Massachusetts State Teachers College at Bridgewater. 1933

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MASSACHUSETTS
STATE TEACHERS COLLEGE
AT
BRIDGEWATER

Established 1840
THE COMMISSIONER OF EDUCATION, Chairman, Ex-Officio

Term expires
1933. HENRY B. SAWYER, 19 Congress Street, Boston.
1933. WALTER V. McDUFFEE, Centra High School, Springfield.
1933. A. LINCOLN FILENE, 426 Washington Street, Boston.
1934. THOMAS H. SULLIVAN, Slater Building, Worcester.
1935. MRS. ELLA LYMAN CABOT, 101 Brattle Street, Cambridge.
1935. MRS. JOHN J. POWER, 13 Ashland Street, Worcester.

ARTHUR B. LORD, Supervisor of Office Organization.

DEPARTMENT OF EDUCATION
PAYSON SMITH, Commissioner of Education

Members of Advisory Board

Division of Elementary and Secondary Education and Teachers Colleges

Frank W. Wright, Director.

Burr F. Jones .................................. Supervisor of Elementary Education.
Frank P. Morse .................................. Supervisor of Secondary Education.
Arthur B. Lord .................................. Research and Statistics.
Carly L. Schrader .................................. Physical Education.
Alma G. Porter .................................. Assistant in Physical Education.

FACULTY

The Teachers College

President ............................................... Physiography and Science
Harlan P. Shaw ........................................ 4 years Bridgewater; Lowell School of Science; Harvard
Charles E. Doner .................................... Supervisor of Penmanship
Zanerian College; Denison University
Brenelle Hunt ....................................... Psychology and School Administration
Louis C. Stearns ...................................... Greenhouse and School Gardens; Garden Club;
Janus College; Denison University
John J. Kelly ........................................ Dean of Men; Practical Arts
Fitchburg Teachers College; Boston University
Joseph I. Arnold .................................... History, Sociology, and Economics
A.B., Centre; A.M., Harvard, Columbia
Frank A. Crosier ................................... Instructor in Physical Education
Springfield College
George H. Durgin ................................... Mathematics and Science
A.B., Ed. M., Harvard
Paul Huffington ...................................... Geography
B.E., Normal University, Illinois; A.M., Clark; University of Chicago
Gordon L. Reynolds .................................. Instructor of Art in College and Training School
Graduate of Fine Arts Department, B.S. in Ed., Massachusetts School of Art
L. Adelaide Moffitt .................................. Reading; Dramatic Club
West Chester, Pennsylvania; School of Expression; Harvard; Columbia; Boston University
Frill G. Beckwith ................................. Handicrafts
Sloyd Training School; University of Michigan
Frieda Rand ........................................ Music; Glee Club; Orchestra
A.B., Mount Holyoke
S. Elizabeth Pope .................................. Dean of Women; Ethics
Framingham Teachers College; B.S., A.M., Columbia
Edith H. Bradford .................................. French; French Club
A.B., Tufts; Middlebury; Harvard; Paris
Priscilla M. Nye .................................... Supervisor of Art
Massachusetts School of Art
M. Katharine Hill .................................. Literature
B.L.I., Emerson
Julia C. Carter ..................................... Library Courses; Library Club
A.B., Middlebury; New York State Library School; Bread Loaf School of English
Ruth E. Davis ....................................................... English Expression
Bridgewater; B.S., M.A., Boston University

Olive H. Lovett .................................................. English Expression
A.B., University of Montana; Ed.M., Harvard

Lois L. Decker ................................................ Supervisor of Physical Education
A.B., University of Wisconsin; A.M., New York University

Alice B. Beal ................................................... Supervisor of Observation and Practice Teaching;
Bridgewater; B.S., New York University General Method

Cora M. Vining ................................................ Library Assistant
B.S. in Ed., Bridgewater; Simmons

