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Bridgewater State Normal School

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THE COMMONWEALTH OF MASSACHUSETTS

State Normal School  
Bridgewater



1918



BRIDGEWATER  
STATE NORMAL SCHOOL  
MASSACHUSETTS

Established 1840



1918

BOSTON  
WRIGHT AND POTTER PRINTING COMPANY, STATE PRINTERS  
32 DERNE STREET  
1918

PUBLICATION OF THIS DOCUMENT  
APPROVED BY THE  
SUPERVISOR OF ADMINISTRATION.

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1918.

Term expires  
May 1.

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<sup>1</sup> On leave of absence with Emergency Fleet Corporation of United States Shipping Board.

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	Psychology and school administration;
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ANNE M. WELLS	Kindergarten theory and practice.
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	tion.
S. ELIZABETH POPE	Household arts (part time).
FLORA P. LITTLE	Assistant in drawing (part time). Manual
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S. ELIZABETH POPE	Literature. Domestic science.
MARTHA M. BURNELL	History and geography.
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## ELEMENTARY SCHOOL.

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JENNIE BENNETT	.	.	.	.	.	.	.	Grade 5.
BERTHA O. METCALF	.	.	.	.	.	.	.	Grade 4.
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NEVA I. LOCKWOOD	.	.	.	.	.	.	.	Grade 2.
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FRANCES P. KEYES	.	.	.	.	.	.	.	Assistant in Kindergarten.
Mrs. BERNICE E. BARROWS	.	.	.	.	.	.	.	Non-English speaking grade.

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Mrs. IDA A. NEWELL	.	.	.	.	.	.	.	Dean of Residence Halls.
Mrs. HARRIET F. BIXBY	.	.	.	.	.	.	.	Matron.
Miss ROSE E. JUDGE	.	.	.	.	.	.	.	Resident Nurse.
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WILLIAM MOORE	.	.	.	.	.	.	.	Superintendent of Grounds and Gymnasium.
LOUIS C. STEARNS	.	.	.	.	.	.	.	Superintendent of Greenhouse and School Gardens.

## CALENDAR, 1918.

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Feb. 22 . . . . .	Washington's Birthday, a holiday.
March 23-April 1 . . . . .	Spring recess.
April 2 . . . . .	School reopens.
April 19 . . . . .	Patriot's Day, a holiday.
May 30 . . . . .	Memorial Day, a holiday.
June 18 . . . . .	Graduation day.
June 20-21 . . . . .	First entrance examination.
Sept. 9-10 . . . . .	Second entrance examination.
Sept. 9 . . . . .	Training school opens.
Sept. 11 . . . . .	Beginning of the normal school year.
Oct. 12 . . . . .	Columbus Day, a holiday.
Nov. 27-Dec. 2 . . . . .	Thanksgiving recess.
Dec. 3 . . . . .	School reopens.
Dec. 21-Jan. 1 . . . . .	Christmas recess.

Sessions are from 9 A.M. to 12.30 P.M., and from 1.30 P.M. to 3.35 P.M. There are no sessions on Saturday.

The school may be reached by telephone through the following numbers: administrative offices (pay station), 8063; normal school building and training school, 261; principal's residence, 2-2.



# STATE NORMAL SCHOOL,

BRIDGEWATER, MASSACHUSETTS.

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## PRINCIPLES OF THE SCHOOL.

This school is one of the ten normal schools maintained by the Commonwealth of Massachusetts for the preparation of teachers for the public schools of the State. It is under the direct supervision of the State Board of Education.

The first aim of the school is to inspire its students with the professional spirit. It is of vital importance that the teacher should have a just appreciation of his work and that he should be imbued with the spirit of service. The normal student is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, and all the exercises of the school, from the point of view of the teacher.

The student teacher is led through the professional study of the subjects of the public school curriculum, that he may learn how to use each subject in the teaching process. The normal school is made professional, not by the exclusion of these subjects from its curriculum, but by the inclusion of the educational study of them. All subjects are to be studied, not only in their direct bearing upon the process of teaching, but also for the purpose of getting a broader view of their scope and meaning.

After the educational study of each subject in the curriculum, to obtain command of its principles and ascertain its pedagogical value, the student enters upon a study of the broader educational principles which underlie all true teaching. The method of teaching is determined by these principles, and the student is to become so trained in their application that he will be able to rightly conduct the education of his pupils.

A practical study of children is made in connection with the teaching in the different grades of the public schools.

In close conjunction with the practice teaching a careful analysis is made of school organization, school government and school laws.

### **APPLICATION FOR ADMISSION.**

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June. Examinations, as far as possible, should be taken in June.

Blank forms for application, carrying with them application for room in the residence halls when desired, will be furnished upon request. Forms for certificate and recommendation are to be obtained by principals of high schools upon application to the State Board of Education, State House, Boston.

New classes are admitted only at the beginning of the school year, in September.

Correspondence in relation to admission should be addressed to the principal.

### **REQUIREMENTS FOR ADMISSION.**

The requirements for admission to the Massachusetts State normal schools, as prescribed by the State Board of Education, are as follows: —

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records

of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units:

- (1) English literature and composition . . . . . 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

- |   |                          |
|---|--------------------------|
| (2) Algebra . . . . .                     | 1 unit.                  |
| (3) Geometry . . . . .                    | 1 unit.                  |
| (4) History . . . . .                     | 1, 2 or 3 units.         |
| (5) Latin . . . . .                       | 2, 3 or 4 units.         |
| (6) French . . . . .                      | 2 or 3 units.            |
| (7) German . . . . .                      | 2 or 3 units.            |
| (8) Physics . . . . .                     | 1 unit.                  |
| (9) Chemistry . . . . .                   | 1 unit.                  |
| (10) Biology, botany or zoölogy . . . . . | $\frac{1}{2}$ or 1 unit. |
| (11) Physical geography . . . . .         | $\frac{1}{2}$ or 1 unit. |
| (12) Physiology and hygiene . . . . .     | $\frac{1}{2}$ or 1 unit. |
| (13) General science . . . . .            | $\frac{1}{2}$ or 1 unit. |
| (14) Drawing . . . . .                    | $\frac{1}{2}$ or 1 unit. |
| (15) Household arts . . . . .             | 1, 2 or 3 units.         |

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(16) Manual training . . . . .	1 unit.
(17) Stenography, including typewriting . . . . .	1 or 2 units.
(18) Bookkeeping . . . . .	1 unit.
(19) Commercial geography . . . . .	$\frac{1}{2}$ or 1 unit.
(20) Arithmetic . . . . .	$\frac{1}{2}$ or 1 unit.
(21) Community Civics . . . . .	$\frac{1}{2}$ or 1 unit.
(22) Spanish . . . . .	2 units.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

III. (A). *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

(B). *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by



the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special



student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

### SCHEDULE OF ENTRANCE EXAMINATIONS.

THURSDAY, JUNE 20, 1918.

<i>Morning.</i>		<i>Afternoon.</i>	
8.30- 8.45	Registration	1.30-2.30	Drawing, stenography
8.45-10.30	English	2.30-4.00	Latin, arithmetic
10.30-11.30	Geometry	4.00-5.00	General science, current events, community civics
11.30-12.30	Household arts, manual training		

FRIDAY, JUNE 21, 1918.

<i>Morning.</i>		<i>Afternoon.</i>	
8.15- 8.30	Registration	1.30-2.30	Algebra
8.30-10.00	French, German, Spanish	2.30-3.30	Chemistry, physics
10.00-11.30	History	3.30-4.30	Physiology, bookkeeping
11.30-12.30	Physical geography, commercial geography	4.30-5.30	Biology, botany, zoölogy

MONDAY, SEPTEMBER 9, 1918.

<i>Morning.</i>		<i>Afternoon.</i>	
8.30- 8.45	Registration	1.30-2.30	Drawing, stenography
8.45-10.30	English	2.30-4.00	Latin, arithmetic
10.30-11.30	Geometry	4.00-5.00	General science, current events, community civics
11.30-12.30	Household arts, manual training		

TUESDAY, SEPTEMBER 10, 1918.

<i>Morning.</i>		<i>Afternoon.</i>	
8.15- 8.30	Registration	1.30-2.30	Algebra
8.30-10.00	French, German, Spanish	2.30-3.30	Chemistry, physics
10.00-11.30	History	3.30-4.30	Physiology, bookkeep- ing
11.30-12.30	Physical geography, commercial geogra- phy	4.30-5.30	Biology, botany, zoöl- ogy

**CURRICULA.**

The courses of instruction and training are grouped in three distinct departments, as follows: —

*A. Elementary Department.* — For those preparing to teach in elementary schools, including the first six grades only, or in rural schools of all grades.

*B. Intermediate Department.* — For those preparing to teach in junior high schools, including the seventh, eighth and ninth grades. During the second and third years in this department students elect certain major groups of subjects in which to prepare for departmental teaching. The groups usually elected comprise English and history (including community civics), English and geography, English and modern languages, geography and history, mathematics and science, science and geography.

*C. Kindergarten-primary Department.* — For those preparing to teach in the first three grades. This department prepares for teaching little children in the primary grades with a proper use of kindergarten methods. The demand for teachers with such preparation is in excess of the supply.

The curriculum of department A covers two years; that of department B, three years; and that of department C, three years.

**OBSERVATION AND PRACTICE TEACHING.**

The work in observation and in practice teaching is done in the training school; that of apprentice teaching in schools in near-by towns and cities. The purpose of the training school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It is one of the public schools of the town, and includes a kindergarten, an elementary school of six grades, an intermediate school organized for departmental teaching, and a non-English speaking room. It has a principal, and a regular critic teacher in each grade, under whose direction the normal students observe and practice. Each grade room is subdivided into three smaller rooms for group teaching by the students under the supervision of the grade teacher.

**A. Elementary Department.**

	Number of Weeks.	PERIODS PER WEEK. <sup>1</sup>	
		Recitation.	Preparation.
<i>First Year.</i>			
English Language 1 (Reading) . . . . .	26	5	5
English Language 4 (Penmanship) . . . . .	39	1	1
Library Instruction 1 . . . . .	13	4	4
Literature 1 (Children's Literature) . . . . .			
Music 1 . . . . .	26	4	—
Geography 1 (Physiography) . . . . .	13	4	4
History and Social Science 1 . . . . .	13	5	5
Practical Science 1 . . . . .	13	3	3
Practical Science 2 . . . . .	13	3	3
Practical Science 4 (Gardening) . . . . .	19½	2	2
Practical Arts 1 . . . . .	19½	5	—
Drawing and Fine Arts 1 . . . . .	19½	5	—
Physical Education 1 . . . . .	39	2	—
Physical Education 4 (Hygiene) . . . . .	13	3	3
Education 1 (Psychology) . . . . .	13	3	3
Education 9 (Observation) . . . . .	13	3	3
<i>Second Year.</i>			
English Language 3 (Penmanship) . . . . .	13	1	1
Library Instruction 2 . . . . .	13	4	4
Literature 3 . . . . .	19½	3	3
Arithmetic 1 (Education 5) . . . . .	—	—	—
Geography 2 . . . . .	19½	4	4
Practical Science 4 (Gardening) . . . . .	19½	2	2
Drawing and Fine Arts 3 (Blackboard Sketching)	13	1	—
Drawing and Fine Arts 5 (Methods) . . . . .	19½	2	—
Physical Education 2 . . . . .	13	3	—
Education 2 (School Management) . . . . .	13	3	3
Education 3 (History of Education) . . . . .	13	2	2
Education 5 (Methods) . . . . .	19½	3	3
Education 10 (Training School) . . . . .	6½	15	10
Education 12 (Apprentice Teaching) . . . . .	13	25	10

<sup>1</sup> Periods are sixty minutes in length, including time for supervised study.

## B. Intermediate Department.

	Number of Weeks.	PERIODS PER WEEK. <sup>1</sup>	
		Recitation.	Preparation.
<i>First Year.</i>			
English Language 2 (Reading)	13	5	5
English Language 3 (Written Expression)	26	4	4
English Language 4 (Penmanship)	39	1	1
Library Instruction 1	13	4	4
Literature 1 (Children's Literature)			
Music 1	13	4	4
Arithmetic 2	26	4	4
Geography 1 (Physiography)	13	5	5
Practical Science 2	13	2	2
Practical Science (Biology)	39	4	4
Practical Arts 1	19½	5	-
Drawing and Fine Arts 2	19½	5	-
Physical Education 1	39	2	-
<i>Second Year.</i>			
English Language 4 (Penmanship)	13	1	1
Modern Languages (elective)	39	4	4
Library Instruction 2	13	4	4
Literature 4	39	3	3
Music 2 (elective)	13	4	4
Advanced Mathematics (elective)	13	5	5
Geography 3	26	5	5
Geography 4 (elective)	13	5	5
History and Social Science 2	26	5	5
History and Social Science 3	13	4	4
Practical Science 6 (Community Civics) (elective)	39	4	4
Practical Science 7 (elective)	13	5	5
Practical Arts 2 (elective)	19½	2	2
Practical Arts 4 (elective)	39	2	2
Practical Arts 5 (elective)	19½	4	4
Drawing and Fine Arts 4 (Blackboard Sketching)	13	1	-
Drawing and Fine Arts 6 (Methods)	19½	2	-
Drawing and Fine Arts 7 (Art Appreciation)	19½	2	-
Physical Education 2	39	2	-
Physical Education 5 (Hygiene)	13	4	4
Education 1 (Psychology)	13	3	3
Education 9 (Observation)	13	2	2
<i>Third Year.</i>			
Modern Language (elective)	13	4	4
Literature 5 (elective)	13	4	4
Library Instruction 3 (elective)	13	4	4
Advanced Mathematics (elective)	13	5	5
Practical Science 8 (Chemistry) (elective)	26	4	4
Practical Science 7 (Physics) (elective)	13	5	5
Practical Arts 1 (elective)	13	4	4
Physical Education 3	13	1	1
Education 8 (Adolescence)	13	3	3
Education 4 (History of Education)	13	4	4
Education 5 (Methods)	19½	3	3
Education 2 (School Management)	13	3	3
Education 10 (Practice Teaching)	13	15	10
Education 12 (Apprentice Teaching)	13	25	10

<sup>1</sup> Periods are sixty minutes in length, including time for supervised study.

