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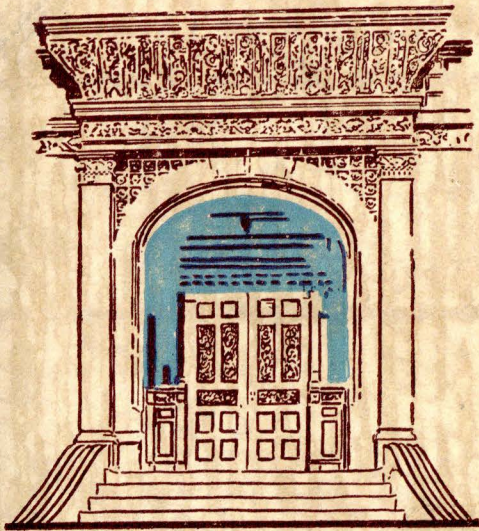
National Louis University Historical Materials

1923

National Kindergarten and Elementary College Catalog, 1923-24

National Kindergarten and Elementary College

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NATIONAL
KINDERGARTEN
♦ ♦ AND ♦ ♦
ELEMENTARY
COLLEGE

1923-1924 =

NATIONAL
KINDERGARTEN AND ELEMENTARY
COLLEGE

Incorporated under the laws of Illinois not for profit

Established in 1886 as
Chicago Kindergarten College

Member of the Chicago Association of Commerce

There never was a time in the history of the world when the needs of little children were greater, or their right to a good education more pertinent for the safety of democracy and the ideals of civilization.

The aim of the College is to train teachers who will be efficient not only in the classroom, but who will be of the highest social value in promoting child welfare in the home, the community, the state and the nation.

1923 - 1924

Thirty-Eighth Year

CHICAGO, ILLINOIS

NATIONAL KINDERGARTEN AND ELEMENTARY COLLEGE

CALENDAR OF 1923—1924

FIRST SEMESTER

1923

September 10 and 11, Monday and Tuesday	Registration
September 12 Wednesday	Opening Assembly
September 13 Thursday	Class Work Begins
November 29 Thursday, to December 2, Sunday, inclusive	Thanksgiving Recess
December 22 Saturday, to January 7, Sunday, inclusive	Christmas Recess

1924

January 7 Monday	Class Work Resumed
January 25 Friday	Special Examinations

SECOND SEMESTER

January 28 Monday	Second Semester Begins
February 22 Friday	Recess, Washington's Birthday
April 12 Saturday, to April 21, Monday, inclusive	Easter Recess
May 30 Friday	Recess, Memorial Day
June 2 Monday	Special Examinations
June 5 Thursday	Thirty-Eighth Annual Commencement

SUMMER SESSION

June 23 Monday, to June 24, Tuesday	Registration
June 24 Tuesday	Class Work Begins
August 15 Friday	Summer Session Closes

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HISTORICAL SKETCH

In the year 1886 Mrs. John N. Crouse and Miss Elizabeth Harrison established the National Kindergarten and Elementary College as the Chicago Kindergarten College, the first location being in the Art Institute Building on Michigan Avenue and Van Buren Street. The College was removed in 1893 to larger quarters at 10 East Van Buren Street, where it remained until the summer of 1906 when accommodations were taken at 1200 Michigan Boulevard.

In February, 1912, the College was affiliated with the National Kindergarten Association, and in April, 1912, it was incorporated (not for profit) under the name of National Kindergarten College. The affiliation provides that the College is to have freedom in the directing of its curriculum of studies and its educational policies.

In the year 1913 the growing needs of the institution led to the selection of the present location at 2944 Michigan Boulevard. In January, 1916, the College purchased this property, which has one hundred seventy feet frontage on Michigan Boulevard and includes three brick buildings, used for class-room and dormitory purposes.

In order to carry forward the ideal of education first advanced by the kindergarten, an elementary department was organized in September, 1916. In July, 1917, the corporate name of the institution was changed to National Kindergarten and Elementary College. In 1918 a Demonstration School was added, with kindergarten and primary classes.

BOARD OF TRUSTEES

NATIONAL KINDERGARTEN AND ELEMENTARY COLLEGE
HEADQUARTERS, CHICAGO, ILLINOIS

REV. WILLIAM O. WATERS, *President*

ELMER E. JONES, <i>Vice-President</i>	WILLIAM SUTHERLAND, <i>Secretary</i>
FRED A. CUSCADEN, <i>Treasurer</i>	MERRITT STARR, <i>Counsel</i>
MRS. HENRY PHIPPS	MRS. PHILIP D. ARMOUR, III
ALEXANDER FRIEND	EDNA DEAN BAKER

OFFICERS

THE NATIONAL KINDERGARTEN ASSOCIATION
HEADQUARTERS, NEW YORK CITY

MAJOR BRADLEY MARTIN, *President*
HON. P. P. CLAXTON, *Honorary President*
MRS. HENRY PHIPPS, *First Vice-President*
MRS. CHARLES CARY RUMSEY, *Second Vice-President*
MRS. ROGER C. ALDRICH, *Secretary*
MISS BESSIE LOCKE, *Corresponding Secretary*
JULIAN M. GERARD, *Treasurer*

NATIONAL KINDERGARTEN AND ELEMENTARY COLLEGE

ADMINISTRATIVE DEPARTMENT

ELIZABETH HARRISON, *President Emeritus*
EDNA DEAN BAKER, *President*
MRS. LOUISE L. KIMBALL, *Social Director*
MABEL KEARNS, *Secretary*
M. FRANCES McELROY, *Registrar*
GLADYS MAE PETIT, *Acting Registrar '23-24*
MAY WHITCOMB, *Alumnae Correspondent*
RUTH PETERSON, *Librarian*
MARGARET TUNISON, *Secretary to the President*

TEACHER'S DEPARTMENT

- ✓ Edna Dean Baker, M. A. Administration, Methods and Curricula
- ✓ Louis C. Monin, Ph. D. Introduction to Philosophy
Dean of the Faculty, Armour Institute of Technology
- ✓ Louis W. Webb, Ph. D. Psychology
School of Education, Northwestern University
- ✓ John A. Clement, Ph. D. History of Education
School of Education, Northwestern University
- ✓ George L. Scherger, Ph. D. History, Literature
Armour Institute of Technology
- ✓ Clara Schmitt, Ph. D. Genetic Psychology
Child Study Department of the Chicago Public Schools
- ✓ Anne Goodwin Williams, B. E. Sociology, Froebelian Literature,
Child Psychology
- ✓ Clara Belle Baker, M. A. Elementary Curricula, English
Director—Elementary Department, Demonstration School
- ✓ Marion Lanphier, Ph. B. Essentials of Speaking
The University of Chicago
- ✓ *M. Frances McElroy, B. E. Kindergarten-Primary Methods
- ✓ Laura Hooper, B. A. Supervision and Conferences,
Elementary Methods, Educational Measurement
- ✓ *Florence E. Thorp, B. E. Supervision and Conferences,
Story Telling
- ✓ Margaret Farrar Games, Festivals, Manual Play
- ✓ Etta M. Mount Physical Expression, Folk Dancing, Games
- ✓ Elliott R. Downing, Ph. D. Natural Science
School of Education, The University of Chicago
- ✓ Kathleen R. Harrington, M. D., B. S. Examining Physician
The University of Chicago
- ✓ Mrs. Porter Lander MacClintock Children's Literature
The University of Chicago
- ✓ Francis Marion Arnold Interpretation of Music
Interpretation of Art, Instrumental Music
- ✓ Caroline Kohlsaatt Elements of Music, Children's Songs
- ✓ Louise St. John Westervelt Chorus
Columbia School of Music
- ✓ C. Louise Schaffner Applied Art, Elementary Handwork
John Marshall High School
- ✓ Clara Morse Domestic Science
Lewis Institute
- ✓ Alice Jones, B. E. Supervision and Conferences,
Kindergarten Methods
- ✓ Florence Linnell, B. E. Supervision and Conferences
- ✓ Willmina Townes Director—Demonstration Kindergarten
- ✓ Mrs. Stella Kahl Educational Excursions