Mary V. Smith ................................................ History and Social Science
Worcester Teachers College; B.S. in Ed., Ed.M., Boston University;
Columbia

Mary Isabel Caldwell .......................................... Instructor in Physical Education
B.S., University of Wisconsin

E. Irene Graves .............................................. Biology and Nature Study; Science Club
A.B., Elmira College; A.M., Columbia; Syracuse University; Cornell University

Iva V. Lutz ..................................................... Elementary Methods
Gorham Normal School; B.S.E., Columbia

The Training School

Martha M. Burnell ............................................. Principal
Gorham Normal School; Bridgewater; Harvard; Columbia; Boston University;
Simmons

Neva I. Lockwood ............................................ Grade Six
Randolph Normal School; Bridgewater; Columbia; B.S., Boston University

Alice M. Taylor .............................................. Grade Six
B.S. in Ed., Bridgewater

Louise H. Borchers ...................................... Grade Five
Fitchburg Teachers College; Columbia; B.S., Boston University

A. Mabelle Warner .......................................... Grade Five
Salem Teachers College; Boston University

Katherine Packard ........................................ Grade Four
B.S. in Ed., Bridgewater

Helen E. Sleeper ........................................... Grade Four
Castine Normal School; Boston University; Columbia

Lucy B. Braley ................................................ Grade Three
Bridgewater

Charlotte H. Thompson .................................. Grade Three
Fitchburg Teachers College; Columbia; B.S., Boston University

Gladys L. Allen .............................................. Grade Two
Machias Normal School; Farmington Normal School; Hyannis Teachers College;
Emerson

Gertrude M. Rogers ........................................ Grade Two
Pratt Institute; Columbia; Boston University

Grace E. Smith ............................................... Grade One
Symonds Kindergarten Training School; Hyannis Teachers College; Boston University;
Boston Teachers College

Flora M. Stuart ............................................... Grade One
Bridgewater; Hyannis Teachers College

Mary L. Marks ............................................... Kindergarten
Wheelock; Boston University

Administration
Bernice H. Geyer (Mrs.), Principal Clerk
Hazel L. Terry (Mrs.), Senior Clerk
Doris I. Hadley, Junior Clerk
Harriet F. Bixby (Mrs.), Dormitory Matron
Jean C. Haggart, Resident Nurse
Thomas E. Annis, Chief Engineer
CALENDAR
1933-34

1933, Spring Term
March 20, Monday .................................. Beginning of Spring Term
April 14, Friday .................................. Good Friday
April 15-23, 9.30 A.M. ....................... Spring Recess
May 30, Tuesday .................................. Memorial Day
June 1-2, Thursday and Friday .......... First Entrance Examinations
June 18, Sunday, 4.00 P.M. ................. Baccalaureate
June 19, Monday .................................. Graduation Day

1933, Fall Term
September 6-8 (incl.) .................................. Conference of Faculties of Massachusetts State Teachers Colleges
September 11, Monday .......................... Training School Opens
September 11-12, Monday and Tuesday .......... Second Entrance Examinations; Freshman Health Examinations; Registration
September 13, Wednesday, 9.15 A.M., Auditorium .......... Teachers College Opens
October 12, Thursday .................................. Columbus Day
November 29, Wednesday noon, to December 4, Monday, 9.30 A.M. .......... Thanksgiving Recess
December 8, Friday .................................. Close of Fall Term

1933-34, Winter Term
December 11, Monday .................................. Beginning of Winter Term
December 23-January 2, 9.30 A.M. .......... Christmas Recess
February 17-26, 9.30 A.M. ......... Winter Recess
March 16, Friday .................................. Close of Winter Term

1934, Spring Term
March 19, Monday .................................. Beginning of Spring Term
March 30, Friday .................................. Good Friday
April 14-23, 9.30 A.M. ....................... Spring Recess
May 30, Wednesday .................................. Memorial Day
June 7-8, Thursday and Friday .......... First Entrance Examinations
June 17, Sunday, 4.00 P.M. ................. Baccalaureate
June 18, Monday .................................. Graduation Day

Sessions
Sessions are from 9.15 o'clock A.M. to 12.30 o'clock P.M., and from 1.30 o'clock P.M. to 3.25 o'clock P.M. There are no sessions on Saturday.