## C. Primary Department.

	Number of Weeks.	PERIODS PER WEEK. <sup>1</sup>	
		Recitation.	Preparation.
<i>First Year.</i>			
English Language 1 (Reading) . . . . .	26	5	5
English Language 4 (Penmanship) . . . . .	39	1	1
Library Instruction 1 . . . . .	13	5	5
Literature 1 (Children's Literature) . . . . .			
Music 1 . . . . .	26	4	4
Geography 1 (Physiography) . . . . .	13	4	4
History and Social Science 1 . . . . .	13	5	5
Practical Science 3 (Nature Study) . . . . .	26	4	4
Practical Arts 1 . . . . .	19½	5	5
Drawing and Fine Arts 1 . . . . .	19½	5	—
Physical Education 1 . . . . .	39	2	—
Education 1 (Psychology) . . . . .	13	3	3
Education 6 (Kindergarten) . . . . .	13	2	2
Education 7 (Child Study) . . . . .	13	2	2
Education 8 (Observation) . . . . .	13	4	4
<i>Second Year.</i>			
English Language 4 (Penmanship) . . . . .	13	1	1
Library Instruction 2 . . . . .	13	4	4
Literature 3 . . . . .	19½	3	3
Practical Science 3 (Nature Study) . . . . .	26	4	4
Geography 2 (Elective) . . . . .	19½	4	4
Practical Arts 3 (Primary) . . . . .	13	1	—
Drawing and Fine Arts 3 (Blackboard Sketching) . . . . .	13	1	—
Drawing and Fine Arts 5 (Methods) . . . . .	—	19½	2
Physical Education 3 . . . . .	39	2	—
Physical Education 4 (Hygiene) . . . . .	13	3	3
Education 3 (History of Education) . . . . .	13	3	3
Education 6 (Kindergarten) . . . . .	39	4	4
Education 7 (Child Study) . . . . .	39	2	2
Education 11 (Kindergarten Practice) . . . . .	13	2	2
<i>Third Year.</i>			
Physical Education 3 . . . . .	13	2	—
Education 5 (Methods) . . . . .	19½	3	3
Education 10 (Primary Grades) . . . . .	13	15	10
Education 11 (Kindergarten) . . . . .	13	15	10
Education 12 . . . . .	13	25	10

<sup>1</sup> Periods are sixty minutes in length, including time for supervised study.



### **Courses of Instruction and Training.**

The work in all departments is based on the following essentials for successful teaching:—

1. A professional attitude toward the subjects to be used in teaching. A new point of view has to be established: the subjects are considered as instruments to be used in the instruction of children.

During the first year a foundation for professional work is laid in the study of elementary psychology; in the directed observation of children; in the fundamental laws of biology as a basis for the study of psychology, economic nature study and social science, and in the organization and use of the library as a basis for professional reading and study.

2. A background of knowledge of the essential truths of the subject to be taught. This implies a careful selection, from the point of view of the teacher, of the essential facts in the different subjects, and the study of their educational value.

Whenever the student has not retained sufficient knowledge of the subject-matter to make any course effective, this material will have to be acquired by extra outside study.

3. A careful organization of the work to be done in the grades, including the choice of material and the method of teaching, with a view to the development of the children in accordance with their own experiences. The general method is given by the instructors in the normal school in connection with the class work; the detailed method in each grade is given by the supervisor of training and by the critic teachers in connection with the practice work.

### **Library Department.**

The growing need for teachers who have a real knowledge of library resources and practice, and a working knowledge of library tools and reference books, has led to the introduction of a new course designed to graduate teachers well trained in library practice and in the use of the most common bibliographical helps.

**A. ELEMENTARY DEPARTMENT.****English Language.****English Language 1. Elementary reading. Miss MOFFITT.**

First year. Twenty-six weeks, five recitation periods a week; five periods a week of preparation.

The course includes phonics, with application to work in the different grades; systems of teaching reading in the first grade; story-telling, — fables, folk-stories, fairy tales, children's poets; methods of teaching reading in the six grades, — use of pictures, dramatization, sight reading (oral and silent), seat work, reading to children, memory selections; hygiene of reading, — fatigue, speech defects, backwardness in speech. A dramatic club is organized for the young women of the school.

**English Language 4. Penmanship. Mr. DONER.**

First year. Thirty-five weeks, one recitation period a week.

Second year. Thirteen weeks, one recitation period a week.

The aim of the course is to train students to write well on paper and on the blackboard, in order that they may possess the technical skill required for the teaching of penmanship. The course is based on the arm or muscular movement method, — the method used in American schools to-day, — and consists of thorough training in position, penholding, muscular relaxation for ease and fluency in writing; practice in the fundamental movement drills; in correct letter formation and in word, sentence, paragraph and page writing for the purpose of "carrying over" good writing into all written work; demonstration lessons before classes, to give confidence and ability in teaching the subject; class discussion of a graded course of lessons and methods for securing the best results. Use is constantly made of standard tests now in use in schools.

**Library Instruction.****Library Instruction 1. Miss PRITCHARD.**

First year. Thirteen weeks, five periods a week; five periods a week of preparation. Taken in connection with Literature 1.

This course gives a thorough knowledge of the use of a library, and a simple introduction to the care and preparation of books for library use. Instruction is given in the mechanics of book preparation for circulation; in the various kinds of cards found in a modern card catalogue; in the meaning of the parts of call numbers; in the information to be found on a catalogue card; and in practice in filing in a dictionary catalogue. The class work is a part of the actual organization work done in the school library. Cross references, indexes to books and to sets of books, and periodical indexes are all taught through their use in daily reference work done in class in solving the problems presented at the library. Students electing to act as assistants during library hours will receive credit for additional work.



**Library Instruction 2.** Miss PRITCHARD.

Second year. Thirteen weeks, four periods a week; four periods a week of preparation.

A continuation of Library Instruction 1. Library practice, and the study of the most common reference books and current magazines. Material for the vertical file (including pictures both mounted and unmounted, clippings, pamphlets, etc.) is organized for supplementary use in the classes of the school. Practice is also given in making bibliographies, listing both magazine articles and books through answering current demands at the library for reading lists. The usual dictionaries, encyclopedias, handbooks and annuals are examined, compared and used in class work, answering actual library questions of students and faculty. Students electing to act as assistants during library hours will receive credit for additional work.

**Literature.****Literature 1. Children's literature.** Miss PRITCHARD.

First year. Thirteen weeks, five recitation periods a week; five periods a week of preparation.

A course in the study of children's books of all times, including outside reading and class reports of children's books in all phases of literature; a careful study of picture books; collections of Mother Goose, of fairy tales, legends, stories and poetry. The purpose is to form standards for the choice of reading for children, and to give a knowledge of editions suitable for home and school use. In addition, a brief survey is made of books of history, travel, biography and science, as well as of fiction and poetry, suitable for all the grades in order to give from the beginning a background of material to encourage a taste for the best in children's reading.

**Literature 2. Introductory course.** Miss MOSES.

Second year. Nineteen weeks, three recitation periods a week; three periods a week of preparation; occasional conferences with students.

The aim of this course is to give the student a working acquaintance with elementary school literature and with cultural literature for teachers. The work of the first term includes Norse, Greek and nature myths; legends and hero tales; King Arthur and Robin Hood literature; memory poems for the grades. Themes, oral and written, are required in connection with the study of this literature.

The work of the second term includes a survey of current literature and of recreational and cultural reading for teachers. Courses are outlined for teaching literature in the first six grades. In this connection a survey is made of current educational textbooks in elementary literature.

**Music.****Music 1. Introductory course.** Miss FARNHAM.

First year. Twenty-six weeks, four recitation periods a week.

A course in singing for the first six grades is carefully organized. The students are instructed in both individual and chorus singing. Attention is given to those who are instrumentally inclined. Some time is devoted to gaining a knowledge of the works of the great artists. The appreciation of the best in music is encouraged through the use of the piano, the victrola and the violin. Much time is given to ear training, musical interpretation and musical appreciation. Opportunity is given for practice in teaching music. A glee club is organized for special work during the two years.

### Arithmetic.

#### Arithmetic 1. Introductory course. MISS NEWTON.

Second year. (Included in Education 5, Methods.)

This course consists of a comparative and detailed study of the methods of (a) teaching numbers to young children; (b) teaching the fundamental operations, common and decimal fractions, percentage and its simple applications, problems; (c) drilling for accuracy and speed.

### Geography.

#### Geography 1. Physiography. MR. SHAW.

First year. Thirteen weeks, four periods a week in the laboratory; four periods a week of preparation.

As very few students come with even the slightest acquaintance with this subject, the course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to gravel hill, clay pit, ledge, quarry, foundry and mill. It includes: The practical study of common minerals, building stones and typical kinds of soil, with constant applications to the study of geography and to the industries. Some effects of heat and chemicals upon minerals, with reference to the industries, such as the smelting of ores and the making and using of lime and mortar, land plaster and plaster of Paris. Decay of minerals, — simple study of specimens in all stages of change; consideration of the agents and forces operating to crack, split, crumble, erode, weather and transform minerals; also the action of wind, moving water and ice in transporting, sorting and depositing the products of the change. Soils, — mineral and other constituents of soil; texture in relation to agriculture; how soils deteriorate and how to prevent deterioration; how to improve soil.

#### Geography 2. Elementary methods course. MR. SINNOTT.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

An organization of the essentials of the subject for use in teaching, including the following lines of work: The earth as a planet, and the effects of the earth's rotation and revolution. The atmosphere, and the great laws of climate. The ocean as a modifier of continents and climate, and as a great commercial highway. The typical topographic forms and the uses which man makes of them, and the qualities which render them thus useful. The people in their industrial

and institutional life. Map reading to fix important facts of location. A plan for studying the continents. The preparation of materials and exercises for teaching. Practice in conducting class discussions. The study of a graded course in geography to determine its adaptation to practical school work. Literature appropriate for grade work in geography. Schoolroom appliances for teaching the subject.

### **History and Social Science.**

**History and Social Science 1. Elementary history.** Miss FLETCHER.

First year. Thirteen weeks, five recitation periods a week; five periods a week of preparation.

In this course consideration is given to the aims, methods and material used in teaching history in the first six grades.

The work includes: the selection of stories illustrating the stages of civilization and those dealing with important persons and events; a rapid survey of the development of civilization in Europe; and a study of the periods of exploration, colonization and conflicts in American history. The emphasis throughout the course is on the methods of teaching. The students become familiar with the use of elementary textbooks, maps, pictures and the sand board.

Reading of the daily newspapers and of magazines is required, in the belief that the teacher of history should be familiar with the problems of the day.

Four weeks are devoted to a preparation for the teaching of community civics to children. The necessity for promoting good citizenship in the home, the neighborhood and the community is emphasized, together with methods for interesting children in civic welfare.

### **Practical Science.**

The work is based on the belief that the teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in other subjects, as in geography, physiology and nature study. The teacher should know something of the construction and operation of common instruments in which children are interested in the schoolroom and in the home, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse.

**Practical Science 1. Applied physical science.** Mr. JACKSON.

First year or second year. Thirteen weeks, three recitation periods a week, including work in the laboratories; three periods a week of preparation.

Such topics are considered as the forms of water and their changes; the production of dew, fog, clouds, rain, frost and snow; the thermometer; the

production of currents in water and in air; ocean and atmospheric currents; land and sea breezes; the transmission, reflection and refraction of light; shadows; eclipses; mirrors and their uses; familiar forms of the lever; atmospheric pressure, — its action in the pump and the barometer; water supply, municipal and domestic; buoyancy and floating; solution; capillary action; the magnet and the compass; the electric bell, and other electric appliances in the home.

**Practical Science 2. Applied chemical science.** Mr. SHAW.

First year. Thirteen weeks, three recitation periods a week, including work in the laboratories; three periods a week of preparation.

Emphasis is laid upon applications to home activities, agriculture and manufacturing. A study is made of the following subjects: Some chemical operations needed for the interpretation of nature and human industries. Chemistry of air, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; uses of nitrogen, fertilizers and explosives; uses of carbon dioxide in relation to plants and animals, the need of ventilation. Flame and fuel, — how to start, control and extinguish fire; uses of a chimney; ventilation; characteristics of a good fuel. Water, — simple tests for the purity of drinking water; location, protection and ventilation of wells. Acids and alkalies, — relation to each other; application to agriculture and home industries; common metals.

**Practical Science 4. Economic nature study.** Miss DAVIS and Mr. STEARNS.

First and second years. Thirteen weeks each year (necessarily including one spring and one fall term), two periods a week; two periods a week of preparation.

The aim of this course is to prepare students to plan, plant and cultivate a vegetable garden. It includes a study of seed testing; plant structure and physiology; propagation from seeds, cuttings, bulbs and roots; life history and economic importance of the common bacteria, fungi, insects and other animals in the garden; control of harmful insects, bacteria and weeds.

**Practical Arts.**

**Practical Arts 1. Introductory course.** Miss BECKWITH.

First year. Nineteen weeks, five periods a week.

The course is planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with processes which they may use in the handicrafts. The handiwork includes practice in the following industrial processes: cardboard and paper constructions; bookmaking and bookbinding; weaving and basketry; clay modeling; elementary sewing.



### **Drawing and Fine Arts.**

**Drawing and Fine Arts 1. Introductory course.** Miss SOPER and Miss PREVOST.

First year. Nineteen weeks, five recitation periods a week.

The courses are planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with the processes which they may use. The subjects are lettering, color theory, design and color application to projects made in Practical Arts 1; representation, including primary drawing, principles of perspective, picture composition and nature drawing.

**Drawing and Fine Arts 3. Blackboard sketching.** Miss PREVOST.  
Second year. Thirteen weeks, one period a week.

The making of programs. Rapid illustrative sketching for primary grades. Black and white, and color decorations, calendars, etc.

**Drawing and Fine Arts 5. Elementary methods and training course.** Miss SOPER.

Second year. Nineteen weeks, two recitation periods a week.

A definite, progressive series of lessons is developed in each subject, including demonstrations and lesson plans for each school grade, with discussions on the psychology of drawing. Courses used in neighboring towns and cities, and the course furnished by the State Normal Art School, are studied, and lessons are prepared and demonstrated from outlines of these courses.

The subjects are grouped as follows: nature drawing and conventional design from nature motives; representation, including illustrative sketching, picture design and object drawing; picture study.

