well prepared in teachers colleges, and held one or more university degrees. They included the chairman of the department, associate chairman, director of curriculum, who gave part time in the department, secretary, and director of placement who was in charge of placement of graduates. Each had a field of specialization in elementary education: nursery school, kindergarten, primary, or later elementary. National College of Education was fortunate to have as chairman of this department for many years, a person highly gifted in social cooperation, Harriet Howard. In 1930-31, the college was using forty-two schools, settlements, and institutions as student teaching centers. The work was distributed to departments as follows: 14% in nursery school, 36% in kindergarten, 45% in primary grades, and the remaining in later elementary grades and special education. The forty-two schools, settlements, and institutions, serving as student teaching centers, were located in public schools, from Highland Park to Chicago, including the towns of Evanston, Wilmette, Kenilworth, Winnetka, Glencoe, and Highland Park. Later this list was expanded to include Glenview and Northbrook. Independent schools were: Chicago Latin School for Boys, Chicago Latin School for Girls, Francis W. Parker School, Chicago, and North Shore Country Day School, Winnetka. Among settlements and day nurseries, were a few approved by the Chicago Social Agencies, where the college was able to place some student teachers, in addition to the Mary Crane Nursery School at Hull House.

The question will be asked how the college was able to secure the cooperation of these various school systems in such a teacher-training program. The approach to the superintendents of these schools was sometimes made by the college itself through the Supervision Department. Often it was made by an individual superintendent or school principal. The schools were really interested in the possibility of securing student teachers who already had had one and a half years or more of specialized preparation. These students

were able to be of considerable assistance to the room teacher where they were assigned, so that in harmony with modern educational philosophy, it was possible to give more attention to the individual child. From the standpoint of the college, the cooperation was desired in order that the students might get a breadth of experience in working with children of varying economic groups and racial and national backgrounds, presenting a wider variety of problems than could be found in a single campus school such as the Children's School at the college. Where two groups each have a purpose in cooperation and a certain humility concerning their own ability to do for children or youth all they want to do, without the help of the other, there is a good chance of working out a helpful relationship. In 1938-39, the percentages showed somewhat fewer participating in nursery school student teaching, and a larger number in later elementary. At this period, 124 different rooms were used in thirty-nine schools.

Toward the end of the ten-year-period, new ways of vitalizing the work of students and familiarizing them with the working programs of the schools where they taught, were introduced in some school systems. In Glencoe, the quarterly meeting of superintendent, room directors, and student teachers together with the supervisor from the college, made possible fine fellowship and vital discussion of educational policies and problems of general concern. Here, as well as in Winnetka, North Evanston, and Wilmette, conferences of student teachers with superintendents, at the beginning of each new quarter, proved an effective and happy means of making students feel themselves responsible members of the teaching corps. In Oakton School of South Evanston, conferences of small groups of students with the principal has been a technique which seemed worthy of hearty endorsement. At the college where weekly class conferences on student teaching were a part of the program over the years, several events were planned for which all of the student teacher groups met together. At two of these meetings, superintendents of schools outlined for students the guiding policies of their own systems. At another meeting, the director of guidance in Glencoe gave a most interesting discussion of the program she

directed. The programs for two other conferences were planned and carried out by student committees.

Although only a small percentage of students were interested in special types of work, yet the placement and supervision of this group entailed considerable time on the part of the Supervision Department. Among the specialized types of practice were: work with crippled or spastic children; play therapy for children in hospital playrooms or even, in individual cases, in beds; practice in special-help rooms. Such rooms, often called "opportunity rooms," were set up for children who were not making normal progress and needed special help. Rooms for hard-of-hearing and for sight-saving were also used; and students had the opportunity to assist special instructors in creative music, industrial art, and playground games. They also had opportunity to assist in children's libraries, sometimes at the college and sometimes in public schools. Limited opportunities, too, were found for them to assist in social agencies. These forms of specialized practice were, as a rule, confined to the fourth year, or the semester before graduation.

SUPERVISION OF STUDENT TEACHERS. Supervision of student teaching included three groups: the more experienced students who were doing student teaching in their junior and senior years; students who were having their first student teaching, usually in the second semester of the sophomore year; and a third group, called seminar students, graduates of liberal arts colleges who were preparing for nursery-kindergarten-primary teaching in a one-year program. This program consisted of about one-half time in student teaching and one-half time in class instruction. Since the seminar students were doing such intensive work in a single year of study and experience, they were given a great deal of help by the supervisors. The room directors with whom students were placed were selected by the administration of the cooperating schools with the approval of the college Department of Student Teaching, so that they were satisfactory to both groups.

In addition to group conferences for student teachers, large group meetings were held at the college usually three times a year for the directors who had students assigned to their classrooms.

These meetings provided an address often and group discussions. Special small group conferences were held at the college with directors having students for the first time and with those having seminar students. In all schools, including the Children's School at the college, it was customary for directors to hold conferences once a week with student teachers in their rooms. It was in all cases, the desire and the objective to meet the need of the individual student teacher through these smaller group conferences and to approach that need in the way best to further the educational program with children and to help the individual child.

The course in Introduction to Education given to freshmen provided for regular weekly observations in the Children's School from nursery school to eighth grade. The course in Curriculum Construction in the junior year provided for observation in many different schools where varied types of organization could be found. Such outside observations were arranged by the Supervision Department. Visits were made in Gary, Indiana; in Riverside, Downers Grove, and Oak Park, Illinois, as well as in the North Shore suburban towns and in Chicago itself. The observation included special schools and classes for handicapped children. Students taking these trips usually had the opportunity for some discussion with the principal or room teacher in the schools themselves.

The supervisory activities involved also a limited amount of observation of graduates, particularly the first year after placement in nearby school systems. These visits gave members of the department an opportunity to see what type of adjustment the new teacher was making and if possible to hold a conference with her. The objective of the conference, of course, was to relate her present work to her pre-service training. In 1936-37, the annual report of the president includes the following statement concerning this follow-up program:

"Number of communities visited, 17; number of superintendents interviewed, 11; number of supervisors interviewed, 5; number of principals interviewed, 14; number of 1936 graduates visited, 16; number of earlier graduates visited, 14. Such a program offers one of the best opportunities for the evaluation of the professional education which the college is giving and should make a definite contribution toward keeping it highly efficient."



Picture Book Corner in the Children's Library

THE CHILDREN'S SCHOOL IN THE PROGRAM. While the Children's School at the college was a part of the entire student teaching plan, it functioned somewhat differently than did any other school. The director of the Children's School and its faculty were free to select materials and equipment; decide upon methods and techniques in teaching; demonstrate and experiment as they thought wise. Students of the college, teachers in the community, educators near and far, were welcome to visit the school and observe what was being done by the college in the field of elementary education. This observation furnished a point of departure for questions and discussion. It is one of the outstanding reasons for such centers in teachers colleges, that they may by pioneer work help in guiding education in this country, and to some extent in countries abroad through students and visitors from other countries, who learn more from observation than from lectures and class discussion. The Children's School was used both as an observation center and for advanced student teaching.

In 1938-39 student teachers were assisting in all eleven rooms of the school, in art classes, in library, and in Guidance Laboratory, sixty students during the year and eighteen in the summer session. The sixty student teachers during the year were all seniors with fine records of previous attainment. Because the school was used continually for observation, the college assigned many of its most mature and able students to assist in this school. These student teachers participated in all phases of the work and had weekly conferences with their room directors. A teacher's handbook of thirty-five mimeographed pages containing policies and standards aided in inducting student teachers into the life of the school. Room directors saw these young women grow in skill and confidence during the term of student teaching. They were always eager when the room director left for a few days to assume the responsibility of classroom management.

The Children's School was used regularly as an observation center for professional courses in the college. In 1930-31, at the beginning of this decade, 136 freshmen observed regularly in the Children's School, for classes in Child Development and Introduction to Teaching, after preparation for intelligent observation by their college instructors. In the second semester of 1930-31, 136 sophomores and 23 mid-year freshmen had this opportunity. In the summer session, 73 students were enrolled in the course for Supervised Observation and many more used the school for occasional observation. During this year and summer session, 325 visitors' cards were filled by outside educators, each one of whom observed for a half day or longer in the Children's School. These observers included superintendents, supervisors, teachers in service, students and faculty members from other colleges, social workers, and high school students taking courses in Home Economics and Parent Education. Classes from the School of Education, Northwestern University, came frequently for observation. In 1936-37, seven years later, 490 outside educators were registered in the office of the Children's School. As time went on, members of the faculty in other colleges and schools of education, often made arrangements to bring their classes for a day, for observation and discussions with the director of the Children's School. Occasionally such groups came in buses from a distance.



A Sixth Grade Broadcast

One such group came from Tennessee, another group from Atlanta, Georgia, while groups frequently came from nearby states. Perhaps the most fruitful observations by individuals and groups using the Children's School, from the standpoint of value to childhood, were those of parent representatives of parent-teacher associations in the Chicago area. Although parents of pupils in the Children's School were always welcome, groups of children often invited parents to spend a morning or a full day with them, to follow their regular program. Enrollment in the Children's School varied from 200 to 250, and at least one parent of every child was present during the year for one or more room sessions and for one or more of the special events

in which parents and teachers cooperated. This living together of parents and teachers was undoubtedly the most effective method employed by the school in furthering the total education of the child and in giving him the right kind of environment for health, happiness, and social development.

PROGRESS IN PLACEMENT OF GRADUATES. The Bureau of Recommendations, later known as the Placement Office, was connected with the Supervision Department but had its own secretary who was continually in communication with superintendents of schools and with agencies for the placement of teachers. The report of the secretary for 1936-37 showed a decided increase in the number of requests for beginning classroom teachers, and also for experienced teachers with advanced study, to act as instructors in teacher-training institutions, supervisors, principals, and special teachers, including those for remedial teaching, part-time music and art. These requests numbered about 350, an increase of 115 over the record of the previous year. Thirty-seven per cent of the requests were from new patrons. The total number came from nineteen states and Washington, D. C., with Illinois, Michigan and Wisconsin far in the lead. In 1938-39, there was a decided increase in the size of the graduating class but in spite of the fact, 90% of the group had been placed by October, 1939. The percentage of placement maintained by the bureau during the years from 1935 to the end of the decade, was from 90% to 95%. Salaries for beginning teachers in 1938-39 ranged from \$1,000 to \$1,500 in Michigan, from \$950 to \$1,250 in Wisconsin, and from \$800 to \$1,400 in Illinois. These salaries were typical of what was being paid over the country at this time for inexperienced teachers in the elementary school. In placing graduates, the college had contact with many school systems in many states and with private institutions, as well as public. Some of the schools for young children were in settlement houses and day nurseries. Beside the regular teaching positions, the Bureau of Recommendations did a supplementary piece of work in assisting students to find summer positions where they were able to earn some money toward the college expense for the coming year. The bureau also made contacts with church organizations needing church-school teachers

on behalf of students desiring to give this service. In fact, the bureau handled requests for teachers and workers with children from a great variety of sources and also assisted in giving information by letter to those inquiring about teachers for various types of educational and recreational programs.

During this decade from 1930 to 1940, the two secretaries of the Placement Office, Florence Linnell (1930-38) and Dorothy Whitcomb Clarke (1938-41) did an especially creative and helpful service for the college. Miss Linnell laid the groundwork for the office in 1926-1930 and served through the difficult years of the "Great Depression," for schools as for all other institutions. Mrs. Clarke came into the Placement Office in 1938 in a period of gradual expansion but with salaries for teachers still very low compared with those being paid in many other lines of work.

Expanding Interests

PUBLIC RELATIONS THROUGH OTHER GROUPS.

Several departments and faculty committees were active in the community. The Committee on International Relations and the Honorary Scholarship Committee won the interest of local organizations in their work. The Music Department frequently arranged to bring in artists for concerts and assemblies from other musical organizations and to give programs with the choir or the glee club for other organizations. This department also extended invitations to music personnel from other groups to be present for special events or asked to have the general public invited for a program. The Publicity Committee, of course, used all means available to publicize coming events at the college to which the public was invited. It has been said that children are always interesting to the public, that people like to know about the educational activities of their area and are most concerned to learn the import of studies which are made in schools. The Publicity Committee was on the alert to find and share any information that might be of interest or value to the public.

The Alumnae Association of National College of Education and individual alumnae were a large factor in contact with the public



Alumnae Gathering at National College of Education

through the many communities where they were living, which included every state in the United States and at the beginning of World War II, twenty-one other countries. Individual alumnae were in touch not only with schools where they were teaching but with many other organizations in their various communities including churches, social agencies, libraries and others. Several alumnae of other countries had direct connections with the governments of these countries, serving in the Ministry of Education. Some of the information circulated by individual alumnae, the college never even knew about until the

stories arrived in clippings, supplied by a Clipping Bureau or sent in letters from individual alumnae.

The Alumnae Association and its various chapters also initiated activities for the benefit of children in cooperation with local organizations, and were able to secure good publicity for such group undertakings.

COOPERATION WITH NATIONAL KINDERGARTEN ASSOCIATION. An organization with which the college had an affiliation, National Kindergarten Association, with headquarters in New York City, continued to cooperate in making the work of the college known to states and cities which asked the association for help in selecting suitable kindergarten teachers and equipment. During the building years and later, the association through its secretary, Bessie Locke, helped Edna Dean Baker in making appointments with individual donors in New York City and with foundations. Miss Locke herself, her associate Miss Ovens, and many members of the National Kindergarten Association Board gave loan scholarships for students not able to complete the course at the college without this aid. Mrs. Henry Phipps of New York City, who remained an interested member of the N.K.A. Board throughout her life, became also an active and generous trustee of National College of Education.

Edna Dean Baker was made an honorary vice-president of National Kindergarten Association, and during the years of her presidency of the college she often attended meetings of the N.K.A. Board in New York City and made presentations of the college program. In turn she assisted the National Kindergarten Association by answering questions of a professional nature and by reading critically before publication the syndicated articles for parents which appeared weekly in over 900 newspapers in the United States.

COOPERATION WITH MARY CRANE LEAGUE. Mary Crane League was one of the agencies in the community with which the college had close relationship. In the fall of 1933, it became necessary for National College of Education to have some relief in the heavy operating expenses of its annual budget. The trustees felt

it would be necessary to close the Mary Crane Nursery School unless a way could be found to raise the annual amount needed, which at that time was approximately \$10,000 a year. Edna Dean Baker explained to the board of the Mary Crane League the falling enrollments and reduced income of the college, and the necessity of relief from the responsibility of financing the nursery school. Before this time, the Mary Crane League had carried only a small part of the operating expense of the school, and when faced with the figures, felt insecure about the ability to raise this much money annually. However, the league members appreciated the great value of Mary Crane Nursery School to the children of its community, to the city of Chicago, and to the college itself in its program for the training of teachers. They were aware of the reputation nationally which the school had achieved under the supervision of the college and of the stream of visitors from all over the world. They, like the president and faculty, felt that the school must go on, and they therefore pledged support for one semester with the promise that if they succeeded for that long a time, they would continue for the year at least. Their success in securing the amount of money needed not only in the first year but in continuing years, for the operation of the Mary Crane Nursery School, is now a well-known story. The league has been successful in awakening the public to the great work of the nursery school and in touching their hearts to the point of giving the necessary support. From \$10,000 to \$30,000 a year is a long step for an organization of women to have taken, and yet that is the financial story of Mary Crane League. The membership in the league, of course, has grown; the number of chapters is greater today than would have been thought possible at the time the league was organized. The old saying, "Nothing succeeds like success," has been true of the growth of Mary Crane League, but behind the success there has been much hard work and sacrifice on the part of many women and much interested giving, not only of money but of time and effort.

It was agreed between the Mary Crane League and National College of Education at the time the change was initiated that the

college would continue to supervise Mary Crane Nursery School, and to assume responsibility for its educational program. The director of the school and the teaching staff were to be selected by the college and their appointment confirmed by the league, while the salaries were to be determined and paid by the league. The college agreed to supply to Mary Crane Nursery School, student teachers for each group of children during the school year. These students, except for two scholarship assistants, were to be assigned quarterly in connection with the regular student teaching program. The league agreed to provide transportation and lunches for the scholarship assistants, seniors who were assigned originally for a year but later for each semester separately. The college agreed to provide scholarships for the two student assistants. The annual tuition, at that time \$300, has gradually been raised to the present figure of \$630. The college continued to sponsor a large gift of food supplies and clothing from students at Thanksgiving, and student gifts for the children at Christmas. Originally one group of mothers of children in the Evanston Children's School with a few alumnae and friends constituted the Mary Crane League. At the present time two of the twelve chapters are made up chiefly of mothers from the Children's School. Several presidents of Mary Crane League have been women whose children attended the Children's School for one year or longer.

The personnel through whom this relationship of National College of Education to the Mary Crane League functioned for several years were Clara Belle Baker, director of the Children's School, who became a representative of the college on the board of the Mary Crane League; Vera Sheldon, who became a member of the Committee on Admissions which handled the problem, with representatives of other agencies, of selecting the children to attend Mary Crane Nursery School; and Harriet Howard, who for many years had the general supervision of the educational work of Mary Crane Nursery School, including the student teaching. Martha Fink of the college faculty helped with the parent program, as did Viggo Bovbjerg, and gave the psychology tests each year to the children. Edna Dean Baker

worked closely with the Mary Crane League through all the early years of the affiliation, visiting the school frequently, and attending the conferences of agency heads which Jane Addams called from time to time.

A SPECIAL PROJECT. One especially valuable project during these years began at the time of the Century of Progress in Chicago. Carson, Pirie, Scott and Company, one of the oldest Chicago mercantile houses on State Street, was interested in cooperating with National College of Education in setting up an exhibit in its store which would be of real educational value to children and parents. Many large business firms in the city were planning to have exhibits of interest to visitors. After the project cleared the Administrative Council of the college, several members of the faculty served on a committee to work with staff members of Carson, Pirie's in setting up the exhibit, to which the store devoted a large section of an upper floor. The general purpose of the project was to show one hundred years of progress in the development of children's toys and play materials, and to provide an exhibit of the most satisfactory furniture and equipment available for the home nursery, playroom, and child's bedroom, as well as for the modern kindergarten and nursery school. The cooperative activity secured some very unusual exhibit material in dolls and toys of various kinds from the early nineteenth century to the period of the exhibit in 1936-37. A kindergarten room of the nineteenth century, similar to the one first set up in Watertown, Wisconsin, was depicted with the educational materials in use at that time, and the furniture, books, and pictures. In contrast to this, the exhibit featured a modern schoolroom for kindergarten children and a nursery school for younger children. Much was learned even by members of the committee from this project, and the great interest of the officers of the business firm and leading personnel in the store was one of the valuable results. Hundreds of out-of-town visitors to the Century of Progress went through the exhibit, and hundreds more teachers and parents of Chicago saw it. Much publicity was given to it in papers and magazines, another important result of the project.

Regional Conferences at the College

ANNUAL CONFERENCES FOR SUPERINTENDENTS.

During the years between 1930-40, the college held several annual conferences for superintendents, principals, and supervisors. The conferences were arranged by the Department of Student Teaching which consulted superintendents of schools in the immediate area concerning the type of program that would be of most interest to them and most helpful in enabling them to know the background of our graduates, many of whom were teaching in their individual school systems. After the program was planned, preliminary announcements were mailed to a much larger number of superintendents, principals, and supervisors of systems where our graduates were teaching. The superintendents seemed interested in having opportunity to see the college and observe the various activities of the laboratory school. Other features of the program included a general address by a member of the faculty, a superintendent, or an educator from a nearby university or teachers college, luncheon in the cafeteria of the school, and discussion groups. At the time of the Golden Anniversary, over one hundred men and women participated in the conference. In 1938, a similar program was held with a similar number of educators in attendance. On that occasion, the special features observed were the Children's School council and college classes in rhythm. The president of the college gave a talk on "Growth in Social Living." The seventh grade gave a demonstration showing the possibilities of integration of English, science, mathematics, and social studies. The luncheon address was by Malcolm MacLean, director of General College, University of Minnesota, on the topic, "What Do We Mean by Good Citizens?"