Telephones
The college may be reached by telephone through the following numbers of the Bridgewater Dial Exchange:

Office of President, 422
Business Office, 422
Office of Dean of Women, School Building, 664
Office of Dean of Women, Woodward Hall, 437
Gymnasium, 661
Training School, 410

Office of Steward, 972
Power Plant, 2421
Normal Hall (pay station,), 833
Woodward Hall (pay station), 802
Gates House (pay station), 873
Modern education is based on two principles:
1. The school should reproduce life situations. The subjects should be chosen because of their life values; the methods of study and development should be socialized and at the same time individualized.
2. The nature of children and youth should be the teacher's guide. Work should start with the pupil's native instincts and capacities; subject-matter should be of the nature to prompt self-activity, that is, it should be motivated.

The teachers college is a professional school. Theory is constantly linked with the actual practice in training.

The aim of the work is distinctive:
1. To see that the students know thoroughly the subjects that are to be taught.
2. To teach them how to teach the children the subjects they know well themselves.
3. To prepare them to study the development of the child's mind and adapt the instruction to the stages of growth.
4. To give them such cultural study as will lead to their own professional development as well as to prepare them to become useful members of society in the communities where they teach.

**ESSENTIAL QUALIFICATIONS OF PROSPECTIVE TEACHERS**

Young people who desire to enter upon this form of public service should have the following equipment:
1. They should be physically and temperamentally fitted for the work of teaching.
2. They should have a real love for teaching based on a genuine love of children and youth.
3. They should have reasonable intellectual ability, as shown in their high school records.
4. They should have adaptability and tact in meeting situations and people.
5. They should have some degree of leadership, including initiative and organizing power. This is manifested in the school work and in the extra-classroom activities.
6. They should have the saving grace of common sense.

Candidates lacking these qualifications can hardly hope to make a success of teaching. The high school authorities estimate these qualities in the papers which they fill out for the candidates.
ADMISSION REQUIREMENTS

The following are the specific conditions for admission as adopted by the Department of Education.

I. APPLICATION FOR ADMISSION.—Every candidate for admission to a teachers college is required to fill out a blank entitled "Application for Admission to a State Teachers College" and send it to the president of the teachers college that he desires to enter. This blank may be secured from the principal of the high school or the teachers college; it may be filed after January 1 of the candidate's senior year, and must be filed by June 15.

II. BLANKS TO BE FILED BY THE HIGH SCHOOL PRINCIPAL. The principal of the high school is expected to file out two blanks—one giving the "High School Record" for each year, and the other a "Rating of Personal Characteristics"—and send them to the president of the teachers college.

III. GENERAL QUALIFICATIONS.—Every candidate for admission as a regular student must meet the following requirements:

1. Health.—The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. Each applicant must pass a satisfactory physical examination before final admission can be gained.

2. High School Graduation.—The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. Completion of Fifteen Units of High School Work.—The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements.

"A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Characteristics.—The "Rating of Personal Characteristics" and the moral character of the candidate, must, in the judgment of the president of the teachers college, warrant the admission of the candidate.

IV. SCHOLARSHIP REQUIREMENTS.—The 15 units presented for admission in 1933 must include the 6 units listed below as "Prescribed," and 6 units from those listed as "Limited Electives"; the other 3 units may be "Free Electives." 10 units are required by students entering by examination. See 2, b.

PRESCRIBED (6 units)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>American History and Civics</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
</tbody>
</table>

LIMITED ELECTIVES (6 units selected from the following).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>2, 3, or 4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Science</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Fine and Practical Arts</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Subjects</td>
<td>2</td>
</tr>
</tbody>
</table>

(Typewriting not accepted without Stenography)

See 2, d.