Six weeks of teaching drawing and handwork are taken in the training school in connection with Education 10, under the supervision of Miss Soper. The work consists of two conference periods a week; the preparation of lesson plans and demonstrations in teaching; practical teaching, under direct supervision, in drawing, art crafts and elementary forms of handwork; class reports, discussions and criticisms.

### **Physical Education.**

**Physical Education 1. Gymnastics.** Gymnasium work for all students. Miss GORDON and Miss PINNICK.

First year. Thirty-nine weeks, two periods a week.

The purposes of the department are to aid the student in attaining the highest degree of physical efficiency and bodily symmetry; to enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth; to furnish her with means to improve and preserve the physical integrity of the pupils intrusted to her care. The course includes practical talks on personal

hygiene; anthropometry applied to students; educative and corrective gymnastics, — instruction and drill in positions, movements and exercises; squad and class drills directed by students; the analysis of plays and games suitable for the schoolroom and school yard; observation of gymnastic work with children; singing games and folk dancing.

**Physical Education 2. Gymnastics.** Gymnasium work for all students. Miss GORDON and Miss PINNICK.

Second year. Thirteen weeks, three periods a week.

The work of Course 1 is continued with special application to the children of the grades. The students become leaders of groups of children. In addition to the above the work consists of æsthetic dancing and simple pageantry for the students and with children; recess and playground work with children; instruction in measurements of children; emergency lessons in checking the flow of blood, resuscitation, practical treatment of the common accidents and emergencies of school life; pedagogy and ethics of play, games and athletics.

**Physical Education 4. Hygiene.** Mr. SINNOTT.

First year. Thirteen weeks, three recitation periods a week; three periods a week of preparation.

The course includes an elementary study of the more important facts of anatomy, physiology and hygiene, the anatomy and physiology being taken as a necessary basis for the intelligent study of hygiene.

The purpose is to give the student an intelligent appreciation of the laws of hygiene and the habit of living in obedience to these laws, and to enable the prospective teacher to give intelligent care and hygienic training to the children under her instruction.

### Education.

**Education 1. Educational psychology.** Mr. STACY.

First year. Thirteen weeks, three recitation periods a week; three periods a week of preparation.

The purpose of the course is to present the fundamental truths of psychology that are accepted by the profession as a basis for educational practice; also to explain the simple psychological processes which accompany our mental life. It is hoped to cultivate an interest in professional reading among the prospective teachers. The following are among the topics considered: attention; the brain and nervous system, — sensory and motor training, habit; sensation and perception; mental imagery; memory and imagination; thinking; instinct, feeling, interest and emotions; the will and self-expression.

**Education 2. School management.** Mr. STACY.

Second year. Thirteen weeks, three recitation periods a week; three periods a week of preparation.

The work in this course includes: (a) school discipline, — the fundamental modes of government, recent social forces changing the nature of school control, analysis of offences common to American schools, punishment, disciplinary de-

vices, recognition of individual differences; (b) classification and promotion of pupils to insure the natural progress of individuals; (c) an acquaintance with, and practice in the use of, educational measurements and standards applicable to elementary school subjects, — handwriting, spelling, arithmetic, reading.

**Education 3. History of education.** Principal BOYDEN.

Second year. Thirteen weeks, two recitation periods a week; two periods a week of preparation.

The purpose of this course is to summarize the principles and methods of teaching in elementary schools by tracing their genesis and development; to broaden the horizon of the teacher through an acquaintance with the work of a few modern leaders in education; to emphasize the relation of the spirit and environment of a people to their education; to lay a foundation for future educational reading and discussion. Consideration is given chiefly to the movements represented by Pestalozzi, Herbart, Froebel and the more recent leaders.

**Education 5. Methods.** Miss NEWTON.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The course includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching subjects of study in the elementary grades; some research work related to educational problems of the day and to pedagogical literature.

**Education 9. Directed observation. Observation in the training school.** Miss NEWTON, Supervisor.

First year. Six weeks, three periods a week.

The aim of this observation is to give familiarity with schoolroom conditions and methods. It extends from the kindergarten through the grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

**Education 10. Practice teaching. Intensive teaching in the training school.** Miss NEWTON, Supervisor.

Second year. Six weeks, forenoons.

After careful observation the students serve as assistants in one or two grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises.

**Education 12. Apprentice teaching.** Miss NEWTON and Mr. STACY, Supervisors.

Extensive teaching, under supervision, in the schools in near-by towns and cities.

Second year. Thirteen weeks.

The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student-teachers are visited and criticized by the supervisor of training and by teachers from different departments of the normal school. Systematic reports of their work are made to the supervisor by the student-teachers and by the teachers with whom they are working. Sixteen towns and cities are available for this apprentice teaching, with schools ranging from the single-room rural school to the well-graded city school.

## B. INTERMEDIATE DEPARTMENT.

### English Language.

#### English Language 2. Reading. Miss MOFFITT.

First year. Thirteen weeks, five recitation periods a week; five periods a week of preparation.

This course includes the application of phonics to work with foreigners in the upper grades, or to those who have defects in speech; methods of teaching reading in the upper grades, including supplementary reading, platform reading and oral themes. A dramatic club is organized for those who show special skill in this direction.

#### English Language 3. Oral and written expression. Mr. JACKSON.

First year. Twenty-six weeks, four recitation periods a week; four periods a week of preparation.

(a) *The Study of Words.* — The use of the dictionary, — kinds of help which the dictionary gives. Pronunciation, — principles, modes of indicating. Spelling, — some helpful rules, practice on words usually found troublesome, or which students know they are in danger of misspelling. Etymology, — significance of the more important prefixes and suffixes; derivations, — emphasis on Latin roots which are much used in the formation of English words, some study of Greek and Anglo-Saxon roots. Study of the characteristic vocabularies of different school subjects. In all the aim is to promote a more appreciative and discriminating use of language.

(b) *Oral and Written Expression.* — 1. Oral reports on current events or other subjects of interest; comparisons and criticisms of textbooks and books of reference; résumés of articles dealing with assigned or selected subjects; informal discussion of topics of practical interest.

2. Written English: Letters, — kinds which are in common use, customary forms, characteristics of a good business letter; note-taking, — principles and methods; short themes, — for facility and clearness of expression, descriptions, expositions, arguments, stories, writing from an outline; practice in the correction of papers.

(c) *Grammar.* — The sentence, — essentials, parts, kinds; subject and predicate, — kinds of each; parts of speech, — classes, uses, inflections; modifiers, — kinds; phrases and clauses, — kinds and uses; in general, the "grammar of use" for pupils of junior high school age.



**English Language 4. Penmanship.** Mr. DONER.

First year. Thirty-nine weeks, one recitation period a week; one period of preparation.

Second year. Nineteen weeks, one recitation period a week. For those who have not gained sufficient proficiency to teach the subject.

Third year (elective). Preparation for the departmental teaching of penmanship in the upper grades.

The aim of the course is to train students to write well on paper and on the blackboard, in order that they may possess the technical skill required for the teaching of penmanship. The course is based on the arm or muscular movement method, — the method used in American schools to-day, — and consists of thorough training in position, penholding, muscular relaxation for ease and fluency in writing; practice in the fundamental movement drills, in correct letter formation, and in word, sentence, paragraph and page writing for the purpose of "carrying over" good writing into all written work; demonstration lessons before classes, to give confidence and ability in teaching the subject; class discussion of a graded course of lessons and methods for securing the best results.

This course prepares students to teach penmanship in the upper grades or in the junior high school, with special reference to methods of correlating the work in writing with the daily written work. Students who have a special aptitude for penmanship and who desire to specialize in the subject will find the course well suited to their needs. There are demands to-day for supervision of penmanship, and those students desiring to take up this line of teaching should elect this course.

**Library Instruction.****Library Instruction 1.** Miss PRITCHARD.

First year. Thirteen weeks, four periods a week; four periods a week of preparation. Taken in connection with Literature 1.

This course gives a thorough knowledge of the use of a library, and a simple introduction to the care and preparation of books for library use. Instruction is given in the mechanics of book preparation for circulation and in the use of a modern card catalogue. The class work is a part of the actual organization work done in the school library. Students electing to act as assistants during library hours will receive credit for additional work.

**Library Instruction 2.** Miss PRITCHARD.

Second year. Thirteen weeks, four periods a week; four periods a week of preparation.

A continuation of Library Instruction 1. Library practice, and the study of the most common reference books and current magazines. Material for the vertical file is organized for supplementary use in the classes of the school. Practice is given in making bibliographies. Students electing to act as assistants during library hours will receive credit for additional work.

**Library Instruction 13. (Elective.)** Miss PRITCHARD.

Third year.

This course may be taken only by three-year students who have completed Library Instruction 1 and 2, and who have acted as library assistants with satisfactory credit. The aim of this course is to give the elements of library administration and book selection to a limited group of students who may be called as teachers to care for libraries in schools of junior high school grade, or in schools of small towns in which the demand may arise through limited public library facilities.

**Modern Languages.****Elective course in French, German and Spanish.** Mr. KIRMAYER.

Second and third years. Thirty-nine weeks, four recitation periods a week; four periods a week of preparation.

These courses deal with the method of teaching modern languages in the junior high school. They are open to those who have had good high school courses in these subjects. Practice is given in departmental teaching by the "direct method."

**Literature.****Literature 2. Children's literature.** Miss PRITCHARD.

First year. Thirteen weeks, five recitation periods a week; five periods a week of preparation.

The study of the beginnings of literature for children and its development to the present time. Children's books in all classes of literature are examined and discussed as means toward training the reading habit in pupils throughout the grades. Although a survey of the field of literature for children of all ages is made for continuity and cultural training, special emphasis is laid on the literature suitable for meeting the interests of junior high school students. Problems of children's reading are discussed, such as suitable magazines and newspapers, the effects of the Sunday Supplement; the moving picture and the "juvenile series;" also methods of work with the child who has no natural taste for reading. The course makes wide use of standard lists of books for children's recreational reading, and is designed to give a practical working knowledge of all kinds of books for children.

**Literature 3. Junior high school literature.** Miss MOSES.

Second year. Four recitation periods a week; four periods a week of preparation.

The aim of the course is to give students a working knowledge and appreciation of the literature appropriate to the junior high school, and to acquaint them with methods of teaching literature to children in these grades. The course includes narrative and lyric poetry, — short poems and longer masterpieces; prose fiction, — short stories and novels; biography; the drama. Biographies of authors are studied with the view of selecting those facts that will appeal to the child and help him to a keener enjoyment of authors' writings.

**Literature 4. Advanced course (elective).** Miss MOSES.

Third year. Thirteen weeks, four recitation periods a week; four periods a week of preparation.

This course is an extension of Literature 3. It includes, in addition to a further study of junior high school literature, a survey of current educational books on the teaching of literature.

**Music.****Music 1. Introductory course.** Miss FARNHAM.

First year. Twenty-six weeks, four recitation periods a week.

A course in singing for the grades is carefully organized. The students are instructed in both individual and chorus singing. Attention is given to those who are instrumentally inclined. Some time is devoted to gaining a knowledge of the lives and works of the great artists. The love and appreciation of the best music is encouraged through the use of the piano, the victrola and the violin. Much time is given to ear training, musical interpretation and musical appreciation. Opportunity is given for practice in teaching music.

**Music 2. Advanced course (elective).** Miss FARNHAM.

Second year. Thirteen weeks, four recitation periods a week; four periods a week of preparation.

This course includes a continuation of ear training; observation and discussion of methods of teaching music in grades above the sixth; conducting exercises; study of part songs; study of intervals and simple chords. There are glee clubs both for the men and for the women; also an orchestra.

**Arithmetic.****Arithmetic 2. Advanced course.** Mr. JACKSON.

First year. Twenty-six weeks, four recitation periods a week; four periods a week of preparation.

This course includes commercial and industrial arithmetic adapted to pupils of the upper grammar or junior high school grades. In industrial arithmetic the course has especial reference to measurements and calculations involved in constructive work done in school, in and around the home, in building operations and in other industries in the community. In commercial arithmetic the course deals with the application of arithmetical processes in problems arising in connection with employment in common industries, in connection with the earning, saving and investing of money, and in connection with household and community income and expenditures; in general, the arithmetic of the home, the store, the farm and of industry, including building and transportation, of the bank and of investment, so far as these come within the capacity of pupils of the grades named.

The course also includes the method of teaching the elements of observational and constructive geometry, with useful practical applications; also the funda-

mental ideas of algebra, including the formula, the equation, the graph, the simple operations and the way in which these ideas may be made practically useful.

**Advanced Mathematics (elective).** Mr. JACKSON.

Second or third year. A selected course for those who wish a broader preparation for the teaching of mathematics in junior high schools. It includes topics in applied algebra and geometry.

**Geography.**

**Geography 1. Physiography.** Mr. SHAW.

First year. Thirteen weeks, five periods a week in the laboratory; five periods a week of preparation.

The course includes the study of the common minerals and rocks, the agencies at work upon them, and the great earth features and regions. As very few students come with even the slightest acquaintance with this subject, the course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to a gravel hill, clay pit, ledge, quarry, foundry and mill. It includes a study of the following topics: the practical study of common minerals, building stones and typical kinds of soil, with constant applications to the study of geography and to the industries; some effects of heat and chemicals upon minerals, with reference to the industries, such as the smelting of ores and the making and using of lime and mortar, land plaster and plaster of Paris.

The following physiographic agencies are studied: solar, including the mechanical and chemical action of the atmosphere; stream and river action; the ocean as an agent of change; ground water in relation to caves, springs, geodes, etc.; glacial action present and past; physiographic structures and regions in North America as a basis for an understanding of the distribution and activities of its inhabitants.

**Geography 3. Intermediate methods course.** Mr. SINNOTT.

Second year. Twenty-six weeks, five recitation periods a week; five periods a week of preparation.

The material in this course is organized to serve as a basis for departmental instruction in the upper grades, and includes (a) a careful study of the points outlined in Geography 2, elementary course, as a foundation for departmental teaching; (b) a comprehensive study of the countries of America and Europe, their natural physical features and man's modification of them for his uses; (c) a review of the geography of the world from the commercial standpoint.

**Geography 4. Advanced course (elective).** Mr. SINNOTT.

Second year. Thirteen weeks, five recitation periods a week; five periods a week of preparation.