CONFERENCES FOR HIGH SCHOOL PRINCIPALS.

Conferences for high school principals and guidance officers were held intermittently for the purpose of bringing before principals and guidance officers the personal qualifications essential to the success of the teacher and to her happiness; also bringing an awareness of the great need and opportunity for

well-trained and qualified teachers in the elementary school. On the other hand, such conferences made the faculty of the college more aware of the keen competition among the professions for young men and women graduating from high school, of the many kinds of jobs for which they could qualify, compared to the small number of an earlier generation. They placed, too, before college officials and faculties, the objections to teaching and the prejudices against teaching which many young people have. There was in this whole area enough conflict and need of enlightenment to make such conferences very valuable to the profession. Several principals and guidance officers were consulted in planning the program and a number participated in giving the program. Principal Bacon of the Evanston High School, a well-known educator, gave the leading address at the first such conference which the college held. This group, like the superintendents and supervisors, wanted to observe in the laboratory school and also to observe college classes so that they might become more familiar with the total program. One of the most valuable results was a better understanding and a real fellowship of members in two fields of teaching.

OTHER ASSEMBLIES. In 1938 National College of Education inaugurated the first All-Day Conference for Graduates in Service and found it a valuable addition to the visitation of recent graduates. The second such conference for 1938 graduates was held on March 17, 1939, with approximately one-fourth of the class in attendance. For some school systems, one graduate represented a large group and was delegated to take back a report to those who did not attend. The influence of the conference was, therefore, more widely spread than the numbers who came indicated. By choice the morning hours were spent visiting the Children's School or nearby public schools. One-half hour before luncheon was allowed for individual conferences with faculty members, as graduates might desire. In the afternoon, four discussion groups considered the topics: Behavior Problems, Problems in Reading, Educative Seat Work, and New Books for Children. The fact that boards of education had employed substitutes in order to make the attendance of graduates at this conference possible, undoubtedly contributed to the excellent spirit

and seriousness of purpose manifested by the group. A double measure of credit is due to school systems which not only opened the doors of their schools to beginning teachers but made possible their return to college for a day of study and renewal of friendships.

Another type of program opened to the public was the annual Lecture Series, with individual lectures to which the public was invited. Many of these lectures were attended not only by educators but by parents and citizens who were interested. Some of the well-known speakers during these years were visiting educators to this country, secured through the International Institute of Education in New York or through Speakers Bureaus, among them Rose Fyleman, English author of a number of fairy poems and tales for children; Samuel Higginbotham, distinguished educator from India, who had an Agricultural Institute for Indians at Allahabad, India; Beatrice Ensor, director of the New Education Fellowship of England and principal of a well-known progressive school in Surrey, England; William E. Blatz of the University of Toronto, a leading author in the field of child psychology, who supervised the education of the Dionne quintuplets. Many distinguished American educators were also speakers at the college, among them Lillian Moller Gilbreth, well-known woman in engineering; John Anderson, director of the Child Research Center at the University of Minnesota; George D. Stoddard, director of a similar project at the University of Iowa, later president of the University of Illinois; Jens Jensen, well-known landscape artist and architect; William Heard Kilpatrick of Columbia University, writer and lecturer; Rabbi Louis L. Mann of Sinai Temple, Chicago, and lecturer at the University of Chicago; Edwin D. Starbuck, specialist in studies of character, formerly of the University of Iowa; and Carl Sandburg, noted Illinois poet and writer. The public was included in the invitation to attend all of these lectures and many more. After the lectures, there was usually a forum or a question period, and an informal reception.

AN ADVENTURE IN HIGHER EDUCATION

Story of National College of Education

PART IV

ATTAINMENT OF INCREASED RECOGNITION
AND SUPPORT

1940 - 1950

Chapter Seventeen

UNPRECEDENTED PROBLEMS
IN THE NEW DECADE

Hazards of World War II

THE SHOCK OF WAR. The new decade was ushered in by the entrance of England and France into war with Germany, as a result of Germany's attack on Poland. In October, 1939, Poland surrendered before effective aid could be mobilized. The great keynote of the idealistic Woodrow Wilson, that World War I was a war to end wars, had been taken seriously by many in the United States and the British Commonwealth, and also in France. It was, therefore, a bitter disillusionment to acknowledge that the League of Nations had failed, and that Europe would again be at war. Neither England nor France was really prepared for war.

As we so well recall, the months that followed saw the conquest of Norway and Denmark. In spite of French and British efforts, the Germans overran the Netherlands and Belgium, and crossed the frontier of France. Before the end of June, the British Expeditionary Force had been evacuated at Dunkirk; Italy had entered the war on the side of Germany; and France had surrendered. The Battle of Britain ensued. The British rallied after the first shock with characteristic fortitude, and found in Winston Churchill an indomitable leader.

Not until the story of two years of war had been written did it become certain that the United States would be involved. On December 7, 1941, while the Japanese ambassadors of peace were in Washington completing an agreement, Japan made a surprise attack on Pearl Harbor. No one has forgotten with what amazement and indignation this act was received in the United States, and how sorrowful the acceptance of the fact of Pearl Harbor and the necessity of defense. When President Roosevelt appeared before Congress, speaking a few fateful words, Congress recognized that a state of

war existed between the United States and the Japanese Empire. Three days later, Germany and Italy declared war upon the United States, and Congress, in due course, recognized the existence of a state of war with Germany and Italy. Our country for the first time was involved in a war that must be fought on two oceans. For the first time, it was all-out war from the air, as well as on sea and land. For the first time, United States troops were taken far into the South Pacific and to Africa, as well as to western Europe.

The United States, although somewhat better prepared for war than England, was still far from adequately equipped to contend with either Japan or Germany. The anxiety in the months before production could at all catch up with the demand, is written in the blood and tears of Bataan and Corregidor. It took three or more years for the United States to bring its total powers to bear on the Axis. Before the war ended, fifty-seven nations were belligerents either with the Allies or the Axis.

PSYCHOLOGICAL FACTORS. The people of the United States were not only betrayed into war by the surprise attack of Japan, but psychologically, as well as physically, were entirely unprepared. After World War I, "The War to End War," for a full twenty years, the schools and churches had been teaching and preaching "peace." Education had taken very seriously its commission to bring up boys and girls to understand the children of other countries and to feel sympathetic and friendly toward them. It had discouraged hero tales based on achievements in war and play with war-like toys, in an effort to bring up a generation of youth who would not be swept off their feet and rushed into war as a glorious opportunity for personal combat and achievement. The attitudes, therefore, which the colleges, universities, and high schools had to combat were, in the beginning of World War II, negative toward the whole idea of war. While young men adjusted slowly, they did adjust more readily than most girls and women. In colleges like National College of Education, in which all or most of the students were women, the lack of interest in the war and the opposition to it presented a great problem. It took months of careful interpretation of the situation of the country, the causes of war, and the needs of

the boys at the front, to win the cooperation of students still in college. As time went on, however, little by little the students became more willing to cooperate in the sacrifices and efforts that schools were asked to make. As boys whom they knew reached service at the front, they became as eager as anyone to get off the boxes and packages and to buy war stamps and bonds.

Members of the college faculty and their families also were affected by the war. Married teachers were not exempt from draft into military service or war industry. As the war continued, few in the civilian population remained untouched by the situation or were able to extricate themselves from the problems which it presented. Therefore, although the United States did not have the war on its soil, it had to cope with many of the psychological factors experienced by other nations.

PUBLIC ATTITUDES TOWARD EDUCATION. Unless people were in the teaching profession or were kept very close to it through such an organization as the Parent-Teacher Association, they were apt to take the point of view of the politicians or to be influenced by this point of view. In the case of war or financial depression, the first agencies to suffer as a rule in civilian life are the welfare organizations, the social services and especially those that affect children and youth who as yet are inarticulate and do not have the voting privilege, depending entirely on adults to protect their interests. As has happened before, drastic cuts were made in appropriations for some public institutions; and in independent institutions, both gifts and funds from tuition diminished. When appealed to for help, legislatures in states and in Congress felt that nothing could be done to help education either public or independent, until the war was over. It was difficult to introduce a bill in committee; it was practically impossible to get it on the floor of the House or Senate for discussion. Toward this attitude, the general public was largely lethargic—indifferent to the needs of the school until some schools later in the war had to close because of lack of financial help, until children and youth in some communities were actually on the streets and juvenile delinquency

began to soar; then the public began to be aroused and to inquire into what had happened.

The public seemed unaware for a time of the opportunities being offered to teachers in other fields; and not until the teacher shortage became acute did citizens become aroused to the need for higher salaries and improved conditions to hold older teachers to the profession and recruit young people for teachers colleges.

MATERIAL HAZARDS OF WAR. Great as were the psychological difficulties of this new decade created by the Second World War, the material hazards of the war were just as great and added to the tenseness of the situation, contributing to the unhappiness of adults and of children.

For colleges, shrinking enrollments added to the problems of financing institutions. This was true of both public and private institutions but because so much greater proportion of the income of independent institutions came from student fees, they immediately felt the loss. Teachers colleges particularly in the elementary field were less affected at first than men's colleges and co-educational institutions. In the beginning of the war, the women's organizations such as the WAVES and the WACS did not immediately get into operation; therefore, did not offer so much competition to teaching as they did later. The enrollments of certain men's colleges shrank 25% the first year that the United States was in the war, while in women's institutions the percentage the first year was less, anywhere between five and ten per cent.

As the war developed, there began to be teacher shortages in certain departments where the war or industry drew heavily on faculties. This was true especially in the fields of science and physical education. Technological fields in special schools and departments suffered very much. Librarians and dietitians also were needed by the Armed Services in setting up camps, looking after the feeding and recreational activities of the men. In some of these fields it was almost impossible to fill the places of men and women who were drawn into the Armed Services or into industry. Married women who were college graduates or well-trained in some of the technical

fields were often persuaded to go back into teaching in part-time or full-time jobs, even after they had been out of the professional field for many years.

Educational institutions were plagued by shortages not only in the teaching field but in clerical workers, in maintenance staff and in labor in all the trades. Higher wages were offered by business organizations and industries than most colleges could afford. Here again it became necessary to compromise and to accept less well-trained and satisfactory persons in order to keep institutions running. In the field of clerical workers, many married women were employed on a part-time basis during the school hours of their children or for one-half day only.

As the war continued, there was a serious lack of equipment, supplies of all kinds and building materials. It took months to get a new piece of equipment for the business office like an adding machine or a typewriter or typewriter table, and there was the same shortage in all kinds of school equipment for boys and girls. Many plants which before the war manufactured school equipment, office equipment, and the like, had been converted into industries that specifically provided war equipment, supplies for camps and military instruction. This lack of equipment and supplies of all kinds greatly increased the difficulties within institutions and made the life of those who had to handle purchasing and equipping hectic. Both price ceilings and rationing affected schools, colleges, and universities, as well as the general public. The ration allowances were in some supplies so limited, as in meats, that many people were dissatisfied and tried in various ways to secure more than they were allowed. In order to enable college dormitories to take care of the needs of their students, students had to bring their individual ration books with them to college. This was often quite difficult because the families at home sought to keep these ration books to meet their own needs.

With all the obstacles and difficulties, it is surprising the number of institutions both public and independent that survived these shocks and strains. Survival was in many institutions, as in National College of Education, due to the sacrifices of the employed personnel, particularly those in charge of the various administrative offices and

also to the fine service which boards of trustees and school boards gave the institutions through helping the professional staff with specific problems. The schools also were fortunate in certain organizations of a professional character which continued to meet in local areas during the war, making it possible for school officers to confer on their problems and profit by the experience of other institutions.

Participation of National College of Education in Solving Problems

In mobilizing the country and getting the help needed to lead a successful war effort, the United States Government had the vision of appealing to all major institutions and including them in the cooperative plan for winning the war. While this program made the period very difficult for many institutions because each type of institution had its own specific duties and program, nevertheless it was undoubtedly the best way to secure a unified war effort. Through careful explanation of the need in each type of appeal the American people were helped to understand the problems of government in such a period. For the most part, institutions did their specific work very well indeed. In the case of schools, teachers gave extra service and were wonderfully helpful in spite of the additional load which they carried.

SERVICE OF WAR COUNCIL. In order to meet more effectively the requests made of schools in the war period, it was suggested by the Office of Civilian Defense that a War Council be formed representing the faculty and administrative group and also the student body. This suggestion was accepted at National College of Education, and the chairman of the Science Department, K. Richard Johnson, was chosen to act as chairman of such a War Council and to form a committee of faculty and also a committee of college students, each committee to meet regularly and separately except for certain general meetings of the two committees when coordinate action was necessary.

The War Council, due to the alert and effective leadership of the chairman, was of the greatest service at National College of

Education in enlisting the interest and cooperation of faculty, students, the children of the laboratory school and their parents in the various activities and projects of the war period. It was the council that organized stamp and bond sales, Red Cross activities, fire drills and air raid drills. Before and after each of these activities, meetings were held to evaluate, to find the weak points and the strong points, and to provide ways of sharing this information with the faculty and student body. Cooperation was secured by posters, announcements, and by reports at the weekly assemblies, and when interest was lagging, by introducing a special speaker sometimes for just a few minutes, occasionally for a full hour. Students developed skits which they put on at the beginning of assembly when they wanted to arouse interest in some particular project. It was under the council that the collection of books, of clothing, of fats, and any other special collections took place. The council also found ways of answering through the regular organizations of the college, like the "Y", appeals for hospital helpers and for faculty and students who would assist in USO activity centers and in service centers.

The War Council tried to inspire the cooperation of students in saving electricity, both in the college building and in the dormitory, in rationing and in other matters where effort was lagging. Toward the end of the war when appeals began to come in for clothing, food, books and materials for certain institutions or countries, the War Council initiated and conducted some of these special efforts, such as collecting clothing for Greece or Belgium. As the war continued, many were the requests for students who would go out in groups to USO centers to play games, or to dance with service men. Students volunteered and went out in buses with a chaperone from the college, under the general supervision of the dean of students. Occasionally the college held a dance and through the office of the dean of students, invited a certain number of men from one of the training centers, like Fort Sheridan, the Great Lakes or the Navy Pier. Students were taken in groups to the hall, hotel, or club, where the dance was to be held and returned home the same way. These parties were all well chaperoned and the men greatly appreciated this opportunity. Students understood that these acquaintances were, of course, in all

but a few instances, merely casual and for the pleasure of the men primarily. Students, however, were happy to participate because so many of their own friends were away in camps or overseas.

Not only was the work of the War Council effective in securing the interest and cooperation of faculty and students, but the whole school was much happier through participation in this planned program, presenting continually new opportunities for service and giving a sense of accomplishment for a common and great cause. The program did much to alleviate the unhappiness, fear, and anxiety which war creates.

MEETING PSYCHOLOGICAL NEEDS OF WAR. Among the more serious results of the war period within the country were the effects on children. It seemed to the faculty at National College of Education very desirable to investigate children's reactions to war. James H. Griggs was chosen to conduct the study. He began his investigation in the laboratory school of the college with an attempt to find out how children of different age levels were thinking and feeling about the war. He conducted this part of his study partly by questioning teachers, student teachers and parents and partly by observing and questioning children. He had diary records made of their play and their conversation and made some collections of their handwork including their art work. He was assisted in analyzing and summarizing his material by other members of the faculty. He secured as many of the studies of English children or children on the European continent as were available and any published studies that had been made in the United States. The outcome of the study indicated some rather well-defined differences in reactions of nursery school and junior kindergarten children, of kindergarten and first graders, of older primary children, and those in middle grades. Reactions, of course, of upper grade boys and girls were much more mature and their remarks for the most part true to the actual realities of the war. The younger the child, the more fancy and imagination entered in and the greater the fear and anger; the more impossible often the solutions proposed. This study, boiled down to a few significant items, was accepted by newspapers and magazines all over the country. Dr.

Griggs was in great demand for public addresses including talks to teachers and parents.

As the war continued, need constantly arose to interpret government war projects to the faculty and students. In a teachers college it was important to keep the psychological needs of people before the students and faculty. Every lecture, talk or discussion on such problems helped students and faculty to understand themselves better and also to be more understanding and helpful to parents and other civilians with whom they had to deal. Speakers were chosen to keep students in touch with war developments, current happenings, public projects or psychological needs of the people. Many of the most successful speakers were visitors from Europe who were seeking asylum in the United States for the war period and were able to describe vividly conditions of their own country and their own experiences before they came over. One of the most popular speakers was Asa Skaard of Norway who with her husband and children, by a very circuitous route, reached the United States. Dr. Skaard was an eminent child psychologist in the University of Norway, and her husband occupied a similar position in Norway to the head librarian in the Library of Congress in this country. Dr. Skaard was able to accept a few lecture engagements in the United States. She had excellent ability in the use of English and presented the war-time conditions in Norway and Sweden very vividly, also in Russia and China, through which the Skaard family had come in reaching the United States. The assembly programs and special forums were one way of securing interpretations. Another way was through class discussions and through various extra-curricular organizations of the college, such as the "Y", the International Club, the student paper *Chaff*, and the Dramatics Club.

INDIVIDUAL PROBLEMS. Conferences with individual students on their problems connected with the war were time-consuming for the president and faculty. These problems were constantly rising during the entire time that the United States was involved in World War II. For instance, the president might receive a telephone call late in the evening or very early in the morning, from a student who wanted to marry a friend going overseas

immediately, before he left for his port of embarkation. At times he was on furlough and there would be merely an opportunity for the marriage and perhaps a week or two weeks together before he would have to be at the port. Sometimes the question was one of returning to school and finishing the course. Possibly the request would come within a few weeks of graduation and the student wanted to be permitted to return and graduate with her class. There were many angles to such a problem, but to the student the one important matter was to get permission to leave the school and be married, and great pressure was put upon the administration to grant the permission at the moment of the telephone call. To try to reason with such a young person was almost impossible. Two requirements were always made by the administration: first, that the consent of parents be produced in a telegram or a written letter to the college before permission to leave could be granted, particularly in the case of a young woman under twenty-one years of age; second, that time be allowed for conference with the proper officials at the college and with faculty members giving courses before any promises could be made relative to credit. Shortly after the beginning of the war, the president, the dean of students, and faculty counselors learned that it availed little to attempt to get young people, in this emotional state, to consider the long-time results of what they wanted to do since they inevitably would make the choice themselves if they had their parents' consent. It seemed well to part with the student in a friendly way rather than to create antagonism and unfriendliness by longer efforts to guide the decision.

Another type of problem much more distressing was attempting to help a student who had received word that a brother, a sweetheart or a husband was missing, was in a prison camp, or had been killed. Students receiving news of this kind, while away from home, were sometimes slow to confide in even their best friends and attempted to bear the anxiety or grief alone. One such young woman slipped out of the dormitory one evening and walked the streets for hours before she was found and brought back.

One constant problem affecting the successful achievement of students in college was the divided interest between the war and war

activities and the regular work of the school. The problem of helping the individual student to concentrate and to succeed was one of the chief difficulties of faculty members. Problems were so different and often so uniquely individual that many more individual conferences were needed than there was time to give. However, in many cases, members of the faculty and the administration were abundantly rewarded for their patience, tolerance, and helpfulness by the friendship and gratitude of individual students. To tolerate and study the individual's problem seemed the only way to get along and to make college a meaningful experience to these young people.