FREE ELECTIVES (3 units). These units of "Free Electives" may consist of any work which the high school accepts as meeting its graduation requirements.

All units of credit for admission may be secured either by certification from the high school, or by examination at the teachers college.

1. Certification may be granted for work of A or B grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate
is a graduate of a Class A public high school, or is in the upper half of the graduating class of a Class B public high school. To be admitted by certification alone, the candidate must present work of A or B grade in 12 units.

2. Examination.

a. Any candidate who is a graduate of a Class A public high school or a Class B public high school, whose record does not entitle him to certification for at least 5 units, is required to secure credit by examination for 12 units of work.

b. Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units (prescribed, 6 units; limited electives, 4 units), provided the five additional units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

c. It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

d. Examinations will be offered by the teachers colleges in the following subjects:

<table>
<thead>
<tr>
<th>English</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature and Composition</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American History and Civics</td>
<td>1 unit</td>
</tr>
<tr>
<td>Community Civics</td>
<td>½ or 1 unit</td>
</tr>
<tr>
<td>History to about 1700</td>
<td>1 unit</td>
</tr>
<tr>
<td>European History since 1700</td>
<td>1 unit</td>
</tr>
<tr>
<td>Economics</td>
<td>½ unit</td>
</tr>
<tr>
<td>Problems of Democracy</td>
<td>½ or 1 unit</td>
</tr>
<tr>
<td>Ancient History</td>
<td>1 unit</td>
</tr>
<tr>
<td>English History</td>
<td>1 unit</td>
</tr>
<tr>
<td>Medieval and Modern History</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>½ or 1 unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Science</td>
<td></td>
</tr>
<tr>
<td>Biology or Botany or Zoology</td>
<td>½ or 1 unit</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1 unit</td>
</tr>
<tr>
<td>Physics</td>
<td>1 unit</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>½ or 1 unit</td>
</tr>
<tr>
<td>Physiology and Hygiene</td>
<td>½ or 1 unit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foreign Language</th>
<th>2, 3, or 4 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>2 or 3 units</td>
</tr>
<tr>
<td>Spanish</td>
<td>2 units</td>
</tr>
<tr>
<td>German</td>
<td>2 or 3 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>1 unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td></td>
</tr>
<tr>
<td>Arithmetic</td>
<td>1 unit</td>
</tr>
<tr>
<td>Geometry</td>
<td>1 unit</td>
</tr>
<tr>
<td>College Review Mathematics</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commercial Subjects</th>
<th>½ or 1 unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenography (including Typewriting)</td>
<td>1 or 2 units</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1 unit</td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>½ or 1 unit</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>½ unit</td>
</tr>
</tbody>
</table>
**Fine and Practical Arts**

- Home Economics .................................................. 1 or 2 units
- Manual Training .................................................. 1 unit
- Drawing ............................................................. ½ or 1 unit
- Music ................................................................. 1 unit

The three additional units, necessary in order to make up the 15 units required for admission, may consist of any work which the high school accepts as meeting its graduation requirements.

**V. Place, Time, and Division of Examinations.** Entrance examinations may be taken in June and September at any State teachers college or the Massachusetts School of Art at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

**Schedule of Examinations for 1933**

**June 1 and September 11**
- 8.30–10.30 English Literature and Composition
- 10.30–12.30 Latin; Commercial Subjects
- 1.30–4.30 Social Studies

**June 2 and September 12**
- 8.30–10.30 Mathematics
- 10.30–12.30 French, Spanish, German
- 1.30–3.30 Science
- 3.30–5.00 Fine and Practical Arts

(Candidates are not required to register earlier than the hour of the first examination they wish to take.)