The purpose of the course is to give the student such an understanding of the facts connected with the development of the earth's crust as will enable him



easily and accurately to interpret the more important geographical problems that may arise in connection with the ordinary teaching of geography in upper grades. Much time is spent in research work that leads to an acquaintance with the sources of geographical material. An excellent electric lantern, with a collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts, models and instruments are constantly at hand for study. A study is also made of the geographical movements of the present day.

### **History and Social Science.**

**History and Social Science 2. Intermediate history.** Miss FLETCHER.

Second year. Twenty-six weeks, five recitation periods a week; five periods a week of preparation.

This course covers the history studied throughout the grades, with special emphasis on the aims and methods of teaching history in the junior high school. It includes a study of the development of American institutions and ideals in the political, social and economic worlds through European history to the present time. Ability to interpret great movements of history rather than the memorizing of facts is the end in view, history being used as a means of understanding the social problems of to-day. Special consideration is given to the history of the nineteenth and twentieth centuries, and the study of current history occupies an important place in the course. Students are trained in the making of outlines, the use of maps, pictures and elementary test books, and in the use of the library of history.

**History and Social Science 3. Community civics.** Miss FLETCHER.

Second year. Thirteen weeks, four recitation periods a week; four periods of preparation.

The purpose of this course is to render the students efficient in promoting good citizenship among the children in the schools. The first weeks of the course are devoted to an analysis of the causes and development of noteworthy social and economic conditions of to-day. With the knowledge thus obtained, the student becomes better fitted to interpret community life to children. In the later weeks of the course, special attention is given to the development of a course in community civics suitable for a junior high school. The aim is not only to give the children a knowledge of civic affairs, but also to inspire them with a desire to apply this knowledge to the improvement of their own community. A study is made of the factors which tend to promote the welfare of the community, and of the means by which children may aid in the work. A direct application to the problems of the community is made through trips of investigation and a study of town reports, and the knowledge gained in this way is supplemented by reading from magazines, newspapers and the books of the social science library.

### Practical Science.

#### Practical Science 1. Applied science. Mr. JACKSON.

First year. Thirteen weeks, four recitation periods a week, including work in the laboratories; four periods a week of preparation.

The work is based on the belief that every teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in other subjects, as in geography, physiology and nature study.

Such topics are considered as the forms of water and their changes; the production of dew, fog, clouds, rain, frost and snow; the thermometer; atmospheric humidity; the dew point; the production of currents in water and in air; ocean and atmospheric currents; land and sea breezes; modes of lighting, heating and ventilating the home and schoolhouse; the transmission, reflection and refraction of light; shadows; eclipses; the rainbow; mirrors and lenses and their uses; familiar forms of the lever; the sewing machine and other machines used in the home; atmospheric pressure, — its action in the pump, the barometer, the siphon, the vacuum cleaner and other household articles; water supply, municipal and domestic; buoyancy and floating; solution; capillary action; osmosis; the diffusion of liquids; the absorption and diffusion of gases; the piano, violin and other musical instruments; the magnet and the compass; the electric bell and other electrical appliances in the home.

#### Practical Science 2. Applied science. Mr. SHAW.

First year. Thirteen weeks, four recitation periods a week, including work in the laboratories; four periods a week of preparation.

The chemistry of human activity in the home, school, industries and farming. Study of glass working; conditions for chemical change; solutions, precipitates, methods of purification of substances; elements and compounds distinguished; the chemistry of air, water and fire; acids, alkalies and salts; metals and non-metals. In this course the main attention is given to the orderly study of facts with their simple interpretation and application to human needs. Considerable attention is also given to laboratory *procedure*, to furnish the basis for the later courses in industrial chemistry.

#### Practical Science 5. Biology. Miss DAVIS.

First year. Thirty-nine weeks in laboratory, greenhouse and garden; four periods a week; four periods of preparation.

This course aims to acquaint the student with the life history of plants and animals; the laws that govern life; the economic importance of each great group of plants and animals; the application of this knowledge to the production of food in the garden and a broader selection of animal food.

#### Practical Science 6. Gardening, care of orchard, supervision (elective). Miss DAVIS and Mr. STEARNS.

Second year. Thirty-nine weeks, four periods a week; four periods of preparation.

This course is planned for students who are preparing to help in increasing the number and the value of home and school gardens. It includes propagation of plants from seeds, bulbs, cuttings, layering, root-division; crown grafting, cleft grafting, budding, pruning and spraying fruit trees and hedges; construction and use of cold-frames; garden plans; supervision of children's gardening.

**Practical Science 7. Applied physics (elective).** Mr. JACKSON.

Third year. Thirteen weeks, five periods a week of laboratory exercises with accompanying discussions; five periods a week of preparation.

Physics in some of its simpler relations to home and community life. Individual laboratory work in mechanics, heat, light, sound and electricity, for experience in the use of apparatus, for some appreciation of the way in which scientific truths are learned, and for answering specific questions in regard to household interests and the experiences of common life. The aim will be to make the work concrete rather than abstract, practical rather than theoretical. Experiments will be preceded and followed by discussion, and supplemented by reading. In large measure the method of units and projects will be followed in accordance with the purposes set forth in the "Teachers' Manual of General Science," issued by the Board of Education.

**Practical Science 8. Economic chemistry (elective).** Mr. SHAW.

Second or third year. Twenty-six weeks, four periods a week in the laboratory; four periods a week of preparation.

The purpose of the course is to prepare for those projects in general science in the junior high school that involve a general knowledge of chemistry.

The first term includes so much of chemical analysis as is essential to an intelligent and effective study of industrial and economic chemistry. The student learns how to organize chemical facts for a definite purpose, gains insight into chemical processes and procedures, and acquires a useful mastery of laboratory technique.

**Practical Arts.**

**Practical Arts 1. Introductory course.** Miss BECKWITH.

First year. Nineteen weeks, five periods a week.

The course is planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with processes which they may use in the handicrafts. The handiwork includes practice in the following industrial processes: cardboard and paper constructions; book making and bookbinding; weaving and basketry; clay modeling; elementary sewing.

**Practical Arts 2. Advanced course (elective).** Miss BECKWITH.

Second year. Nineteen weeks, two periods a week; work in the laboratory, nineteen weeks, two periods a week.

The work is based on the foundation laid in the first year, with special adaptation to the upper grades. Its purpose is to prepare teachers for carrying out the directions of supervisors in sewing, modeling and elementary sewing.

**Practical Arts 4. Household arts (elective).** Miss POPE.

Second year. Thirty-nine weeks, two periods a week of laboratory work; two periods a week of preparation.

The aim of the course is to give students practical knowledge of the fundamental principles of cookery, that they may be able to co-operate intelligently with the special teachers of home economics, and that they may be helped to understand the task of home making. The work is closely associated with lessons given to classes in the training school. It includes instruction in general housekeeping; food values; the cooking and serving of typical foods and well-balanced meals, taking into consideration present food conditions; the nature and management of school lunches.

**Practical Arts 5 (elective).** Mr. KELLY

Second year. Nineteen weeks, four periods a week.

Shop work in a variety of industries. The purpose of the course is to give the men a practical knowledge of a number of lines of useful handwork with tools. Articles are made that are required for school use.

**Drawing and Fine Arts.**

**Drawing and Fine Arts 2. Introductory course.** Miss SOPER and Miss PREVOST.

First year. Nineteen weeks, five recitation periods a week.

The courses are planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with the processes which they may use. The subjects are the same as those stated in the introductory course of the elementary department.

**Drawing and Fine Arts 4. Blackboard sketching.** Miss PREVOST.

Second year. Thirteen weeks, one period a week.

Practice in rapid representation in outline and mass to illustrate school subjects, such as geography, history, etc.; also to make map enlargements, diagrams and programs, both by mechanical and free-hand methods.

**Drawing and Fine Arts 6. Intermediate methods course.** Miss SOPER.

Second year. Nineteen weeks, two recitation periods a week.

Methods of teaching drawing, with especial emphasis upon the work in the upper grades. A definite, progressive series of lessons is developed, including demonstrations and lesson plans, with discussions on the psychology of drawing. Courses now in use in the State are studied, and lessons are prepared and demonstrated from these outlines.



The subjects are grouped as follows: nature drawing and conventionalized design from nature motives; representation, including illustrative sketching, picture design and object drawing; picture study; mechanical drawing, with application to the making of maps, diagrams and working drawings.

**Drawing and Fine Arts 7. Art appreciation.** Miss SOPER.

Second year. Nineteen weeks, two recitation periods a week.

A study is made of fine art in relation to the home and to the community. A background of culture for appreciation is given by studying historic forms of architecture with their modern applications; historic forms of furniture and decoration with their modern applications; by studying house planning and building in relation to the environment. The material for class work is furnished by the students as the result of reading and research, and the perusal of current magazines. Pictures, photographs, tracings and drawings are collected.

**Drawing and Fine Arts 8. Intermediate training course.** Miss SOPER, assisted by Mrs. LITTLE.

Third year. Thirteen weeks. (Education 10.)

Teaching drawing and handwork in the training school. The work consists of two conference periods a week; the preparation of lesson plans and demonstrations in teaching; practical teaching, under direct supervision, in drawing, art crafts and elementary forms of handwork; class reports, discussions and criticisms.

**Physical Education.**

**Physical Education 1. Gymnastics. Gymnasium work for all students.** Miss GORDON and Miss PINNICK.

First year. Thirty-nine weeks, two periods a week.

The purposes of the department are to aid the student in attaining the highest degree of physical efficiency and bodily symmetry; to enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth; to furnish her with means to improve and preserve the physical integrity of the pupils intrusted to her care. The outline of the course is the same as that described in the elementary department.

**Physical Education 2. Gymnastics. Gymnasium work for all students.** Miss GORDON and Miss PINNICK.

Second year. Thirty-nine weeks, two periods a week.

The second year comprehends the hygiene of adolescence, and meets the needs of the junior high school classes. The course deals with the use of educative and corrective gymnastics; the making of simple programs for the day's work and for special occasions; the organizing and managing of playground activities; instruction in taking measurements of children; folk-dancing; school pageants. A brief history of physical education is given.

**Physical Education 3. Methods course.** Miss GORDON and Miss PINNICK.

Third year. Thirteen weeks, one period a week.

The content of the courses of the previous years is used by students as a basis in their work with pupils during their practice teaching, under supervision. They aid pupils in organizing simple pageants; conduct athletic meets, umpire games of hockey, baseball and basket ball. Especial emphasis is laid on the necessity of frequent brief periods for the use of specific exercises to overcome the tendency to malposture in activities connected with prevocational work.

**Physical Education 5. Hygiene.** Mr. SINNOTT.

Second year. Thirteen weeks, four recitation periods a week; four periods a week of preparation.

The purpose of this course is similar to that of Course 4, but includes and emphasizes the work for upper grades. The lines of work taken up are as follows: (a) a study of the various systems of the body for the essential facts of anatomy, the functions of the various systems and organs, the fundamental laws of health, and the effects of alcohol and narcotics; (b) foods and food values; (c) a study of the principles of sanitary science, including such topics as ventilation and heating, plumbing and drainage, water and milk supply, preparation and preservation of food, bacteria in relation to disease, contagious and infectious diseases, disinfection and vaccination, relation of food, air and water to disease, school hygiene, personal hygiene.

### Education.

**Education 1. Educational psychology.** Mr. STACY.

Second year. Nineteen weeks, three recitation periods a week; three periods of preparation.

The purpose of the course is to present the fundamental truths of psychology that are accepted by the profession as a basis for educational practice; also to explain the simple physiological processes which accompany our mental life. It is hoped to cultivate an interest in professional reading among the prospective teachers. The following are among the topics considered: attention, the brain and nervous system, — sensory and motor training, habit; sensation and perception; mental imagery; memory and imagination; thinking; instinct, feeling, interest and the emotions; the will and self-expression.

**Education 2. School management.** Mr. STACY.

Third year. Thirteen weeks, three recitation periods a week; three periods a week of preparation.

For the outline of this course see Education 2, elementary course.

**Education 4. History of education.** Principal BOYDEN.

Third year. Thirteen weeks, four recitation periods a week; four periods a week of preparation.

The history of education is incorporated in a broad study of the historical development of modern civilization. Such a study gives a setting for educational development in its relation to progress in civilization; it also furnishes a basis for understanding the great educational principles of the present time. In the field of educational sociology the more important social problems of the day are studied from contemporaneous sources; actual conditions are made plain; the steps that are being taken in solving the problem are outlined; and the results already attained are determined. Both of these subjects form the background for the exercises in current educational events.

**Education 5. Methods.** Miss NEWTON.

Third year. Nineteen weeks, three recitation periods a week; three periods a week of preparation.

The course includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching subjects of study in the upper grades; research work related to educational problems of the day and to pedagogical literature.

**Education 8. (B.) Professional course for teachers in the intermediate or junior high school.** Mr. STACY.

Third year. Twenty-six weeks, three periods a week; three periods a week of preparation.

The work in this course undertakes (a) the consideration of the disadvantages of the conventional idea of eight years of elementary school and four years of high school, and the advantages offered to boys and girls in their early teens through the 6-3-3 plan; (b) the study of the organization and administration of the junior high school specifically, including the grades affected, program of studies, equipment, the pros and cons of departmental teaching, basis of entrance to, and promotion in, this school, reasons for differential lines of work, supervised study and vocational guidance; (c) those elements of sociology and economics that are fundamental influences in shaping this reorganization of the public school system; (d) the psychology of early adolescence as a foundation for methods of instruction and control used in the junior high school; (e) an acquaintance with, and practice in the use of, educational measurements and standards applicable to junior high school subjects of study.

**Education 9. Directed observation. Observation in the training school.** Miss NEWTON, Supervisor.

Second year. Thirteen weeks, two periods a week.

The aim of this observation is to give familiarity with schoolroom conditions and methods. It extends from the kindergarten through the eight grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

**Education 10. Practice teaching. Intensive teaching in the training school.** Miss NEWTON, Supervisor.

Third year. Thirteen weeks, forenoons.

After careful observation the students serve as assistants in one or two grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises.

**Education 12. Apprentice teaching.** Miss NEWTON and Mr. STACY, Supervisors.

Extensive teaching, under supervision, in the schools in near-by towns and cities. Third year. Thirteen weeks.

