



MELBOURNE
KINDERGARTEN
TRAINING
COLLEGE

Prospectus



THE UNIVERSITY OF MELBOURNE
EDUCATION RESOURCE CENTRE

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1939?

Under the auspices of the Free Kindergarten Union of Victoria and approved by the Council of Public Education for the training of Nursery School, Kindergarten and Sub-Primary Teachers.

Photographs in this Prospectus kindly donated by

C. STUART TOMPKINS

THE JUNCTION . CAMBERWELL

December 1938



"MOOROLBEEK"

The College Buildings, Residence and Lecture Rooms

MELBOURNE KINDERGARTEN TRAINING COLLEGE

Madden Grove (off Carson Street), Kew, E.4

Melbourne, Victoria

(Electric tram to Findon Street or Motor Bus along Studley Park Road to Carson Street)

Telephone Hawthorn 861



Principal

Dr. MARGARET B. McFARLAND, Ph.D., M.A. (Columb.)

Patroness-in-Chief

Her Excellency LADY GOWRIE

Patronesses

LADY FORSTER, LADY SOMERS, LADY HUNTINGFIELD, LADY MAYORESS

Advisory Council

Representing Free Kindergarten Union of Victoria:

Mrs. T. A. αBECKETT, C.B.E., M.Sc. Mrs. F. C. FRANCIS

Professor G. S. BROWNE, M.C., M.A., W. G. McBEATH, Esq.

Dip. Ed. (Oxford, Melb., London) Mrs. CRITCHLEY PARKER

Dr. MARGARET B. McFARLAND—Principal.

Medical Women's Assn.: Dr. VERA SCANTLEBURY BROWN, D.B.E., M.D., Ch.B.

Assistant Mistresses' Assn.: Miss M. B. VEAL, B.A., Dip. Ed. (Melb.)

Women Graduates' Assn.: Mrs. T. S. HUTCHINGS, M.B., B.S. (Melb.)

Business Man: Mr. R. W. STRINGER

JOHN DALE, O.B.E., M.D., B.Sc. (Pub. Health)

K. S. CUNNINGHAM, M.A. (Melb.), Ph.D. (Columb.) Mrs. T. M. CHERRY

Educational Committee

Chairman: Professor G. S. BROWNE Miss M. LUSH

Mrs. T. A. αBECKETT Mus. Assoc. (Melb.), I.T.C., First Class

Mrs. F. C. FRANCIS Miss H. DANIELL, M.A.

Mrs. T. M. CHERRY P. M. BACHELARD, Ph.D.

N.F.U. Trainer's Dip. (London), Miss D. J. ROSS, M.A., B.Sc. (Melb.)

Dip. Kgn. Supervision (Columb.) Dip. Ed. (London)

Dr. ETHEL STONEMAN Dr. MARGARET B. McFARLAND

D.A. (Hon.), M.A., Ph.D. (Medicine) (Principal)

House Committee

Mrs. CRITCHLEY PARKER

Mrs. J. THOMPSON

Mrs. V. WISCHER

Mrs. E. MURRAY

Mrs. T. A. αBECKETT

Mrs. C. BARCLAY

Mrs. G. BLANCH

Mrs. F. BAYSTON

Mrs. F. S. GOLDSMITH

Dr. MARGARET B. McFARLAND

(Principal)

History of the College: The first Victorian Kindergarten was opened in 1901. From the four Free Kindergartens existent in 1908 the Free Kindergarten Union was formed, and now has in its care some 2000 little children under six years of age.



Main Hall Leading to Lecture, Library and Residence Rooms

The thirty-two Free Kindergartens and Nursery Schools are established in the crowded areas of Melbourne, Ballarat and Geelong, and the social and educational work carried on by the Staffs of trained teachers is of the utmost value to the community, touching,

as it does, not only the lives of these little children, but, to some extent, also, those of their families.

The need for training for Kindergarten teachers under the auspices of the Free Kindergarten Union was greatly felt, and in 1916 a Training Course was inaugurated in the rooms then occupied by the Union in Clyde House, Collins St.