**VI. Final Selection by Evaluation.**—When the number of qualified (by certification or examination) applicants on July 1 for any State Teachers College, or the Massachusetts School of Art, is in excess of the number that can be admitted, the scholarship record and ratings of the personal characteristics of all applicants will be evaluated in accordance with the method given below. Candidates will then be admitted in the order of their total scores up to the capacity of the college.

The foregoing rules with reference to the distribution and certification of subjects will still be in force. An evaluation of the scholarship (for each year) and personality records of students, as received from the high schools, will be made on the following basis:

(a) Scholarship will be allowed 75 points for 15 units of work.

(b) Personality will be allowed 25 points.

As a basis of computing the total score from the scholarship record, a mark of “A” will be allowed 5 points; “B”, 4 points; “C”, 3 points; “D”, 2 points.

**Advanced and Special Students**

1. A graduate of a normal school, or of a college, may be admitted as a regular or advanced student, under conditions approved by the Department.

2. When any teachers college, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the president as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

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1Two units in this field may be offered by candidates applying for admission to the music course at Lowell, home economics course at Framingham, practical arts course at Fitchburg, and the teacher training course at the Massachusetts School of Art.
GENERAL INFORMATION

Bridgewater is one of the pleasantest and most healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston, on the New York, New Haven & Hartford Railroad. The buildings and grounds of the State Teachers College are attractively located near the center of the town, ten minutes' walk from the railway station.

Expenses

Semester fee. A semester fee of $25 is payable by each student. $25 is due in September, before registration in classes, and $25 is due on February 1. This fee is not refunded to those students withdrawing after the first week.

All students are required to pay a fee of $2 per year to meet the expense of laundering the bath towels used by them in the gymnasium. This fee is due at the opening of the college year.

Board. Rates for board and room are fixed by the State Department of Education. The rate for this college year is $325, payable promptly in advance, the first payment to be made before a room is assigned. Payments are due as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the opening of the college year in September</td>
<td>$100</td>
</tr>
<tr>
<td>December 1</td>
<td>$75</td>
</tr>
<tr>
<td>February 1</td>
<td>$75</td>
</tr>
<tr>
<td>April 1</td>
<td>$75</td>
</tr>
</tbody>
</table>

An extra proportionate charge is made for board during the regular vacation periods.

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.

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

Checks should be made payable to State Teachers College at Bridgewater, and when sent by mail should be so addressed.

Tuition. To residents of Massachusetts tuition is free. Residents of other states may be admitted upon the payment of tuition at the rate of $250 a year, one-half of which amount is payable at the beginning of each half-year; provided that the admission of such students does not exclude or inconvenience residents of Massachusetts.

Other expenses. Certain student enterprises which are supported by all the students are financed by means of the Student Activities Fee, which is payable at the beginning of each college year. This fee may vary from year to year, but is approximately $6 for women and $8 for men.

Students purchase their own notebooks, writing materials, art materials, gymnasium outfit, and all supplies carried away for their future use.

The required gymnasium outfit for women, consisting of special uniform and shower equipment, costs approximately $17. Full description, with blanks for ordering, is sent out with notification of admission.

The required gymnasium outfit for men, consisting of special uniform of pants and sweatshirt, is to be ordered on blanks which are sent out with notification of admission. The approximate cost is $4. Soccer shoes and other necessary articles may be secured after college opens. Rule guides for various sports must be purchased; the cost does not exceed $2.

Pecuniary Aid

The State makes an annual appropriation of $4,000 for all of the teachers colleges to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given to students from the town in which the college is located. Applications are to be made to the president. 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 college, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.
Residence Halls

All women students who do not live at home are required to live in the dormitories. Exceptions to this rule may be made through the dean of women if a student wishes to live with relatives or to work for her room and board in some home approved by the college.

There are three residence halls for women on the campus—Woodward Hall has eighty-four rooms; Gates House, a dormitory of the cottage type, has nine rooms; and Normal Hall has thirty-seven rooms, and the central dining room is also located here.