The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student-teachers are visited and criticized by the supervisor of training and by teachers from different departments of the normal school. Systematic reports of their work are made to the supervisor by the student-teachers and by the teachers with whom they are working. This experience is gained in upper grades or in departmental teaching in intermediate or junior high schools.

### C. KINDERGARTEN-PRIMARY DEPARTMENT.

#### English Language.

**English Language 1. Elementary reading.** Miss MOFFITT.

First year. Twenty-six weeks, five recitation periods a week; five periods a week of preparation.

The course includes phonics, with application to work in the different grades; systems of teaching reading in the first grade; story-telling, — fables, folk-stories, fairy tales, children's poets; methods of teaching reading in the six grades, — use of pictures, dramatization, sight reading (oral and silent), seat work, reading to children, memory selections; hygiene of reading, — fatigue, speech defects, backwardness in speech. A dramatic club is organized for the young women of the school.

**English Language 4. Penmanship.** Mr. DONER.

First year. Thirty-nine weeks, one recitation period a week; one period a week of preparation.

The aim of the course is to train students to write well on paper and on the blackboard, in order that they may possess the technical skill required for the teaching of penmanship. The course is based on the arm or muscular movement method, — the method used in American schools to-day. The details of the course are stated under penmanship in the elementary department.



### **Library Instruction.**

#### **Library Instruction 1.** Miss PRITCHARD.

First year. Thirteen weeks, five periods a week; five periods a week of preparation. Taken in connection with Literature I.

For an outline of the course, see Library Instruction 1 in elementary department.

### **Literature.**

#### **Literature 1. Children's literature.** Miss PRITCHARD.

First year. Thirteen weeks, five recitation periods a week; five periods a week of preparation.

For an outline of the course see Literature 1 in the elementary department.

#### **Literature 2. Introductory course.** Miss MOSES.

Second year. Nineteen weeks, three recitation periods a week; three periods a week of preparation; occasional conferences with students.

The aim of this course and the topics included are stated in Literature 2, elementary department.

### **Music.**

#### **Music 1. Introductory course.** Miss FARNHAM.

First year. Twenty-six weeks, four recitation periods a week.

A course in singing for the primary grades is carefully organized. The students are instructed in both individual and chorus singing. Attention is given to those who are instrumentally inclined. Some time is devoted to gaining a knowledge of the lives and works of the great artists. The love and appreciation of the best in music is encouraged through the use of the piano, the victrola and the violin. Much time is given to ear training, musical interpretation and musical appreciation. Opportunity is given for practice in teaching music. A glee club is organized for special instruction during the three years.

### **Arithmetic.**

#### **Arithmetic 1. Introductory course.** Miss NEWTON.

Third year. Included in Education 5, methods.

This course consists of a comparative and detailed study of the methods of (a) teaching numbers to young children; (b) teaching the fundamental operations, common and decimal fractions, percentage and its simple applications, problems; (c) drilling for accuracy and speed.

### Geography.

#### Geography 10. Physiography. Mr. SHAW.

First year. Thirteen weeks, three periods a week in the laboratory; three periods a week of preparation.

The course includes laboratory and field study of the most common minerals and rocks for their properties and uses. It opens the eyes to the significance of inorganic things in human affairs, and also to the order and adaptability of inorganic nature.

Such topics are included as follow: Mineral veins, geodes, cave and spring deposits; rock composition and structures; manufacture of lime and plaster of Paris; reduction of iron ore and manufacture of steel; crystal forms and growth; formation and characteristics of soils.

### History and Social Science.

#### History and Social Science 1. Elementary history. Miss FLETCHER.

First year. Thirteen weeks, five recitation periods a week; five periods a week of preparation.

This course is outlined in the elementary department.

### Practical Science.

#### Practical Science 3. Nature study. Miss DAVIS.

First and second years. Twenty-six weeks, fall and spring terms; four periods a week, four periods of preparation.

The aim of this course is to enable the students to meet the requirements in nature study for grades 1, 2 and 3, outlined in Bulletin No. 14 of the Board of Education.

The course will include familiarity with common trees, flowers, weeds, birds, insects and useful animals, and their adjustment to the seasons; also bulb planting and gardening for grades 1, 2 and 3.

### Practical Arts.

#### Practical Arts 1. Introductory course. Miss BECKWITH.

First year. Nineteen weeks, five periods a week.

The course is planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with processes which they may use in the handicrafts. The handiwork includes practice in the following industrial processes: cardboard and paper constructions; book making and bookbinding; weaving and basketry; clay modeling; elementary sewing.

**Practical Arts 3. Primary course.** Miss BECKWITH.

Second year. Thirteen weeks, four periods a week.

Illustrative constructive work in paper and plasticene adapted to primary grades.

**Drawing and Fine Arts.**

**Drawing and Fine Arts 1. Introductory course.** Miss SOPER and Miss PREVOST.

First year. Nineteen weeks, five recitation periods a week.

The courses are planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with the processes which they may use. The subjects are the same as those stated in the introductory course of the elementary department.

**Drawing and Fine Arts 3. Blackboard sketching.** Miss PREVOST.

Second year. Thirteen weeks, one period a week.

Black and white and color decorations and nature drawing.

**Drawing and Fine Arts 5. Elementary methods training course.** Miss SOPER.

Second year. Nineteen weeks, two recitation periods a week.

A definite, progressive series of lessons is developed in each subject, including demonstrations and lesson plans for each school grade, with discussions on the psychology of drawing.

The subjects are grouped as follows: nature drawing and conventional design from native motives; representation, including illustrative sketching, picture design and object drawing; picture study.

Six weeks of teaching drawing and handwork are taken in the training school in connection with Education 10, under the supervision of Miss Soper.

The work consists of two conference periods a week; the preparation of lesson plans and demonstrations in teaching; practical teaching, under direct supervision, in drawing, art crafts and elementary forms of handwork; class reports, discussions and criticisms.

**Physical Education.**

**Physical Education 1. Gymnastics.** Gymnasium work for all students. Miss GORDON and Miss PINNICK.

First year. Thirty-nine weeks, two periods a week.

The purposes of the department are to aid the student in attaining the highest degree of physical efficiency and bodily symmetry; to enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth; to furnish her with means to improve and preserve the physical integrity of the



pupils intrusted to her care. The course includes practical talks on personal hygiene; anthropometry applied to students; educative and corrective gymnastics; the analysis of plays and games suitable for the schoolroom and school yard; observation of gymnastic work with children; singing games and folk-dancing.

**Physical Education 2. Gymnastics. Gymnasium work for all students.** Miss GORDON and Miss PINNICK.

Second year. Thirty-nine weeks, two periods a week.

The course is based on, and the content comprehends, the needs of the lower primary grades. The value of spontaneous activity and self-expression are recognized, but in the play, games and sense training the students are led to understand the necessity of training children to render cheerful and prompt obedience to authority. The gymnastic exercises consist of movements and activities which call into play the older biological muscular co-ordinations that tend to strengthen the organs and establish the regularity of their functions. The laws of growth are studied through a practical course in anthropometry, in which the students measure and study various types of children.

**Physical Education 3. Methods course.** Miss GORDON and Miss PINNICK.

Third year. Thirteen weeks, one period a week.

The students conduct gymnastic exercises, games, folk-dancing and playground activities in their practice teaching, under supervision.

**Physical Education 4. Hygiene.** Mr. SINNOTT.

Second year. Thirteen weeks, three recitation periods a week; three periods a week of preparation.

The purpose is to give the student an intelligent appreciation of the important laws of hygiene and the habit of living in obedience to these laws, and to enable the prospective teacher to give intelligent care and hygienic training to the children under her instruction.

### Education.

**Education 1. Educational psychology.** Mr. STACY.

First year. Thirteen weeks, three recitation periods a week; three periods a week of preparation.

The purpose of the course is to present the fundamental truths of psychology that are accepted by the profession as a basis for educational practice; also to explain the simple physiological processes which accompany our mental life. The topics are outlined in the elementary course.

**Education 3. History of education.** Principal BOYDEN.

Third year. Thirteen weeks, two recitation periods a week; two periods a week of preparation.

The purpose of this course is to summarize the principles and methods of teaching in elementary schools by tracing their genesis and development; to broaden the horizon of the teacher through an acquaintance with the work of a few modern leaders in education; to emphasize the relation of the spirit and environment of a people to their education; to lay a foundation for future educational reading and discussion. Consideration is given chiefly to the movements represented by Pestalozzi, Herbart, Fröbel and the more recent leaders.

**Education 5. Methods.** Miss NEWTON.

Third year. Nineteen weeks, three recitation periods a week; three periods a week of preparation.

The course includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching the subjects of study in the primary grades; some research work related to educational problems of the day and to pedagogical literature.

**Education 6. Kindergarten theory and methods.** Miss WELLS.

First year. Thirteen weeks, two recitation periods a week; two periods a week of preparation.

This course includes a study of Fröbel's "Gifts and Occupations" and other allied materials, with especial reference to their use in primary work.

**Education 7. Kindergarten theory and methods.** Miss WELLS.

First year. Thirteen weeks, two recitation periods a week; one period a week of preparation.

This is a preliminary course in child study, including the stages in development, and the songs and games adapted to younger children.

Second year. Thirty-eight weeks, two recitation periods a week; two periods a week of preparation.

This course includes a study of Fröbel's "Mother Play Book" and collateral reading, to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life. In connection with each specific topic, stories, songs and games are taught for use with children. The course is open to advanced students in other departments.

Third year. Thirteen weeks, one period a week.

Professional reading for a summary of principles and a comparison of methods. The course includes a study of educational reports and surveys, with selections from the highest kindergarten authorities.

### **Conditions for Graduation.**

Each student who faithfully and honorably completes the full curriculum of any department, and who, in the estimation of the principal, is qualified to succeed as a teacher in that department of public education for which such curriculum is designed to train him, shall, upon the recommendation of the principal of the school, and with the approval of the Board of Education, receive a diploma of graduation, signed on behalf of the Board by the Commissioner of Education, the chairman of the Board of Education and the principal of the school.

### **Advanced Students.**

Graduates of normal schools, and teachers of not less than three years' experience who present satisfactory testimonials of their work and character, may select, with the approval of the principal, courses adapted to preparation for teaching in primary or intermediate grades, or for departmental teaching. Upon the completion of one year's work a certificate is given specifying the courses taken. For two years' work the regular two-year diploma is granted.

Graduates of colleges who desire to fit themselves to teach in the elementary grades or in the junior high school may select courses covering one year's work, for which a special diploma will be granted.

## **GENERAL INFORMATION.**

### **Location.**

Bridgewater is one of the most pleasant and healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston on the Plymouth Division of the New York, New Haven & Hartford Railroad, and is easily reached by train and trolley from all parts of the State. The buildings and grounds of the State Normal School are attractively located near the center of the town, ten minutes' walk from the railway station.

### **Buildings and Equipment.**

The main school building is a massive brick structure, divided into three connecting sections, affording good light and air in all the rooms. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. It is well supplied with water, is heated by direct radiation and ventilated by the fan system, and has a heat-regulating apparatus and electric time and electric light service. One-third of the building is devoted to the training school.

The school has a large and valuable library of reference books with topical card catalogues. Each department also has its own library of books especially devoted to the subjects taught in the department.

The Albert Gardner Boyden gymnasium, a new brick structure, is a model of architecture and perfectly adapted to its uses. It serves the school not only for physical training but also as a place for indoor sports, social gatherings and banquets.

Four residence halls have been erected and furnished by the State for the accommodation of lady teachers and students. Normal Hall, a new brick building, contains the administrative offices, a library and reading room, service rooms, refectory and dormitory rooms. Old Woodward Hall has sixteen rooms. Tillinghast Hall, erected in 1896, contains thirty-seven residence rooms. The new Woodward Hall, completed in September, 1911, contains ninety rooms. Each building has its own reception room, is heated by steam, lighted by electricity and thoroughly ventilated. The halls are in charge of the principal of the school and the dean.

All of the buildings are equipped with a fire-alarm system and with modern fire-protective apparatus. The school has on its own grounds a powerful fire pump and hydrants, with standpipes in the buildings, and a private fire-alarm box.

The natural science garden, the gift of Mr. Albert Gardner Boyden, the former principal of the school, serves as an out-of-door laboratory for biology, geography and school garden-

ing. The greenhouse, an important adjunct of the work of the natural science garden, is the gift of Mrs. Elizabeth R. Stevens, a graduate of the school.

### The Campus.

Boyden Park comprises six acres of land across the street east of the buildings. It has a beautiful pond in the center, shade trees, and pleasant walks dividing it into open areas for tennis courts and for other outdoor sports. Adjoining the park is Normal Grove, a half acre of fine chestnut trees. South Field, across the street on the south side, includes two acres of level ground which are used for athletic sports.

### Expenses.

*Tuition.* — To residents of Massachusetts declaring their intention to teach in the public schools of the Commonwealth tuition is free. Residents of other States, and residents of Massachusetts who intend to teach in other States or in private schools, may be admitted upon the payment of tuition at the rate of \$50 a year, one-half of which amount is payable at the beginning of each term, or half year; provided, that the admission of such students does not exclude or inconvenience residents of Massachusetts intending to teach in the public schools of the Commonwealth.

*Board.* — The price of board for those who live in the residence halls is \$180 a year, \$45 being due at the beginning of each quarter of ten weeks. This rate is made on the basis of two students occupying one room and taking care of their room. Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge. An extra charge is made to students occupying a room alone and for board during any regular recess or vacation.

Deductions are not made from the above rate for absence unless it is on account of illness or for some other good reason. When absence is necessary a deduction of \$3 will be made for each full week of such absence.



For men attending the school, rooms will be found in private families near by, at prices varying according to the kind of room desired. Board can be obtained by them at the school boarding hall for \$3.50 a week.

Payments must be strictly in advance and should be made without the presentation of bills. A diploma will not be granted until all school bills are paid.

Checks should be made payable to State Normal School at Bridgewater, and when sent by mail should be addressed to the school.

Transient rates for guests and visitors are as follows: by the day, \$1.50; breakfast, 20 cents; luncheon, 25 cents; dinner, 35 cents; single room, 75 cents.