* Leave of absence for the year

SPECIAL LECTURES 1922-1923

Miss Julia Wade Abbot
Bureau of Education, Washington, D. C.
Miss Louise Alder
Milwaukee State Normal
Miss Mary Bartelme
Assistant Judge of the Juvenile Court
Mr. E. G. Baumann
Washburne Continuation School
Dr. Willard Beatty
Asst. Supt. of Schools, Winnetka, Ill.
Dr. George Herbert Betts
Northwestern University
Dr. Anna Blount
President, Chicago Medical Woman's Council
Mr. O. D. Frank
University of Chicago
Dr. Charles W. Gilkey
Pastor, Hyde Park Baptist Church
W. J. Hamilton
Supt. of Schools, Oak Park, Ill.
Dr. Caroline Hedger
Elizabeth McCormick Foundation
Dr. R. E. Hieronymus
University of Illinois
Miss Bertha Iles
President, Academy of Dramatic Education
Dr. Elmer E. Jones
School of Education, Northwestern University
Mrs. B. F. Langworthy
Winnetka, Ill.
Dr. Stephen A. Lloyd
Congregational, Church, Wilmette, Ill.
Mrs. Porter Lander MacClintock
University of Chicago

O. J. Milliken
Chicago Cook County School for Boys
Fred Nichols
Supt. of Schools, District 76, Evanston, Ill.
Dr. William Bishop Owen
Principal, Chicago Normal College
President, National Education Association
Mrs. Genevieve Puffer Reid
Department of Education, Marshall Field & Co.
Dr. James A. Richards
Community Church, Winnetka, Ill.
Dr. Norman Richardson
Department of Religious Education Northwestern University
Donald Robertson
Chicago Civic Theatre
Reverend Josiah Sibley
Second Presbyterian Church
Dr. Ernest Smith
Supt. of Schools, District 75, Evanston, Ill.
Perry Dunlap Smith
Country Day School, Winnetka, Ill.
Dr. Theodore Soares
University of Chicago
Dr. John E. Stout
Northwestern University
Dr. Graham Taylor
Chicago Commons
Mrs. Gudrun Thorne-Thomsen
Francis Parker School
Miss Harriet Vittum
Northwestern University Settlement
Dr. Carleton Washburne
Supt. of Schools, Winnetka, Ill.

SPECIAL LECTURES 1923-1924

Elmer E. Jones, Ph. D., *Director, School of Education, Northwestern University.*
Other lecturers to be announced later.

BOARDING DEPARTMENT

MRS. GRACE HOOPER.....*Dean of the Halls*
MRS. CORNELIA C. BURLESON.....*House Mother*
MRS. KENTON H. CLARKE.....*House Mother*
MRS. KATHERINE ELMORE.....*House Mother*
MISS JEANNETTE HART.....*House Mother*
MRS. STELLA KAHL.....*House Mother*
MRS. MABELLE WELLS.....*Dietitian and House Manager*
JAMES H. HUTTON, M. D.....*House Physician*

GENERAL INFORMATION

LOCATION OF COLLEGE AND DORMITORIES

The College and its dormitories are located at 2944 Michigan Boulevard, easily accessible to three lines of surface cars and to the South Side Elevated Road, which transfers to the north and west sides of the city. The South Side Line of Buses now use Michigan at this point and furnish direct transportation to all sections south and to the loop. They connect with the North Side Bus Line. The College grounds are well planted with trees and shrubs and afford opportunity for out-of-door gardening and student recreations.

The College Building on the west side of the grounds is a two-story brick structure which includes a large assembly hall, library, class rooms, offices and locker rooms and a well equipped domestic science department where day students may prepare their luncheons. The windows of all the rooms open on the lawn.

The dormitories occupy six houses adjoining the College Building. The dining room is in Marienthal, the central dormitory.

PURPOSE OF THE COLLEGE

The College was established to prepare women rightly to understand and educate little children. Correctly interpreted, this vocation demands of a woman unusual insight, keen appreciation of human nature and creative ability. With such a view of the greatness of the work, the founders of the College sought to impart not only thorough technical training in methods of teaching little children, but also that broader culture which alone can make a woman a truly efficient member of the home and of the community.

In this purpose the College has been aided greatly by the unusual opportunities for general culture which Chicago affords through its great art galleries, symphony orchestra, grand opera company, dramatic entertainments, pulpit orators and earnest speakers on every phase of economic and social progress. Parties of students, properly chaperoned, are formed often for various lectures and entertainments and for excursions to the Art Institute, the Field Museum, the Academy of Science, Hull House, the Gary School System and other interesting educational, business and social centers. Lectures, also, from these various fields of activity enrich the course of sociological studies.

COURSES OF STUDY

Undergraduate Kindergarten-Primary Course: For women who wish to become successful teachers of children by studying the theories of modern education, the fundamental instincts and impulses of children and the materials and activities of the kindergarten and primary grades. Two years of study, including forty weeks of morning observation and practice teaching, are required to complete this course and to merit the kindergarten-primary diploma. A four-year high school education or its equivalent is necessary for entrance.

Graduate Kindergarten and Elementary Course: For teachers in either the kindergarten or the elementary grades who wish to broaden their field to include the kindergarten and elementary grades or who wish to specialize as social workers, storytellers, or playground teachers. Certain general courses are required in psychology, education, and the cultural subjects, but special courses in the lines mentioned above are elective. Field observation is arranged in settlements, playgrounds and public and private schools. Every student is required to do at least four months of teaching under supervision which may be in the kindergarten, the grades, the settlement, or the playground, according to her schedule. Many of these positions afford a small salary. One year is required to complete this course and to receive the Kindergarten-Elementary Diploma. A four-year high school education or its equivalent and two years of satisfactory normal training in kindergarten or elementary methods are necessary for entrance.

Graduate Training Teacher's and Supervisor's Course: For well trained teachers in the kindergarten and the elementary grades who have proved their efficiency and who possess the qualities of leadership necessary for supervision and teacher-training. A comparative study of methods is made, correlated with observation in the public and private schools of Chicago. In connection with this observation the practical problems of

supervision also are discussed. A thorough review is made of all the subjects in theoretic kindergarten and elementary curricula, and practice is required in giving some one or more of these subjects to adult classes under the direction of a critic-teacher. A thesis on some chosen topic calling for personal investigation is asked of each student, and experience in public speaking is provided. One year is required to complete this course and to receive the degree of Bachelor of Education. A high school education and the equivalent of three years of kindergarten-elementary training, are necessary for entrance. Those who have had three years of successful experience in teaching may receive, in addition to the degree, a Supervisor's Certificate.

DIPLOMAS

Upon satisfactory completion of any regular course and upon payment of all College dues, students are entitled to the following diplomas:

Students who have completed the second year of the course receive a Kindergarten-Primary Diploma.

Students who have completed the third year receive a Kindergarten-Elementary Diploma.

Students who have completed the fourth year receive the Degree of Bachelor of Education.

A fee of five dollars is charged for any one of these diplomas and is payable on the first of May in the year in which the diploma is given.

The College reserves the right to withhold the Diploma in case the record has not been satisfactory; but students will be informed as to their standing twice during the year. The administration reserves the right, also, to suspend or dismiss from the school at any time during the year students whose scholarship or moral character do not meet the standards of the institution.

SCHOLARSHIPS

There are six honorary scholarships given each year to members of the Junior and Senior classes for excellence in scholarship, character and teaching ability.

- The Elizabeth Harrison Scholarship
(Gift of the Alumnae Association)
- The Mrs. John N. Crouse Scholarship
(Gift of the Alumnae Association)
- The Jean Carpenter Arnold Scholarship
(Gift of an Alumna)
- The Helen Grinnell Mears Scholarship
(Gift of Mrs. David O. Mears)
- Two Demonstration School Scholarships
(Established by the College)

There are nine repayment scholarships designed to aid worthy students in continuing their training.

- The Janet M. Schouler Memorial Scholarship
(Gift of Miss Elizabeth R. Wellington)
- The William H. Locke Repayment Scholarship
(Gift of Miss Bessie Locke for her father, William H. Locke)
- The Aldrich Repayment Scholarship
(Gift of Mrs. Roger C. Aldrich and two sons)
- The Janet M. Schouler Repayment Scholarship
(Gift of The National Kindergarten Association)
- The Barbara Phipps Repayment Scholarship
(Gift of Mrs. Henry Phipps)
- The Peggie Phipps Repayment Scholarship
(Gift of Mrs. Henry Phipps)
- The H. Bradley Martin Repayment Scholarship
(Gift of Mrs. Henry Phipps)
- The Diana Guest Repayment Scholarship
(Gift of Mrs. Henry Phipps)
- The Howard Phipps Repayment Scholarship
(Gift of Mrs. Henry Phipps)

POSITIONS

The National Kindergarten and Elementary College is recognized in the State of Illinois under the accrediting law to be of standard grade. The college is accredited in many other states, which have such accredited lists for institutions outside the commonwealth, so that its graduates by virtue of their diplomas, may obtain teaching certificates without examination. The Illinois State Kindergarten-Primary Certificate is issued for three years, renewable indefinitely, and interchangeable in the counties of the state, valid for teaching in kindergarten and in the first and second grades of the public schools.