The need for conferences with individual parents was also compelling. Some parents came for help on problems touching their children or their sons and daughters who were involved in the war situation. However, some of these individuals came for help on their own problems. Some women were trying to hold the families together while their husbands were overseas or for the period of their war work in organizations that took them away from their homes. Many women found it difficult to carry on with the man in the family away. The physical and mechanical duties in managing the home as well as the financial problems were new, and the wife felt that she had no background for undertaking such work. In some instances, she had moved in with her parents and was involved in the problems of two families attempting to live together often in space meeting the requirements of only one family. Some of the problems had to do with grandparent interference in the managing of children and the conflicts arising from divided authority.

Both in the case of students and of more mature people, referrals had to be made to specialists in emotional guidance, to psychiatrists, and to ministers or other religious leaders. The psychiatrists were so needed during this period, as were physicians and nurses, by the Armed Services, that it was difficult to get assistance for individuals needing help in civilian life. In fact, this pressure may be considered one of the great problems presented to the administration and faculty of a college at this time.

ACCEPTANCE OF NISEI IN THE COLLEGE. Toward the close of the war a rather unique problem presented itself as the

government began to release young Nisei from the internment camps for Japanese in the western section of the United States. These young people were cleared through the FBI and approved for entrance into high school and college as far as any risk was concerned of disloyalty in any form. Japanese citizens who had been accepted in the various Armed Services had already distinguished themselves in service overseas in Africa, Sicily, and Italy. They had proved that there were no more loyal or able American citizens giving blood and life to the cause of liberty and the perpetuation of freedom as represented by the Government of the United States. The acceptance of Nisei in college posed quite a problem, however, in many American institutions of higher learning and in many communities. It was difficult to get the average citizen to understand that they were probably a better security risk than many men of other nationalities who were going about freely in the United States. In some of the smaller communities, the acceptance by college authorities of a single Nisei caused a rebellion in the college and in the community; and sometimes a real persecution of the individual with an attempt to drive him out of the community by any means available, even sticks and stones. Many institutions with a vision in handling this problem were compelled, because of the unreadiness of communities, to send Nisei away for their own protection. In Chicago, there was hardly an area in which Nisei attempted to live where there was not some persecution. Frequently their lives were in danger until they moved out of buildings or communities where the neighbors resented their presence.

At National College of Education, when the first applications came in from Nisei, the president discussed the problem with the faculty and asked for action concerning whether or not they should be accepted. The faculty with no dissenting vote agreed that they should be accepted at least until it became evident that their acceptance was not wise. The faculty, however, recommended that the president discuss the matter with the College Council, which included both student and faculty representatives. The council, after some discussion, took the same action as the faculty. They felt, however, that they represented student leadership and in a problem

so highly controversial, all the students should have the matter presented to them. The council recommended that the administration, before making a decision, should take the matter up with the student body in assembly. When the students were asked in assembly to indicate by a rising vote if they were willing to have Nisei accepted and if they individually would give these students a fair chance in a friendly spirit, all assented. At that time, the college authorities could only hope that the community would show itself as generous in spirit as the students had been. This proved to be the case. It was some months before the first Nisei student registered and during that time, students frequently stopped Edna Dean Baker in the hall to ask when the college was going to have a Nisei student. When the first young woman came, she proved to be highly intelligent and attractive personally. The students learned to like her very much and to respect her. However, the first semester when the dormitory students were consulted about permitting Nisei to live in the college dormitory, there was a divided vote, so a home was found for her in the community. However, the next year, when she herself sought residence in the dormitory, the students voted unanimously to accept Nisei in the dormitory. At no time was any ill will shown against this young woman or any other Nisei enrolling at the college, by any group in the college or in the community. There was a little hesitation, when the first Nisei student was ready for her senior year and merited a scholarship for student teaching, about placing her in seventh and eighth grades in the Children's School as student assistant to the director in charge. The decision was made to try this placement, and again the cooperation was excellent on the part of the boys and girls and their parents.

Administrative Measures To Overcome Material Hazards

MAINTAINING ENROLLMENTS. Among the material hazards of the war and postwar periods, probably the most difficult to overcome were the decreasing enrollments from 1940 to 1950. In order to meet the challenge of competition in the stirring appeals by poster, radio, newspapers and magazines for enrollment in women's

war services, as the WACS, the WAVES, and the SPARS, as well as the constant appeals for enrollment of young women in nursing, both by regular training schools connected with hospitals or colleges and by the Red Cross, it was necessary for the teaching profession to search for new ways to indicate the great national service of teachers and the great danger to a democracy in neglect of children and youth during the war crisis. The same means used to advertise for these other wartime services had to be utilized in setting forth with equal appeal or greater, if possible, the patriotic service of the teacher. The fact was stressed that the years of schooling lost, or inferior in quality because of too few and too poor teachers, could not be made up later for potential citizens; also, that the loss of morale in our fighting men with families at home would be inestimable if their children were making serious trouble in the home and in the community, becoming delinquent in large numbers. National College of Education faculty, devoted to meeting the needs of childhood and youth and thus preparing good citizens for our Republic, were easily stirred to realization of the danger and to cooperation in the discovery of ways to reach the public, and to show parents the great value of this type of teacher education for young people. The college also participated in efforts to interest qualified persons in preparing for work with children in church schools, in overseas teaching service, and in settlements. A variety of popular courses were added to meet the needs of one or more of these specific fields of service, which brought in a number of special students. Also, two- and three-week intensive courses were continued in the summer session for teachers who perhaps were doing some form of war work during most of the summer but wanted to get some new help and inspiration in at least one short course. Summer school enrollments were appreciably increased by these short courses, which were attended by many teachers with bachelor's degrees and not a few with master's degrees. At the time, this large enrollment at the graduate level was the more remarkable because National College of Education did not offer credit beyond the amount necessary for the Bachelor of Education degree.

During this period recruitment problems for independent insti-

tutions were increased by the fact that many public high schools opened junior colleges, which gave young people two years of college training while permitting them to live at home and therefore less expensively than if they went away to college. National College of Education got out a special Brochure for Junior College Graduates indicating the value of entering the teaching profession, and setting forth the special entrance requirements for junior college graduates. The brochure stated that advice would be given before a student entered junior college concerning what subjects would be particularly helpful if she later continued her education at a teachers college such as National College of Education.

In reporting on the year 1947-48, the president stated that 931 college students had been enrolled during the year and summer session. The record from 1938 to 1948 for the whole war period showed that the losses in teachers colleges in Illinois and in the United States amounted to approximately 60%. The loss of enrollment at National College of Education was 20%. In some war years, National College of Education graduated more elementary teachers than all five state teachers colleges in Illinois. In 1949, it was possible to state that the college had its largest enrollment for the regular session, 463 students. At the same date, the Children's School reported that for the past five years it had had a capacity enrollment of 275 pupils. While the college was seriously affected by the material hazards of war, in some respects the Children's School was benefited by the fact that more mothers were working and a school serving lunches and keeping the children for a full day session had a great appeal.

MAINTAINING STAFF BY SALARY INCREASES. The turnover in faculty, clerical, and maintenance staff was partially met by National College of Education in two practical ways. First, salaries were increased in an effort partially to meet the increased cost of living, which in the later war and postwar years caused widespread suffering for teachers and other employees in schools. Salary and wage scales, which had been inadequate before the war, were in part responsible for a rapidly growing shortage of teachers in the profession and of students preparing to teach, as

the cost of living rose 54% during the war and postwar years. Teachers of the nation were in revolt and in some school systems invoked the strike as a reprisal on boards of education, slow to act in relieving their distress. Both private and public institutions raised salaries from 20% to 50%, and many institutions introduced housing projects and building campaigns for meeting needs of faculty.

At National College of Education, salaries and wages were raised 10% in September, 1945 and 1946; and in January, 1947, an additional flat increase of \$100 per person was made. The situation, however, was still unsatisfactory, and in the spring of 1947 a committee was appointed, representing the administration and the instructional faculty to study the problem and to bring in a salary schedule which would provide a fair plan for the present and the future and would insure a greater measure of security to all faculty members. The report of the committee was subsequently made to the Board of Trustees, the Administrative Council, and the faculty and was unanimously approved with some revisions by all three groups. The salary schedule was adopted in May, 1947, by the Board of Trustees and was put into operation in September, 1947.

ADOPTION OF AN ANNUITY PLAN. Even before the new salary schedule was adopted, a committee of trustees and faculty had worked together on an annuity plan. From time to time a report of progress of the committee working on the annuity plan was placed before the faculty, the Administrative Council and the Board of Trustees and their reaction accepted for guidance purposes by the committee. The plan finally accepted was one worked out with the Canada Life Assurance Company, which permitted the individual to choose whether or not he wanted to go into the plan. If he went into the plan, he agreed to have 6% of his salary deducted and the college agreed to add an additional 6% above the salary. One-quarter of a per cent was added by the college for every additional year he had served. The plan was open to the clerical and maintenance staff as well as to the faculty and to the staff at the dormitory. The plan was based on the retirement of an individual from active service in the college at sixty-five years of age, when he

could begin to draw a monthly annuity. At termination of service in the institution at any time, the contract was turned over to the individual, who might carry it on, select one of the options available, or surrender it for cash. A special consideration was made for those who were near retirement age when the plan was adopted, to extend their period of service if in good health to a later date, enabling them, if possible, to receive the full annuity for one decade. These practical measures did a great deal to satisfy faculty members and to reduce the annual turnover.

OTHER FACTORS IN MAINTAINING STAFF. Examining the list of new faculty members and staff during one only of these war years, we find that thirteen new faculty members were announced; whereas, during the depression era, there was sometimes a change of only one or two. Certain appeals, of course, helped the college very much in securing and retaining faculty. The Chicago area, with its many institutions of higher education, offered an excellent situation for advanced study, as well as unusually rich recreational opportunities for families.

Labor problems were much more stubborn and difficult to solve. It became necessary at the worst periods in the labor market to get volunteer help from faculty and students. This was generously given by several faculty members and many students in the dormitory. Faculty members and students went behind counters and served food on occasion, ran the cash register, saw that soiled dishes were taken to the kitchen, and in other ways supplemented the services ordinarily given by the maintenance staff. In the dormitory, students not only helped in these ways but did the cleaning at certain times. While this volunteer service was required only occasionally during the war and early postwar period, it did "save the day" on several occasions.

No more stubborn problem than that of housing had to be met. This was absolutely not solvable in several instances. Some men and women faculty members had to commute from other communities at considerable distance because they could not get apartments or rooms in Evanston. Apartments of all sizes were promised by real

estate firms months and even years in advance of the time when they were available. When a college executive calling up leading real estate firms was told in every instance that thousands of requests were ahead of his, he had little hope and could not possibly encourage a new faculty member to bring his family from another city, at the time he was offered a position. Several appointed faculty members withdrew after accepting positions, because of this housing shortage. Here again, the college resorted to the cooperation of friends in the community. The need for apartments, houses, garage apartments, rooms in private homes, was made known to parents of both children and college students and to North Shore alumnae. Several specific needs were met, where there had been despair of finding any such accommodations. Such cooperation in meeting material shortages indicated that an excellent morale existed in the institution with its cooperating groups and a friendly relationship of mutual consideration.

ATTAINMENT OF SOME LONG-TIME GOALS

National and Regional Accreditments

NEW ACCREDITMENTS. On February 21, 1942, National College of Education was placed on the list of institutions accredited by the American Association of Teachers Colleges, at the annual meeting of the association in San Francisco. Although the college had been a member of the American Association of Teachers Colleges for many years, application for accreditation had not been made because the administration and the trustees thought it advisable to wait until the building debt was considerably reduced and an endowment fund could be secured.

In the autumn of 1941, the trustees thought the time had arrived when an application should be placed before the association. A preliminary application for accreditation was entered at that time, including all required information on the form provided. After the completion of a survey in January, 1942, two members of the Administrative Council were sent to San Francisco to attend the meeting of the American Association of Teachers Colleges and to be ready for conferences as desired by the committee on accreditation: C. R. Graham and Clara Belle Baker. Mr. Graham and Miss Baker were given an opportunity to appear before the accrediting committee and later had the pleasure of wiring the president of the college that National College of Education was being placed on the list of accredited institutions. This was a national accreditation and helpful in securing certification in those states that insisted on either a regional or a national accreditation.

One other accreditation important to graduates of the college in securing teaching positions was that of a regional accrediting body in the area where the college was located. North Central Association of Colleges and Secondary Schools was the regional accrediting

body for institutions located in Illinois, Wisconsin, Michigan and other North Central states. It was the first regional accrediting association organized in the United States and its influence extended far beyond its own region. For many years it accredited only secondary schools, colleges and universities, and did not develop standards for the accreditation of normal schools either public or independent. Nearly all normal schools before 1920 offered only one or two years of preparation for teachers of kindergartens and elementary schools, and their courses were highly professionalized. After 1920, the extension of the normal schools to three- and four-year schedules leading to a degree grew rapidly. The degrees given were usually Bachelor of Education or Bachelor of Science in teaching, and graduates of such institutions began going in numbers to colleges and universities for graduate work. Therefore, the accreditation of the regional accrediting body became imperative to the newly-fledged teachers colleges with four-year programs. In time the regional accrediting body began to respond and to approve a few such institutions within their states. National College of Education applied for a preliminary study in 1936, which indicated it was not ready, particularly because of the large building debt and lack of the endowment funds required to secure such accreditation. In 1946-47, however, the college renewed its application to North Central, was re-examined, and in the spring of 1947, was approved and placed on the accredited list.

RECOGNITION AS A CLASS A COLLEGE. For many years, the college had had an accreditation by the State of Illinois, so that three-year graduates of National College of Education could secure the Kindergarten-Primary Certificate in Illinois, enabling them to teach in kindergarten and the first two grades, and four-year graduates could receive the Elementary Certificate, enabling them to teach in any grades of the elementary school. The college also had for many years accreditation of its two-year program by the University of Illinois and the further understanding that graduates of the four-year course would be accepted by the University of Illinois for graduate work as each individual's credentials proved she met the requirements set up by the university.

In the spring of 1947, following the accreditation by North Central Association, a representative of the School of Education of the University of Illinois was sent by the university to National College of Education, at the request of the college, for a re-examination of its four-year program. The representative made a thorough study of the four-year program of the college, and after his report had been received, National College of Education was recognized as a Class A Four-Year College by the University of Illinois.

This status gave impetus for attaining other goals. Credit is due to the members of the Administrative Committee of National College of Education who worked with the president of the college upon this whole accreditation problem during the years 1920 to 1947, when these accreditments just reported were attained. K. Richard Johnson, who held at the time the position of vice-chairman of the Administrative Council, shared with the president the major responsibility in the application to North Central Association. James H. Griggs, dean of instruction, gave invaluable help on the application to North Central Association and also to the University of Illinois. In the surveys by representatives of the accrediting associations, by the University of Illinois and the State Departments of Education, all members of the faculty and staff of the college gave complete cooperation. As is often said, when a visitor enters a school, it may be the janitor or even a child, who will give, when questioned, the truest picture of the institution.

Financial Gains

PURCHASE OF THE DORMITORY. During the era from 1940 to 1950, several of the financial goals which the trustees had been endeavoring to reach were attained. One of these was the purchase of a residence hall, which the college would own. The dormitory which the college had been using since moving to Evanston in February, 1926, was located at 2532 Asbury Avenue, about eight blocks from the college building on Sheridan Road at the boundary of Evanston and Wilmette. This dormitory had been built for the college to lease just previous to the removal of its student body from

the South Side of Chicago. The rental on the dormitory had been lowered to \$12,000 a year during the depression when it became impossible for the college to pay the original high rental of \$36,000 a year. The lease had been renewed for ten years and then for an additional five years. In 1944 within one year of the expiration of the lease, an outside approach was made to the owners to sell the property for another purpose. At the time the pressure on housing facilities in all parts of Chicago, including the suburbs, was beyond anything the city had previously known. The college was given a limited amount of time to purchase the property or to vacate in order that the pending sale might be consummated. This whole matter caught the Board of Trustees at a very difficult time in the year. It was near the end of the fiscal year which closed August 31. The owners allowed the college only a couple of months to make the decision. Many of the board were out of the city because of the summer heat. The college was in the middle of the extended summer session which it conducted through the entire war period. Conrad H. Poppenhusen, president of the Board of Trustees, practically devoted all of his time to working on the problem. It was necessary for the administration to help him as fully as possible. An effort was made to locate apartments or houses which might be purchased or leased temporarily, should the college have to vacate the dormitory. None could be located. Since the student body from other states made up from 35% to 50% of the total enrollment, the loss of the dormitory might mean closing the school until it became possible to build or lease quarters elsewhere. Since, in this year of 1944 when victory had not yet been assured, it was impossible to build, there seemed no alternative. Mr. Poppenhusen, with the approval of the members of the board that he could contact, went ahead with the purchase. The dormitory bonds, for money had been borrowed to erect the dormitory, were at this time owned by many individuals. The success, however, of the plan to purchase the building for the college depended upon securing the consent from the bond holders with the largest number of bonds, and then buying up other bonds as rapidly as possible. Mr. Poppenhusen, who was head of a large law firm, took care of both the legal and the financial aspects of this

purchase. Before the end of August, enough bonds were in the hands of the trustees of the college to assure the ownership of the building and by the close of 1945, the purchase was fully completed. Financing of this proposition meant, of course, securing gifts to take care of the purchase price, which amounted to a total of \$90,428. The administration, the alumnae, and friends on the Board of Trustees and Governing Board, again breathed easily.

BUILDING LOANS LIQUIDATED. The success of the campaign to secure the dormitory gave the trustees of the college confidence to make the effort, in 1946 and 1947, to release the college from the old debts for building and equipment. It must be recalled that the college had borrowed a part of the funds to build and equip the new building from Chicago Title and Trust Company and from Northern Trust. The first loan, from Chicago Title and Trust Company, had been for \$300,000. When the building in Evanston was first occupied in 1926, the third floor was not completed. By the winter of 1930, payments of principal and interest had reduced the original mortgage to \$225,000. In order to complete the building, Chicago Title and Trust Company consented to negotiate an additional loan of \$100,000. The refinanced mortgage, therefore, amounted to \$325,000. When the great depression of the early 1930's reduced both enrollments and gifts for private institutions, National College of Education was no exception. The interest of 6% on the new mortgage loan was carried with extreme difficulty and with some default; principal payments could not be met. Mr. Poppenhusen, who became president of the Board of Trustees in 1932, with the help of the board, carried through a plan for reorganization of the loan at a reduced interest rate of 3%. This plan provided that a stipulated annual amount of principal and interest of \$18,940 must be paid by the college until 1957 when the mortgage was to be completely liquidated. At the Governing Board meeting, therefore, in the fall of 1946, Mr. Poppenhusen and the trustees initiated the drive to clear the balance of \$174,500 on the mortgage debt. Six months later, two conditional gifts of \$25,000 each and several smaller amounts became available as the last

dollars rolled in through the mail, personal calls, and even by telegram. Hundreds of alumnae, parents of present and former students, and friends shared in crowning this venture of Mr. Poppenhusen and the trustees with success.

Freedom from debt greatly improved the financial status of the college and its opportunities for expansion. The \$18,940, formerly needed for payments on the mortgage, became available for increase in faculty salaries the following year. The college now owned property at 2840 Sheridan Road, used for college classes and for the Children's School, valued at \$732,360, and property at 2532 Asbury Avenue, used for a dormitory, valued at \$90,428. It had \$151,522 in endowment and scholarship funds, and \$199,362 in equipment, libraries and building funds. Its total assets, free from debt, were \$1,173,647. While these totals had been gradually built up from the time of the Swett bequest and the purchase of the property, the greatest additions were made during the years of Mr. Poppenhusen's leadership of the Board of Trustees. On June 10, 1947, a public recognition of the liquidation of the college building loan was held in the Jean Carpenter Arnold auditorium of the college building. The burning of the mortgage papers was witnessed by several hundred guests including Board of Trustees, Governing Board members, summer session students, faculty and alumnae. Brief addresses were made by Conrad H. Poppenhusen, William H. Sutherland, and Edna Dean Baker who expressed gratitude to Mr. Poppenhusen, the Board of Trustees, the alumnae and friends who had freed the college from this old and limiting obligation. Then came the time of the burning of the mortgage. Conrad H. Poppenhusen held the candle; William Sutherland, secretary of the board, placed the mortgage papers above the flame; Marguerite Abernathy, president of College Council, held the candle holder, and Edna Dean Baker witnessed the mortgage burning. As the paper went up in the flame and crumbled to ashes in the brass bowl in which it had been placed, the audience cheered; and William Sutherland, a good American citizen, born and brought up in Scotland, added a bit of the Highland fling to the occasion.