*Other Expenses.* — Women students will require a black gymnasium suit of neat and professional appearance, gymnasium shoes, rubber bathing caps and bath towels. Arrangements for these may be made with the instructor in physical training at the beginning of the course, and they will be furnished at cost prices. If so desired, a suit may be made at home from cotton poplin, by Butterick pattern number 4088. Two white piqué shields, made with round necks, with tapes attached to hold them in place, are essential. It is important for the student to have the kind of shoe best adapted to the work. An orthopedic shoe, made on a special last, is furnished by a local dealer.

The use of textbooks is free. Students purchase their own note books and writing materials, and also pay for their drawing kits, printed outlines of studies, breakage, and all supplies carried away from the school for their future use.

#### **Rooms in the Residence Halls.**

Rooms in the residence halls are supplied with furniture, including mattresses and pillows. Students are required to bring bed covering for single beds, towels, napkin ring, and clothes bag for laundry. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.



A reassignment of rooms is made at the end of each school year, preference in choice being given to those who have been longest in the school.

Candidates for admission who have applied for rooms in advance may select their rooms at the time of the June examinations in the order of the date of their application. All applicants, including those fully certified, are expected to appear on the first day of registration in June to select their rooms and take the physical examination. Those who are unable to come at that time may have rooms reserved by so requesting of the principal in writing. After the June examinations rooms can be chosen at any time from those that are still available.

#### **Pecuniary Aid.**

The State makes an annual appropriation of \$4,000 for the normal schools to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given for the first half year of attendance, and is not given to students from the town in which the school is located. Applications are to be made to the principal in writing, and to be accompanied by such evidence as shall satisfy him that the applicant needs the aid. Blank forms for application will be furnished near the end of each term. Applicants are expected to render reasonable service for the aid provided.

A loan fund, at present amounting to over \$2,000, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.

#### **Government.**

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do without compulsion what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct. An association of the older students, under the direction of the dean,

organizes the details of the plan of self-government among the students of the dormitory.

Regular and punctual attendance is required of every member of the school. The advantages of the school, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use. No student can afford to lose a single school day, unless it is absolutely necessary that he should do so.

Students must not make arrangements involving absence from any school exercise without previously obtaining permission, and must return punctually after any recess or vacation. Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the school he must return any of its books or other property which he may have and receive regular dismissal; otherwise, he must not expect to receive any indorsement from the school.

#### **Register of Graduates.**

As complete a record as possible is made of the graduates, showing their scholarship, training and experience after graduation, together with such testimonials of their success in teaching as may be filed from time to time. Such data are accessible to superintendents and school committees, and enable the school to be of assistance both to its graduates and to those who are seeking good teachers. The graduates of the school are in demand and readily find places according to their ability and experience.

#### **Visitors.**

Parents and friends of the students, school committees, superintendents, teachers and others who are interested in seeing its work and methods are cordially invited to visit the school at their convenience and to introduce young persons of promise who may desire to avail themselves of its advantages.

### HISTORICAL SKETCH.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish \$10,000, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On December 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise \$10,000 for the erection of new buildings for this school. After vigorous competition it was decided to locate the school at Bridgewater, and the town granted to the school the free use of its town hall for three years. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. **The school was opened September 9, 1840,** with a class of twenty-eight pupils, — seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the **first State normal school building erected in America.**

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906, and principal emeritus from 1906 to 1915.

The present principal was appointed in 1906.

The growth of the school is shown by the enlargements made for its accommodation, as follows:—

In 1861 the school building was enlarged, increasing its capacity 70 per cent. In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students. In 1871 the school building was again enlarged, increasing its capacity 50 per cent. In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students. In 1881 a new building was erected for physical and chemical laboratories.

In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for outdoor recreations. In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of \$150,000. The same year the laboratory building erected in 1881 was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity 50 per cent., at a cost of \$75,000; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of \$55,000. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1910 an appropriation of \$175,000 was made for a new central power plant and for the erection of a new dormitory for ladies. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden.

In 1915 an appropriation of \$237,000 was made to replace Normal Hall with brick buildings.

In 1846 the course of study required three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. In 1869 the four-year course was introduced, and an intermediate course, including the studies of the two-year course and electives from the advanced part of the four-year course, was also provided.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the center district public school near by was made a school of observation for the students of the normal school; in 1891 this school, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school. In 1907 the apprentice system of practice teaching in adjoining cities and towns was organized. In 1916 the first steps were taken toward forming a junior high school department in both the normal and training schools.



## REGISTER OF STUDENTS.

1917-1918.

## Advanced Students.

Cashman, John Francis . . . . .	Bridgewater, 19 Shaw Street. Mt. St. Mary's College, Emmitsburg, Md.
Murphy, Maurice Godsland . . . . .	North Abington, 231 Spruce Street. Boston College.
Beach, Caroline Eunice . . . . .	Lynn, 40 Cherry Street. Normal School, Randolph, Vt.
Bosworth, Dorothy Gertrude . . . . .	Beechwood. Teacher.
Burbank, Eleanor Carlton . . . . .	East Milton, 48 Washington Street. Boston University.
Carey, Blanche Gertrude . . . . .	Middleborough, R. F. D. Teacher.
Cousins, Violet Blanche . . . . .	Bridgewater, 108 Union Street. Teacher.
Dalrymple, Marion Esther . . . . .	Plainfield. Teacher.
Goldrick, Mary Gillis . . . . .	Brockton, 591 South Main Street. Teacher.
Kaharl, Mrs. Carolyn Martha . . . . .	New Bedford, 102 Arnold Street. New England Conservatory of Music.
Leonard, Amy <sup>1</sup> . . . . .	Stoughton, 199 Pleasant Street. Simmons College.
Marshall, Harriet Elizabeth <sup>2</sup> . . . . .	Wellesley, 3 Midland Road. Teacher.
Root, Katherine . . . . .	Charlotte, Vermont. Teacher.
Tousant, Mrs. Emma S. <sup>2</sup> . . . . .	Bridgewater. Teacher.

Men, 2; women, 12.

## A. Elementary Department.

## FIRST-YEAR STUDENTS (CLASS ENTERING 1917).

Alden, Mildred Frances . . . . .	Middleborough, 8 Forest Street.
Ardagh, Lena Veronica . . . . .	Fall River, 96 Danforth Street.
Bassett, Edna May . . . . .	Bridgewater, 1982 Pleasant Street.
Beatty, Lucy Agnes . . . . .	Bridgewater, 174 Birch Street.
Beauparlant, Anna Priscilla . . . . .	New Bedford, 622 West Maxfield Street.
Begley, Alice Rita . . . . .	Middleborough, 7 Benton Street.
Bingham, Dorothy Estelle . . . . .	Fairhaven, 68 Laurel Street.
Bodell, Caroline Frances Gooding . . . . .	Plymouth, Pumping Station.

<sup>1</sup> Present second term.<sup>2</sup> Present part of first term.

Bothwell, Helena Loretta . . . .	Three Rivers.
Bowen, Margaret Veronica . . . .	New Bedford, 123 Hemlock Street.
Bradford, Dorothy Horton . . . .	Plympton.
Braley, Gertrude Williams . . . .	Fall River, 444 Centre Street.
Brewer, Helen Christiana . . . .	Upton, Pleasant Street.
Brimley, Mary Agatha . . . .	New Bedford, 115 Division Street.
Brown, Clara Agnes . . . .	Nantucket, Atlantic Avenue.
Buckley, Florence Elizabeth . . . .	Fall River, 610 County Street.
Buckley, Gertrude Frances . . . .	West Quincy, 45 Station Street.
Buckley, Mary Louise . . . .	Bridgewater, 535 Main Street.
Burke, Margaret Mary . . . .	Fall River, 743 Dwelly Street.
Butcher, Ethel Clare . . . .	Lexington, Ridgewood Farm.
Carr, Loretta Valentine . . . .	Fall River, 203 Middle Street.
Carroll, Alberta Belle . . . .	Brockton, 530 North Main Street.
Carroll, Bessie Leach . . . .	Bridgewater, 12 Park Terrace.
Chace, Vera Francis . . . .	Fall River, 27 Lewis Street.
Clark, Margaret Louise . . . .	Fall River, 261 Ridge Street.
Cobb, Helen Gertrude . . . .	West Medford, 148 Mystic Street.
Conant, Doris . . . .	Whitman, 113 South Washington Street.
Connell, Elizabeth Muriel . . . .	Fall River, 213 Whipple Street.
Cooper, Violet . . . .	Fall River, 797 Charles Street.
Corrigan, Helen Marie Vincent . . . .	Fall River, 653 Broadway.
Cousens, Margaret Manning . . . .	Somerville, 21 Prospect Hill Avenue.
Coyle, Florence Katherine . . . .	Fall River, 786 Locust Street.
Cremins, Anna Louise . . . .	Quincy, 81 Garfield Street.
Delahunt, Grace Marion . . . .	Fall River, 86 Richmond Street.
Delay, Mary Alice . . . .	Hingham, 40 Hersey Street.
Dillon, Rose Eleanor . . . .	Holyoke, 297 Oak Street.
Donaldson, Teresa Elsie . . . .	Ware, 20 Clifford Avenue.
Downey, Ellen May . . . .	Plymouth, 9 Oak Street.
Eaton, Catherine Eleanor . . . .	Middleborough, 7 Rock Street.
Endres, Irene Bradford . . . .	Middleborough, 112 Oak Street.
Farrar, Grace Emily . . . .	Norwell; P. O., Assinippi.
Fernandes, Laura Mae . . . .	New Bedford, 292 Orchard Street.
Fiske, Gertrude Isabelle . . . .	Upton.
Flaherty, Elizabeth Catherine . . . .	Fall River, 23 George Street.
Fleet, Lillian Margaret . . . .	Fall River, 2024 Pleasant Street.
Foley, Irene M. . . .	Taunton, 3 Grant Street.
Frisbee, Evelyn Bertene . . . .	Fairhaven, 23 Cottage Street.
Fuller, Lillian Felecia <sup>1</sup> . . . .	Eastondale, 35 Pine Street.
Gavin, Margaret Frances . . . .	Quincy, 30 Dysart Street.
Gay, Helen Frances . . . .	Groton.
Geishecker, Mary Christine . . . .	East Dedham, 71 Walnut Street.
Gildea, Hannah Catherine . . . .	North Easton, Pond Street.
Glendon, Alice Teresa . . . .	South Chatham.
Gormley, Alice Dorothy . . . .	Taunton, 86 Somerset Avenue.
Grady, Anna Veronica . . . .	Quincy, 55 Grove Street.
Griffin, Margaret Anastasia . . . .	West Quincy, 29 Bates Avenue.
Haley, Gertrude Marie . . . .	Holyoke, 75 Lincoln Street.
Hall, Dorice Adams . . . .	Plymouth, 9 Stoddard Street.
Hamilton, Katherine Marie . . . .	Brockton, 1133 North Main Street.
Hamilton, Ruth May . . . .	New Bedford, 79 Hillman Street.
Hathaway, Gladys Richmond . . . .	Fall River, 163 Linden Street.
Hayes, Hilda Rose . . . .	Taunton, 37 Hodges Avenue.
Higgins, Mary Ethel . . . .	Whitman, 479 Washington Street.

<sup>1</sup> Present part of first term.

Holland, Doris Mary . . . . .	South Groveland, 113 Washington Street.
Holmes, Emma . . . . .	Campello, 108 Copeland Street.
Holt, Marion . . . . .	Fall River, 870 Maple Street.
Houth, Anna . . . . .	New Bedford, 19 Columbia Street.
Jess, Mary Katherine <sup>1</sup> . . . . .	Holyoke, 41 Fairfield Avenue.
Jette, Helen Vera . . . . .	Fall River, 24 Bliss Street.
Jones, Mildred Elizabeth . . . . .	Bridgewater, 95 Park Avenue.
Kenealy, Mary Ellen . . . . .	Whitman, 34 Erin Street.
King, Mary Elizabeth . . . . .	South Braintree, 11 Frederick Road.
Kress, Clara Pauline . . . . .	Hingham Center, Leavitt Street.
Leach, Doris Louise . . . . .	Taunton, 7 Jefferson Avenue.
Loring, Ruth Jacobs . . . . .	Hanover; P. O., Assinippi.
Lydon, Eunice Katherine . . . . .	Abington, 112 Summer Street.
Lynch, Catherine Alice . . . . .	Fall River, 61 Cambridge Street.
Lyons, Gertrude Agnes . . . . .	New Bedford, 338 Cedar Street.
MacDonnell, Irene Elizabeth . . . . .	New Bedford, 144 Merrimac Street.
MacKenzie, Evelyn Margaret . . . . .	Quincy, 71 School Street.
Mackinnon, Mary Beatrice . . . . .	Whitman, 80 Stetson Street.
MacLeod, Jennie . . . . .	Quincy, 18 Bennington Street.
Madden, Gertrude Basilia . . . . .	Fall River, 181 Tecumseh Street.
Mahoney, Mary Catherine . . . . .	New Bedford, 40 Linden Street.
Maleufant, Arlette A. <sup>1</sup> . . . . .	Weymouth.
Marshall, Helena Elizabeth . . . . .	Taunton, 34 Pine Street.
Martin, Ester . . . . .	Milton, 5 Austin Street.
May, Teresa Anna . . . . .	New Bedford, 150 Rotch Avenue.
McCarthy, Helen Louise . . . . .	Atlantic, 69 Appleton Street.
McHugh, Helen Louise . . . . .	Taunton, 163 Washington Street.
McKenney, Ellen Frances . . . . .	Fall River, 594 Division Street.
McWilliam, Helen Gladys . . . . .	Fall River, 26 Oliver Street.
Moore, Emma J. . . . .	Goff's Falls, New Hampshire.
Morse, Lillian Grace <sup>1</sup> . . . . .	Taunton, 10 Johnson Street.
Murphy, Helena Mary . . . . .	Palmer, 259 South Main Street.
Neves, Flora . . . . .	New Bedford, 307 Court Street.
O'Brien, Madeline Louise . . . . .	Brockton, 39 West Park Street.
O'Connor, Catherine Veronica . . . . .	East Taunton, 18 Liberty Street.
O'Hare, Catherine Veronica . . . . .	Fall River, 887 Cherry Street.
Philbrick, Alice Eleanor . . . . .	Taunton, 114 Washburn Street.
Philbrick, Bernice Ellen . . . . .	Sagamore.
Playse, Clara Elizabeth . . . . .	Middleborough, 74 Wareham Street.
Powers, Mildred . . . . .	Fall River, 163 Barnaby Street.
Quartz, Mildred Louise . . . . .	Plymouth, 158 Court Street.
Quelle, Marie . . . . .	Lakeville; P. O., Middleborough, R. F. D.
Randall, Dorothy Winslow . . . . .	Rockport, 20 South Street.
Robinson, Mary Margaret . . . . .	Cataumet.
Rogers, Edna Frances . . . . .	Wareham, R. F. D.
Russell, Elizabeth Dorothy . . . . .	Wollaston, 21 Gilmore Street.
Schraut, Mary Porter . . . . .	South Braintree, 19 Frederick Road.
Shaw, Margaret . . . . .	Bridgewater, 93 South Street.
Smith, Ethel Louise . . . . .	East Braintree, 24 Wainwright Street.
Smith, Winifred Mary . . . . .	Burlington, Vt., 11 Hungerford Street.
Souza, Palmeda Evelyn . . . . .	New Bedford, 41 Page Street.
Spier, Caroline L. <sup>1</sup> . . . . .	Attleboro.
Stanton, Mary Elizabeth . . . . .	Boston, 429 Columbus Avenue.
Stevens, Grace . . . . .	Brockton, 7 Glenwood Street.
Stevens, Harriette Batchelder . . . . .	Haverhill, 42 North Avenue.