While the College does not guarantee positions to its students, it gladly assists them in every way possible. A Registration Bureau is maintained, in which graduates and former students who wish positions may enroll with full particulars as to their training and experience.

The Bureau has been very successful. Hundreds of positions in all parts of the country are filled by the graduates of the College. Salaries for teachers without experience vary from \$1,100 to \$1,600 annually; for teachers with experience and ability to hold the more responsible positions of supervisors and training teachers, from \$1,600 to \$3,500 annually.

Superintendents and commissioners, upon application, are given full and confidential information concerning the character, scholarship, personality and probable teaching efficiency of candidates. In accordance with the custom in teachers' colleges general letters of recommendation are not given to students by the school or any member of the faculty. Correspondence from superintendents, commissioners and other school authorities is invited.

One transcript of a student's credits is furnished her, but a fee of one dollar is charged for every additional transcript.

REQUIREMENTS FOR ADMISSION

Applicants for admission as regular students of the College must have the following qualifications:

FIRST: They must be graduates of a recognized four-year high school or must possess the equivalent of fifteen units of credit in a secondary school of standard grade. (Five hours a week in any subject for the academic school year give one unit of credit.) A young woman who desires to ascertain her eligibility for entrance should send to the College for the proper application form. This must be filled out and returned, accompanied with an official transcript of her high school record, before she can be accepted as a student in the College.

SECOND: Every student entering the College must possess health. Therefore a brief medical examination is held as soon as possible after the fall opening. Any condition which may limit the amount or the kind of work taken by the student is discussed with her and reported to the office.

THIRD: Applicants for admission must present evidence of moral fitness for the profession of teaching. Such evidence must be established by letters from two reliable references. The names of these two people should accompany the application. Names of the principal or superintendent of the last school attended or of members of the faculty are desired.

FOURTH: The ability to play piano and to sing simple songs, although not an entrance requirement, is a highly desirable qualification for a teacher of little children. Those who are not so prepared at the time of entrance are expected to make up their deficiency during the course by means of private lessons. The expense of these lessons is outside the regular tuition.

Applicants for admission to advanced standing in the College are required to meet the regular entrance conditions and to furnish in addition a verified statement in full of all previous teacher-training and experience. Studies satisfactorily completed in other recognized colleges or training schools are credited whenever they are the equivalent of those given in the College.

Every advanced student will be expected to make up at her own expense during her second or third year at the College, in the summer school or by private instruction, the studies which have not been given in her previous training and which are required in the College.

Entering students who are able to furnish the proper records from their high schools or academies are not required to take entrance examinations.

All students should be present at the beginning of the term, as the work of each year is a connected whole. Students must report at the office previous to the opening of the College, present their notices of acceptance and their tuition fees. Students will report Monday and Tuesday, September 10 and 11, 1923. An additional fee of one dollar will be charged for late registration.

EXPENSES AND PAYMENTS

TEACHER'S COURSES

Matriculation Fee.....	paid on entrance	\$ 5.00
Tuition.....	for one year	200.00
Materials, Books, and fees for laboratory courses, such as Play Material, Handwork, Art, Pageantry, Domestic Science.....	for one year	25.00

All lessons and lectures in the regular required courses are included in the tuition fee, and no extra charges are made in any case except for books, materials and laboratory fees. However, students who, with faculty permission, carry additional courses beyond those included in the regular schedule must pay for these courses at the rate of \$6.00 per unit of credit for the number of credits secured.

Tuition is payable in advance in two installments; one-half September 10, and the remainder January 28, 1924. The full fee for books, materials and laboratory courses is payable on entrance. No part of these fees will be refunded to students who leave the College before the close of the year. In case of severe illness, necessitating removal, the student will be accorded the privilege of making up the time lost in summer sessions or during the following year.

Late registration fee.....\$1.00

SPECIAL COURSES

Special students or lecture students who do not enter for a credential may enroll for courses at an expense of \$15.00 for a single course (one credit), \$10.00 for each additional (one credit) course. The auditor's fee per (one credit) course is \$6.00.

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

*Conferences
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*Send in
with app*

BOARDING DEPARTMENT

OPENS SEPTEMBER 10TH

The College dormitories occupy six houses in the same block with the College Building at 2944 Michigan Boulevard. All out-of-town students are required to board in the College dormitories, as student life in these halls creates an atmosphere of interest in the College work which does not exist elsewhere. The social and health supervision, as well as the opportunities to mingle with the faculty and to meet distinguished guests, are also very desirable, and cannot be obtained in the average boarding house.

For those students who must strictly economize, and for whom the necessary prices of the dormitories are prohibitive, the following exceptions have been made; the homes of relatives, service positions and the Eleanor Clubs. Those who need to avail themselves of these exceptions will please communicate with the Secretary.

MANAGEMENT

The administration is under the direction of the Dean of the Halls. She is assisted in her oversight of the social welfare of the students by five house mothers. The College physician has in charge the physical welfare. A trained dietitian plans and oversees the serving of all meals, so that the food is nutritious, well-combined and prepared—no small item in maintaining health standards. As far as possible co-operative government is furthered by mutual confidence between the students and the authorities.

EXPENSE

The rates for room and board vary from \$485 to \$585 for the regular school year, exclusive of vacations. These prices are for twenty meals each week, luncheon not being served on Friday, when the students remain at the practice schools for conferences with their directors.

Accommodations are engaged from dinner (6 o'clock) on the first day of registration, September 10, to luncheon on the day following Commencement, June 6, inclusive. Students who are unacquainted with the city or who arrive at night will be met at the station by a representative of the College.

provided they send word in advance as to hour of arrival and road over which they come. They are expected to pay the expense of such chaperonage. If necessary for students to spend the Christmas or Easter holidays at the dormitories, they may do so by paying a special rate of \$12.00 a week.

Guests of the students are entertained over night in the dormitories only on Friday and Saturday. Guest rates may be secured from the Dean.

PAYMENTS

Payments for both room rent and board are made in advance in two installments—one-half on entrance, September 10, and the remainder January 28, 1924. The charges for room rent are not subject to remission or reduction under any circumstances unless the College is able, without loss, to re-rent the room to a new and satisfactory applicant. In case of prolonged illness and absence from College, extending over six weeks, there will be a reduction pro rata in the price of board.

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

ROOM ASSIGNMENT

The College reserves all rights in connection with the assignment or re-assignment of rooms or the termination of their occupancy. If the presence of a student is not in harmony with the spirit of the school, the College may find it necessary to ask for her removal.

Rooms are not assigned until students have presented satisfactory evidence to the Registrar of eligibility for entrance to the College.

Applications for rooms must be accompanied by a deposit fee of \$20.00. This applies on the first payment of room rent at the opening of the school term. If the College is notified by August 15 of a change of plans, the reservation fee will be refunded, provided the room can be satisfactory re-rented. After August 15, because of the shortness of time and lessened opportunities for renting, no refund will be made.

FURNISHINGS

The rooms of all houses are heated by steam and lighted by electricity. They are furnished with curtains, study tables, chairs, book shelves, bureaus, single metal beds (3 ft. 6 in. x 6 ft. 8 in.) with woven wire springs, mattresses and pillows.

Each student is required to furnish one rug and couch cover (neutral colors), one waste basket, one shoe bag, one mattress pad, two pairs of sheets, such bedding as meets her individual requirements (linen and bedding of a size to fit dimensions of bed), two pairs of pillow cases (22 x 31 in.), twelve towels, and a napkin ring. Bedding, towels and wearing apparel must be marked with full name of owner, not with initials. She is advised also to bring a box with lock, for money and valuables.

Students are requested to confer with their roommates before purchasing furnishings for their rooms in order that the colors may be uniform. Purchase of materials is made preferably, therefore, after arrival in the city.

LAUNDRY

Laundry is done at the student's expense. Students, as a rule, form laundry clubs and thereby economize on this item. A reasonable estimate of the expense would be from \$1.00 to \$1.50 a week. Special rates are made by express companies on laundry sent home regularly. Students pay a fee of \$2.00 for the use of an electric iron during the school year.