In 1921 the number of students entering for training warranted the purchase of Mooroolbeek, a beautiful old property, in the residential suburb of Kew. Its grounds are so situated as to give a commanding view of Melbourne, and include gardens and a tennis court. The Kindergarten Training College was opened in March, 1922, and since that time 205 students have graduated, and are now occupying responsible positions in Free Kindergartens, in Nursery Schools and in the Kindergarten and Sub-Primary classes of Secondary Schools.

A course for the training of Nursery School teachers was added in 1930, and to date 54 teachers have qualified and received diplomas in this special work.

To meet the need of kindergarten children, who are physically below par, the Past Students' Association maintains two country Holiday Homes. Here, every three weeks, thirty of the neediest children are given a health holiday. Students have the opportunity of spending a few days at one of these homes during their course of training.

Purpose of the College: The College provides a professional training in educational principles, and in progressive modern methods in the education of young children in the home, nursery school, kindergarten, and school, and in general child welfare work. It offers a broad cultural education to fit its students for efficient service in the home and in the community. It is now recognised that in so far as it has to do with the training of young children a woman's vocation demands insight, keen appreciation of human nature and creative ability. Wherever there are children there is always an opportunity for the Kindergarten teacher and her work, whether in social service, primary or secondary school, or private family. Training in childhood education, more than most other forms of professional work which

are open to women, fosters and develops all tastes and interests that go to the making of an efficient and happy home-maker.

As the College is so near Melbourne, the student also has ample



A "Two-girl" Room adjacent to Sleep-out

opportunity for developing an appreciation of Art, Literature and Music, and parties are arranged for lectures and concerts. These aspects of the College life are especially valuable to students from country centres and from other States.

In connection with lecture courses dealing with child welfare, visits are arranged to various social welfare institutions (such as Children's Homes, Baby Health Centres, etc.), giving the student a comprehensive insight into the social service activities of our community.

Library: The Library is a highly specialised one in the field of early childhood education. Recent gifts under the Bequest of the late Doretta Hedderwick, a kindergartner and former member of the Education Committee, and from the Memorial Fund to the late Dorothy Rosner, have made the addition of current books possible.

COURSES OF STUDY:

- The Kindergarten and Sub-Primary Course.
- The Kindergarten and Nursery School Course.
- Supervisors' Training Course.

ENTRANCE QUALIFICATIONS:

The applicant must:

- (1) Be not less than seventeen years of age on entry.
- (2) Be in perfect health, and furnish a medical certificate.
- (3) Furnish two certificates of character, one being from the Principal of her school.
- (4) Have passed in any six subjects of the Intermediate Standard of the Melbourne University (English being a compulsory subject) or possess an equivalent certificate. Leaving Standard is considered a better qualification for this course, and it is urged that each student shall have passed in 5 subjects of the Leaving Examination. The following subjects are desirable: English, European History, Animal Biology, Geography, Domestic Science, Music and Drawing.
- (5) Every student will be given opportunities to develop special interests, such as Music, Arts and Crafts, Speech, Literature, Nature Study, as ability in these lines will greatly increase the student's value.

Country students are expected to live in College, unless parents make other boarding arrangements that are satisfactory to the College.

TRAINING: Nine terms of Practical and Theoretical work in Registered Secondary Schools and Free Kindergarten and Nursery Schools, and at the College. Throughout the course students will be given opportunity for regular observation work in various types of schools.

THEORETICAL:—

Common First Year—Kindergarten: (1) Child Study and Elementary Psychology; (2) Kindergarten Principles and Management; (3) English; (4) Speech Training; (5) Art; (6) Industrial Arts; (7) Nature Study; (8) School and Community.

Second Year: The Course is arranged that after completion of the first year, which is common to all courses, the student has the opportunity of deciding whether she wishes to work with children on the higher or lower age levels.



Students' Library and Common Room

Should she decide that she desires to work on the higher age level, she will take her second year under the direction of the Associated Teachers' Training Institute. On the completion of her third year, she will receive the Kindergarten-Sub-Primary Diploma.

If, however, the student wishes to work with children on the lower age level, the second year will be spent in the study of Nursery School methods.

Second Year—Nursery School: (1) Child Development (including Child Health, Hygiene and First Aid); (2) Psychology of Education and Behaviour Problems; (3) Nursery School Principles and Management; (4) Physiology; (5) Literature for Children; (6) Creative Activities for Children (Dramatization, Drawing, Music, Craft Work, etc.); (7) Appreciation of the Arts; (8) History of Education.

