

KATE STARR KELLOGG

An outstanding figure among Chicago's citizens who have made notable contributions to civic and educational forces is that of Kate Starr Kellogg, a woman whose rare, innate mental qualities, keen perception of the relationships among men, and devotion to the ideals of service, made her work an inspiration that can hardly be measured. Her comrades in arms were numbered among all races and in practically every walk of life.

Twenty-one years after Chicago became a city, and during that period of marvelous growth that was unique in history she was born. Her parents were cultured people, the father, Dr. John Leonard Kellogg, being recognized as one of Chicago's most successful physicians. He was a man far beyond his time in matters of civic and national progress. The stir of the times in our city stimulated his forward-looking tendency. His children were led to avail themselves of every educational opportunity offered by the public schools. Inspired by the enthusiasm of their public-spirited father, they began at an early age to recognize community conditions and relations about them. This was particularly true of the daughter, Kate, whose later years were characterized by the natural results of passing her childhood in a refined atmosphere which pulsed with the rapid events of that period.

Miss Kellogg's elementary education was in the public schools of Chicago. A period of study in Babcock Academy was followed by completion of her high school work, together with thorough training for teaching, provided at the Cook County Normal School, where her student

practice was marked by unusual teaching ability.

Immediately after graduation from the Normal School, Miss Kellogg entered her chosen profession. Among the city schools in which she taught were the Springer and the Douglas. While at the latter school, she received her appointment as principal of the Lewis-Champlin School. It was here that she labored for twenty-two years building up what may be termed an educational laboratory. The school was unique in the spirit which pervaded the class-room, the play-ground, the close contact with the home. Miss Kellogg's incentive was always the desire for fullest self-expression for the child, and she enlisted the enthusiasm of her teachers in cooperation to that end. She had the faculty of bringing to her school the newest ideas advanced in the educational world, and she so quickly grasped the best thought of the times, and so clearly discerned the practical application to the needs of pupil interest and pupil expression, that she was at all times a leader, pupils and teachers becoming her co-workers.

Under Miss Kellogg's wise guidance much pioneer work was done in introducing activities which have become a permanent part of the educational work in Chicago. The Lewis-Champlin School organized the first Parent-Teacher Association in the city, and this body soon became a vital part of the school plan. The organization has functioned continuously through these many years. In the early days of Manual Training, a shop was fitted up in this school, classes organized among the older pupils, and hand-work provided for all grades. As the movement for applied art began to knock at the public school doors, Miss Kellogg at once saw

places in every grade for this form of self-expression. As in every new step of education, her school again stepped into the van, correlating art and manual training, and bringing out the child's creative talent. The work was at first very crude, because of untrained fingers, but it was beautiful to this woman who looked ahead and must have seen something of the art work being done today in our city schools.

Perhaps the original work which attracted most attention and comment in Miss Kellogg's school was the comprehensive study of civics undertaken by the various grades. This was her long-wished-for step in what she deemed true education. She had always maintained that pupils are not to be trained to become citizens, but that they are citizens, and in the pursuit of this work in civics she proved that while citizenship can not be taught from books, it is possible to put the child in contact with municipal and community problems, so that he may become a conscious part of government. Miss Kellogg thus summed up her policy for carrying on this work: "The school should fit the citizen for his environment and adjust the environment to the citizen."

From her earliest contact with children, she discerned their inherent tendency to cooperative activity, expressing leadership and team work, which she firmly believed could be developed into community patriotism. She visioned Chicago standing on the threshold of future greatness, and she clearly saw that this greatness could be realized only through an unfolding civic consciousness which might best begin in childhood.

In January, 1906, Miss Kellogg was placed at the head of the

Parker Practice School and later was made district superintendent under the administration of Mrs. Ella Flagg Young. She resigned from this position in 1916, passing the last years of her life at the family home in Evergreen Park, Illinois.

Her ideas live on and will continue to live, here and there breaking through the heavier strata of reactive times. Greater freedom and happiness will come for pupil and teacher, because many of the restraining bands have broken.

The highway of her work was not always through fields of peace; but in the swirl of forces, economic, civic, or educational, she stood firm for principle and the ideal, with face ever toward the East, awaiting further signs of the times.

Her perception of what education really is, was hers by right of genius. She shared it with all who seek the welfare of children and the progress of our schools.

Chicago owes much to this noble woman, an inspiring leader, a standard-bearer of the highest patriotism.

Nellie H. Cheney