<sup>1</sup> Present part of first term.

Sullivan, Anna Barnett . . . . .	Fall River, 522 Broadway.
Sullivan, Edith Lillian . . . . .	Brockton, 27 Elm Avenue.
Tasker, Catherine Melissa . . . . .	New Bedford, 45 State Street.
Thomas, Gladys Edna . . . . .	Plymouth, 65 Pleasant Street.
Thompson, Marjorie Quincy . . . . .	Haverhill, 436 Broadway.
Ticknor, Katharine May <sup>1</sup> . . . . .	Hyde Park, 1036 River Street.
Toohey, Mary Desmond . . . . .	Fall River, 809 Stafford Road.
True, Ruth Evelyn . . . . .	West Upton.
Ulmer, Ruth Janey . . . . .	Norton.
Waddell, Margaret . . . . .	Quincy, 104 Glencoe Place.
Waite, Bessie Louise . . . . .	Bridgewater, 176 Bedford Street.
Walsh, Anna Louise . . . . .	Randolph.
Whipp, Esther Mowry . . . . .	Fall River, 184 Baylies Street.

Women, 131.

#### SECOND-YEAR STUDENTS (CLASS ENTERING 1916).

Allinson, Sarah Elizabeth . . . . .	Fall River, 525 Robeson Street.
Balmaseda, Esperanza . . . . .	Mexico City, 5A Mesones 136.
Banim, Ruth Charles . . . . .	North Attleborough, 21 Smith Street.
Baum, Dorothy Margaret . . . . .	Holyoke, 213 Beech Street.
Beatty, Elizabeth . . . . .	Bridgewater, 174 Birch Street.
Bennett, Zilpah Copeland . . . . .	Lakeville; R. F. D., Middleborough.
Benson, Sara Adeline . . . . .	Fall River, 313 South Beacon Street.
Besse, Mrs. Gladys (Busiere) . . . . .	Wareham.
Booth, Hilda . . . . .	New Bedford, 50 Dartmouth Street.
Bosworth, Mildred Beatrice . . . . .	Swansea.
Boyden, Lillian Ella . . . . .	Brockton, 38 Oakdale Street.
Brady, Alice Gertrude . . . . .	Taunton, 84 Broadway.
Brady, Anna Louise . . . . .	Taunton, 94 Berkley Street.
Braley, Lucy Bradford . . . . .	South Middleborough; P. O., Rock.
Briggs, Alice Edna . . . . .	Canton, 66 Fuller Street.
Brown, Helen Louise . . . . .	Norwell; P. O., R. F. D., Cohasset.
Brown, Jessie Lenore . . . . .	Montello, 30 Albert Street.
Burdling, Margaret Mary . . . . .	New Bedford, 151 Rockland Street.
Burtch, Clara Haviland . . . . .	Hubbardston.
Cairns, Edith Marion . . . . .	Quincy, Quentin Street.
Callahan, Celeste Josephine . . . . .	Scituate.
Carlson, Anna Sophia . . . . .	Medford Hillside, 13 Benham Street.
Close, Esther Gertrude . . . . .	Braintree, 19 Gardner Terrace.
Cole, Alice Maud . . . . .	Scituate.
Cook, Edith Allen . . . . .	North Easton, Oliver Street.
Cooper, Ruth Willard . . . . .	Brockton, 258 West Elm Street.
Cote, Marie Helene . . . . .	Brockton, 190 Winthrop Street.
Cronin, Mary . . . . .	Holyoke, 148 Nonotuck Street.
Cummings, Alice Katherine . . . . .	Bridgewater, 45 High Street.
Cunniff, Rosamond Evelyn . . . . .	East Weymouth, 1125 Pleasant Street.
Dalton, Beatrix Emily . . . . .	East Braintree, 46 Elliott Street.
Damon, Marion Matilda . . . . .	Marshfield Hills.
Daniels, Emily . . . . .	New Bedford, 492 Rivet Street.
Delaney, Florence Marie . . . . .	Fall River, 965 Plymouth Avenue.
Denson, Annie Elizabeth . . . . .	Mattapoisett.
Diack, Eva Oliver . . . . .	Quincy, 47 Independence Avenue.
Dignan, Helen Carmel . . . . .	Braintree, 317 Hancock Street.

<sup>1</sup> Present part of first term.

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Donahue, Margaret Quinlan . . . . .	North Abington, 296 North Avenue.
Dupont, Jennie Elizabeth . . . . .	East Taunton, 66 Liberty Street.
Evans, Eunice Vivian . . . . .	Dedham, 4 Brookdale Avenue.
Fernandes, Margaret . . . . .	New Bedford, 202 Rivet Street.
Fernandes, Marie . . . . .	New Bedford, 202 Rivet Street.
Finnell, Margaret Rose . . . . .	New Bedford, 311 Bowditch Street.
Foley, Marion Julia . . . . .	Fall River, 35 Manton Street.
Foley, Phoebe Margaret Amelia . . . . .	Fall River, 225 Snell Street.
Frazier, Doris Elizabeth . . . . .	Quincy, 128 South Walnut Street.
Frost, Edith . . . . .	Middleborough, Wood Street.
Fuller, Dorothy . . . . .	New Bedford, 40 Plymouth Street.
Gannon, Margaret Frances . . . . .	East Weymouth, 510 Broad Street.
Goodhue, Grace Josephine . . . . .	Quincy, 65 Independence Avenue.
Gravestein, Lucile . . . . .	Bridgewater.
Griffin, Catherine Marie Angela . . . . .	Fall River, 922 Broadway.
Hanson, Pearl Brooks . . . . .	North Hanover, Main Street.
Harkins, Hester Constance . . . . .	Quincy, 95 Adams Street.
Harpin, Margaret Loretta . . . . .	Fall River, 168 Linden Street.
Harrington, Margaret Mary . . . . .	Fall River, 11 Tremont Street.
Hatch, Mildred Davis . . . . .	Falmouth; P. O., Hatchville.
Hathaway, Ada Luella . . . . .	Swansea.
Hayes, Elizabeth . . . . .	East Bridgewater.
Herland, Dorothy Christine . . . . .	Milton, 48 Brush Hill Road.
Higgins, Charlotte Margaret . . . . .	Brockton, 28 Snow Avenue.
Hooper, Margaret Graeme . . . . .	Bridgewater, 85 South Street.
Hopkins, Helen Lynette . . . . .	Chatham.
Howard, Elizabeth Josephine . . . . .	Franklin, 2 Winter Street.
Howland, Florence Lincoln . . . . .	Plymouth, 207 Sandwich Street.
Isley, Esther Belle <sup>1</sup> . . . . .	Newbury, 3 Hay Street.
Jenness, Edna Winifred . . . . .	Fall River, 1287 North Main Street.
Johnson, Elizabeth Corinne . . . . .	Quincy, 301 Granite Street.
Keliher, Mary Alice . . . . .	Taunton, 18 King Street.
Kelley, Gertrude Louise . . . . .	Fall River, 187 New Boston Road.
Kemp, Miriam . . . . .	Quincy, 22 Bennington Street.
Kennedy, Elizabeth Martha . . . . .	New Bedford, 124 Shawmut Avenue.
Kennett, Helen Osgood . . . . .	West Newbury, Main Street.
Killory, Mary Alice . . . . .	East Weymouth, 372 Broad Street.
King, Myra Gretchen . . . . .	Arlington, 30 Jason Street.
Lyons, Agnes . . . . .	East Weymouth, 49 Putnam Street.
Macdonald, Dorothy Marie . . . . .	North Easton.
MacLeod, Margaret May . . . . .	Quincy, 43 Federal Avenue.
MacMahon, Aliene Brown . . . . .	East Douglas.
Madden, Mary Theresa . . . . .	Quincy, 1642 Hancock Street.
Mahoney, Nettie Goff . . . . .	South Weymouth, 16 West Street.
Martin, Mary Gertrude . . . . .	Quincy, 26 Rustic Terrace.
Matheson, Sarah Mae . . . . .	Provincetown, 12 Centre Street.
Mathews, Gertrude Beatrice . . . . .	New Bedford, 15 West Street.
McCabe, Josephine Cora . . . . .	Franklin, 33 West Street.
McInerney, Anna Gertrude . . . . .	Lexington, 5 Sheridan Street.
McKenney, Madeline Angela . . . . .	Fall River, 594 Division Street.
Mechaber, Edith . . . . .	New Bedford, 171 Merrimac Street.
Moncrieff, Ethel Elizabeth . . . . .	New Bedford, 142 Merrimac Street.
Moran, Rose Christina . . . . .	Taunton, 47 Friend Street.
Murphy, Annie Mary . . . . .	New Bedford, 350 West Elm Street.

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<sup>1</sup> Present first term.



Murphy, Genevieve Agnes . . . . .	Fall River, 579 Durfee Street.
Murphy, Louise Margaret . . . . .	Fall River, 265 John Street.
Murray, Helen Elizabeth . . . . .	Lenox, Housatonic Street.
Murray, Isabella Josephine . . . . .	Braintree, 2 Cavanaugh Avenue.
Mylott, Edith Maud . . . . .	Arlington, 78 Centre Avenue.
Nester, Gertrude Martha . . . . .	Fall River, 152 Blackstone Street.
O'Brien, Mary Pauline . . . . .	Quincy, 166 Copeland Street.
O'Connell, Josephine Frances . . . . .	Quincy, 18 Packard's Lane.
O'Connor, Margaret Louise . . . . .	South Weymouth, 37 Highland Place.
O'Donnell, Mildred Isabelle . . . . .	Franklin, 18 Milliken Avenue.
O'Neil, Grace . . . . .	Fall River, 1834 North Main Street.
Packard, Dorothy Emerson . . . . .	Brockton, 25 Cherry Street.
Philip, Mabel Belcher . . . . .	West Quincy, Crescent Street.
Powers, Alice Ruth . . . . .	Quincy, 119 Cranch Street.
Quinn, Ruth Duane Veronica . . . . .	Fall River, 624 June Street.
Rankin, Mrs. Doris (Catterall) . . . . .	New Bedford, 81 Butler Street.
Raymond, Olive Mabel . . . . .	New Bedford, 149 Central Avenue.
Reed, Dorothy Lincoln . . . . .	Abington, 192 Central Street.
Reilly, Margaret Catherine . . . . .	Bridgewater, 46 Plymouth Street.
Roberts, Edna Hannah . . . . .	Fall River, 68 Goss Street.
Roe, Mary Alice . . . . .	Fall River, 3133 North Main Street.
Russell, Marie Abbie . . . . .	New Bedford, 30 South Oak Street.
Sheehan, Margaret Drislane . . . . .	East Bridgewater, Oregon Street.
Silva, Annie Adelaide . . . . .	Edgartown.
Slocum, Elsie May . . . . .	Dartmouth, Russells Mills.
Smith, Dorothy May . . . . .	South Easton.
Smith, Julia Etta Veronica . . . . .	Fall River, 70 Tecumseh Street.
Smith, Katharine Helen . . . . .	Taunton, 34 Hodges Avenue.
Smith, Mary McCulloch . . . . .	South Westport.
Southworth, Lorna . . . . .	Eastondale.
Stetson, Mabel Irene . . . . .	East Bridgewater, 290 Central Street.
Sullivan, Clara Genevieve . . . . .	New Bedford, 137 Chancery Street.
Sykes, Marion Chace . . . . .	Fall River, 110 Hanover Street.
Tolman, Ruth Harriet . . . . .	Norwell; P. O., R. F. D., Rockland.
Turner, Helen Harthorn . . . . .	Quincy, 459 Hancock Street.
Walker, Grace Mildred . . . . .	Fall River, 404 Bradford Avenue.
White, Sarah Bridget . . . . .	Swansea.
Whitney, Gladys Taft . . . . .	Brockton, 57 Ash Street.
Wilbas, Anna Eugenia . . . . .	Quincy, 79 Glendale Road.
Wilmarth, Flora Amelia . . . . .	New Bedford, 525 Cottage Street.
Wilson, Mary Katherine . . . . .	Hingham.
Winslow, Ruth Townsend . . . . .	Mansfield, 842 East Street.

Women, 133.

## B. Intermediate Department.

### FIRST-YEAR STUDENTS (CLASS ENTERING 1917).

Burke, Walter Kenneth . . . . .	New Bedford, 473 Cottage Street.
Diamond, John Harry <sup>1</sup> . . . . .	Quincy, 128 Water Street.
Neville, Harry Richard . . . . .	Bridgewater, 475 North Street.
Norian, Aram . . . . .	Boston, 113 Appleton Street.
Yudelman, Abraham . . . . .	East Boston, 117 Porter Street.

<sup>1</sup> Present part of first term.