Note: Throughout the two years, courses in Rhythm, Singing, Children's Games, Folk Dancing, etc.

Second Year—Sub-Primary: This course will be taken under the direction of the Associated Teachers' Training Institute.

Third Year: (1) Seminar in Teaching Problems; (2) Parent Education; (3) Tests and Measurements; (4) Child Welfare.

Supervisors' Training Course: A course is offered to Graduate Students of the College, who have had teaching experience. This will be an after-hours' course, continuing over a period of years, and will comprise such subjects as Administration, Guidance Problems, Parent Education, Study Groups and Adult Counselling. Credits will be given each year for the work done, and at the completion of the course a Supervisor's Training Diploma will be granted.

PRACTICAL WORK:

First Year: Directed observation in connection with lectures and some practical work.

Second Year: Three terms of practice.

Third Year. The student will be responsible throughout the year for the general management of a group of children in a nursery school, kindergarten or sub-primary school. The age level chosen will depend upon the field in which she is specialising.

ACADEMIC COURSES:

English: English (1); Children's Literature; Speech Training and Verse Speaking.

Scientific Basis of Child Development: Elementary Chemistry; Elementary Biology; Physiology (1); First Aid; Nutrition and Health; Child Health and Hygiene; Nature Study.

Fine and Industrial Arts: Art (1); Art (2); Industrial Art; Music; Singing; Rhythmic Work.

PROFESSIONAL:

General Principles of Education and Psychology: Nursery School Education; Kindergarten Education; Sub-Primary Education (Introductory); Parent Education; History of Education; Psychology (1); Psychology (2); Psychology (3), Child Development; Psychology (4), Tests; Child Welfare; Seminar of Teaching Problems.

ENGLISH:

English (1): This course provides for a study of some of the best fiction, dramas, essays, biography and poetry of the last hundred years. The purpose of this course is to stimulate the students' interest in literature and in vital expression. The writing of short themes will be an important part of the work of the student.

Children's Literature: This course offers opportunity for students to read, discuss and enjoy stories and verse for young children, as well as material concerned with everyday life. Opportunity is given for creative writing for children.

Speech Training and Poetry Speaking: Included in this course is a study of phonetics as a basis of speech work; a study of the structure and functions of the organs of speech, with exercises for developing breath control, flexibility and resonance; an introduction to common speech defects and simple remedial measures for such problems as lispings, stammering and cleft palate speech; a study of rhythm as the basis of all verse speaking, and the place of movement in the development of the child's natural sense of rhythm; practice in the speaking of poetry, from jingles and simple rhymes, to lyric verse.

THE SCIENTIFIC BASIS OF CHILD DEVELOPMENT:

Elementary Chemistry and Biology: This course includes lectures on matter and energy, air and water, chemical elements, inorganic and organic matter, life in its simplest forms—protozoa, algae, bacteria, fungi, earthworms—increasing complexity and differentiation of organs—invertebrates, and vertebrates, fish, frog, marsupials and mammals.

Physiology: In this course a study is made of the structure and function of the human body. The development of the skeleton, muscles and various organs and systems of the body is dealt with briefly; their functions are dealt with in detail. Fatigue, excitability, emotions and physical handicaps are discussed in terms of anatomy and physiology, and methods of maintaining health set forth.

First Aid: A study of the nature and causes of injuries incident to physical activities; the common hazards of play and preventive measures; first aid treatment for common fractures, dislocations, wounds, infections, burns and other results of major and minor accidents; the treatment of snake bite, drowning and poisons.

Nutrition and Health: A study of the essentials of an adequate diet, the food needs of persons of different ages, the nutritional

values of common food materials, with special regard to the relation to such knowledge to health, food fads, marketing and budgets. This course will also deal with the feeding of children and problems of behaviour related to establishing feeding habits.

Child Health and Hygiene: A study of the normal physical standards of child health and hygiene from birth to school age, and tests for determining them; information concerning the physical care of children, health examinations, discovery and treatment of chronic health defects, symptoms of contagious disease, signs of fatigue; suggestions for preserving the health of children together with the sanitation and hygiene of home, school and community.