PURCHASE OF TWO HOUSES. Two pressing needs of the college for more than a decade had been put in the background



The Burning of the Mortgage

during the years when the major effort was to finance the war period for the school, to increase productive endowment, and to pay off the old debts on the college building and equipment. The dormitory crisis had precipitated another financial need and had necessitated the raising of a large sum of money to cover the purchase price of that building.

During this entire period and for some time earlier, the need was evident of a growing Guidance Laboratory for larger quarters and conversely the need of regular college classes for the space in the college building absorbed by guidance activities. If a classroom were vacated for a short time, one of the Guidance Staff immediately took possession with one or more pupils with whom she was working. Since at times instructors were seen working in the corridors, it was apparent that the Guidance Staff should have larger quarters. The director of the Guidance Laboratory had received many gifts from grateful parents whose sons and daughters had been helped to overcome learning difficulties and personality problems, and thus had secured quite a fund for expansion of the program. In the

spring of 1947, a large house on Maple Avenue (121 Maple Avenue), adjoining the college property, was offered to the college for sale, before being put on the general market. It seemed ideally located for a Guidance Center as it had two spacious floors and also a basement that could be used for the purpose of such a center. It was well built, well heated and lighted. Children, faculty and students could go readily from the college building across the drive on college property into the garden of this house. The director of the Guidance Laboratory, with the help of some members of the Administration Committee working on fund raising, was able to secure additional gifts for this specific purpose from persons not interested in helping any other project of the college. When the neighbors learned that the owners of this house were contemplating sale and had offered it to the college, the house next door became available also.

A second need of the college was for a Student Center. This demand was quite as imperative as that for a Guidance Center. In the college building students had a very limited space on the third floor, part of it filled with cots for rest purposes and part of it furnished as a small lounge, so small in fact, that twenty students overcrowded it. The one large social room in the building, the Eva Grace Long Alumnae Room, had to be shared by students with the alumnae, the parents, the Governing Board, and outside groups coming in for small lectures and concerts. The only other place available to meet the need of the students, the cafeteria of the college, could be available to them for about two hours a day only, and they often lost the time because of special dinners and other events when committees preempted the room in advance. Therefore, when a second house became available on Maple Avenue in Wilmette, it seemed that this need for which the students had pled early and late might be met also. While the house was not so large as could be desired for a Student Center, the Administrative Council felt that it would satisfy students, provided that at the same time they could retain their privileges in the college building.

It was possible to announce before commencement the completion of the drive for funds which wiped out the \$174,500 mortgage held by Chicago Title and Trust Company. After commencement in



Home of the Guidance Center

the month of June, the trustees met at the college to consider the purchase of the two houses. It was not easy to get the agreement of the board to contract any more debts immediately after the old ones had been paid off. Some members of the board, however, including Mr. Poppenhusen, were so convinced of the need of these two buildings that they worked hard to get the board as a whole to agree to the purchase. Said Mr. Poppenhusen in outlining the immediate plans of the college:

"We have undertaken to buy a building for our Guidance Department, which as you know will help our overcrowded and cramped quarters. We are also negotiating for the purchase of a recreation building. Both of these buildings, if we put through the proposed contracts, will be available for use beginning with the new fiscal year in September, provided, of course, that we get the necessary funds to carry through the contracts, and I hope we shall."

Finally authority was given to the committee of the board to go ahead with the purchase of these two buildings. Enough money was raised during the summer months to secure occupancy of these buildings. Before the new college year opened, the Guidance Center and its staff were settled in the new house at 121 Maple Avenue, Wilmette. The Guidance Center was practically furnished when the staff moved in. Their special equipment was transferred from the college building; and some of the furniture and rugs in the house had been included in the purchase of the building. A third floor apartment, not used for the guidance program, was available for one of the young staff members and her husband, who were helpful in looking after the building during evenings and week ends.

The Student Center, a brick house at 127 Maple Avenue, Wilmette, immediately adjacent to the Guidance Center, became available in the autumn of 1947. It had two floors and a large basement, completely unfurnished, and the problem of furnishing it had to be met by the students and faculty. The students were given the opportunity to go through it in groups to see what the problem was. The committee for developing the Student Center included the president, the dean of students, the sponsor of the Town Girls Association, the director of the Physical Education Department, and students representing College Council. They studied the space in the house, its possible uses for various purposes, and the means of securing furniture and fixtures. It was decided to use the lovely room at the front of the house on the first floor as a lounge for students; the room adjacent to it as a tea room that could be set up with bridge tables for games and on the occasion of social events for tea tables. Students decided to furnish the kitchen as a room where they could prepare luncheons or teas, dinners for small groups working late, and suppers for evening parties. The second floor was to house the offices for the dean of students and the physical education director, an office for the staffs of student publications with a desk for the president of College Council, and also a browsing room equipped with magazines and books. Money was raised by the students in 1947-48 to furnish the house. The Town Girls Mothers Club assisted the students with this project. The faculty and ad-



The Student Center

ministration assisted the trustees in raising funds to cover the purchase price. In the meantime, alumnae and parents were helping to raise funds for the purchase of the two houses, as they might have greater interest in one or the other. Most of the financial aid in covering the expense of the Guidance Center came from parents whose children had been greatly benefited by its service. Louise Farwell Davis, the director, was most helpful in securing these funds, as was Charles F. Davis, chairman of the Social Studies Department and for several years chairman of the Fund Raising Committee, representing the administration of the college.

Additional Attainments and Summary

THE AVERY COONLEY SCHOOL. In the winter of 1943, a representative of The Avery Coonley School approached President Edna Dean Baker with an invitation to hold a conference with Mrs. Avery Coonley, concerning a possible affiliation of the school with

National College of Education. Mrs. Coonley was living in Washington, D. C., where she had had her residence for some years. Miss Baker knew Mrs. Coonley as the founder of a series of schools west of Chicago: The Cottage School in Riverside, The Brookfield Kindergarten in Brookfield, and later The Downers Grove Junior Elementary School (known later as The Avery Coonley School) in Downers Grove. Of these schools, the most beautiful and the most extensive was The Avery Coonley School in Downers Grove. Mrs. Avery Coonley was a believer in the philosophy of social education with special emphasis upon the development of the child's creative abilities. She herself before her marriage had been a kindergartner, and after her marriage to Mr. Coonley and the birth of her daughter, became deeply interested in the apperception of the experimental work of John Dewey at the University of Chicago. In these ventures in Riverside, Brookfield, and Downers Grove, Mrs. Coonley had associated with her Lucia Burton Morse as educational director of her projects. This relationship lasted for a period of thirty years, until the death of Miss Morse in 1940. Miss Morse was a graduate of National College of Education (senior, 1900) and during the history of The Avery Coonley School, many loved graduates of the college had been on its staff, including Charlotte Krum, Grace Hemingway Livingston, Eva Grace Long, Mildred Dittman Cullis, Florence Hediger Elworthy, Lillian Griffin, Zora Switzer Jensen, Grace Hanna, and Martha Olson.

The Avery Coonley School had gradually expanded until, at the time a conference was arranged between Mrs. Coonley and Edna Dean Baker, it had become an eight-grade school. The school, known throughout the United States for its fine creative work, occupies a beautiful site at the edge of Downers Grove, Illinois. The property includes fifteen acres of land, well-wooded with many shrubs and wild flowers and with a pool among the trees. The Forest Preserves of Chicago control a large acreage adjoining the grounds, and the Morton Arboretum is only five miles distant. On this property is the main school building, a residence for the director, and a cottage for teachers. The main building, a two-story brick structure, is built

around an open court lined with crab-apple trees and with a small pool in the center. The classrooms are on a cloister with a separate entrance for each. The building contains a large assembly hall, used also as a gymnasium, and a beautiful library. At the entrance are three offices, a reception room, and a faculty room. In the well-lighted basement are dining rooms, a kitchen, shops and workrooms. The cost of this property with the development of the buildings was over \$400,000. The landscaping of the grounds, the development of beautiful plants and shrubs, has greatly increased the value of the property.

Mrs. Coonley had not been able satisfactorily to replace Lucia Morse as principal, and because of the distance of her residence from Chicago, she had found it impossible to keep so closely in touch with the school herself as she had done during the early period of its history. Moreover, during the economic changes that came about as a result of World War II, she felt it impossible to continue to finance The Avery Coonley School as formerly. During the beginning war years, the expenses for independent schools were already increased. The Avery Coonley School, which for many years charged no tuition, was at this time asking a modest tuition, with many children receiving scholarships. Mrs. Coonley had, therefore, told the faculty that unless other ways could be found of increasing income, The Avery Coonley School would necessarily have to close. She asked Miss Baker if there were any use that could be made of this school by the college and stated that she would be glad to give the college this valuable property if a suitable purpose could be suggested.

Edna Dean Baker, after conferences with the administrative group of the college and with the Board of Trustees, presented an experimental plan which the college would be willing to undertake if Mrs. Coonley would continue for three years to help in paying any deficit that might occur. The Board of Trustees and the Administration of the college proposed that The Avery Coonley School be held in a trust by three trustees and operated in affiliation with National College of Education, continuing its usual program for this period of time. Under the new plan there was to be a gradual expansion of activities and interest which would include internships of student

teachers from National College of Education. The plan also included a gradual increase of the elementary school tuition and further cooperation of the parents in reducing the number of annual scholarships and in sharing responsibility for securing gifts, increasing enrollments, and raising funds to buy certain needed equipment. The offerings of National College of Education would, of course, be greatly enriched by the closer relationships to The Avery Coonley School, well and favorably known in the United States and abroad through the writings of its staff and particularly through the books: *Finding Wisdom*, by Gertrude Hartman, and *The Child and Universe*, by Bertha Stevens. After further conferences with parents whose children were in the school and with the faculty, it was agreed that this program should be undertaken for three years provided that it received the necessary support.

After the committee from the Administrative Council had become thoroughly familiar with the program and current procedure of the school, a smaller committee composed of the president of the college, a member of the Supervision Department, and a representative of The Avery Coonley School faculty, began to look for a director of The Avery Coonley School who would undertake to provide leadership for the faculty and coordinate the program as an extension unit for National College of Education. They chose an educator who had had much experience in teaching in the elementary school, having served successfully on the staff of two well-known independent schools, David W. Russell. Mr. Russell held his Doctor of Philosophy and Master of Arts degrees from Western Reserve University in Cleveland, Ohio, where he had specialized in science education. He had received his Bachelor of Science degree from the University of Pennsylvania. Moreover, he had been for six years, a member of the faculty of National College of Education; first as director of the Junior High School, later as associate director of the Children's School, and for three years as chairman of the college Science Department. He had unusual understanding of children and youth, was most successful in winning their cooperation and developing self-control and personal responsibility, and had had similar success in guiding them in creative activities along the new lines.

He was given a leave of absence from National College of Education in 1940, and served for three years as education editor of the Bobbs-Merrill Company in Indianapolis. When he was approached about the position at The Avery Coonley School, he returned to Evanston and Downers Grove to look over the situation and to meet Mrs. Avery Coonley who came from Washington for this purpose. With the approval of Mrs. Coonley and members of the college sub-committee, the position of director of The Avery Coonley School was offered to Mr. Russell, who formally accepted at the graduation program, June 6, 1943. Dr. Earl E. Graham and Mrs. Burt Denman, trustees of the college, served on the first Board of Trustees for The Avery Coonley School in the new affiliation.

While none of the goals of modern education with its social outlook and procedures had been neglected by the first director, Lucia Burton Morse, The Avery Coonley School had been unique in its emphasis on spiritual values, and the resultant poise, balance, inner control and vision which the children had developed through experiences there. The location adjacent to a natural wooded area, the architecture of the building providing an independent unit for each group, the wise selection of teachers, had all contributed to the atmosphere of gracious living. The school had been unique, too, in its development of a natural science curriculum and in the unusual appreciation of the universe acquired by the pupils. Dr. Russell and the college hoped to retain these fine features of the school, and to add to its resources by developing a program as rich in cooperative relationships with the community. They hoped to give students from the college the opportunity of seeing how a modern school in a small community with a rural setting could be operated to provide an education with abundant social challenge for the children. They hoped also to give teachers observing and assisting the chance to do experimental work in another type of environment quite different from the big city of Chicago or the large suburbs on the North Shore.

GIFT OF THE PRESIDENT'S HOUSE. The college had never owned a home for its president. Elizabeth Harrison and later Edna Dean Baker had provided their own homes.



President's House on Lincolnwood Drive

Looking forward to a new decade and a new president and finding it impossible to locate either a suitable apartment or house for rental in Evanston, the administration was confronted with a serious problem. The problem was solved through the generosity of a new member of the Board of Trustees, N. Dwight Harris. In memory of his wife, Vera Going Harris, who had graduated from the college in 1917, Mr. Harris, after consulting both the administration of the college and the incoming president, gave a handsome house, located at 2716 Lincolnwood Drive, Evanston, not far from the college campus. The house provided a comfortable home, one which had dignity, charm, and an excellent residential environment. This gift was given to the college by N. Dwight Harris in August, 1949, adding substantial value to the property funds of the college.

GIFTS FOR THE DECADE. The total amount of gifts for the decade from 1940 to 1950 was \$511,591. Donors were members of the Governing Board, alumnae, faculty, student body, and commu-

nity. These gifts had over the ten-year period ranged from \$8,651 to \$167,123 annually. Conrad Poppenhusen gave dynamic leadership in the raising of these funds, while other members of the Governing Board were of great assistance to him, particularly William Sutherland, Mrs. Andrew MacLeish, Dr. Earl E. Graham, Mrs. N. Dwight Harris, Mrs. Burt Denman, Mrs. Alfred Bates, Mr. and Mrs. Alexander Moseley, Mr. and Mrs. Amos Ball, and others who not only helped generously themselves but secured gifts for various funds on which the president of the Board of Trustees was working. Without Mr. Poppenhusen's wide acquaintance, great personal generosity, not only to the college but to other institutions and causes, and his own business ability and legal experience, the task could not have been accomplished during a period so difficult as the war and post-war years. Credit should also be given to the administration and faculty committee working indefatigably upon fund raising. Of these, two names were outstanding during this decade: Isabel Risser Gathany, field secretary, and Charles F. Davis, chairman of the Public Relations Committee. The president of the college, Edna Dean Baker, worked with this committee and also with the Board of Trustees, as did the business manager, Mabel Kearns. The faculty members on the committee, Nellie MacLennan and Minnie Campbell, were particularly helpful in keeping faculty, alumnae, and students aware of the financial needs and problems of the college, resulting in more sympathetic relations to these needs than could otherwise have been possible.

The annual report for the year 1949 showed that National College of Education had secured the ownership of the dormitory at 2532 Asbury Avenue at a total cost of \$90,478, had paid off the reduced indebtedness on the college property of \$167,123; and now owned buildings and property valued at well over a million dollars, and endowment and scholarship funds of around \$200,000.

The annual operating income for 1949-50 was \$479,233, and the operating expenses were \$459,168. The total assets, excluding endowment and scholarships, as of August 31, 1949, were \$1,525,217, compared to the total assets of \$36,264 for August 31, 1920, the year in which Edna Dean Baker became president of the college.

As Fred A. Cuscaden, treasurer of the Board of Trustees, used to say at annual Governing Board meetings, it was necessary during the early years to "run the college on a shoe string," and its survival and growth during the first one-half of the century seemed nothing short of a miracle.

EDUCATIONAL PROGRESS

New Developments in the New Decade

CHALLENGE TO THE INDEPENDENT COLLEGE. Although the decade from 1940 to 1950 was notable for the educational progress of the college, the educational record is placed last in the story of this decade. Quoting the treasurer of the Board of Trustees, "The funds of any institution must necessarily be taken care of first." These are the financial bases upon which the educational work is built. "Keep the finances sweet," he always said, meaning by that, the budget balanced and each year's expenses for operations met by regular income or the solicitation of gifts. He felt this problem to be peculiarly acute in an independent educational institution, so often accumulating large deficits for operations and letting them carry over to later years. During periods of depression and war, as the first fifty years of the twentieth century have been, it is hard to follow this advice. The story, therefore, of how one institution met its accumulated debts for buildings and property increase at the close of World War II seems significant.

The independent colleges, originally existing almost entirely by the support of various churches, have a peculiarly difficult struggle in view of the rapid growth of state-supported colleges, particularly in the field of education. They must justify their need of assistance for the good of the public, in order to secure patronage and to obtain the gifts which they must have for continued existence. Their educational programs must stress outstanding values that the public desires to conserve, such as certain religious and spiritual attainments, the development of moral character, certain kinds of discipline or codes of behavior, not included in public education at public support. On the other hand, such independent institutions, whether or not affiliated with churches, may secure support because they are pioneering in certain new movements in education which are needed

and significant but not yet a part of the local public school program, for instance, the nursery school, the educational clinic or guidance center, and programs in family life relationships; or because they are offering new and valuable courses in the social studies and sciences, such as science in an air age. For the independent teachers college, it is necessary to prove the validity of these unique opportunities offered to future teachers, leading the way to meet the needs of children and youth in the areas not yet touched, or not touched adequately by public education.

The independent teachers college by cooperating with already existent publicly supported colleges and in its own area by cooperating with other independent colleges, may work out a functional program with them, better serving the total national or local need than either the publicly supported or the privately supported colleges could do alone. The story of National College of Education through the years illustrates how one independent institution made such a contribution.

PROGRAM FOR LIBERAL ARTS GRADUATES. The unique character of the college program for teacher education brought into its summer classes year after year many experienced teachers with bachelor's and master's degrees in education who took undergraduate courses, without credit, for their value to them as teachers.

In the years between 1930 and 1936 graduates of liberal arts colleges enrolled in considerable numbers in undergraduate courses of the year and the summer in order to prepare for teaching young children in nursery school, kindergarten and primary grades, and many stayed for two years to earn a credential. In 1937, National College of Education announced a one-year "Integrated Program for Graduate Students—a plan whereby principles and procedures emerge from classroom experiences with children." This intensive one-year program for graduates of liberal arts colleges, known as the "Seminar Program," included certain prescribed courses in child development and a seminar course based on teaching problems as they emerged in student teaching. The seminar, ably led by Harriet Howard and a faculty committee, granted credit at the close of the year in such professional courses as Curriculum Construction,

Educational Measurement, Nursery School Education, Reading and Language, Social Studies in the Elementary School.