WARDROBE

It is strongly urged that the apparel of all students should be light, loose and in every way comfortable. Dress extravagant in price or fashion is not desirable and is not in good taste. Gowns should be as simple as possible. Middies are not allowed except for athletics, and sweaters are not to be worn at any time without waists under them. Skirts should be appropriate for easy walking and so made that they will in no way interfere with the free and active use of the body in school. Every student is asked to bring either a pleated skirt and sweater or a Hofflein suit for use in games and student teaching. Sensible shoes are required for school use; French heels are not permitted. Students should provide themselves with light and heavy underwear, raincoats, rubbers and umbrellas, and thus be prepared for all changes of weather. Gymnastic suits can be obtained after reaching the city. Black bloomers, white middies without collars, and black ballet slippers cover the required costume. One inexpensive evening dress is advisable, and also one white dress or white skirt and waist for festival occasions.

MEDICAL ATTENDANCE

Medical attendance is charged to the student. When a student becomes ill, the house mother is expected to call the College physician for consultation. In case of severe or protracted illness, when the patient cannot be sent home, a special nurse is employed at her expense, or she is removed to a recognized hospital.

RECREATION

Out-of-door games on the lawn provide exercise in the fall and spring, and walking parties are organized often for the week-end. Tennis, skating, swimming and dancing are all popular recreations. Groups of students properly chaperoned are formed for various lectures and entertainments and also for excursions to places of interest in Chicago and vicinity.

In addition to the alumnae, faculty and class entertainments for the students of the College, the Dormitory residents have their own social life, which consists of occasional house dances, receptions, dinners or parties, to many of which guests are invited. The Social Committee of the Student Government Association has special charge of these affairs under the general supervision of the Social Director.

SOCIAL SUPERVISION

The system of government in the dormitories is based upon a charter granted by the Trustees and Faculty of the College and upon a set of rules and regulations formulated by the students themselves, which, for the greatest good of the whole, are observed by all the members of the Student Government Association who are residents of the dormitories and subject to the discipline there. The rules are enforced by the Executive Board of the Association, but the sense of personal responsibility is shared by all the members.

Callers are received on Friday, Saturday and Sunday evenings. Exceptions are made at the discretion of the Dean.

Study hours are maintained on other evenings from 8:00 to 10:00 and lights are out at 10:30 o'clock.

All residents wishing to leave the dormitories in the evening or to remain away over night must obtain special permission from their house mother and must leave with her their names addresses at destination, and time of return. Written requests from parents or guardians are required before permission is given to students to leave the city.

RELIGIOUS CULTURE

While not requiring it, the College desires that all student attend regularly some church of their own choosing. A brief vesper service of music and readings appropriate to the day will be held in the parlor of Mariantal on Sunday. Chapel convenes during the week for all students of the College including Dormitory residents. A Religious Council, composed of representatives of the different religious groups in the school, and of the president, the dean of halls and one member of the faculty, has general oversight of all religious services and organizations. A broad-minded, non-sectarian atmosphere is cultivated.

ROOMING HALLS NOT CONNECTED WITH THE COLLEGE

To those out-of-town students who must economize closely while taking their training and who find the rates at the dormitories prohibitory, the College recommends the Eleanor Clubs for women, which have a few places every year for students.

ELEANOR CLUBS

No. 1, 1442 East Fifty-ninth Street.

No. 3, 4649 Woodlawn Avenue.

Room and two meals a day...\$6.00 to \$7.50 per week.

STUDENT EMPLOYMENT BUREAU

The College conducts a bureau for the purpose of giving assistance and advice to students who wish to obtain remunerative work. Students who are in good health and are willing to accept the opportunities which are open, can earn a part of their expenses. The College will furnish further information on this

subject to young women who are interested. It is encouraging to those who must overcome the financial handicap to know that some of the leading teachers of the country have had to help themselves while taking their training.

STUDENT AND FACULTY COUNCIL

A Council, composed of the officers from each class, the heads of all student organizations, and four members of the faculty, meets regularly to consider problems relating to student life. It exercises legislative, executive and judicial functions under the general Assembly of the school. The faculty, through their representatives, have the opportunity of presenting their viewpoint on student needs and opportunities, while the students have an equal chance to bring forward the sentiment of the student body, thus establishing a good understanding between these two factors in college life. The Council has also been responsible in initiating many worth-while school projects and generally in aiding student government and college spirit.

THE SUMMER SESSION

A Summer Session is held for eight weeks, beginning June 23 and continuing to August 15, 1924. Preliminary and advanced classes are formed in kindergarten and elementary theory and methods. Credits are given which apply toward regular certificates and diplomas. In the character of the work, in faculty and in credit value the summer session ranks with the session held during the academic year. Entrance requirements are the same; tuition is \$60.00 for the term. The dormitories are open, and special attractions in the way of sight-seeing trips and educational observation are afforded. An announcement of the summer work may be obtained on request.

GENERAL PLAN OF INSTRUCTION

The two-fold aim of the training from a practical standpoint is that the student may learn the science of education and may acquire the art of teaching by practice under intelligent direction. The theory is given in classes at the College, while the practice of teaching is acquired in the kindergartens and elementary schools. In addition to the study of educational theory the course includes subjects for broader culture and deeper insight into the significance of life.

PSYCHOLOGY

General Psychology: A study is made of the facts of the nervous system that are important for the student of Psychology. This is followed by a study of the main topics of general psychology such as the sensations, perception, memory, feeling, reasoning, etc. Application of this knowledge is made to the problem of the teacher.

54 - Lectures, required readings, observations and discussions:
3 credits Dr. Webb

Child Psychology: This course applies the facts and principles of psychology to the study of the early periods of mental life. It includes lectures and class discussions concerning the best methods of observing and studying the manifestations of the mind activities of children and of utilizing this knowledge in the child's education.

1-18 36 - Required readings:
2 credits Miss Williams

Genetic Psychology: Because of the importance to the teacher in understanding the relationship between the nervous system and mental life and the sequences of mental development a course in Genetic Psychology is given. This includes a brief survey of the structure and function of the nervous system and a detailed study of the first five years of childhood.

18 - Lectures and required readings:
3 credits Dr. Schmitt

PHILOSOPHY

Introduction to Philosophy: This course includes eighteen lectures on the importance of reflective thought; a study of the different divisions of philosophy and the fundamental problems of each; a short survey of the nature of logic, inductive and

deductive, and of its significance for science; a brief outline of the more important psychological processes, and a survey of the science of conduct and of the fundamental ethical concepts.

Lectures, note-taking and required outside reading:
2 credits Dr. Monin

SOCIOLOGY

Social Institutions: The course in Social Institutions gives a survey of the primitive institutions and their evolution, as well as their ethical relationships. This includes the evolution of the Family, the Economic World, the State and the Church, with the School as the instrument for the training of the child into a consciousness of his relationship to each of these institutions.

Lectures, required readings:
2 credits Miss Williams

Practical Sociology: A course of lectures is given by experts in social work. These lectures show the part which women now are called upon to play in community motherhood. In addition to the lectures, opportunities are given all the students to visit the Playgrounds, Juvenile Court, Social Settlements and other types of sociological work in the city and wherever possible to have experience along these various lines.

The course just described is given in alternation with a course on the higher social activities of the community, such as the Art Institute, Field Museum, Library, Orchestra and Drama, in the belief that a knowledge of these higher activities of our city brings added vision and inspiration for the solving of the problems of the educational world.

Lecturers to be announced.

HISTORY

History of Civilization: A general survey of the origin, progress and character of European civilization. The topics treated are: Greek views of life; the Greek drama; the social life of the Greeks and Romans; Rome's bequest to civilization; Christianity; Teutonic life and institutions; feudalism; the artistic and intellectual life of the Middle Ages; the Renaissance; the Reformation and its view of life; the origins of modern thought; idealism; the theory of evolution.

2 credits Dr. Scherger

HISTORY AND PRINCIPLES OF EDUCATION

History of Education: A survey is made of educational theory and practice from ancient times to the present, with special emphasis on the influence of educators on 19th century practice in elementary and secondary schools.

Lectures, required readings, note books:
2 credits

Dr. Clement

Current Educational Problems: This course is a series of lectures by prominent educators on the outstanding problems of the day in the field of teaching, administration and supervision:

1 credit

Speakers to be announced.