Nature Study: This course, designed to give knowledge of and develop interest in common living things, includes studies of various types of plant, insect, fish, bird and animal, their habits and development; of details of the care of bulbs, seeds and seedlings, and of fish and animals commonly kept in captivity. It also includes excursions, the observation and collection of specimens, and the carrying out of simple experiments.

FINE AND INDUSTRIAL ARTS:

Art (1): This course includes: a study of the principles of colour composition, design and lettering; with illustrative lectures on Primitive and Australian Aboriginal Art, Children's Art and Sculpture; practice in lettering, colour work, the rhythmic use of elementary forms in designing, and potato-cut printing on textiles.

Art (2): Included in this course are lectures on the psychology of children's drawings, practical points in art in the kindergarten and sub-primary groups, critical appreciation of the art forms of contemporary times and of other periods; practice in simple perspective, outdoor sketching, elementary studies of the human form, designing for posters, cut paper decoration, textiles, and lino-cut printing. The planning of a school house and garden.

Industrial Arts: This course will give the student opportunities to gain skill in using tools and varying types of materials and educational equipment. The student should develop one craft to a high standard. Special emphasis will be given to the historical development of the craft chosen, i.e., the Study of Records with bookbinding; the Study of Utensils with pottery and basketry; the Study of Clothing, Weaving and Sewing.

Music, Singing and Rhythmic Work: A general course, including an inquiry into the place of music in everyday living; the aesthetics of music; the use of the voice, rhythm work and singing games. Especial emphasis will be placed on music for children.

GENERAL PRINCIPLES OF EDUCATION AND PSYCHOLOGY:

Nursery School Education: This course includes a study of the development of the nursery school movement and its relation to education and to modern social conditions. The organisation and management of the nursery school, the set up, staffing and equipment are studied, together with a detailed study of educational procedure in the nursery school. Students observe and practise in Nursery Schools.

Kindergarten Education: This course includes a study of the curriculum, equipment and methods of the modern kindergarten in relation to the needs and development of the group and of the individual child. Students have opportunities for observation and practice in kindergartens.

Sub-Primary Education: Brief orientation course. Complete course in sub-primary arranged for under the direction of the Associated Teachers' Training Institute.

Parent Education: The methods and techniques of Parent Education will be studied. Problems in adult education, parent-teacher relationships and home influences upon children will be set forth, and arrangements will be made for students to participate in parent education work.

History of Education: An outline of the development of education from the simple adjustments of primitive races, to the complex conditions of to-day, including the contributions made to Western education by the Greeks, Romans and Christians; the influence that led to the rise of universities and prepared the way for the Renaissance and Reformation, together with the work of the educational reformers of the period—Vittorino, Erasmus, Colet, Luther; the movement towards Realism illustrated by the work of Locke and Comenius; the Modern Age as introduced by Rousseau; and in some detail the work of Pestalozzi, Herbart, Froebel, Montessori and Dewey; also modern experiments which aim at preparing the pupil for adaptation to a changing world.

Psychology (1)—Subject Matter and Methods of Psychology: A study is made of the main facts and principles of psychology in relation to the sensory basis of knowledge; imagery and perception; memory ideation; intelligence and reasoning; feeling

and innate tendencies; attention and interest; emotions and sentiments; temperament and character.

Psychology (2): This course applies the facts and principles of psychology to the study of the early periods of mental life. It includes lectures and discussions on the problems of the child's adjustment to home, school and society; the diagnosis of the problems, and methods of guidance; types of material available for use in mental testing; methods of testing and interpreting results; an analysis of the essential steps in research; work of the Guidance Clinic.

Psychology (3)—Child Development and Child Guidance: The purpose of this course is to study the development of children from the pre-natal period through early childhood from a point of view which will integrate the physical, nutritional, mental, social and emotional aspects. Demonstrations of physical and psychological examinations of normal children will be held at successive age levels. Emphasis throughout will be placed on the implications for parents and teachers in child guidance. A study will be made of various child care agencies in the community.

Psychology (4)—Intelligence Testing of Young Children: This course will give the student a general knowledge of mental tests and their use in educational guidance. Students will gain the ability to administer the Minnesota Pre-School Test, the Merrill-Palmer Test and the Kuhlman Binet Test.