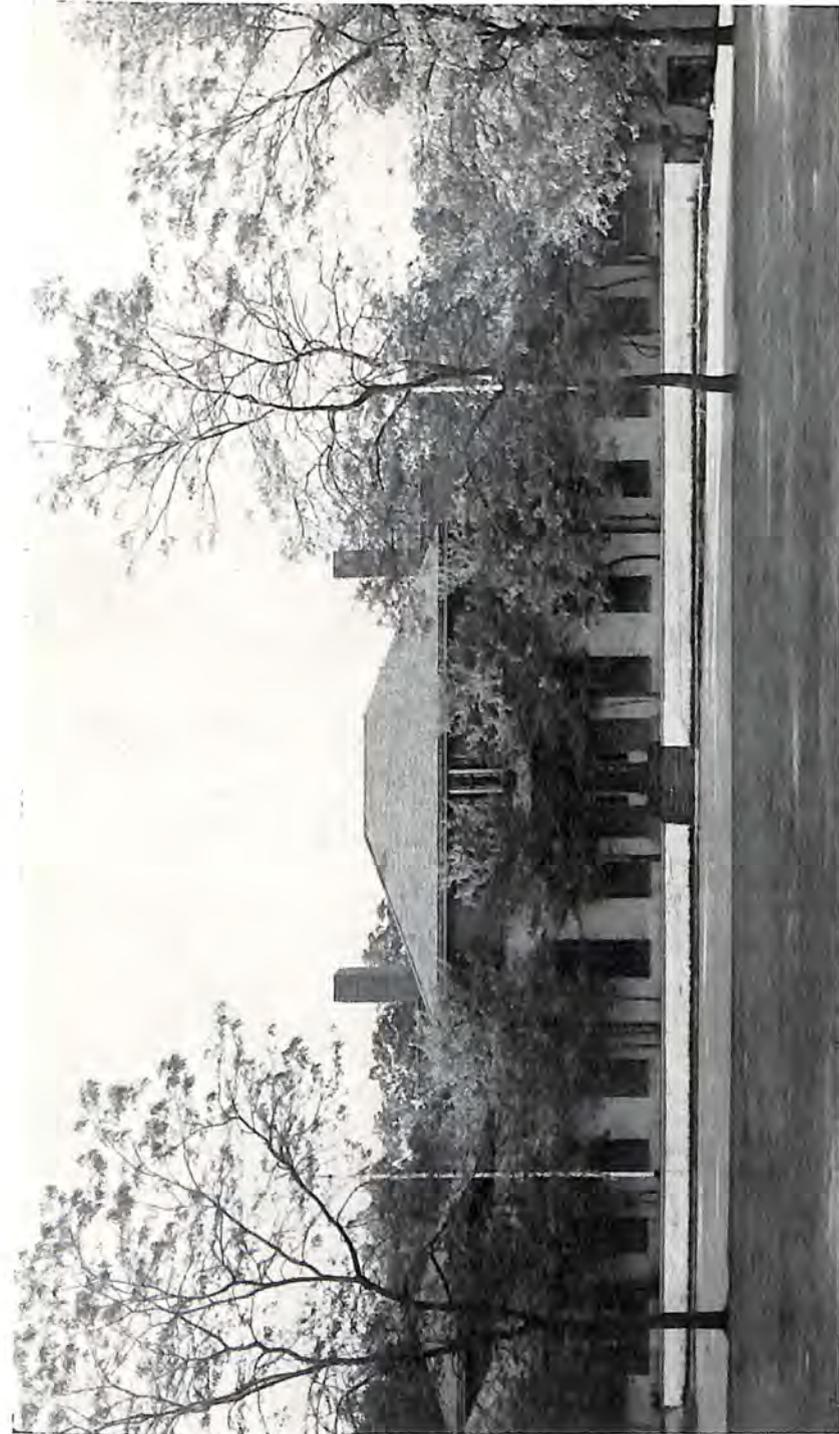
For some years a Graduate Diploma was awarded to those completing this concentrated course. Beginning in 1943, the professional degree, Bachelor of Education, was awarded to graduate students who completed this one-year integrated course. Ready placement of these graduates as teachers of young children and their subsequent professional growth gave evidence of the worth of the program.

PROGRAM AT THE AVERY COONLEY SCHOOL. David W. Russell, first director of The Avery Coonley School in the new trusteeship plan, began his work at the Avery Coonley School in the summer of 1943. Two new departments were opened that year: a nursery school for three-year-olds and college extension courses. These two new features were the result of advanced planning by the faculty committee made up of representatives of the Administrative Council at the college and representatives of The Avery Coonley School faculty. There was an immediate response to the extension classes. The first year a small group of teachers and parents attended the classes which were taught by faculty members of National College of Education and The Avery Coonley School and by school superintendents from adjoining communities.

In addition, internships were established for several students from National College of Education, making it possible for them to spend an entire semester at The Avery Coonley School. The first year, Edna Dean Baker, Clara Belle Baker, Miriam Brubaker, James H. Griggs, Harriet Howard, and Dorothy Weller helped with teaching courses. The internship plan for students, which was first tried at The Avery Coonley School, permitted students to live in the community and to have all their student teaching and college courses there for a semester. The plan from the beginning was much liked by the students and, although they missed the larger classes and particularly participation in the extra-curricular activities and social events on the college campus, they felt great satisfaction in being a real part of The Avery Coonley School faculty and the community in which they were living as teachers.

Much credit for the favorable response is due to Mr. and Mrs. Russell who chose the homes in which students boarded with the greatest care, made them feel welcome in their own home, "Gate House," and arranged that they were kept busy in their free time with interesting activities, such as participating in an amateur dramatic group in the community or in a worth-while program sponsored by one of the civic groups. Student assistants from the college attended the Monday faculty meetings and Mrs. Russell's Thursday "Kaffee Klatsches," and thus had a part in planning the activities of the school. They participated also in the program of an active Home and School Association. These wise features of the plan did much to contribute to its success. The students had the privilege at the week end of returning to their own homes or of visiting friends in the college dormitory if they were invited to do so. This provision, of course, meant that they had an opportunity to participate in certain of the social events of their classes and of the college. Some of the students, however, preferred to stay many of the week ends in Downers Grove in order to be in touch with recreational and church activities there. The college was successful in its choice of students for this opportunity, and The Avery Coonley School likewise was fortunate in the selection of homes for these students. This experiment was started during war years and continued during postwar years when many problems affected the life of students on the campus, as well as away from the campus. Since there could have been no more difficult time to try an experiment of this nature, its success was greater than could have been expected.

Another valuable experience for college students made use of The Avery Coonley School. Students taking the prescribed course in Curriculum Construction, which included one morning a week for observation of schools, regularly visited The Avery Coonley School. They traveled by chartered bus in the visitation of other schools at some distance, as well as The Avery Coonley School. While the excursion was never obligatory, students seldom missed the opportunity to see the beautiful building and campus of The Avery Coonley School and its interesting program. A brief introductory talk, given by Dr. Russell, was followed by a tour of the building



The Avery Coonley School in Downers Grove

and grounds, with the opportunity to visit children's classes later in the morning. Always in this visitation there were discussion periods when students could ask questions about what they had seen. Opportunity was given them to eat picnic lunches before the return to Evanston. The entire nature setting for The Avery Coonley School is unusually beautiful and the variety of science interests, as well as social studies projects, together with the beautiful art work and creative rhythms, made many students eager for an internship in the school.

The first extension course was small and confined largely to student teachers from the college, faculty of The Avery Coonley School, and parents. Gradually, however, a genuine interest was developed in these classes among west suburban teachers, until certain classes held during the last year of the war and in the postwar years had a very good enrollment of teachers in service. Classes meeting in late afternoon, following the close of school and under difficulties of transportation from other suburban communities, sometimes found it hard to work out an adequate time schedule for the necessary credit hours at the college. However, by supplementing class attendance with reading and with individual problems upon which reports were made, teachers were able to secure a valuable academic and realistic experience.

Parents, during these years, were active partners with faculty and administration in working on the educational problems of The Avery Coonley School as well as the financial problems, and because of a clearer insight into the nature of the educational process, they grew gradually in their sense of responsibility and their competence. In time a small group of parents was ready to work on the financial and administrative problems of the school with the Board of Trustees of National College of Education, at first through the trusteeship and later after the college accepted Mrs. Coonley's gift of The Avery Coonley School.

In the summer of 1949, David Russell accepted an appointment as professor of education at Pennsylvania State University. Dorothy Weller was chosen to succeed Mr. Russell as director of the school. As one of the faculty of National College of Education who had helped

with the internship program and also with the extension classes on The Avery Coonley School campus, Miss Weller knew the school well and had real appreciation of its unique values. She has worked successfully with the management of the school by a local board, and has guided skillfully the cooperation of parents with teachers and children in school festivals and projects. The work of the school has been carried forward well, with provision for creative activities of many sorts, and with sensitivity to the needs and problems of individual pupils.

GROWTH OF THE MARY CRANE NURSERY SCHOOL.

Growth of the Mary Crane Nursery School during the years from 1940 to 1950 was conditioned greatly by the impact of the whole war and postwar situation. Young boys were drafted from this area of Chicago as well as from more economically stable sections. Many fathers also were drafted and others were employed in various war industries. Children, as well as mothers, needed a great deal of help, and the children who had graduated from the nursery school, many of whom were now young men and young women, often returned to seek advice from Miss Nina Kenagy, director of the nursery school, who was a continuing influence from the beginning of the school in 1925 to the conclusion of World War II in 1946. With her, these young people shared their experiences, told their problems, and found understanding and comfort. She, on the other hand, was often greatly enlightened when they confided in her. For instance, one young man just come back from the South Pacific said to her, "I tell you, Miss Kenagy, you don't notice differences of color and race when your airplane has crashed or your vessel has sunk and you are swimming in oil in the South Pacific. You are all fellow sufferers." These words came from a lad who was accustomed to the tensions of a neighborhood in Chicago where Negroes, Jews, Italians, Irishmen, Bohemians, Japanese, and Mexicans were often in conflict over their racial and cultural differences, even though all born in one country.

As the war continued, the experience at Mary Crane Nursery School in securing teachers became harder, as it did in all schools, but the fact that teachers were found to whom the appeal of such

a center could make up for the long hours, hard work, and lower salaries, was a constant encouragement to National College of Education, which advised on the teaching staff. Through the Mary Crane League, support was maintained for the nursery school. It was more difficult as the war continued to get the actual funds to keep centers like this in operation. Yet the fact that the league was able to point out the greater need of the times and the greater danger to our democracy should the less privileged areas be neglected, brought from league members themselves, the sacrifices in time, effort and money that made possible a budget of \$40,000 a year in the postwar period. Great credit is due to the women of the Mary Crane League who showed an ability to shoulder a burden of this kind and raise each year from \$30,000 to \$40,000, not only by solicitation of funds but by putting on large projects like The Ice Capades, book reviews, and the beautiful annual bridge luncheon at the Edgewater Beach Hotel. The league was able by the use it made of funds and its careful accounting of them to secure annual appropriations from the Community Fund of Chicago, to keep a continuing support from the Mary Crane endowment fund, and to hold the generous cooperation on the health and nutrition program from the Infant Welfare Society of Chicago.

The various societies for charitable or social welfare work in Chicago underwent the same kind of growth and change that came to the college. The Chicago Council of Social Agencies became the Welfare Council of Metropolitan Chicago; the United Charities of Chicago was superseded by the Children's Benefit League of Chicago. The Mary Crane Nursery School still worked with four cooperating agencies, but they had been changed in name and function and represented the thinking of the late forties and early fifties. The Mary Crane League was now endorsed by the Chicago Association of Commerce and Industry, which originally was known as the Chicago Association of Commerce. The league, when first organized, had one chapter with only a few members, but at the end of twenty-five years the league had many chapters in the Chicago area, including one composed of mothers of children in the Mary Crane Nursery School. The membership grew from ten or twelve to

100, 150, 175, 200, and as the chapters grew and the membership increased, so did the children in the nursery school. Instead of one or two groups as in the beginning, there were now four groups and in these groups, one hundred children, from two to five years of age, with additional children served in the summer session. The school community had been extended from a neighborhood largely Italian to a neighborhood largely Mexican, and from races largely representing Europe to children of all races and creeds.

In addition to its regular program, the Mary Crane Nursery School served during the war period in the training of volunteer Child Care Aides for the War Emergency Nursery Schools developed in Chicago with the cooperation of public schools, under a Child Care Committee representing both educational and social agencies organized to work with the greater Chicago area during the war emergency. In this training program, an important problem was the choice of institutions that could house the classes and offer observation in connection with the lectures on Nursery Schools, Child Development, and Child Care Agencies. The Mary Crane Nursery School provided an environment similar to the schools in which a majority of the volunteer child care aides would be placed. Hundreds of women who volunteered to give time for training and promised to serve as child care aides in the program, attended classes and observed in Mary Crane Nursery School at Hull House, as well as in public schools where war nurseries had been set up and were already using some volunteer assistance. During the entire war period and the postwar period, Mary Crane Nursery School took care of hundreds of visitors from different parts of the United States and from abroad who had become interested in the nursery school movement through the great number of centers in operation with funds from the federal government.

After the close of World War II, Nina Kenagy, who had directed Mary Crane Nursery School for twenty years and had been the creative central figure about whom the entire activity had evolved, retired on September 1, 1946. Hers had been an outstanding demonstration of the best which the era had provided in education and social service for underprivileged children. Succeeding her in the

direction of this great enterprise was Lucille Bush, Downers Grove, another gifted graduate of National College of Education, who had received her master's degree from Teachers College, Columbia University, and had had fifteen years of teaching experience in the nursery school field. She felt deeply the responsibility falling upon her in taking the place of a woman like Nina Kenagy, so deeply entrenched in the affections of the people of the Hull House district, the graduates and former pupils of the school, and so well known, locally, nationally, and internationally because of the thousands of visitors and the many students from all parts of the United States and other countries who had studied or observed for periods of time under her supervision. Miss Bush faced the changing situation in the neighborhood, in the field of social agencies and philanthropy, and in education as well. With some training in research and experience with government agencies, Miss Bush was prepared to cope with the changing situation and to give the Mary Crane League the cooperation and advice needed in working with the new social agencies and the community fund. The story of Mary Crane Nursery School under her leadership will necessarily be a different story than the story of the era through which Nina Kenagy directed the nursery school.

It would be difficult to say whether the Mary Crane Nursery School has been more helped by National College of Education, or National College of Education has been more greatly enriched through the insight and understanding that hundreds of its students and graduates have received in serving there.

PREPARATION OF STUDENT AIDES. Student aides were much needed for the war nurseries in Metropolitan Chicago. During the years from 1933 to 1945, several changes were made in the original Emergency Nursery School supported by the federal government. The first use of federal money for nursery schools had been during depression years when many teachers and other white collar workers were out of work and when, because of economic conditions, many children were suffering from malnutrition and other disorders. These schools, at first termed WPA Nursery Schools, were said to be the most successful of the WPA projects. Government nursery schools

were placed under a new program after the United States entered World War II. Some federal support and some state support were given, but there was much more local support and participation. Schools were not carried on unless the local school system as well as the local community wanted them.

In Metropolitan Chicago this program was set up as a part of the Civil Defense program led by Mayor LaGuardia of New York. Towns north, south, and west, some little distance from the center of Chicago, were included as a part of this defense district. Participation in the program depended upon the local mayor and government of each municipality and on the board of education in the local school system. In greater Chicago, participation was general, although a few communities included in the district failed to avail themselves of the opportunities afforded by the program. One of the important units set up by states and local communities was the Child Care Committee. The chairman of the Child Care Committee in Chicago was Mary Murphy, director of the Elizabeth McCormick Fund, who had unusual background for such a position. She chose a small number of people when the Committee on Child Care was first formed, representing both education and social work, the churches, and the public schools. After a year, the committee was increased greatly in size to bring in representatives of labor and of the employers, both men and women. The meetings were carefully planned to bring up the controversial issues in the local situation, to get a full expression of opinion and, if possible, unity of agreement on immediate issues that were stalling the program. Representatives of government were brought in as needed from the state government at Springfield, the local government in Chicago, or the federal government. Pending legislation often had to be discussed in its bearing on the program and its effect upon children and youth.

An active sub-committee appointed by the Child Care Committee directed the training of volunteer aides for the war nursery. A great problem of the war nursery was the number of hours a day in which children had to be cared for because of the work schedules of mothers as well as fathers. Many fathers of children in war nurseries were in service and others were working in war plants.

Most mothers of these children were employed in some form of war work, usually in war plants. The nursery schools were open twelve hours a day and teaching staff had to be provided for three shifts. It was difficult to find enough unemployed teachers properly prepared for teaching in kindergarten or nursery school to accept these positions. Many married teachers, long out of service, qualified for this work and went into it, not primarily for money but because the need for their service was so great. Other untrained women were willing to volunteer as aides so that there might be enough persons to care for the young children which the nursery schools had to keep, and give them the individual attention and help so badly needed. Some training for volunteer assistants who had never had any preparation for work like this was necessary; otherwise, they often interfered more than they helped. The volunteers, as a rule, served on a part-time basis, more limited than the paid teachers, thus making the demand for a number of persons for this service greater. Such a training program greatly increased the knowledge of the general public concerning children and the meeting of their needs.

Edna Dean Baker of National College of Education was a member of the Child Care Committee from its inception. When the committee was enlarged, there were two representatives from National College of Education, the second being Harriet Howard, director of the Department of Student Teaching. Edna Dean Baker was asked to serve as chairman of the Committee on Training Student Aides for war nurseries. Miss Howard was a member on that committee, as were representatives from other participating teachers colleges. All those who served in any capacity on the educational program for these child care aides gave their services voluntarily and without pay, as did the institutions which provided classrooms and other facilities for the class periods. The institutions selected to render this service on the three sides of the city were those that offered facilities for observation of nursery school and kindergarten and a training program for regular students preparing to be teachers in these fields. National College of Education was selected on the North Shore; the University of Chicago, School of Education and

Elementary School, and Chicago Teachers College served the South Side in the same way. The institution chosen on the West Side was Hull House, which had several social agencies in its buildings and the Mary Crane Nursery School available for observation and for student teaching. Members of the faculty of these colleges and Nina Kenagy, director of the Mary Crane Nursery School, assisted in offering courses, as did specialists from Northwestern University, the McCormick Fund staff, and several other agencies and institutions.

Much experimentation went on relative to the curriculum for these schools and the techniques of teaching as well as the evaluation of the program. Through the Training Committee, the experiences of the four centers were carefully evaluated as they all had representatives on the committee. Helen Koch of the University of Chicago, an eminent child psychologist, was helpful in constructing the tests for the evaluation of the program and for guiding this part of the program. Olga Adams of the Elementary School of the University of Chicago, as chairman of the Curriculum Committee, did an outstanding piece of work.

Leadership in New Fields

THE INTER-AMERICAN PROGRAM. The Good Neighbor Policy, initiated by President Roosevelt in 1933, had improved relations of the United States with the republics of Central and South America. As it became evident, during 1940, that the Western Hemisphere might become involved in the war, the United States developed a more definite policy of friendly cooperation with Latin-American countries. In August, 1940, a Coordinator of Cultural and Commercial Relations was appointed in the Council of National Defense. The Division of Cultural Relations of the Department of State held several conferences at Washington to consider ways of promoting cultural relations with Latin-American countries. It was realized that just as our own country had turned to Europe for leadership in culture and education, sending our distinguished scholars to European universities for higher degrees, our talented artists to France or Italy for study, our scientists to Germany, so

also had gifted and influential South Americans sent their youth abroad for education, to Spain, Portugal and other countries from which their forebears had come. However, during the war, it was impossible, for the most part, to send youth abroad for training. Times were ripe for Central and South Americans to come north and for North Americans to go south to share their culture in the Western Hemisphere.

Associated with the Department of State in this project were the education, health, and welfare agencies, including the Office of Education. The Office of Education, from time to time, called in representatives of public and private education and discussed at these conferences, how state and local institutions, organizations, and agencies affiliated with education might help in working out a plan. National College of Education came into the program in the conference relative to what might be done in the field of elementary education, and its president, Edna Dean Baker, was asked to participate in planning a workable program in the United States for such cooperation.

It was agreed that one of the biggest stumbling blocks, so far as our own citizens were concerned, was the ignorance of our own children and youth concerning the countries to the south. Due to the fact that social studies in the elementary school had been largely confined to the history of the United States and our Old World background, teachers and pupils had given very little consideration to the human development, the relationships, and the cultures of these Central and South American republics. Faced with this problem, the conferences set out to outline the preliminary steps in changing this picture. The first objective was to give the elementary school child a better understanding of Central and South American republics, by a realistic use of the facts secured from geography and history. Committees were put to work to assemble the literature in books, including stories, songs, plays and games; to list festival programs, motion picture films available for use in schools, and other materials that could be put into the hands of elementary school teachers as resources. Other committees worked on the problem of interesting parents and other adult groups in planning programs

generally stimulating to public interest in Central and South American countries, and in discovery of community resources that might be used to advantage by the schools.