Froebelian Literature: In order that the student may understand the original philosophy and ideals of the kindergarten a study is made of Froebel's life including the educational influences to which he was subjected. His principal writings, the Education of Man and the Mother Play, are studied.

Observation and class discussion:
3 credits

Miss Williams

THEORY OF TEACHING OR CURRICULA
AND METHODS

The primary purpose of the courses in Curricula and Methods is to organize the principles of education gleaned from psychology and pedagogy, the knowledge gained in child study, and the technique in handling materials and tools, and to focus this information and these powers directly on the school for children, with the realization that a training school for teachers has as its paramount aim the efficient preparation of students to handle the teaching problem.

Kindergarten Methods: This course gives a preliminary study of the activities, environment and methods of the kindergarten in relation to the development of subject matter. The course is prefaced by a careful study of children, especially of the problem type.

Correlated observation and conferences:
3 credits

Miss Baker and Miss Jones

Childhood Education: The development of the child is discussed in relation to his continuous education through the home, the kindergarten and the elementary grades. A careful

study is made of the school room and equipment for the kindergarten and the grades, of both indoor and outdoor activities including the open-air school, playground and excursion.

3 credits

Miss Baker and Miss Jones

The Teaching Process: This course, designed for graduate teachers, includes the study of the problems of organization, control, standards, tests, records and the relation of progressive kindergarten and elementary procedures.

Required reading and class discussions:
3 credits

Miss Baker

Educational Measurement: This course gives a general survey of the intelligence and acquisition tests available for use in the kindergarten and primary grades.

3 credits

Miss Hooper

Primary Methods: A preliminary study is made of the best methods of teaching beginning reading, writing and number in the primary grades.

Demonstration, class discussion, assigned reading:
2 credits

Miss Clara Baker and Miss Hooper

Primary Curriculum: A plan of study for the first two grades of the elementary school is presented, with suggestions for its development through the use of projects. Special emphasis is placed on the teaching of beginning reading, writing and number in connection with the children's activities.

Lectures, required readings, observation in the College Demonstration School:
2 credits

Miss Clara Baker

Socialized Activities: A study is made of the development of subject matter through specific projects in grades above the first. The course includes a survey of suitable subject matter in literature, science, and history. The relation of these subjects to the fine and industrial arts, and to reading, composition and arithmetic is clearly illustrated.

Lectures, class discussions and correlated observation:
4 credits

Miss Clara Baker and Miss Hooper

Elementary Methods in Religious Education: A study is made of the foundations of method for the teaching of religion in the nature and needs of the child. Special consideration is given to the various age groups designated in the church school as Cradle Roll, Beginner, Primary and Junior. Selection of subject matter and technique of instruction are included.

2 credits

Miss Baker

Methods of Supervision: This course is intended to meet the needs of experienced teachers who are preparing to be supervisors. It includes a discussion of such problems as the functions of supervision, the relations in which supervision is exercised, the qualifications of a supervisor, the principles, methods and technique of supervision. Observations of many schools of varied types are made, discussions held with the teacher in charge whenever possible, and careful reports prepared afterward. The attempt is to give as broad an outlook as possible, developing the ability to select the strong and weak points in any situation and to appraise the educational value of the work.

8 credits

Miss Baker

Administration in Training Schools: This course is planned for women who are preparing to become training teachers and the heads of departments in normal schools and colleges. It is prefaced by a brief consideration of the general field of administration in public and private elementary schools. It includes a careful study of the curricula of representative training schools for the purpose of determining the best balance of theory, observation and practice as well as the most educative presentation of the activities and materials to young women in training to be teachers of children. Such practical problems in the conducting of a department as entrance requirements, examinations, class schedules, salaries of teaching force, purchase of materials, planning of class rooms, and teachers' study classes will be taken up also.

3 credits

Miss Baker

PRACTICE OF TEACHING

All students preparing to be teachers should have ample opportunity to observe many phases of child life and to have actual experience in teaching children under careful supervision. In addition to its own Demonstration School the College has the privilege of using for practice and observation purposes many schools—public, private and mission—in Chicago and the suburbs, so that its students learn to understand children of many classes and to adapt educational principles to meet varying needs.

Practice Teaching—A—The second semester of the first year the student teaches and observes for two and a half hours each morning either in a kindergarten or in the primary grades. Daily talks with the teacher in charge and monthly conferences with the supervisors are a part of this experience—7 credits.

Practice Teaching—B—Each student is required to practice during the first semester of the second year of training also. Her responsibility is gradually increased so that she is given occasional charge of the entire morning's procedure. Conferences on the work are held regularly by the director and supervisors—7 credits.

Practice Teaching—C—In the third year students have the opportunity to direct or assist either in kindergarten or the grades for the entire session under the close supervision of the College. A slight remuneration is attached to most of these positions. If preferred, playground, settlement or other community experience can be substituted. Visits to the homes of the children and attendance at mothers' meetings are a part of this year's responsibilities—12 credits.

Practice Teaching—D—In the normal or fourth year students observe the teaching of adult classes in the training school and have conferences with the teacher in charge. They also teach one or more classes in curriculum, child study, play material, handwork or games under careful supervision. They have experience in the correction of note-books, themes and practical work; and in the keeping of records—6 credits.

MANUAL ACTIVITIES

Play Material: This course includes a study of all the play material of the kindergarten; floor blocks, both large and small; material designed especially for table work—such as the Froebelian building blocks and flat material; and toys of all varieties. The educational principles which underlie the selection of play material, its organization and presentation to meet the needs of little children, are clearly brought out. Projects are developed in class.

Assigned reading, play with these materials, class discussions:
1 credit

Miss Farrar

Handwork: Such plastic, industrial and graphic occupations as lend themselves to the child's manipulation and purposes are introduced. Sand, clay, paper, wood, cloth, reed and raffia are the principal materials, and skill is stressed in handling such tools as the hammer, brush, crayon, needle and scissors. The use of the project method in this field is thoroughly discussed and illustrated.

1 credit

Miss Farrar

PHYSICAL EXPRESSION

It is the aim of the College to send forth women who shall have strong, beautiful bodies as well as trained minds; therefore, especial attention is paid to exercise and diet, and every effort is made to stimulate an interest on the part of the student in securing healthful development and freedom of the body. Rhythmic and easy grace and purposive control in self-expression is the ideal.

Physical Education: Because health is a great essential of success a course is planned which works definitely toward an ideal of physical perfection. Special emphasis is placed upon the types of motor activity which first, develop fine posture and second, secure general freedom of movement with the greatest economy of effort. Folk and aesthetic dancing is also introduced, expressing the interpretative side of bodily movement.

All students are required to wear gymnasium suits and slippers.

1 credit

Miss Mount

General Games: The large variety of games offered is designed not only to meet the demand for recreation and entertainment, but, since each game is carefully planned in accordance with the psychology of play, it insures the safe release of energy, completeness of response and formation of a scheme for instant judgment combined with sportsmanship and courtesy.

1 credit

Miss Mount

Plays and Games of Early Childhood: This course is devoted to the simple rhythms of the little child such as the march, skip and run, the movement and social plays growing out of these, sense plays and ball plays. A few representative and dramatic games are also taken up, beginning with the child's attempts at characterization and plot-making.

Lectures, required reading, and playing.

1 credit

Miss Farrar

Dramatization: This course continues the study of plays and games and their growth into the competitive and dramatic games of the primary grades. The setting for the dramatization and its development through materials by use of the project method is clearly shown. A course of lectures on the drama in the history of the folk is given and the parallel traced between the development here and with the child. In this connection old folks games and plays are revived and studied for their value as patterns.

1 credit

Miss Farrar

The Play Festival and Pageant: This course is intended for graduate students and includes a review of the plays and games of little children with special study of their values. The attempt is now made to create games, plays and pageants in order that the student may be capable of guiding the children in such original expression.

2 credits

Miss Farrar

SCIENCE

Natural Science: The purpose of this course is to stimulate an interest in the wonderful processes of nature. A first hand experience with nature is gained through excursions to the lake, sand dunes, ravines, marshes, fields, woods, and parks in and about Chicago.

The course also gives insight as to what nature materials to use with children and how to use them. Special consideration is devoted to the care of pets and to gardening. An appreciation of nature as well as a knowledge of certain fundamental facts is designed.