Child Welfare: This course is planned to provide an understanding of the social economic aspects of contemporary family life, giving an insight into family relationships, and a knowledge of the techniques of home visiting. It includes a study of child delinquency, with special reference to those recreational facilities which aim at preventive treatment, and an acquaintance with the main sources of relief in sickness, temporary distress and affliction.

Each phase of social legislation which is concerned with the welfare of the normal, the handicapped and the neglected child is studied in detail.

Outside lectures and excursions are arranged.

Seminar in Teaching Problems: A Seminar, to discuss problems which arise in school and classroom administration and child guidance.

REGISTRATION: During the third year students may accept positions carrying a stipend, and at the end of this year a student is able to apply for registration as a sub-primary teacher or a specialist in Nursery School and Kindergarten work.

DIPLOMAS: Kindergarten-Nursery School or Kindergarten-Sub-Primary Diplomas are granted to all students who have satisfactorily completed the three years' course as prescribed by the curriculum of the College, and who have satisfied the Educational Committee of the College, as to their suitability.

SCHOLARSHIPS: Three Scholarships are offered by the College—the Voluntary Helpers' Scholarship, the Nora Semmens' Scholarship, and the Nursery School Scholarship.

The Voluntary Helpers' Scholarship is awarded bi-annually by the Free Kindergarten Union of Victoria to a voluntary helper, with the necessary entrance qualifications, who has served for at least two years in a Free Kindergarten under the Free Kindergarten Union. It covers all training fees during the two years' course.

The Nora Semmens' Scholarship—This is an honour Scholarship founded in memory of a pioneer Kindergarten Director. It is awarded by the Directors' Association to a student, and it covers fees for the second year.

Nominations for these Scholarships are made by the Director of the Free Kindergarten in which the student or voluntary helper has served.

The Nursery School Scholarship is awarded annually by the Committee of the College to a kindergartner on the staff of a Free Kindergarten affiliated with the Free Kindergarten Union. It covers lectures for one year. The selection is made by the Union Education Committee.

TRAVEL SCHOLARSHIP: A Travel Scholarship has been awarded for the first time in 1938. It is hoped that this scholarship may be awarded from time to time to directors who show special qualities of leadership and intend to continue in pre-school work.

THE COLLEGE YEAR: The College Year commences in the second week in February, and is divided into three terms of 13 weeks each, with vacations in May, September and December.

GENERAL REQUIREMENTS: Applicants must satisfy the Principal as to general suitability. A personal interview, by appointment, is essential. Students should enrol, if possible, in December. (For Application Form, see back of Prospectus).

STUDENTS' REQUIREMENTS: Each student requires—(a) Two or three Overalls (the material and design obtainable at College); (b) Badge Brooch.

FEES: First Year, 21 guineas per year; Second Year, 21 guineas per year; Third Year, 6 guineas per year.

Private lessons in Music, Singing, Speech Work, etc., are charged as extra subjects.

Fixed charge, covering use of library, class-room supplies, of 15/- per term.

Single classes, one guinea per subject per term.

Supplementary Examinations, 5/- each per subject.

Enrolment Fee of 5/- per student, payable upon enrolment.

Fees are payable in advance on first day of each term.

In cases where payment is delayed a "late fee" is chargeable.

TERMS OF RESIDENCE: Room, accommodating two or more, £63 per annum.

Single Room, according to size, £70 and £85 per annum.

Weekly Boarder (sharing room), £54 per annum.

For extra milk, fires, use of iron, small charges are made.

Fees are payable in advance on first day of each term. All cheques to be made payable to the Free Kindergarten Union of Victoria, and to be sent to the Secretary. Students withdrawing from the Course during the currency of a term, must give a term's notice or pay half a term's fees.

All stationery requisites to be paid for in cash.

COLLEGE RESIDENCE: Students may accept invitations from their friends during the week-ends, according to a list provided by the parent or guardian. During the week, leave is granted only at the discretion of the Principal.

The students plan their own time for work and recreation, and are helped to balance the two, so that one does not encroach on the other.

HEALTH: Careful thought is given to the health of the students and sleeping-out accommodation is provided. The food is varied, well cooked and daintily served.

SICKNESS: In case of illness the College Medical Officer is called in. If necessary, the services of a trained nurse are obtained, all extra expense being borne by the student.