THE DEMONSTRATION CENTER PROJECT. National College of Education and New Trier High School in 1945 were asked to cooperate in the Chicago area as a Demonstration Center under the direction of the United States Office of Education. Elementary education specialists from the Office of Education came out for initial talks with the committee of which the president of the college and the principal of the high school were members. Edna Dean Baker was asked to preside at the initial meetings for working out the joint program which would coordinate the programs of National College of Education and New Trier High School in the Demonstration Center Project. After one or two initial meetings, these two groups met separately with a representative of the United States Office of Education, who advised the various centers in different parts of the United States.

The first year of the Demonstration Center Project, there were twenty such centers in the United States in different types of educational setups, as for instance, a state department, a university, and a county school system. The centers were expected to use as many effective techniques as possible to awaken an interest in schools and communities, and, of course, to increase resources and materials in the field of the Americas, to locate valid collections, good speakers and entertainers, and to utilize available films, realia, library lists and the like from the Office of Education to supplement local resources. National College of Education, in its association with New Trier High School in this project, offered combined resources, and was thus enabled to service schools for all age levels. A Steering Committee guided the efforts of the center, formed of people representing a wide variety of Inter-American contacts and interests; for instance, students on the campus of the college, faculty members of the two institutions who had made trips to countries of Central America and South America and were available for talks and for exhibits of their realia. The two centers were able to cover the elementary, the high school, and the teachers college.

The second year of the Demonstration Center Project, only ten centers in the country participated. They were able to offer various resources in the study of the Americas in schools of each region. As the program was developed at National College, at least three resources deserve mention:

1. Upon application to National College of Education, nearby schools were able to obtain for a two-weeks loan, travel exhibits of realia, books and pamphlets and loan packets of materials from the United States Office of Education, kept at the center for such a loan.

2. National College of Education library served as a depository for much pamphlet material from the Coordinator's Office and the United States Office of Education. Some of these materials were available for loan, others free for the asking.

3. Arrangements were made to have individuals or groups of experts go to nearby schools for an afternoon with the children and teachers, to aid them in their study of the Americas. Books, pamphlets, and pictures from the library, records and music, and examples of projects carried on by students in both child and adult schools, were taken to schools by the visiting teams, according to the needs and requests of those from whom the invitation came. During one month only, teams visited seven elementary school systems in response to invitations.

During the second year, the enlarged Steering Committee, of which Edna Dean Baker was chairman, and Agnes Adams, co-chairman, was composed of selected faculty members from National College of Education, New Trier High School, Northwestern University, and the elementary schools of Chicago, Glencoe, Oak Park, and the University of Chicago. Among new members of the committee were six students from other Americas—Celina Nina, nursery-kindergarten specialist from the Ministry of Education of Brazil, sent by the United States Office of Education for a five-month internship at National College of Education; Casto Carlos from the Republic of Panama, who was studying at the college and teaching Spanish in the Children's School; Luz Maldonado of Puerto Rico and Raul F. Ponte of Panama, both graduate students at the University of Chicago; Inis Acosta, kindergarten teacher from Peru, and Carlos Macchi of Argentina, both studying at Northwestern University.

The second year of the Demonstration Project, an Inter-Ameri-

can News Sheet was started to circulate among members of the Steering Committee and the cooperating schools. In an attempt to evaluate the Demonstration Center, a member of the committee made the following comment:

"At this moment of tense and strained relations on postwar settlements, it seems particularly important that we see clearly what is going on, that we work the more persistently and patiently to further sane methods of international cooperation, justice and fair play. The problems are exceedingly complicated but unless those who work for the good of all nations, for equal opportunities in the new economic order and for the four freedoms, see that these problems are satisfactorily solved, this war may be tragically prolonged and the future peace only another brief interlude."

TRAINING STUDENTS FROM OTHER COUNTRIES.

During the war and postwar years, many students came to National College of Education from South America as an outcome of the Inter-American Educational Program. Among the first to come were two young women, one from Brazil and one from Panama City in Panama. Celina Airlie Nina from Rio de Janeiro was a member of the Ministry of Education of Brazil, a technician in nursery-kindergarten education. In response to requests from the states of Brazil, Miss Nina devoted periods of weeks or months to the in-service-training of teachers. A grant from the coordinator's office of the Department of State financed the intern training fellowship at National College of Education which was awarded by the Office of Education. Miss Nina not only had training and observation at National College of Education but also visited many schools and child welfare centers in the Chicago area, as well as traveling to St. Paul and Minneapolis, Iowa City, Ann Arbor, Detroit, and Milwaukee. Miss Nina was of Scotch and Portuguese descent and her appearance and manner both witness to this combined heritage.

Castro Carlos had had two years of study at the Inter-American University of Panama and had also held a responsible business position for several years. She was interested in Pan-American folk songs and dances, having assisted in the compilation of folk lore material in a research seminar at the university. She was recommended to National College of Education by Evelyn Erickson, who was engaged in wartime service in one of the United States Govern-



Students from Other Countries

ment agencies of the Canal Zone. Miss Carlos was granted a student scholarship in the college and a teaching fellowship in the Children's School, where she taught Spanish in the sixth, seventh, and eighth grades. These two young women illustrate well the various sources through which students came from Central and South America to study at the college, and the part played by our Government in the program for students coming from Latin America. During the years from 1944 to 1950, representative students studied at the college from Brazil, Colombia, Bolivia, Paraguay, Uruguay, Venezuela, Panama, Mexico, Cuba, Honduras and Argentina.

In 1946-47, National College of Education enrolled the following students from abroad, ten in all from outside continental United States, representing eight foreign countries and the Territory of Hawaii. Some of these were on government fellowships from their own countries. Some were on exchange fellowships, and some came through religious or missionary connections. Each had an interesting

and valuable contribution to make to us in America, as well as an opportunity to observe and participate in American educational programs.

From Bogota, Colombia, came Victoria Bossio on an exchange fellowship. Victoria was an excellent dancer, had had some teaching experience in the pre-school and primary grades in her home city and was planning to return to Colombia. Blanca Crottogini, sister of Elena Crottogini, a former student at the college, was a pre-school teacher in Montevideo, Uruguay, and had worked with handicapped children. From Australia came Helen Carr, whose home was in Orange, New South Wales. She was looking for help and inspiration in her work as teacher and supervisor in Sydney Kindergarten Training College, where she was a member of the staff.

Honduras was represented by Corina Falope who came from Central America. Corina had had several years experience in elementary schools in Honduras and was a graduate of Central Normal School for girls. She planned to return to her country to improve instruction of young children there. Two more students came from Brazil: Ruth Guedes from Minas Gerais and Eliza de Mesquita from Rio de Janeiro. Both Ruth and Eliza were interested in developing health and nutrition programs for their own work with young children. They were sponsored under one of the Nelson Rockefeller projects in Brazil. Angela Millan, from Caracas, Venezuela, was sent by her government to get kindergarten training in the United States and especially to observe American ways of teaching and supervising. Pearl Ramcharan from Trinidad, British West Indies, was descended from a group of Hindus, imported from India by the British several generations ago to work in the plantations of Trinidad. Pearl, after one year of child study in Toronto, was working for her degree at National College of Education.

The ninth girl in the group was Soo-Tsung Chow, who arrived from Soochow, China, having graduated from the Laura Haygood Normal School in that city. During the Japanese occupation, Soo-Tsung organized and supervised a nursery school and kindergarten, composed of eight groups in eight private homes, since the school building had been destroyed by the Japanese and all the material and

books burned. Teachers were obliged to hide their operations and to create practically all their materials of instruction, but they carried on without discovery by the Japanese for the entire period of the occupation. Her study in the United States was made possible through the Centenary Fund of the Methodist Church. Last but not least, from the Territory of Hawaii, came Chikako Kunimura, whose home was in picturesque Hilo. "Chic" had always been interested in young children, and one day the Supervisor of Territorial Kindergartens mentioned National College of Education to her as an outstanding opportunity for her in the States.

After World War II was over and it became possible for students to study in the United States from any of the countries of Europe, the college enrolled a student from Norway; and as a part of Senator Fullbright's program, approved by Congress, students were brought from Germany and Austria. Students from the Orient, India, Japan and Korea, were sponsored by various churches. Some had received scholarships through lay organizations in this country and through the college scholarship fund. The Association for Childhood Education International has sponsored some students in the field of early childhood education. The International Institute of Education situated in New York City has recommended other students sponsored by lay organizations in the United States. All of this effort has been the result of a realization that when countries in different parts of the world, isolated from one another in space, have little opportunity for knowing each other, or developing mutual understandings and appreciations, it is easy to develop fears, antagonisms, and misunderstandings, leading to war. The hope has been growing that intelligent representatives of these countries, particularly teachers, given an opportunity for really knowing one another, may be able to influence citizens of their countries later in working out mutual problems without resorting to war. Education is at least one of the means that may be employed to bring about peace and to create an atmosphere of good will.

CHANGES IN THE COLLEGE CURRICULUM. Curriculum changes during the second world war reflected the wartime needs of children and youth; also the needs of teachers and parents whose

influence over children is so significant in such an era. Some new courses were the result of faculty or administration suggestions to the Curriculum Committee, and others were introduced because of suggestions of students through the Student Curriculum Committee. A few of the new courses proved to be of short-time duration, offered only until the end of the "shooting war." Others were of enduring value, since they were designed to promote understanding between nations or races; between parents, teachers and children; or between schools and communities.

The listing of courses in the regular college catalog of 1946-1947 serves to illustrate some of the courses added during the war:

Progress in American Education (the relation of education to a democratic society and the gradual changes in objectives and methods in American Schools in order to conform to the demands of democracy); The Welfare of Children in the World Crisis (studies were made of child welfare and cooperative agencies promoting it in the local community, the nation and the world); Home Management and Consumer Buying (help was given here in sanitation and safety, selection and care of linens and clothing, cost and purchase of food, preparing and serving meals with special consideration to current conditions including rationing of food and shortage of certain items in the recommended diet); Motivation of Adolescent Behavior (consideration was given to the particular problems of this age group in times of crisis including the war crisis); Child Development (including special problems precipitated by the war). In science and social studies, courses were added to give understanding of all phases of new civilization introduced by the development of air transportation: Science in an Air Age; Geography of the Americas (with special stress on physiographic, climatic, and social aspects of the countries of North and South America); Geography of Urasia; and a course in World Geography (intended to help in giving global understanding of the problems facing us in a world war); Latin American History and Politics.

In addition to these courses offered during the year, summer school bulletins and articles in *Our Guidon* list other courses introduced in summer sessions. Some of these are:

Public School Administration (a cooperative enterprise), Audio-visual Education, Education in National Defense, Education for Human Understanding and Cooperative Living, Significant Trends in Elementary Education, Child Welfare in the World Crisis, War and the Consumer, and Education for Victory.

James H. Griggs, chairman of the Curriculum Committee, who returned to the college in the summer of 1946 after a period of war service, wrote an article entitled "Education for Victory," for *Our Guidon*. Selecting from it certain significant statements, we quote:

"The Army, Navy, and Marine Corps constitute the greatest single educational venture ever attempted in the United States of America at any time in our history. Millions of men and women are being trained in specific jobs and skills essential to carrying on the fight. Other millions of men and women are trained in skills and techniques of war production. Our country has become one huge educational laboratory with a grim, serious purpose—winning the war.

"There have been no patterns to guide decisions, no ready-made responses printed in books or enshrined in libraries to which they may turn for final authority. Progress in the war effort has become a matter of problem solving on the basis of the best judgment available and with the final test a pragmatic one—does the solution work? Education in such a venture has come to mean living, working, and thinking, right in the midst of the problem situation—and there is just no other way around it. 'The activity program' has been adopted lock, stock, and barrel by the Army, Navy, and Air Force. 'Learning by doing' is the watchword of industry.

"The problems of victory in the postwar world can be solved only if we raise up a generation of children trained in the process of thinking through their real problems and of acting upon that thinking in real situations. If we want men who can exercise initiative, who can accept responsibility, who have a keen sense of human relations and human needs, then we must give them an opportunity to develop these qualities in our schools and in our homes. Education thus turns from a matter of absorbing knowledge to become an ongoing process of living and learning from first-hand experiences in which the learner is free to take an active part. We want to raise young Americans and young world citizens who are not 'blotters but doers.' We want a generation of adults who can solve the perplexing problems of the world better because they have had a life-long training in solving problems in human and group relationships. We want a generation which can adjust readily to new situations and we want a generation which is tolerant of other races and of beliefs other than their own."

Chapter Twenty

SERVICES TO THE PUBLIC AND THE EDUCATIONAL WORLD

Timely Conferences Open to the Public

Community conferences were initiated at the college during the period immediately following the great depression of the thirties. Many of these conferences were of special interest to educators and teachers but some were valuable to the citizen whether a teacher, a parent or a person following social trends and interested in the welfare of all citizens. These conferences were continued throughout the decade from 1940 to 1950. National College of Education especially designed some conferences to meet the problems of the current war and postwar period.

INTER-AMERICAN EDUCATION CONFERENCE. The Inter-American Education Conference was held during the years when the college was one of the Inter-American Demonstration Centers for the United States Office of Education. It was, of course, held in cooperation with New Trier High School and a general committee from the area. For this important conference on May 1, 1945, the college building was decorated with flags of The Americas, with loan collections of realia from Guatemala, Mexico, and Peru, and with many displays of children's work. A crowd of well over 500 was attracted to the various parts of the day's program. In the morning opportunity for observation of Inter-American activities was afforded in five selected elementary and high schools near Evanston. Bess Goodykoontz, Assistant Commissioner of the United States Office of Education, spoke in the afternoon on "Why Educate for Inter-American Understanding?" This address was followed by five discussion groups led by elementary and high school teachers. Two hundred persons enjoyed a South American dinner in the college dining room, which was made colorful by authentic designs, place mats, pictures, and decorations. Films of The Americas were

shown following the dinner. Consuls to Chicago were present for the dinner and the evening program, from Argentina, Cuba, Mexico, and Bolivia. The address of the evening—"Where Do We Stand with Latin America?"—was delivered by Hubert Herring, executive director of the Committee on Intercultural Relations with Latin America and professor of Latin-American Civilization, Claremont College, California.

INTERFAITH CONFERENCES. The most outstanding series of conferences held during the war period was initiated by National College of Education as an independent, non-denominational teachers college. The administration of the college felt deeply the need of parents and teachers, because of the special problems presented by children and youth during the war period, for a conference on the resource offered by religion. It was decided to invite a representative group of church school leaders to discuss this need. Out of the discussions developed the plan of an all-day conference held at the college under the leadership of a joint committee of secular schools and religious workers in the metropolitan area of Chicago, to which all those concerned with the spiritual development of children—parents, church school and day school teachers—should be invited. For this conference, the topic "Helping Children Grow Religiously" was chosen and the conference was held at the college on Saturday, September 27, 1941. The enthusiastic responses of the 275 persons in attendance and their request for a repetition of such a conference the following year, spoke amply for its success. Under non-denominational sponsorship with representatives of Protestant, Catholic, and Jewish faiths, the meeting seemed a significant move toward a united attack on the common task. Ten different Protestant denominations and both Catholic and Jewish faiths were represented. The observation of modern teaching from nursery school through the eighth grade was afforded by having the Children's School in session throughout the morning. An interpreter joined with observers in each room and led in discussion following the visit. For those who did not observe, seminar groups at the pre-school, primary, junior, and intermediate age levels were in session for two hours during the morning. In each group three leaders from church and

public schools discussed "The Development of Creative Experiences," demonstrating the uses of various media of expression. An afternoon symposium discussed the question, "How our Religious Ideas, Attitudes, and Appreciations Developed." Upon the request of church school leaders, the final meeting was devoted to "The Public School Curriculum." The general chairman for this first conference was Agnes L. Adams, a member of the faculty of National College of Education.

When the college held the second of these conferences in October, 1942, the theme was "Building Sure Foundations." For this conference representatives were invited of all groups sharing the responsibility for the character and spiritual development of children—parents, teachers in secular and religious schools, and recreation workers. Persons from all these groups met for a day of consultation and study. In the war period, when the usual landmarks seemed to be fading and there was groping for solid rock, the conference entitled, "Building Sure Foundations," seemed particularly pertinent. Edna Dean Baker was honorary chairman and Agnes L. Adams, general chairman of the Planning Committee of twelve, this time representing the three major faiths, secular and church schools, recreation and parent groups. Since this conference was held on Friday, it was possible to observe actual classrooms in selected public and parochial schools. Morning was given over to this observation and to inspection of three church school plants illustrating special equipment or arrangement. Sessions for afternoon and evening were held at National College of Education and included seminars on religion in the home and at each grade level from nursery through high school.

In a panel discussion on the community approach to religious education, headed by Frank McKibben, an effort was made to find a common denominator in religion and some agreement upon elements on which the whole community could work cooperatively with the added strength and emphasis which comes from unity. There was a large exhibit of religious publications, a film was shown, and a group of upper-grade children from one of the public schools dramatized the story of The Good Samaritan. After dinner, commu-

nity singing was led by J. Leslie Jones and a group of singers from the Metropolitan Church of Chicago. In the evening the A Cappella Choir singers from North Shore Country Day School gave a group of songs. Edna Dean Baker spoke briefly on the significance of the day's program, pointing out the value of common goals and understandings among those concerned with the children's growth, especially in this important area of spiritual development. She noted that the afternoon seminars had placed special emphasis upon problems induced by war: the need for security, certainty and stability; the fears of young children due to war stories and pictures; youth forced to grow up too fast; problems young men and women met, such as accelerated marriages; the conflict of ideologies of people relative to war; and the growing juvenile delinquency. The pertinent question before the conference, Miss Baker said, is how can we best prepare our children and youth to help in forming and guiding the future order in harmony with the spirit of brotherhood, good will, and peace.

Rabbi Charles Shulman of North Shore Congregation Israel gave the first address of the evening.

"Building sure foundations in a world of uncertainty seems an impossible task. Though the whole world is at war, ours in America is not yet a people's war. This is not true of the Chinese whose people dug the Burma Road with their bare hands—with their fingernails. We in America know nothing of this war as China knows it—we are too comfortable. We need to realize there is something deeper and finer than mere comforts and conveniences. Have we in this country served God with one-half the zeal we have given to developing our scientific and economic life? There has been talk in this conference about tolerance. No religious conference ought to need to talk about tolerance. It should be an integral part of democracy . . . The world has grown smaller due to science and invention; but unfortunately man has also grown smaller. Man must, as the world grows smaller, grow broader and more all-inclusive in his concern for his neighbors. We must feel and believe that our country is the world. We all live two lives, the individual life and the social life, and the two lives must approximate. Civilization depends upon enlarged understanding and enlarged sympathy. 'Fire and light come out of adversity. Take the stone of darkness and the stone of adversity and from this darkness and adversity, build the light for tomorrow'."

The following four conferences, occurring each fall successively

in 1943, 1944, 1945, and 1946, or until the close of World War II, were sponsored by joint committees from college and community. The third conference, having as its general theme, "Religion in Action," was especially devoted to utilizing community resources for religious education. The fourth conference was entitled, "Religious Development—Winning the War on Another Front." The fifth conference had as its theme, "Building Social Responsibility—Religious Contributions of Children and Youth." It dealt particularly with the various social responsibilities that children and youth could carry and their values, giving consideration to the programs of such social movements as Camp, Scouting, the YMCA, the religious values in work experiences for youth, audio-visual teaching materials, and methods in teaching democratic citizenship.