Each dormitory is heated by steam and lighted by electricity. There are attractive reception rooms as well as rooms for recreational purposes in each. Students are not allowed to use radios, electric irons, or cooking equipment in their rooms.

Special rooms have been equipped to be used for laundry and kitchenette purposes.

Rooms in these halls are supplied with furniture, including mattresses, pillows, and rugs. Students are required to bring napkin ring, two clothes bags for laundry, bath mat 36 inches by 24 inches, towels, window curtains, bureau covers, and bed covering for single beds. The bed covering should include at least a mattress cover, four sheets 60 inches by 108 inches, three pillow cases, two pairs of blankets, a spread, a couch cover, and two couch pillows. 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 college year, preference in choice being given to those who have been longest in the college.

Candidates for admission who have applied for rooms in advance may select their rooms on September 12, after the initial payment of $100 at the Business Office. The order of choice is determined by lot.

Rooms for men are arranged for in private houses near the campus. Assignments are made by the dean of men only, from an approved list. Men rooming in the town are required to take their meals at the school dining hall.

Absence

Regular and punctual attendance is required of every student. Each case of prolonged absence on account of illness is dealt with individually. The advantages of the teachers colleges, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use.

Students must not make arrangements involving absence from any 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 college, he must return any of its books or other property which he may have, and receive regular discharge from the president, otherwise he must not expect to receive any indorsement from the college.

Conditions for Graduation

Each student, who faithfully and honorably completes the full curriculum of any department shall, upon the recommendation of the president and with the approval of the Commissioner of Education, receive a diploma of graduation signed by the Commissioner of Education and the president of the teachers college.

Student Activities

The Student Cooperative Association. All of the students are members of this association. Through its various branches the details of the plan of student cooperative government are organized and all extra-classroom activities integrated. The Association appoints a Hospitality Committee each year, whose primary duty is to welcome and assist new students upon their arrival.

Other Organizations and Clubs. These are organized by students working with faculty advisers and are in most cases outgrowths of the regular classroom activities. They serve as social centers and prepare for leadership in similar clubs in public schools.

The following organizations are active at the present time: Glee Club, Orchestra, Dramatic Club, French Club, Library Club, Garden Club, Girl Scouts, Lyceum,
Topics of the Day Club, Science Club, Camera Club, Kindergarten-Primary Club, Hobby Club, Men’s Club, Men’s Athletic Association, Women’s Athletic Association. The last offers opportunities for interpretive dancing, bowling, swimming, and many other types of sports.

Teachers College Publications. Two regular publications have been established: “Campus Comment”, which is issued monthly, and “Alpha”, a yearbook of all college activities.

**CURRICULA**

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

**Elementary Department** A three-year elementary school teachers’ curriculum, designed for students preparing to teach in the first six grades of the elementary schools. It is possible to enter at once on a four-year elementary curriculum leading to the degree of Bachelor of Science in Education.

The Kindergarten-Primary division of the Elementary Department includes kindergarten theory and practice in preparation for teaching in primary grades.

**Advanced Department.** A four-year curriculum leading to the degree of Bachelor of Science in Education, designed for students preparing to teach in the junior or senior high school.