Lectures, stereopticon pictures, excursions, required reading:
2 credits

Dr. Downing

Child Hygiene: The varying physical conditions found in children together with the prevalence of contagious diseases, make it important to provide opportunity for students to become acquainted with normal physical standards and the tests for determining them. Therefore, this course in physiological hygiene is given including a scientific outline of care of the eyes; an understanding of the symptoms of contagious disease, and of signs of fatigue; ability to distinguish between spontaneity and nervous excitement; information concerning the physical care of children; suggestions for preserving the health of students, together with sanitation and hygiene in the school room.

Lectures and reports:

1 credit

Dr. Downing

Eugenics: The course in Eugenics or Maternal Efficiency is an attempt to begin to fill the most dangerous gap in present day education. Human motherhood is not instinctive, else one-half the first-born children would not die. Of the students taking the course, a considerable number will marry, and it is possible that until the time of their arrival at the College no effort has been made to teach them how to be mothers. Motherhood is not dignified by ignoring it, nor by the ignorance that now makes it grossly inefficient. In her future work with little children, the teacher will meet the problems of heredity, alcohol, bad sexual living and the economic degradation of the home. By the course and the required reading, it is hoped partially to

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

1 credit

Domestic Science: This is a course in practical dietetics intended to supplement the course in Eugenics by teaching the essential food elements, the proper combination and preparation. In addition to lectures by the instructor, the cooking, especially of the simple foods for children, is done by the students in the Domestic Science kitchen.

1 credit

ENGLISH LANGUAGE AND LITERATURE

Good, concise and simple English is the most direct means by which the teacher can develop easy unconscious self-expression in her children and at the same time give to them an intelligent entrance into the larger world of human thought embodied in conversation and literature. She herself must be their constant daily example.

English: All students entering the College are given a course in English form and diction. The course includes an examination of models of excellent composition and a study of the principles which underlie beautiful and appropriate expression. All themes written are revised by the student until correct form is attained. Exercises in punctuation, spelling and grammatical construction are presented when needed.

4 credits

Miss Clara Baker

Speech: The course in speech emphasizes clearness in enunciation, correct pronunciation and the other essentials of good delivery. It suggests preventive and constructive work for speech defects.

3 credits

Miss Lanphier

Assembly: The Assembly was instituted in order to give added opportunity to the student body to develop initiative along social and cultural lines and thereby to inspire originality of thought, speech and action as well as wider interests than those called for by their professional studies. Each class is expected to conduct a certain number of assemblies during the year.

Literature: A course is given in the study of some of the world's greatest literature in order that the student may be inspired to a love of beautiful literary form and to an appreciation of the deeper meaning of life. The Book of Job, Hamlet, Macbeth, the Iliad, Faust, Emerson's Essays, Carlyle's "Sartor Resartus," and Browning's poems are included.

3 credits

Dr. Scherger

*Literature for Children:—A—*The aim of the course is twofold: a study of children's literature and an understanding of the art of story telling. A study of children's poetry is made, and of the great folk-tales, fairy tales, animal stories, humorous stories and hero tales. The fundamental principles underlying the choice of children's stories with reference to those suitable to tell in kindergarten and in the grades are developed, and constant practice is given in telling stories before the class, with personal criticism from the instructor.

Lectures, assigned reading, story-lists:

3 credits

Miss Thorp

*Literature for Children:—B—*The course includes a study of children's books and illustrations; theory and practice in analyzing stories; planning and presenting story hour programs for clubs, playgrounds and settlements.

2 credits

Mrs. McClintock

MUSIC

"The perception of beauty is in the highest sense education, and music is especially so because it is the purest form of beauty. Moreover, it is the form of beauty by means of which very young children can best be educated, because it is the form most accessible to them."

School Music: First Term—Elements of Music; rhythm, melody, scales, intervals, triads. Second Term—Children's songs, principles governing selection of music for children, singing of songs, children's voices, training of monotones.

2 credits

Mrs. Kohlsaat

Chorus: The chorus work includes voice training, part singing, study of folk songs, art songs, chorales, etc. An annual concert is given by the school chorus.

3 credits

Miss Westervelt

Interpretation of Music: The course in Musical Appreciation is designed to develop an understanding and an appreciation of this great modern art expression. It includes a study of rhythm, a development of the melodic sense and the meaning of harmony.

Lectures, illustrations on piano and victrola, note books:

1 credit

Mr. Arnold

ART

The greatest art periods of Greece, Italy and the Renaissance were reached when the artisans of the race were imbued with the true art spirit. So it will be in America, when all the people have been trained to perceive and to love the beautiful.

Applied Art: The purpose of this course is threefold; to give the student an understanding of the laws of beauty, skill

in the use of its language, and the ability to develop the child into true art expression. Design, free hand drawing and water color painting are studied as well as the application of art principles to projects in clay modeling, woodwork, sewing and basketry.

Lectures and class work:
1 credit

Miss Schaffner

Interpretation of Art: The purpose of this course is to help the student to an appreciation of the great arts as an expression of man's conception of the beautiful and as an interpretation of the life of the people.

A study of architecture, painting and sculpture is given. Individual collections are made by the students, including pictures of the world's famous buildings and reproductions from the great masters of painting and sculpture. The study is illustrated fully by stereopticon slides and by frequent visits to the Chicago Art Institute.

Lectures, required readings:
2 credits

Mr. Arnold

GENERAL REGULATIONS

SCHEDULE OF HOURS, 1923-1924

Morning Session—Practice From 8:45 to 12:15
Morning Session—Class Periods or Observation From 9:00 to 12:00
Afternoon Session—Class Periods From 1:00 to 5:00

No student, without special permission, carries more than thirty-six credits a year.

Class periods are fifty minutes in length, with a ten minute intermission.

SCHEDULE OF COURSES

FRESHMAN, OR FIRST YEAR OF TRAINING

SUBJECTS	Hours	Credits
PSYCHOLOGY—General Psychology; Child Psychology	90	5
THEORY OF TEACHING—Kindergarten Methods; Primary Methods; Conferences	108	6
STUDENT TEACHING	216	6
MANUAL ACTIVITIES—Play Material; Handwork	72	2
PHYSICAL EXPRESSION—Folk Dancing and Rhythmic Games; Plays and Games of Early Childhood	90	3
SCIENCE—Hygiene	18	1
ENGLISH LANGUAGE AND LITERATURE	180	10
MUSIC—Theory, Chorus	72	3
ASSEMBLY	36	
	882	36

JUNIOR, OR SECOND YEAR OF TRAINING

SUBJECTS	Hours	Credits
PSYCHOLOGY—Genetic Psychology	36	2
PHILOSOPHY	36	2
SOCIAL SCIENCE—Sociology; History	72	4
EDUCATIONAL PRINCIPLES—History of Education; Froebelian Literature; Current Educational Problems	90	5
THEORY OF TEACHING—Childhood Education; Primary Curriculum; Conferences	108	6
STUDENT TEACHING	216	6
MANUAL ACTIVITIES—Applied Art	36	1
PHYSICAL EXPRESSION—Playground Games; Dramatization	72	2
SCIENCE—Natural Science; Eugenics	54	3
LITERATURE—Children's Literature	54	3
MUSIC—Chorus; Interpretation of Music	54	2
ASSEMBLY	36	
	976	36

One subject reciting once a week for eighteen weeks receives one credit. Student Teaching, Observation, Physical Expression, Manual Activities, Applied Art and Chorus are recognized as laboratory work, and therefore demand double the number of hours for each credit. Assembly attendance is required but carries no credit.

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SENIOR, OR THIRD YEAR OF TRAINING

SUBJECTS	Hours	Credits
RELIGIOUS EDUCATION.....	36	2
SOCIAL STUDIES—Educational Sociology.....	18	1
PRINCIPLES OF TEACHING—Teaching Process; Educational Measurement; Current Educational Problems.....	144	7
THEORY OF TEACHING—Elementary Method.....	72	4
STUDENT TEACHING—Field Work in Kindergarten, Elementary Grades or Community Center.....	216	6
PHYSICAL EXPRESSION—Plays, Festivals and Pageants.....	36	2
ENGLISH LANGUAGE AND LITERATURE—Literature for Children, including Story Composition.....	36	2
MUSIC—Chorus.....	36	1
ART—Interpretation of Architecture, Painting, Sculpture.....	36	2
DOMESTIC SCIENCE.....	36	1
ELECTIVES.....	216	6
ASSEMBLY.....	36	
	918	34

NORMAL, OR FOURTH YEAR OF TRAINING

SUBJECTS	Hours	Credits
ADVANCED PRINCIPLES OF EDUCATION.....	36	2
CURRICULA OF TRAINING CLASSES.....	54	3
SUPERVISED TEACHING IN TRAINING CLASSES.....	108	6
METHODS OF SUPERVISION.....	36	2
SUPERVISION OF PRACTICE SCHOOLS WITH CONFERENCES.....	216	6
RESEARCH—Thesis.....	108	6
ELECTIVE COURSES.....	162	9
	720	34

GRADES OF SCHOLARSHIP

At the end of each semester, the standing of a student in each of her courses is reported by the instructor to the Register and is entered on record. Standing is expressed according to proficiency in grades A, B, C, D, E and F. A indicates work of exceptionally high quality. B indicates work of superior quality, but somewhat lower than that denoted by A. C indicates work of medium or average quality. D indicates work of an inferior quality but above passing. E indicates a condition which must be made up before credit is given in the subject. F indicates a total failure in the course, which must be repeated for credit. A student who hands in any theme, notebook or examination paper in which she has, without permission, copied the work of another student or of an author, immediately loses all credit in the course in which such dishonesty is detected, and her registration is cancelled.