CHURCH GOING: The College is conveniently situated to allow students to attend churches of all denominations.

HOUSE ARRANGEMENTS FOR STUDENTS AND GUESTS:

Students are expected to enter for the year, unless special arrangements are made on entering. Visitors from out of town are received as guests, but as the house accommodation is limited, reasonable notice of intended visits is necessary. The house will not be open to students during the holidays or after the end of term without special arrangements and extra charge.

Students who prefer to study in their own rooms are requested to supply individual reading lamps.

LINEN: Each student must supply—4 sheets, 4 pillow cases, 3 bath towels, 3 face towels, 4 table napkins, 2 linen envelopes (special pattern), 2 soiled-linen bags, 1 rug or eiderdown, 2 toilet covers. All linen must be clearly marked with the owner's name. No laundry will be undertaken by College; facilities are provided for the laundering of small personal linen.

The College is open to relatives and friends of students, and upon appointment the Principal will be happy to receive such visitors.

Lecturing Staff 1939



BACHELARD, P. M., Ph.D.	Elementary Psychology
BLANCH, MONA, M.D., M.R.C.P.	Child Development, First Aid
CHERRY, Mrs. T. M., N.F.U.	Speech Training
Trainer's Dip. (London)	
Dip. Kgn. Supervision (Columb.)	
DERHAM, Mrs. A. P.	Art
DODD, Miss OLIVE, M.A., Dip. Ed.	Child Welfare, School and Community
Dip. Social Science	
EDWARDS, Mrs. A. P., B.A. (Adel.)	Psychology
M.A. (Psych.) (London)	
FELSTEAD, Miss ISABEL, Uni. Con.	Class Singing
GELL, Miss HEATHER, L.R.A.M.	Eurythmics
Dalcroze Certificate, London.	
GREGSON, Miss NELLIE, L.A.B.	Piano
HALL, Miss K. E., B.Sc., Dip. Ed. (Melb.)	Elementary Chemistry and Biology, Nature Study, Health and Hygiene, Physiology
McFARLAND, MARGARET B., Ph.D., M.A. (Columb.)	Child Development, Child Guidance, Child Study, Mental Tests, Nursery School Principles and Management, Parent Education
MOON, Miss M., I.T.C.	Industrial Arts: Woodwork
MÜHL, Dr. ANITA, Ph.D., M.D., F.A.C.P.	Psychology
PALMER, Mrs. VANCE, M.A.	English and Children's Literature
PARSONS, Miss NANCY	Kindergarten Principles & Management
(Dip. Christchurch Free Kgn. Assn.)	Industrial Arts: Clay Modelling, Toy Making
THORN, Mrs. W., M.A.	History of Education
VICTORIAN BABY HEALTH CENTRES ASSN. (Sister JEAN COLVIN)	Child Development
ASSOCIATED TEACHERS' TRAINING INSTITUTE	Sub-Primary Course

NOT AVAILABLE FOR LOAN

KINDERGARTEN TRAINING COLLEGE

MADDEN GROVE, KEW

(Recognised by Council of Public Education)

Application Form for Admission as a Student in Training

To be filled in by the Student

Date..... 19.....

Full Name, Address and Telephone No.....

Date of Birth..... Date of Entrance.....

Of what Denomination.....
 Certificate of General Health signed by Medical Practitioner to be attached
 Two Certificates of Character (one from Principal of School) to be attached

Name and Address of Parent or Guardian.....

Literary Qualifications:

Date of Sitting for Intermediate Examination.....

Name subjects passed.....

Date of Sitting for Leaving Examination.....

Name subjects passed.....

Any other Certificates held (Give full details).....

Where were you educated (state time in years).....

Teaching Experience (if any).....

Have you had special training in any of the following:

Music: Vocal..... Instrumental.....

Art: Painting..... Drawing..... Designing..... Modelling.....

Handwork..... Gardening..... Physical Culture.....

Domestic Work..... First Aid..... Eurythmics.....

Others.....



THE UNIVERSITY OF MELBOURNE

Library Digitised Collections

Author/s:

The University of Melbourne

Title:

Handbook: Melbourne Kindergarten Training College 1934

Date:

1934

Persistent Link:

<http://hdl.handle.net/11343/129251>