The sixth and final conference, which followed the close of World War II, was on the theme, "One World—Imperative for Today." The emphasis was on living as world citizens in our community. This conference was interfaith and interracial, and the more than 500 in attendance included college students, secular and church school teachers and administrators, parents, clergymen and representatives of educational, religious, and social agencies in the Chicago metropolitan area. This year forty-two agencies cooperated with the college in sponsoring the conference, among them, Association for Childhood Education, Chicago area; Association for Family Living, Chicago Church Federation, International Council of Religious Education, Illinois Congress of Parents and Teachers, YMCA and YWCA, and various neighboring school councils, theological seminaries and churches. Two speakers opened the symposium held in the afternoon at the college. Paul Hatt, assistant director of the Intergroup Relations Study being carried on in twenty colleges by the American Council on Education, suggested the necessity of "giving up" many beloved barriers if human relationships are to be improved. Dr. Hatt said that for the greater good, other lesser goods may need to be sacrificed—these might include restrictive covenants, fraternities, and even religious denominations; in fact, anything which proves divisive. Social groups must be enlarged. Since attitudes can be changed, it is the role of the school to discover and evaluate

ways of bettering human relationships. Joseph Mayer of the Institute of Nuclear Studies, University of Chicago, approached the subject from the scientist's point of view, explaining with amazing clarity the process of nuclear chain reaction used in the creation of the atomic bomb, stressing the mighty power of the bomb and the absolute necessity for world cooperation if this terrible force were to be used for up-building rather than destroying civilization. Seven discussion groups were planned to follow these two significant addresses. From the discussion groups came these statements:

"We must not only learn something about equality; we must do something about it." "Family loss due to fire is covered by insurance; that due to broken homes is not." "In improving intergroup relationships, intergroup participation in worthwhile projects is more effective than discussion by one of a different race or creed." "The Nuremberg Trials were notable in that for the first time a civil authority said to the world that there is a loyalty to humanity above that to any one country." "Both children and adults should be careful lest they voice epithets or jokes which are unconscious discourtesies."

James O. Supple, Religion Editor of the *Chicago Sun*, stressed the necessity of all religious and racial groups working together. He called attention to the notable statement of the three major faiths, The United Articles of Faith, and urged extension of all possible areas of cooperation toward the achievement of the objective, "One World."

CONFERENCES ON THE POSTWAR PERIOD. The first of a series of conferences on Preparedness for the Postwar Period was held at National College of Education on Wednesday, March 1, 1944. It was sponsored by the War Council of the college, under the chairmanship of K. Richard Johnson. Invitations were extended to high schools and colleges in the Chicago area and to members of the Alumnae Association. Betty Jane Dahlstrom, student chairman of the War Council, was chairman of the afternoon's activities. The opening address was given by Edmund D. Soper whose topic was "World Order—What Will It Be Like?" Dr. Soper, who had lived in the Orient and served as chairman of the World Order Seminar of the Methodist denomination, had excellent insight into both home and

foreign postwar problems. In answer to the question, "The World Order—What Will It Be Like?" Dr. Soper said in brief:

"No one knows the answer to that question. We can only discover tendencies and gauge the movements which are working among men and thus form some idea of the direction which events are taking. While we are preoccupied by the war and its outcome, we must also give attention to movements in human society which began long before the war and will continue to operate after it is over, the creative movements which are shaping the world that is to be. None of us will get what he wants; the new world order will not be entirely of his own ordering. We are bound to be disappointed; beware lest we become disillusioned and fall into despair. One of the fundamental movements among the peoples of the world is the desire for political freedom and national independence. In Asia at present, it is the desire to be free from the domination of Japan but it does not end there. The desire is just as intense to be free from the domination of the Western powers. The rule of the West over the East is passing very rapidly and the end is not far over the horizon. Another of the movements is the desire of the colored races for equality with the white peoples of the West. A new turn has been taken in this movement; the unifying of the attitudes of the colored races and the rapidly growing solidarity of the colored peoples over the world. The third of these tendencies is that looking in the direction of industrial democracy. The working man feels that he has the right to freedom of associations, social security, and full employment . . . We cannot usher in an ordered world without education. The new order will not run itself. Each generation must become intelligent and learn for itself the skills and ideals of the world order—these are not inherited from one generation to another . . . Where is the motivation for this endeavor? It must be in a sense of community and fellowship and these, it seems to me, come basically out of the religious conviction that we are brothers together because we are the children of a common Father."

The audience then divided into six discussion groups each led by a well-known civic or educational authority with a student leader from the Student Postwar Council of National College of Education:

1. The Socio-Mental Hygiene Aspect of Rehabilitation
2. What the Schools can do for Rehabilitation
3. The Negro in the Postwar World
4. Present and Postwar Problems of the Jews
5. The Relocation and Integration of the Japanese-American
6. United Nations in the Postwar World

The audience was brought together at the end of the discussion period, and highlights of each group discussion were given by the student leaders. The evening program under the chairmanship of Barbara Thompson, student chairman of the conference, included a concert by forty voices of the Blue Jacket Choir from Great Lakes Naval Training Station. The program was completed with an address by Carroll Binder, Foreign News Editor of the *Chicago Daily News*.

A second conference held on April 14, 1944, discussed postwar realities. Seventy-five superintendents, supervisors, principals, and guidance officers in elementary and secondary schools met with the faculty of National College of Education, to discuss "The Relation of Present Educational Practices to Postwar Realities." Harriet Howard, acting as chairman of the morning session, opened the session by suggesting that our actual present practices rather than our verbal or written plans will determine Postwar Realities. Willard W. Beatty, Director of Education, U. S. Office of Indian Affairs, gave a stimulating talk on "Relations with Minority Groups," stressing the loyalty of minority groups to the United States. He indicated gains that had been made in democratic practice, and injustices and prejudices that still remain to be overcome. After luncheon, guests were free to see exhibits honoring Pan-American Day in the library and in the display cases. The important address of the afternoon was on the topic, "How War is Changing the Curricula of our Schools." It was led by Stephen J. Corey, at that time superintendent of the Laboratory Schools, University of Chicago. Margaret Gerard, Institute for Psychoanalysis, Chicago, spoke on "How War is Increasing the Importance of Guidance," dividing her time between the special dangers for the adolescent and the young child in this era. Elsa Schneider, assistant director, Illinois State Department of Health and Physical Fitness, told in a dynamic way, "How War Has Emphasized Fitness." She found fault with the boring and perfunctory physical programs which she had seen in some schools in the state and urged teachers to carry on with their pupils vigorous and active sports and games in the spirit of joy and fun.

CONFERENCES ON YOUNG CHILDREN. A series of conferences on the Education of Young Children, held immediately fol-

lowing the war (June, 1947, 1948, 1949) by National College, presented to teachers, parents, and others those facts and understandings then available concerning the welfare and education of young children. Such facts and understandings were resultant in many instances from actual experiences with children during the war and postwar period and from research that had been continued through these years. The first conference on June 26 and 27, 1947, considered the development and education of young children, and particularly studied the situations and needs of young children in this country and abroad, and the resources for group education in the nursery school and kindergarten. This conference was so helpful to those who attended that the college was encouraged to plan a somewhat similar conference for the following June.

The topic of the second two-day conference on childhood education, developed under the leadership of Harriet Howard, in June, 1948, was announced as "Disciplines in Human Relations." So great was the interest in this conference, which was open to the public without charge, that more than five hundred teachers, administrators, parents, and citizens attended, in addition to 225 summer session students. Sixty-five persons took part in the panel discussions and lectures. There was a general recognition in the conference that the human relations problem is a most pressing one facing men and nations today and that unless we can quickly educate and re-educate for a cooperative society, based on wholesome human relations, we face another war with the possible blotting out of our civilization through bombing, disease, and starvation. The alternative is indeed a stern one and the time is short. The questions that engaged those attending this institute were:

1. How can we go about it in our schools, our communities, and our nations to build those disciplines in human relations that promote cooperative, unselfish sharing for the good of all, sympathetic understanding and goodwill, a sense of unity instead of a separative consciousness?
2. What are the disciplines effective with the nursery child, the kindergarten child, the child as he passes through the elementary school, the high school, and college youth?
3. What are the skills needed by teachers and parents for building disciplines in human relations?

The word "disciplines," it was agreed, must be infused with new meaning, divested of the old connotation of outer force, pressure, authority; considered as an ordered, rhythmic movement, a responding to life and its human relationships, as predictable behavior which gives the human beings involved a sense of guidance, assurance, and security. Several outstanding speakers participated in the presentations and discussion forums of this conference. They included Robert J. Havighurst, professor of education, University of Chicago. Dr. Havighurst pointed out that "Discipline is a means to develop an anxiety-free person. Only an anxiety-free person meets problems without trouble. He goes through life enjoying it and helping others to enjoy it too. All disciplines require a certain amount of freedom and spontaneity." Harold Hand, professor of education, University of Illinois, brought out the fact that, "There is no peace without justice; no justice without sympathetic understanding." Rudolph Dreikurs, professor of psychiatry, Chicago Medical School, said, "Children who break law and order need understanding and help . . . Strict discipline gains at best submission, but never cooperation. Cooperation requires an atmosphere of friendliness, of mutual affection and respect." At the end of the conference, the following points were brought out in summary:

To relieve tensions in human relations we must: create opportunities for persons of diverse ideas actually to work out problems together; build proper relationships that help people to realize others are human beings, too; divert the attention of tensioned individuals or groups to more constructive activities; emphasize thoughts, interests, and activities people have in common; realize that people want to feel that they are contributing and give them the opportunity and encouragement needed; encourage a real faith in people's abilities, an acceptance of these abilities and a respect for them.

The third annual conference on Childhood Education, June 28 to 29, 1949, planned with Bertha V. Leifeste as general chairman, was on the topic, "Adjusting Environments for Children's Living." Herbert B. Bruner, superintendent of schools, Minneapolis, addressed the opening general session on the topic, "Environmental Factors Conducive to Wholesome Child Life," and gave many illustrations from the school systems where he had been superintendent. In the afternoon four discussion groups discussed, Planning New

School Buildings for Creative Living; Adapting Old Buildings for New Programs; Equipping Nursery School and Kindergarten Units; Building Homes for Family Living. Following these four discussion groups, a general session used the topic, "Overcoming Environmental Hazards." The speaker was Edward H. Stullken, principal of the Montefiore School for Problem Boys, Chicago. On the second day of the institute, either bus trips to modern school buildings or observations in the Children's School followed by films and exhibits were available. In the closing general session, Laura Zirbes, professor of education, Ohio State University, addressed the audience with characteristic insight on "Creating Good Emotional Climate for Child Growth," giving many telling illustrations from her own research and the experimental programs that she had developed.

PROGRAMS ON AUDIO-VISUAL EDUCATION. Simultaneously in summer sessions with the conferences on childhood education, a series of assemblies, exhibits, and one institute was held on the general problem of audio-visual education. K. Richard Johnson was in charge of these programs. In the summer of 1947, in response to a growing demand in schools for a greater knowledge concerning all types of audio-visual materials and their use in the curriculum, the members of the Audio-visual Committee of the college arranged a program of assemblies, together with an exhibit on July 23 of motion picture projectors, slides, films, maps, and other types of audio-visual aids. Each summer program stressed new phases and techniques of audio-visual education and exhibited the latest equipment.

Services Rendered by Individual Faculty Members

PUBLIC SERVICE. Among those who did significant public service during the war period was Agnes L. Adams. Miss Adams had two extended leaves of absence from her regular duties at National College of Education during the war and postwar periods. In 1943, she was invited to serve in the U. S. Office of Education as one of the specialists in Extended School Service. The Extended School Service Project was initiated by the Office of Education for the purpose of taking care of elementary school children in a special program after school hours, when their parents were both engaged

in war work and there was no one at home to look after them. Miss Adams served not only as one of the senior specialists in the office but as field consultant in connection with the position in the New York and Boston areas. This gave her contact with administrators and teachers of these programs in this particular area and the opportunity to visit the various educational institutions that were preparing teachers through short periods of study to participate in this project.

The other leave of absence was given Miss Adams in order that she might participate in an educational mission to Korea in 1948, which had been invited by the Military Government. Sensing education as basic in the democratization of Korea, which had been under the formal and authoritarian educational domination of the Japanese Government during the forty years of occupation, the Military Government there had secured an educational survey made by personnel from the United States. The Military Government followed their advice by establishing a Teacher Training Center to be staffed by Americans with headquarters in Seoul, which would operate six months during the summer and fall of 1948. Agnes L. Adams was chosen as one of our country's well-known educators, qualified from the viewpoint of personality, training, and experience to be a member of the staff of twenty-five who operated the Teacher Training Center during a period of six months for 700 Koreans who were leaders in education. The college released Miss Adams from all responsibilities for this period. Not only did this experience in Korea give Miss Adams an intimate picture of the Korean situation but also brought her in touch with the educational program under way in Japan at that time. Both in her trip out to Korea and on the return, she stopped in Honolulu and conferred with educational leaders there. The members of this Educational Mission have, since the Korean war, been of much service in helping Korean students in the Institute to continue, as much as the war could permit, their educational service to South Korea. Miss Adams has been instrumental in securing supplies and materials needed by these Korean educators not only in continuing their public service but in meeting their individual necessities.

FACULTY PUBLICATIONS. During the years from 1940 to 1950, several members of the faculty were making contributions in books and book series. There was, however, after the United States began its participation in the war, much delay in the publication of new books on account of lack of materials and personnel in the printing shops to do the work. Many of the books then in print were taken out of trade at this time and the metal plates were conscripted by the Government to take care of its own needs for metal.

Before the war opened for the United States, a second edition of *Curriculum Records of the Children's School* was published in 1940 by National College of Education. This second edition represented a thorough revision by a faculty, many of whom had been employed to fill vacancies during the years following the publication of the first edition of Curriculum Records. The second edition was under the editorship of Clara Belle Baker, David W. Russell, and Louise Farwell Davis. Listed as authors were room teachers and specialists working in the Children's School.

Also in 1940, Alida Shinn, at that time director of junior kindergarten in the Children's School, received from the publishers the news that her book, *Children of Hawaii*, was ready for distribution. The book contains authentic informational material in story form about ways of living in the Hawaiian Islands. The material was collected by Miss Shinn while she was directing the nursery school of Castle Memorial Institute in Honolulu. The volume is well illustrated with full-page photographs and attractive decorations by Jimmy Thompson. The book, published by David McKay, is appealing to children from six to ten years of age.

Elizabeth Springstun of the Supervision Department of National College of Education is co-author with Robert Lee Morton, Merle Gray and William L. Schaaf of the series, *Making Sure of Arithmetic*, published by Silver Burdett in 1946. The series includes textbooks, workbooks and teachers' manuals for grades three to eight.

In 1947, a handbook on costume design entitled, *Dress the Show*, was published by Row Peterson and Company. Daty Healy, art instructor at National, is the author and illustrator of this handbook.

Nellie McCaslin is author of a book of dramatized stories from different lands called *Legends in Action*, published by Row Peterson and Company in 1946, and illustrated with pen and ink sketches by Dady Healy. Nellie McCaslin is co-author with Gladys Southwick of an operetta for junior high schools entitled *The Young King*, and is author also of a play, *Breakdown*, for high school and college students, both illustrated by Dady Healy and published in 1947 by Row Peterson and Company.

Clara Belle Baker is co-author with Sidmund P. Poole and Thomas F. Barton of a series of three geography readers for primary grades, known as the *Geography Foundation Series*, published in 1947 by The Bobbs-Merrill Company. The books, which present geographic facts of everyday experience in story form, are illustrated with brush drawings in full color by Miriam Story Hurford and Arch F. Hurford of Chicago. The primary readers of the *American Health Series*, published by The Bobbs-Merrill Company in 1942, also with the collaboration of Clara Belle Baker, were adopted by many states during this decade and by the United States Government for use in overseas schools for American children.

In addition to these book publications, the faculty of National College of Education wrote articles and book reviews for many educational magazines during this ten-year period and participated in preparing special bulletins for educational societies, as well as in writing articles for the alumnae publication, *Our Guidon*. Clara Belle Baker served as book review editor of *Childhood Education* from 1941-1946, being responsible for reviews of educational books both for teachers and for children.

SERVICE TO ORGANIZATIONS. Among those who rendered a special service in the leadership of organizations both within the college and in the wider educational field was Dorothy Weller. Miss Weller held the position of Placement Officer in the college during the war and postwar years until the autumn of 1949. Because this was a particularly important and difficult period in placement service, Miss Weller's contribution to graduating classes at the college and to alumnae during these years was an outstanding one. Among organizations in the educational field that she served was the National

Teacher Placement Association in which she was treasurer for 1948 and 1949. In this position she represented the college at the meetings of school administrators in Atlantic City in the winter of 1948. Miss Weller was also sponsor of the Town Girls Association at the college and organized during the war the Town Girls' Mothers Club, serving as its faculty advisor. The Mothers Club became very important in interesting parents of town students in college activities and helping them to function in the life of the school. They were very helpful in various projects which they undertook in behalf of town students including assistance with the furnishing of the Student Center on Maple Avenue, acquired by the college in 1947. Earlier in the decade, Miss Weller, a former president of the National Alumnae Association of the college, served the association as chairman of the Elizabeth Harrison Endowment Fund. Her leadership in this position was successful in raising the necessary endowment for the annual scholarship, given by the alumnae in memory of Elizabeth Harrison, the founder and first president of National College of Education.

Several individual faculty members during the years from 1940 to 1950 accepted committee responsibilities and speaking engagements for national, regional and local professional and lay groups. The following faculty members were particularly active: Miriam Brubaker, Clara Belle Baker, Minnie Campbell, Lloyd Cousins, Louise Farwell Davis, Edith Ford, James H. Griggs, Edward Hardy, Jr., Harriet Howard, K. Richard Johnson, Edith Maddox, Nellie McCaslin, Nellie MacLennan, Roselma Messman, and Mary Louise Neumann. One important chairmanship of Miriam Brubaker entailed responsibility for the program for the biennial meeting of National Association of Nursery Education, held in Detroit in 1947. Agnes L. Adams rendered distinctive service in the Association for Childhood Education International, serving from 1942 to 1944 as vice-president representing primary grades. At the annual conference of the Association for Supervision and Curriculum Development, held in March, 1947, in Chicago, Miss Adams served as local chairman.

Edna Dean Baker acted as chairman of the Committee for the Revision of the Illinois State Requirements for the certification of

Kindergarten-Primary Teachers, appointed in 1942 by the State Superintendent of Education in Illinois. She served also on the Inter-American Education Committee of the United States Office of Education. Among several committee responsibilities during these years, Miss Baker was a member of the Committee for Child Accounting of the Association for Childhood Education International and acted as chairman of the sub-committee for eight states in the Great Lakes Region. This responsibility entailed the chairmanship of a cooperating committee including leaders in each state; the preparation, mailing, and checking of reports giving vital statistics on such matters as legislation in these states affecting children and teachers; teacher supply and demand; outstanding needs of children and parents and new features introduced to meet these needs; the number of kindergartens and nursery schools. The reports from the various regions in the United States when assembled gave a national picture of the status of children during these years. Since considerable publicity was given by newspapers and magazines to these reports, they were helpful in safeguarding and promoting the welfare and education of children in these crucial years.