A report of her record in scholarship and in practice is given the student at the close of each semester in order that she and her parents may be cognizant of her standing in the school. Letters from parents are welcomed which report the progress of the student as seen from the home or which call attention to problems needing special consideration. No student whose

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work averages less than a grade of C, or who fails in loyalty to the College standards may appear in a public program or hold office in any student organization except by special faculty permission. The College discourages, as a rule, the attempt to cover courses in less than the allotted time, believing that this generally results in less efficient and less thorough work, and often in impaired health. However, it does not place any unnecessary obstacles in the way of gifted, mature students who wish to make more rapid progress, except to insist upon a due regard to health and thorough work.

WITHDRAWALS

The College reserves the right to request at any time during their course the withdrawal of students who do not meet the required standard of scholarship, who cannot remain in the College without endangering their own health or the health of others, or who lower the moral tone of the school.

ATTENDANCE

Students are expected to attend all the regular exercises of the courses for which they are registered, and all absences are reported to the Registrar. Absence from class work for any cause is a loss to the student. All absences have a tendency to lower the grade.

Any absence except that caused by illness is considered unexcused. Two unexcused absences lower the term grade one letter (from A to B; B to C; or from C to D). Four (4) unexcused absences in a 36 hour course and three (3) unexcused absences in an 18 hour course cancel registration in the course, which must then be repeated for credit. An absence on the day before or after a holiday or a vacation counts as two unexcused absences and lowers the term grade one letter (from A to B, etc.). Absences caused by the illness of a student are considered excused absences and as such may be made up for full credit if reported in writing on the Absence Blank to the instructor at the first class period attended after the absence. Failure to report an excused absence immediately is equivalent to an unexcused absence which may not be made up for credit. Four (4) excused absences in a 36 hour course and three (3) excused absences in an 18 hour course cancel registration in the course until work is satisfactorily made up. Statement of work made up to cover forfeited registration must be reported by the instructor to the committee on absences. The committee will render the tuition bill to the student who may not receive credit until such bills are paid.

Three tardinesses of less than fifteen minutes are equivalent to one absence; and one tardiness of more than fifteen minutes is considered an absence.

make up work

make up work

REGISTER OF STUDENTS

1923-1925

ALABAMA	Clow, Mildred 25
Cooper, Louise	Coatsworth, Helen
ARIZONA	†Cohen, Lillian
†Ward, Helen ✓	Colville, Hazel
ARKANSAS	Copeland, Thelma
McNally, Josephine	Copp, Dorothea
CALIFORNIA	Corbett, Helen
Brunson, Frances	Craigie, Lillian ✓
†Frane, Marie	Cremer, Mercedes
†Leonard, Edith	†Cutler, Frances L.
†Miller, Marguerite	Cutler, Marjorie
FLORIDA	Cutler, Miriam
Heironimus, Ruth	Dapogny, Helen
Leatherman, Lena	Doss, Irma
GEORGIA	Durstine, Helen
Ansley, Susan	Eaton, Helen
Brinkman, Hilda	Edgren, Virginia
McWhorter, Blois	†Edwards, Mrs. Nettie
ILLINOIS	Eisenbise, Pauline
Adams, Phyllis	Ekstrom, Grace
Adams, Ruth	Farrington, Bertha
†Ahlenfeld, Olivia	Finn, Bertha
Alkire, Marie	†Fitch, Mabel
Anderson, Florence	†Forney, Ruth
Anderson, Miriam	Foster, Elizabeth
†Arnold, Zella	†Fredrickson, Nina Belle
Baird, Grace	Friedman, Gertrude
Ball, Nellie	†Fuller, Ann
Barber, Blanche	Gage, Elizabeth
Beaty, Ruth	Gifford, Dorothy
†Bell, Mona	Goldstine, Viola
Betzer, Dorothea	†Gorman, Dora
Bianco, Philomena	Grady, Gertrude
Bishop, Mary	Greener, Omo
†Blaikie, Mary	Gregersen, Helga
Boots, Ruth	Griffin, Clara
Bordwell, Dorothy	†Grimes, Alice
Bradish, Harriet	Grosh, Frances
Brandt, Eunice	Hagstrom, Esther
†Bremer, Eva	Harper, Jeanette
†Brierton, Goldie	Harrison, Dorothy
Burkhart, Bernice	Hayes, Florence
Bush, Lucile	Hayes, Frances
Candy, Ruth	Hebblethwaite, Mrs. Jane
Carlson, Irene Dorothy	†Heckman, Minna
Carroll, Catherine	Heuck, Marguerite
	Higgins, Ann Elizabeth
	Hiles, Helen
	†Holt, Lois
	Holtgreve, Elizabeth
	†Houghton, Anna
	Humphrey, Maud

†Students attending for summer session only.

Hunter, Isabel	Pujols, Dorothy
Jeffery, Gertrude	Rehner, Olga
Jegi, Helen	Richards, Florence
Jones, Marjorie	Riley, Grace
Karlson, Ethel	†Ring, Mary
†Kary, Freda	Roehler, Margaret
Keefe, Eugenia	Rosecrans, Marjorie
Kelley, Helen	Rubel, Ellen
Kiefer, Florence	Saunders, Virginia
Knecht, Elizabeth	Schultz, Margaret
Knox, Blanche	Shamberg, Sarah
Kramer, Madaleen	Shaw, Esther
Kramer, Norma	Shaw, Ida
Lande, Rose	Sholund, Evelyn
Lapp, Helen	Shoup, Thelma
†Liegerot, Lucile	Sider, Dorothy
Linnell, Florence 41	Silverman, Pauline
Liston, Gertrude	†Slaughter, Dorothy
Lyman, Lillia	Smith, Catherine
†Maddox, Ava	Smith, Genevieve
Mahlman, Lenore	Solomon, Ethel
Maloney, Frances	Solomon, Pearl
Manley, Lucille	Stadeker, Rosadel
Maraviglia, Alice	Stanton, Marjorie
Marbold, Helen	Stark, Irene
Mayer, Martha	Stoneall, Berneice
Mayhew, Marjorie	Swonguer, Charlotte
McElroy, Helen	Tate, Blanche
Meinzer, Lulu	Taylor, Gladys
Miller, Alice	Taylor, Lois Irene
†Miller, Annie	Triebes, Evelyn
Milligan, Olive	†Turner, Jess
Mills, Eula	Vander Molen, Luella
Moffett, Fay	Vennum, Ella Jeanette
†Mohler, Lydia	Warner, Iona
Morgan, Catharine	†Weber, Mrs. Jessie
Morley, Thelma	Westphal, Marian
Mulford, Roena	Wilson, Mary Frances
Mulvaney, Elizabeth	Yeakel, Miriam
Newey, Harriet	Yenerick, Gladys
Nylund, Bernice	Yeretsky, Estelle
Olson, Margaret	Yetter, Nannette
Olson, Mildred	Young, Christine
Onstott, Thelma	Zorn, Dorothea
Parker, Myra June	
Pate, L. Ruth	
Pearse, Dorothy	
†Pearce, Katherine	INDIANA
Peterson, Inez	†Angelo, Ruth
Phelps, Dorothy	Barnes, Katherine
†Pine, Frances	Brown, Esther
†Pine, Jeanette	Burgener, Clea
Plagge, Margareth	Eward, Helen
Plummer, Clara	†Frazee, Mildred
Pratt, Elizabeth	Fries, Nellie
Friday, Elizabeth	†Heinzelmann, Emma

†Students attending for summer session only.