Andrew, Gertrude Louise . . . . .	Marion.
Bartlett, Anna Batchelder . . . . .	Dracut Centre, 21 Arlington Street.
Berry, Maude Evelyn . . . . .	Manchester, Conn., 35 Hudson Street.
Brady, Mary Ellen . . . . .	Campello, 6 Emory Street.
Brown, Eleanor Gordon . . . . .	West Newbury, Turkey Hill Road.
Brown, Norma Rogers . . . . .	West Newbury, Turkey Hill Road.
Buckley, Eileen Reilly . . . . .	Bridgewater, 544 Main Street.
Bushee, Maude Irene . . . . .	Newburyport, 21 Kelley Street.
Butler, Elizabeth Marie Louise . . . . .	Fall River, 674 South Main Street.
Chloth, Elsie Desideria . . . . .	North Abington, 78 Temple Street.
Clapp, Lois Harriet . . . . .	Scituate; P. O., Greenbush.
Clitheroe, Sophia Theresa . . . . .	Attleboro Falls.
Conway, Katherine Elinore . . . . .	New Bedford, 470 Union Street.
Davidson, Jessie Westwood . . . . .	Abington, 635 Hancock Street.
Depoyan, Araxie Grace . . . . .	Bridgewater, 54 Leonard Street.
Dowd, Frances Eleanor . . . . .	Brockton, 592 South Main Street.
Eames, Beulah Greenshields . . . . .	Fall River, 59 Freedom Street.
Gattrell, Lucy Ada . . . . .	Newburyport, 93 Curzon Mill Road.
Gearan, Margaret Mary . . . . .	Cambridge, 66 Larchwood Drive.
Goodell, Minetta Belle . . . . .	Campello, 24 Holmes Street.
Hamblett, Lillian Mae . . . . .	Brockton, 121 Summer Street.
Healey, Mildred . . . . .	North Easton, King Avenue.
Hornby, Gertrude . . . . .	Fall River, 44 Liberty Street.
Hoyt, Eleanor Parsons . . . . .	Gloucester, 3 Beach Avenue.
Humphrey, Mary Allen . . . . .	Rochester.
Keefe, Edith Margaret . . . . .	Brockton, 3 Lowell Street.
Keefe, Maybelle . . . . .	Fall River, 480 Bradford Avenue.
Kennedy, Gladys Sue . . . . .	Braintree, 589 Washington Street.
Lees, Isabella Williamson . . . . .	Fall River, 72 Buffinton Street.
Lindgren, Grace Victoria . . . . .	Hathorne, 36 Hathorne Avenue.
Litchfield, Lois Imogen . . . . .	Melrose, 24 Fairmount Street.
Lowney, Margaret Frances . . . . .	Fall River, 220 Seabury Street.
Lundeen, Jenny Axcelia . . . . .	North Easton.
Mahoney, Julia Veronica . . . . .	Fall River, 2 Wiley Street.
Manchester, Ethelyn Martha . . . . .	Fairhaven, 19 Main Street.
McLaughlin, Mary Katherine . . . . .	Lawrence, 52 Cambridge Street.
McNeeland, Edna Frances . . . . .	Bridgewater, 50 Park Avenue.
Meagher, Catherine . . . . .	Fall River, 25 North Main Street.
Meurling, Pearl Edith . . . . .	Brockton, 962 Warren Avenue.
Murphy, Lenore Agnes . . . . .	Campello, 14 Fulton Street.
Murrill, Marie Agnes . . . . .	Rockland, 92 Church Street.
Norton, Irene Isabel . . . . .	Montello, 11 Annis Court.
O'Brien, Mary Catherine . . . . .	Fall River, 22 Blossom Road.
Perkins, Helen Mae . . . . .	Whitman, 30 Vaughan Avenue.
Porter, Ruth Howard . . . . .	North Easton, Washington Street.
Powell, Mary Leonessa . . . . .	East Milton, 48 Williard Street.
Pratt, Barbara . . . . .	Brockton, 154 Summer Street.
Raleigh, Mary Agnes . . . . .	Brockton, 749 Montello Street.
Reilly, Rosanna . . . . .	Montello, 32 Annis Avenue.
Relihan, Teresa . . . . .	Wilder, Vt.
Robbins, Edith Marion . . . . .	Campello, 86 West Chestnut Street.
Shields, Mary Elizabeth . . . . .	West Somerville, 332 Summer Street.
Thomas, Helen . . . . .	Melrose, 5 Mount Vernon Avenue.
Tobin, Julia . . . . .	Wellfleet.
Turner, Anastasia Elizabeth . . . . .	Fall River, 664 Walnut Street.
Twohig, Margaret Teresa . . . . .	Campello, 8 Beach Street.

Wallstrom, Elsa . . . . .	Barre, Vt.
White, Marjorie Goodspeed . . . . .	Duxbury, Washington Street.
Williams, Lyndell Florence . . . . .	Wellfleet.
Wordell, Doris Maritta, . . . . .	Fall River, 931 President Avenue.

Men, 5; women, 60.

SECOND-YEAR STUDENTS (CLASS ENTERING 1916).

Casey, Leo Patrick . . . . .	Fall River, 409 Middle Street.
Cleary, Harold Joseph . . . . .	Bridgewater, 384 Oak Street.
Hollis, Ralph Cushing . . . . .	Braintree, 22 Cleveland Avenue.
MacLeod, Glen Wilton . . . . .	Norwood, 32 Maple Street.
Murphy, Joseph Maurice . . . . .	Abington, 66 Progress Street.
Allen, Clarissa Alden . . . . .	New Bedford, 613 County Street.
Anderson, Bernice Evelyn . . . . .	Campello, 118 Leyden Street.
Bailey, Helen . . . . .	South Duxbury, Chestnut Street.
Baker, Esther Reed . . . . .	Wellfleet.
Bartlett, Katharine . . . . .	Plymouth, 28 Allerton Street.
Braley, Nellie Chipman . . . . .	Brockton, 73 Leavitt Street.
Brandon, Anna Loretta . . . . .	Cambridge, 42 Cogswell Avenue.
Britland, Anne Mildred . . . . .	Fall River, 91 Barnaby Street.
Burke, Mary Agnes . . . . .	Rockland, 32 Bigelow Avenue.
Butler, Alice Elizabeth . . . . .	Fall River, 234 Bedford Street.
Clarke, Verna Louise . . . . .	Middleborough, Wareham Street.
Fahey, Alice Estelle . . . . .	Fall River, 409 Middle Street.
Feeley, Anna Marjorie <sup>1</sup> . . . . .	Avon, Robbins Street.
Flynn, Eleanor Mary . . . . .	Brockton, North Ash Street.
Fultz, Thelma Spear . . . . .	Falmouth.
Gallivan, Mary Agnes . . . . .	South Braintree, 23 Central Avenue.
Gilman, Auralie . . . . .	Whitman, 674 Bedford Street.
Gould, Mary Gertrude . . . . .	Rockland, 1085 North Union Street.
Hackett, Beatrice Lavinia Ann . . . . .	Brockton, 31 Wall Street.
Halnan, Dorothy Agnes . . . . .	East Weymouth, 289 Middle Street.
Hennessey, Elizabeth Anna . . . . .	East Bridgewater, 386 West Union Street.
Hirons, Alice Almeda . . . . .	Attleboro, Tyler Street.
Holbrook, Helen . . . . .	South Weymouth, 406 Union Street.
Holmes, Christine Porter . . . . .	Plympton; P. O., Silver Lake.
Howard, Emily Stanley . . . . .	West Newton, 284 Fuller Street.
Jones, Ruth Curtis . . . . .	Bridgewater, 95 Park Avenue.
Kelleher, Mary Ellen . . . . .	Brockton, 156 Auburn Street.
Kelley, Isabel Holmes . . . . .	Dennisport, Depot Street.
Smith, Beatrice Ella . . . . .	East Bridgewater, Central Street.
Spillane, Marie Frances . . . . .	Avon.
Sullivan, Mary . . . . .	Brockton, 35 Florence Street.
Taylor, Helen Iona . . . . .	Medford Hillside, 3 Capen Street.
Thynge, Ruth Vivian . . . . .	North Westport.
Vaughan, Hazel Sabine . . . . .	Taunton, 8 West Britannia Street.
Weldon, Marion Ruth <sup>1</sup> . . . . .	Brockton, 23 Hervey Street.
Woodward, Helen May . . . . .	Auburndale, 106 Auburn Street.

Men, 5; women, 36.

<sup>1</sup> Present part of first term.

## THIRD-YEAR STUDENTS (CLASS ENTERING 1915).

Barry, George Francis . . . . .	South Boston, 596 East Fourth Street.
Barton, Richmond Sylvester . . . . .	Brockton, 121 Belcher Avenue.
Du Bois, Charles Alfred . . . . .	Brookfield.
McDonough, Thomas Joseph . . . . .	Fall River, 148 Oliver Street.
McIlwraith, John Nicol . . . . .	Bridgewater, 210 North Street.
Ray, Carlon Weston . . . . .	Campello, 124 Brookside Avenue.
Bradley, Mary Kathryn . . . . .	Quincy, 49 Chestnut Street.
Elliott, Ruth Wilson . . . . .	Campello, 44 Clifton Avenue.
Eno, Shirley Parker . . . . .	New Bedford, 782 Kempton Street.
Foley, Zita Inez . . . . .	Brockton, 475 North Montello Street.
Ford, Marion Gertrude . . . . .	Whitman, 32 Park Avenue.
Göeres, Grace Murray . . . . .	Avon, High Street.
Holton, Sara Elisabeth . . . . .	South Egremont.
Hosford, Dorothy Esther <sup>1</sup> . . . . .	Franklin, 14 Queen Street.
Johnston, Mae Stuart . . . . .	Whitinsville, 5 Maple Street.
Leslie, Edith Gertrude . . . . .	Brockton, 135 Winthrop Street.
Moore, Esther Wood . . . . .	Whitman, 287 Temple Street.
Phillips, Elizabeth Barker . . . . .	West Hanover.
Power, Mary Bernadette . . . . .	Taunton, 602 Bay Street.
Riley, Mary Elizabeth . . . . .	Randolph, South Main Street.
Spring, Margaret Whiting . . . . .	Hingham; P. O., Rockland Street, North Cohasset.
Tiffany, Hilda Phoebe . . . . .	Brockton, 93 High Street.
Underwood, Eleanor . . . . .	Harwich.
Wadsworth, Priscilla Alden . . . . .	North Middleborough.
Walmsley, Lena . . . . .	Fall River, 1039 Plymouth Avenue.
Woodbury, Marion Ryder . . . . .	Gloucester, 16 Butman Avenue.

Men, 6; women, 20.

## C. Kindergarten-primary Department.

## FIRST-YEAR STUDENTS (CLASS ENTERING 1917).

Briggs, May Clifford <sup>1</sup> . . . . .	Vineyard Haven.
Bump, Mildred Frances . . . . .	Brockton, 70 Dover Street.
Cates, Gladys Ruth . . . . .	Brockton, 213 North Main Street.
Copeland, Agnes Fay . . . . .	Bridgewater, 122 Park Avenue.
Ford, Miriam Franklin . . . . .	Norwell.
Maguire, Miriam Louise <sup>1</sup> . . . . .	Brockton, 116 Forest Avenue.
Peirce, Doris Frances . . . . .	Middleborough, 62 Wareham Street.
Peterson, Marion Helen . . . . .	Quincy, 31 Graham Street.
Phelps, Helen Frances . . . . .	Vergennes, Vt.
Spalding, Marjorie Jane . . . . .	Taunton, 376 Tremont Street.
Tower, Mildred Hersey . . . . .	Hanover.
Walsh, Anna Beatrice . . . . .	Brockton, 150 West Bartlett Street.
Watt, Bessie Elmsdale . . . . .	Brockton, 73 North Ash Street.
Young, Evelyn Hepsabeth . . . . .	Orleans.

Women, 14.

<sup>1</sup> Present part of first term.

## SECOND-YEAR STUDENTS (CLASS ENTERING 1916).

Alexander, Grace Fuller	. . . .	East Bridgewater.
Baker, Marion Loring	. . . .	Whitman, 114 School Street.
Cushman, Barbara Kimball	. . . .	Abington, 48 Center Avenue.
Ferguson, Ruth Annie	. . . .	Springfield, 111 Maplewood Terrace.
Macomber, Dorothy Sara	. . . .	New Bedford, 29 Rounds Street.
Rice, Hazel	. . . .	Boston, 279 Tremont Street.
Roberts, Lillian Mary	. . . .	Fall River, 13 Buffington Street.

Women, 7.

## THIRD-YEAR STUDENTS (CLASS ENTERING 1915).

Cooke, Millicent Bosworth	. . . .	Attleboro, 54 Bank Street.
Doughty, Jennie Blanche	. . . .	North Abington, 39 Winthrop Street.
Edgar, Helen Gertrude	. . . .	Taunton, 126 Broadway.
King, Mildred Rosebelle	. . . .	Springfield, 257 Wilbraham Road.
Lydon, Rachel Louise	. . . .	North Abington, 352 North Avenue.
McClatchey, Alice Louise	. . . .	Attleboro, 439 North Main Street.
McSherry, Anna Mae Veronica	. . . .	Montello, 14 Argyle Avenue.
Shea, Mary	. . . .	Brockton, 23 Mulberry Street.
Sutliff, Rita Elsie	. . . .	Bridgewater.
White, Sally Nye	. . . .	Acushnet.

Women, 10.



## Summary.

	Men.	Women.	Totals.
Advanced students . . . . .	2	12	14
Department A: —			
Class entering 1917 . . . . .	—	131	131
Class entering 1916 . . . . .	—	133	133
Department B: —			
Class entering 1917 . . . . .	5	60	65
Class entering 1916 . . . . .	5	36	41
Class entering 1915 . . . . .	6	20	26
Department C: —			
Class entering 1917 . . . . .	—	14	14
Class entering 1916 . . . . .	—	7	7
Class entering 1915 . . . . .	—	10	10
Total for the year . . . . .	18	423	441
Admitted this year . . . . .	7	214	221
Graduated, 1917 . . . . .	11	155	166
Number receiving certificates for special courses . . . . .	—	3	3
Whole number admitted from the beginning . . . . .	1,503	6,002	7,505
Number who have received diplomas or certificates . . . . .	984	4,138	5,122
Number enrolled in training school, 1917-18 . . . . .	252	232	484