Two years after her return from Japan in the summer of 1932, Edna Dean Baker was invited to become a member of Kobe College Corporation whose headquarters are in Chicago. She accepted membership on the Board of Directors of Kobe College Corporation in 1934 and has served successively under the chairmanship of Dean Shailer Mathews, the Reverend A. W. Palmer and the Reverend Ross R. Cannon, who was elected to the position in 1945. Kobe College, one of the outstanding women's colleges in the Orient, is located in Kobe, Japan, under the guidance of the American Board of the Congregational Church. The Kobe College Corporation has cooperated with this board and with other groups and organizations in raising funds in the United States and in various other ways in promoting international understanding and good will between Kobe College and the various groups in Japan affiliated with it, and similar groups in the United States. The Friends of Kobe College each year, with the approval of the Kobe College Corporation, raise several thousand dollars for exchange scholarships, fellowships and

exchange teachers between Kobe College and certain sister colleges in the United States. This program is not limited to any one faith or any one church, although Kobe College itself is a Christian college and so are the colleges in the United States. Edna Dean Baker's service was that of educational adviser to the Friends and to the Board of Directors of Kobe College Corporation in the selection and guidance of exchange students and teachers. She served also as chairman of the History Committee appointed by the Board of Directors to cooperate with Charlotte DeForest who had been asked by the corporation to write the History of Kobe College. Dr. DeForest was president of Kobe College from 1915 to 1940, and since that time honorary president. The history was completed, published and distributed in 1951.

Members of the National College of Education faculty particularly active in national and community organizations were assisted by other members of the staff who not only carried on regular work with the students, assuming additional responsibilities, but also assisted in many ways by helping with special projects for which certain members of the faculty were particularly responsible; therefore, the services described in this chapter may be considered a contribution of the faculty and the college as a whole. They were valuable in interesting both students and alumnae in the welfare of children and parents at this time and in giving them insight into national and world conditions.

Chapter Twenty-One

A CHANGING COLLEGE IN A CHANGING WORLD

EDNA DEAN BAKER'S FINAL REPORT. In the autumn of 1948, at the annual meeting of the Governing Board, Edna Dean Baker said in response to the question, where the college stands:

"Obvious facts and figures indicate that the college is not really standing but moving forward. Enrolled this past year and summer session was a total of 931 college students. A study by our registrar shows this enrollment to be the high point in the record from 1928 to 1948. Our librarian points out that the grand total circulation in the library this year was 56,454 volumes, the highest point in circulation yet attained by the library. The most favorable aspect of that circulation figure is the fact that the circulation of books to college students reached an all-time high. The salary range of graduates in their first positions for the past three years indicates an encouraging upward trend. Latest reports about graduates from superintendents show that 65% of our 1947 graduates were rated at the close of the school year of 1947-48 as superior and strong. This is a slightly higher percentage than previously reported, during the period since such records have been kept. In 1947-48, 350 educators visited the college particularly to see the work in the Children's School and the Guidance Center. They came not only from different parts of the United States but from seven countries outside of this hemisphere. In addition visitors came from Canada and several South American countries. Mary Crane Nursery School had altogether 178 visitors.

"All of these signs of growth and progress, as well as an excellent financial record during the past year, may be called measuring rods to ascertain where the college stands. The important question, however, is 'Where do we think the college stands,' we who are most intimately connected with its direction. The world is emerging from a second world war. The steamboat, steamtrain era in education is being changed to fit the patterns of the new airplane-atomic age. Our basic motivations must be changed. Negative, disruptive, competitive aspects must be superseded in the educational program by positive, unified, contributive features. To illustrate, history as taught not so long ago was a welter of wars, changing boundaries, competition of nations. The new history, beginning with the history of our own country, must be taught so that the great human gains may be seen. United States history should be taught to indicate how the needs of

people are met by a republican form of government, how problems are solved, how democracy works. This record of our developing culture is as thrilling as the pageant at the Chicago Railroad Fair in the summer of 1948, which portrayed history in a spectacular form called 'Wheels-a-Rolling.'

"One of the new courses in the summer session curriculum in 1948 most appreciated by teachers in service was that entitled Values in American Life. The course was given as a symposium by six faculty members representing the fields of history, economics, government, art, literature, and religion, with a brief general survey at the beginning and end of the course. The students in the course were asked at the completion to list the values and beliefs that seemed to them most outstanding in American life. The following six in the order named received the highest number of votes: protection of individual rights, freedom of religion, freedom of expression, public education, representative government based on the will of the people, and reasonable degree of economic security.

"As one recent writer says, 'Humanity is a word which in the past we pretty well allocated to God and let it go at that. Now humanity is quite real, perhaps terrifying. It is somebody at the back door, somebody in France, a hundred thousand reproachful-eyed babies dying in Asia.' In studying the histories of other countries in the world, we must rewrite them, too, for children and youth. We must help students to see how the needs of human beings were met or frustrated by governments, as well as to find out how the contributions of music, art, and literature have emerged from civilizations and nations and enriched the world.

"The right of each nation to its own culture should be accepted in the field of social science, as well as in literature and art. It has been a great inspiration to learn from our students from India about India's new government and its new flag. In hearing them speak, we have felt the creative spirit of the people of India emerging in this new expression, which is not the expression of the people of the United States or Great Britain or any other country, but the expression of the people of India, of their new-born concepts and ideals growing out of their basic racial and national past. We have listened also to our student from the Philippine Republic, realizing in her a new-born enthusiasm for her country, the result of the transformation that has taken place in those islands since students from the Philippines were with us in the prewar days."

LOOKING FORWARD TO A NEW ADMINISTRATION.

Several months before this meeting of the Governing Board, Edna Dean Baker had discussed with Mr. Poppenhusen the date of her

retirement, and Mr. Poppenhusen had appointed a committee to find a successor. The committee, after careful consideration, selected K. Richard Johnson, who had been a member of the faculty for eight years and had acted as vice-chairman of the Administrative Council during the war period. In the spring of 1948, Mr. Johnson had, to the regret of everyone, resigned his position at National College of Education to accept an appointment at Augustana College where he was to have an opportunity to carry on classes, with time and opportunity for research. It was necessary for Dr. Johnson to secure the consent of the president of Augustana College to terminate his work in June, 1949, in order to accept the presidency of the college. When the committee presented K. Richard Johnson's name to the Board of Trustees in January, 1949, at their annual meeting, he was unanimously elected.

THE PRESIDENT-ELECT. K. Richard Johnson was a graduate of Knox College, holding the Bachelor of Science degree, and of the University of Colorado, where he had earned both Master of Science and Doctor of Philosophy degrees. He had attended the Marine Biological Laboratory at Woods Hole, Massachusetts, for graduate work. His major fields for undergraduate work had been economics, biology, history, and music, and he had attended the Cosmopolitan School of Music. Although his major graduate work had been in biology and geology, he had taken twenty-two semester hours in education. His teaching experience included three years in a public high school at Abingdon, Illinois; two years at Harvey, Illinois; a year at the University of Colorado as assistant in Zoology while working on his doctorate; and one year at Knox College in the Biology Department. He had received the scholastic honors of Sigma Xi, national scientific fraternity, and Beta Beta Beta, national biological fraternity. He had traveled extensively in the United States and had had one trip to central and northern Europe in the summer of 1936. He had served as glee club and chorus director in high schools where he had taught.

K. Richard Johnson came on the faculty of National College of Education as a full-time member in the fall of 1940. During the months that followed it became evident that he was fulfilling the



K. Richard Johnson with Science Class

excellent recommendations and predictions that had been made concerning him. It was evident that the students liked him and that they were learning in his classes. He quickly made friends with members of the faculty. Trustees were pleased that the college had secured his services. When summer came, teaching alumnae who had come back for additional work, as well as other teachers in

the field, spoke enthusiastically of Dr. Johnson's classes. They liked him as a person and respected him as a teacher. As chairman of the science department, he was thorough in his examination of all equipment and apparatus for the science classroom and laboratory and in his examination of the courses offered. He was enthusiastic about extending the offerings of the department and preparing a five-year program for the addition of needed equipment, apparatus, and supplies. His courses were enriched with many excursions, making use of the varied resources of the Chicago area, and with audio-visual materials. He became chairman of the Audio-visual Committee and helpful to the faculty in arranging exhibits of audio-visual aids and faculty training for use of projectors. His understanding of general science, of world geography, and of education made him an especially valuable member of the curriculum committee.

During the years before World War II, Dr. Johnson was particularly active in assisting the teachers in the Children's School in the selection of science materials for use in their classrooms and in discussing with them laboratory experiments and materials which might be of use to them. He welcomed teachers at all times in the laboratory and helped them in the identification of material which they brought in from walks with groups of younger children in the neighborhood and from field trips with older children. He was also helpful to students who came to him with their problems in using science materials in the Children's School and in public and private schools where they were assigned for student teaching experience.

K. Richard Johnson had not been with the college long when the Pearl Harbor incident occurred and shortly afterward the declaration of war. Such was the confidence in his administrative ability that the president invited him to assume the leadership of the War Council which the college was asked to form for faculty and college students, following a plan which was nationally developed for colleges and universities. This War Council served as a clearing house for all of the activities initiated by the Federal Government for schools, colleges and universities during the war period and also for the appeals sent in by the Red Cross and other civilian agencies interested in enlisting the cooperation of citizens including students and

faculty of institutions. In addition, Dr. Johnson served in the Civilian Defense Center for the city of Evanston. In all of this work he proved his executive and administrative abilities by his promptness, accuracy, his talent in winning and holding cooperation, his good judgment, vision and keen sense of responsibility and loyalty. Following the conclusion of the war in 1945, the War Council was transformed into a Postwar Council. Mr. Johnson kept his chairmanship until the conclusion of the activities of the council in the spring of 1948.

K. Richard Johnson became a member of the Administrative Council of the college during this period and shortly after the conclusion of the war, vice-chairman. In this important position, Dr. Johnson was called upon to preside at council meetings at various times and to serve the council and college as their official representative at special conferences and convocations of other colleges and universities, and the conventions of regional and national professional organizations. At the time of the North Central accreditation, he participated in the necessary presentation of information by the college to a special committee of the North Central Association.

During all of the eight years that Dr. Johnson served as a faculty member, he demonstrated not only his scientific outlook but his deep interest in all peoples and all cultures and his broad background in education.

In the summer of 1943, K. Richard Johnson was married to Evelyn Jo Hilander. Mrs. Johnson is a graduate of Elmhurst College, holding a bachelor's degree. She went into business after her graduation and became an excellent business woman. Evelyn Jo is attractive personally, charming as a hostess, and has proved to be a good home maker and mother. Little Tommy was two years of age when his father became president of the college.

NEW LEADERSHIP FOR THE TRUSTEES. Two months after the announcement of Edna Dean Baker's approaching retirement as president of the college, and the choice by the Board of Trustees of K. Richard Johnson as president-elect, Conrad H. Poppenhusen, president of the Board of Trustees of National College of Education, died in Huntington Hospital, Pasadena, California, on March

20, 1949. Mr. Poppenhusen had been president of the board since 1931. Previous to that time, he had been for five years legal consultant and a member of the board. Mr. Poppenhusen's outstanding service as president of the Board of Trustees of National College of Education is well known to the alumnae and friends of the college. He became president of the board during the depression era when the college was struggling with falling enrollments and accumulating obligations. It was an era in which many small institutions, schools and colleges, as well as other types of public and privately supported institutions had to close their doors. It was undoubtedly due to Mr. Poppenhusen, more than to any other one member of a very loyal Board of Trustees, that the college was able to solve its financial problems and continue its service during those difficult times. It was likewise true that he, more than any other person, merited credit for the raising of funds to purchase the dormitory building at 2532 Asbury Avenue following the war, and also for the raising of funds that cleared the debt on the college campus and building. At the time of his death, the college owned buildings and property valued at well over a million dollars and had endowments and scholarship funds of around \$200,000.

Henry J. Brandt, for many years an associate of Conrad H. Poppenhusen in his law firm and a trusted friend, who lived in Wilmette and knew the college well, was elected president of the Board of Trustees at the quarterly meeting of the board in July.

TRANSITION TO A NEW ADMINISTRATION. In the spring and summer of 1949, several events were held honoring Edna Dean Baker. Bess Goodykoontz, elementary specialist in the United States Office of Education, was the speaker at a luncheon held at the North Shore Hotel on Alumnae Day by trustees, faculty, and alumnae. The group made a gift of over \$6,000 to the college for the Edna Dean Baker fund on that day, part for the endowment of the Edna Dean Baker scholarship and part toward the college expansion fund. In the spring issue of *Our Guidon* of 1949, articles appeared by members of the faculty and alumnae giving the history of the twenty-nine years of her presidency of the college, and appreciations of her, of Conrad Poppenhusen, and of thirteen members of the faculty who

had served with her for twenty years or more. This issue also included the announcement of the election of K. Richard Johnson. In addition to an article by Edna Dean Baker concerning his previous service on the faculty of the college, appreciations were included from several alumnae who had studied with him at the college during the year or in summer terms.

During the summer months of 1949, Edna Dean Baker and K. Richard Johnson worked together at the college in filling vacancies on the faculty and staff and in discussing problems then facing the college, so that there might be an orderly transition from one administration to the following one. K. Richard Johnson asked the retiring president of the college to serve on a committee which had been appointed from the administration and faculty to make the necessary plans for his inauguration. Edna Dean Baker retired as president on August 31, 1949, and as is customary, President-elect Johnson began his administration with the opening of the fall semester.

NEW PRESIDENT INAUGURATED. On Friday, November 4, 1949, K. Richard Johnson was formally inaugurated as the third president of National College of Education. The retiring president, who had been elected by the Board of Trustees as president emeritus for life, participated in the inaugural ceremonies. A banquet at the Orrington Hotel for the Governing Board opened the two-day program. Henry J. Brandt, newly-elected president of the Board of Trustees, introduced K. Richard Johnson, who presented the objectives for his administration, among them the development of a five-year coeducational program leading to a master's degree.

Nearly one hundred presidents and representatives of universities, colleges and education associations from all parts of the country participated in the ceremonies for the installation of the new president, on Friday morning, and later honored President Johnson as guests of the college at luncheon. An afternoon reception followed an educational symposium on the topic, *Teachers for Our Times*, which was later published.



K. Richard Johnson and Henry Brandt at Inauguration

K. Richard Johnson closed his inspiring inaugural address with these words, which promised continued growth and usefulness for National College of Education in the era ahead:

“The role of the teachers college in a changing world today is what it has always been, that of holding the profession high, of training teachers to meet the needs of children now, physical, intellectual, social and emotional, and of giving vision and courage to those who undertake to lead youth. We have always had a changing world and through the efforts of those who leave our institutions it will continue to change, we trust, ever for the better.

“Almost a hundred years ago, Horace Mann put it this way: ‘All

the high hopes which I entertain of a more glorious future for the human race are built upon the elevation of the teacher's profession and the enlargement of the teacher's usefulness. Whatever ground of confidence there may be for the perpetuation of our civil and religious liberties; whatever prospect of the elevation of our posterity; whatever faith in the general uplifting of the world—these aspirations and this faith depend upon teachers, more than upon any, more than upon all other human instrumentalities united’.”

A CLOSING WORD

by Clara Belle Baker

Edna Dean Baker's life of service for childhood ended on March 20, 1956. She had just completed the book, *An Adventure in Higher Education*, and had received gifts from several interested alumnae, trustees and friends, sufficient to pay printing costs so that the publication might be a gift to the college.

In 1952 Edna Dean had established a home in Riverside, California, with her sister and a cousin. She found in southern California more than 250 alumnae and former faculty of National College of Education. She participated in gatherings of alumnae which led to formation of alumnae chapters in Long Beach, San Diego, Los Angeles and Riverside. In October, 1955, she attended an alumnae tea held at the home of Margaret Chadwick Gordon in Hollywood to honor K. Richard Johnson, president of National College of Education, and Edna Dean Baker, president emeritus. In addressing the group, Edna Dean said that she had talked at the tea that afternoon and in other California gatherings with alumnae of the three eras: some who had graduated when Elizabeth Harrison was president, many who had graduated during the years of her own presidency, and several who had received their degrees within the last two or three years. She had visited some of the young graduates in California schools where they teach. In each era of college history, she said, there had been change and significant new developments as now; but the spirit of graduates, she believed, had remained the same. She had noted in the young teachers of today that genuine interest in the individual child, that dedication to the cause of good education for children which had characterized alumnae of those early years when teaching little children was a crusade.

Hundreds of telegrams and letters from individuals and organizations have come to the family of Edna Dean Baker expressing appreciation of her. From the Executive Board and Staff of the Association for Childhood Education International came this message: "Edna Dean Baker's immeasurable contributions to the education and well being of children assure her remembrance."

SOURCES OF INFORMATION

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 - b. Files of Our Guidon, published by National College of Education with the help of alumnae, 1923-1949
 - c. Files of Yearbooks 1916-49, published annually by senior class
 - d. Files of Chaff, published by students of the College, intermittently through the years, 1919-1949
 - e. Files of College catalogs, published annually by College, dating back to first publication
 - f. Files of pamphlet material, published by different departments and organizations connected with the College
 - g. File of president's report to board of trustees and governing board at annual meetings following the organization of the governing board
2. RECORDS OF THE REGISTRAR'S OFFICE, National College of Education, including files of alumnae from earliest available records
3. RECORDS OF THE BUSINESS OFFICE
Files of the annual audits following the incorporation of the College in 1906
4. RECORDS OF THE PUBLICITY OFFICE
Historical material available in picture files
5. RECORDS OF THE SUPERVISION DEPARTMENT
Annual reports
6. RECORDS OF THE CHILDREN'S SCHOOL
Available from Children's School office
 - a. Children's School bulletins
 - b. Children's School catalogs
7. RECORDS OF THE GUIDANCE CENTER
 - a. History of the Guidance Center, National College of Education
Mimeographed copy by Louise Farwell Davis and Vivienne Ilg
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 - b. *Finding Wisdom*, by Gertrude Hartman, published by John Day Company, 1938
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SOURCES OF INFORMATION (Continued)

12. THE KINDERGARTEN IN AMERICAN EDUCATION
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13. FILES OF ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
 - a. Records of the International Kindergarten Union from its organization in Saratoga in 1892
 - b. Brochure, The Kindergarten Centennial, 1837-1937, by Edna Dean Baker, chairman of committee, published by Association for Childhood Education International, 1939
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 - a. Annual reports
 - b. Pamphlets and books available through the library and individual departments
15. PUBLICATIONS OF WHITE HOUSE CONFERENCE IN 1930
 - a. General report of White House Conference on Child Health and Protection, called by President Herbert Hoover
 - b. Individual reports of special committees
16. REPORTS OF LATER WHITE HOUSE CONFERENCES
Called by President Franklin D. Roosevelt and by President Harry S. Truman
17. MATERIAL CONCERNING NEEDS OF CHILDREN DURING WORLD WAR II
 - a. Studies of children whose parents or friends sought shelter for them in countries outside the theater of war
 - b. *Borrowed Children*, by Amy S. Strachey, published by Commonwealth Fund, 1940
 - c. *Hostages to Peace*, by William Blatz, published by Morrow, 1940
 - d. *The Family in a World At War*, by Sidonie Gruenberg, published by Harper, 1942
 - e. *Children's Reactions to a Contemporary War Situation*, by Ralph C. Preston, published by Teachers College, Columbia University, 1942
 - f. *Your Children in Wartime*, by Angelo Patri, published by Doubleday, 1943
18. HISTORIES OF CHICAGO, including material from 1870 to 1950
 - a. *Stories and Sketches of Chicago*, by J. B. McClure, published by Rhodes and McClure, 1880
 - b. *The Cliff Dwellers*, by Henry B. Fuller, published by Harper, 1893
 - c. Brochure from the World's Fair of 1893
 - d. *Story of Chicago*, by Jennie Hall, published by Rand McNally, 1911
 - e. *Chicago Families*, by Day Monroe, published by University of Chicago Press, 1932
 - f. *Chicago's Great Century 1833-1933*, by Henry J. Smith, published by Consolidated Publishers, 1933
 - g. *Giants Gone—Men Who Made Chicago*, by Ernest Poole, published by Whittlesley House, 1943
 - h. *Chicago Crossroads of American Enterprise*, by Dorsha Hayes, published by J. Messner, 1944
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