* 1 semester

NATIONAL KINDERGARTEN AND ELEMENTARY COLLEGE

INDIANA—Concluded

†Hogan, Katie ✓
 Huff, Virginia ✓ 45
 †Hurst, Grace ✓
 Keeney, Martha ✓
 Kling, Catherine ✓
 Kroeger, Ruth ✓
 Larson, Vivian ✓
 Lees, Lola ✓
 †Lowry, Pearl ✓
 Lyons, Kathleen ✓
 Maus, A. Benner ✓
 Martin, Ruth ✓
 McMahan, Mary ✓
 †Mercer, Laura ✓
 †Monahan, Harriet ✓
 †Owen, Mary Frances ✓
 †Payne, Cecile ✓
 Pflieger, Concheita ✓
 †Pound, Mary ✓
 Ransel, Mary Esther ✓
 Riemenschneider, Emma ✓
 †Ruth, Cora Jane ✓
 Rose, Lydia ✓
 Schlechty, Pauline ✓
 Tharp, Evelyn ✓
 †Tyner, Amanda ✓
 Von Barandy, Clarice ✓
 Wilson, LoAnna ✓

IOWA

Bonwill, Agnes ✓
 Bradley, Anne ✓
 Buech, Dorothy ✓
 Butler, Uletta ✓
 Dannatt, Grace ✓
 Empkie, Gretchen ✓
 Everatt, Gladys ✓
 †Flater, Mollie ✓
 Gehlson, Marie ✓
 Grobee, Della ✓
 Knudsen, Etta ✓
 Mangan, Margaret ✓
 Olson, Ruth ✓
 Overfield, Arla ✓
 Reeh, Nellie ✓
 Riddle, Harriett ✓
 †Ross, Julia ✓
 Sanders, Jeannette ✓
 Smith, Stasia ✓
 Starr, Keo ✓
 Swartzlender, Betty ✓
 Utter, Mabel ✓
 Wilson, Helen ✓

†Students attending for summer session only.

KANSAS

Arthur, Marie ✓
 †Cameron, Isabelle ✓
 Clark, Marion ✓
 Cunningham, Helen ✓
 DeVore, Gladys ✓
 Loy, Louise ✓ 8 ✓
 †McBride, Maggie ✓

KENTUCKY

Woodson, Irene ✓

LOUISIANA

†Seals, Cleopatra ✓

MARYLAND

†Stem, Marguerite ✓

MICHIGAN

Andrews, Lucile ✓
 Barr, Ruth ✓
 Dame, Beulah ✓
 Hamlin, Helen ✓
 Healy, Margaret ✓
 Hopperstead, Carol ✓
 †Holmes, Maurine ✓
 †Holt, Grace ✓
 Johnson, Arlene ✓
 MacLachlan, Florence ✓
 †MacNamara, Fay ✓
 Martin, Marian ✓
 McReynolds, Elizabeth ✓
 Merriam, Esther ✓
 †Moore, Carrie ✓
 Morris, Josephine ✓
 Newman, LaVerne ✓
 Remer, Johanna ✓
 Rudeck, Helen ✓
 Stewart, Ida Jean ✓
 †Van Zalingen, Mary ✓

MINNESOTA

†Christensen, Anna ✓
 Dahl, Ruth ✓
 †Hayes, Winnifred ✓
 McGreevy, Marie ✓
 Simmonson, Ardu ✓
 †Springer, Alice ✓

MISSISSIPPI

†Stovall, Sadie ✓

MISSOURI

†Martin, Martina ✓
 †Willey, Fay ✓

NATIONAL KINDERGARTEN AND ELEMENTARY COLLEGE

MONTANA

Deschamps, Beatrice 200 ✓
 Sybert, Madelan ✓

NEBRASKA

Bates, Dorothy ✓
 Carlson, Irene ✓
 †Cosh, Margrett ✓
 †Crawford, Mrs. Frances ✓
 Cronin, Edith ✓
 Funk, Fordyce ✓
 †Gillespie, Gladys ✓
 Gist, Annie ✓ 30
 Huffman, Helen ✓
 Levy, Yette ✓
 Morrow, Adelaide ✓
 †Osthoff, Martha ✓
 Pearson, Pearl ✓
 †Pechous, Ottilie ✓
 Searle, Eloise ✓
 Smith, Frances ✓
 Walker, Mildred ✓

NEW JERSEY

Wallace, Elizabeth ✓

NEW MEXICO

Larsh, Mary ✓
 Russ, Margaret ✓

NEW YORK

Jones, Alice ✓
 †Kennedy, Minnie ✓
 Lookup, Gertrude ✓
 Taylor, Lois ✓
 Tothill, Emily ✓

NORTH DAKOTA

Elliott, Loretta ✓

OHIO

Benskin, Eleanor ✓
 Crook, Ruth ✓
 Doolittle, Ruby ✓
 Ford, Susan ✓
 Gessinger, Hazel ✓
 Glaser, Nadine ✓
 Jones, Gwendolyn ✓
 King, Margaret ✓
 Malzen, Artridge ✓
 Malzen, Mary ✓
 Mercer, Helen ✓
 Schaad, Helen ✓
 Stewart, Elizabeth ✓

†Students attending for summer session only.

Stone, Margaret ✓
 Strayer, Helen ✓
 Zorn, Mildred ✓

OKLAHOMA

Johnson, Mabelle ✓
 Upp, Edith ✓
 †White, Juliet ✓

PENNSYLVANIA

Cooper, Dorothy ✓
 †Holmes, Laura ✓
 McCollum, Elizabeth ✓
 Obenchain, Elizabeth ✓ 237
 †Summers, Lucretia ✓

SOUTH DAKOTA

Beckman, Mildred ✓
 Dowdell, LaVilla ✓
 Evans, Susan ✓
 †Marston, Florence ✓
 †Richards, Vera ✓
 Vessey, Joyce ✓ 348

TEXAS

†Chadwick, Mrs. Clere ✓
 Conroy, Elizabeth ✓
 Hall, Louise ✓
 McKenna, Margaret ✓
 †Quarles, Hansford ✓
 †Seale, Louise ✓
 †Strachn, Alvey ✓
 †Webb, Mrs. N. B. ✓
 Woodson, Anna ✓

VIRGINIA

Hudlow, Nellie ✓

WISCONSIN

Abramson, Martha ✓
 Becker, Alice ✓
 Biege, Lois ✓
 †Bock, Edna ✓
 Brosius, Faythe ✓
 Cahoon, Grace ✓
 Caswell, Mary ✓
 Czeskleba, Elvira ✓
 Davis, Marion ✓
 Deahl, Hortense ✓
 Fleming, Eleanor ✓
 Glenn, Vivien ✓
 Guttman, Marie ✓
 Haavisto, Alma ✓
 Hagerty, Mercedes ✓

NATIONAL KINDERGARTEN AND ELEMENTARY COLLEGE

WISCONSIN—Concluded

Hales, Ellen ✓ 56
 ‡Heerman, Viola
 Hindley, Eleanor
 Johnson, Jeannette
 Johnson, Phyllis
 Lange, Bernhardine
 Mehder, Alice
 ‡Pfister, Evelyn
 Sargent, Kathryn
 Satre, Jessie
 Schmidt, Gladys
 Schmidt, Gretchen
 ‡Schulze, Edna
 Stauffacher, Hazel
 Stowe, Helen
 Werbel, Jeanne
 Witte, Ardelle
 Zachow, Anna Claire
 Zum Brunnen, Esther

WYOMING

Westover, Kathryn ✓

AUSTRALIA

‡Garner, Rachel

CANADA

‡Bland, Hilda
 Haight, Margaret
 ‡Hardy, Sadie
 Hill, Lois Munson ✓
 Smith, Olive ✓

INDIA

Mow, Anetta
 Swartz, Goldie

IRELAND

‡Neary, Birdie

ENGLAND

Stephens, Ellen

‡Students attending for summer session only

ALUMNAE ASSOCIATION

The Alumnae Association of the National Kindergarten and Elementary College was organized in 1893. Branch Associations are now being organized in several states. One of the avowed objects of this Association is to promote the interest of the College. No greater encouragement could be afforded the President and the Faculty than this expression of continued interest on the part of the graduates, and it is hoped that the organization may prove an advantage to the Alumnae as well as to the College by aiding them in their efforts to maintain a high standard of attainment and professional character.