**Elementary Department**

(Designed for students preparing to teach in the first six grades)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses</strong></td>
<td><strong>Semester Hours</strong></td>
</tr>
<tr>
<td>Education:</td>
<td></td>
</tr>
<tr>
<td>1. Introduction to Teaching</td>
<td>1</td>
</tr>
<tr>
<td>2. Personal Ethics</td>
<td>1</td>
</tr>
<tr>
<td>English:</td>
<td></td>
</tr>
<tr>
<td>1. Reading and Story Telling</td>
<td>3</td>
</tr>
<tr>
<td>2. English Expression</td>
<td>4</td>
</tr>
<tr>
<td>Library 1 (use of library)</td>
<td>1</td>
</tr>
<tr>
<td>Penmanship 1 (fundamentals)</td>
<td>4</td>
</tr>
<tr>
<td>Fine and Practical Arts:</td>
<td></td>
</tr>
<tr>
<td>Art 1 (introduction to art)</td>
<td>4</td>
</tr>
<tr>
<td>Handicrafts 1 (introductory)</td>
<td>2½</td>
</tr>
<tr>
<td>Music 1 (theory)</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics:</td>
<td></td>
</tr>
<tr>
<td>1. Fundamentals of Arithmetic</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education:</td>
<td></td>
</tr>
<tr>
<td>1a. Activities</td>
<td>2</td>
</tr>
<tr>
<td>1b. Personal and Community Health</td>
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<tr>
<td>Science:</td>
<td></td>
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<tr>
<td>1. General Biology</td>
<td>6</td>
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<tr>
<td>Social Studies:</td>
<td></td>
</tr>
<tr>
<td>History 1 (survey)</td>
<td>2½</td>
</tr>
<tr>
<td>Geography 1a</td>
<td>2</td>
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</table>


## Advanced Department

### First Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester Hours</th>
</tr>
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<tbody>
<tr>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td>Education:</td>
<td></td>
</tr>
<tr>
<td>1. Introduction to Teaching</td>
<td>1</td>
</tr>
<tr>
<td>2. Personal Ethics</td>
<td>1</td>
</tr>
<tr>
<td>English:</td>
<td></td>
</tr>
<tr>
<td>1. Reading and Story Telling</td>
<td>2½</td>
</tr>
<tr>
<td>3. English Expression</td>
<td>2</td>
</tr>
<tr>
<td>Penmanship (fundamentals)</td>
<td>1</td>
</tr>
<tr>
<td>Fine and Practical Arts:</td>
<td></td>
</tr>
<tr>
<td>Art 1 (introduction to art)</td>
<td>4</td>
</tr>
<tr>
<td>Handicrafts 1 (introductory)</td>
<td>2½</td>
</tr>
<tr>
<td>Practical Arts 1a (principles of mechanical drawing, for men)</td>
<td>4</td>
</tr>
<tr>
<td>Music 1 (theory)</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics:</td>
<td></td>
</tr>
<tr>
<td>3. Junior High School</td>
<td>2½</td>
</tr>
<tr>
<td>Physical Education for Women:</td>
<td></td>
</tr>
<tr>
<td>1a. Activities</td>
<td>2</td>
</tr>
<tr>
<td>1b. Personal and Community Health</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education for Men</td>
<td>2</td>
</tr>
<tr>
<td>Science:</td>
<td></td>
</tr>
<tr>
<td>1. General Biology</td>
<td>6</td>
</tr>
<tr>
<td>4. Physiology (men)</td>
<td>8</td>
</tr>
<tr>
<td>6. Applied Physics (men)</td>
<td>2</td>
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<tr>
<td>Social Studies:</td>
<td></td>
</tr>
<tr>
<td>History 2a (American)</td>
<td>2½</td>
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<tr>
<td>Geography 1a</td>
<td>2</td>
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<tr>
<td><strong>Elective</strong></td>
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<tr>
<td>French 1 (introductory) or Science 3, Library 1, Practical Arts 1b</td>
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### Second Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester Hours</th>
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<tr>
<td><strong>Required</strong></td>
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<tr>
<td>Education:</td>
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<tr>
<td>3. The Learning Process</td>
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</tr>
<tr>
<td>4. Technique of Teaching</td>
<td>1</td>
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<tr>
<td>5. Preliminary Practice Teaching</td>
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<tr>
<td>English:</td>
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<tr>
<td>2. Dramatization</td>
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<tr>
<td>4. Methods</td>
<td>3</td>
</tr>
<tr>
<td>6. Junior High School Literature</td>
<td>4</td>
</tr>
<tr>
<td>Penmanship 1 (fundamentals)</td>
<td>1</td>
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<tr>
<td>Fine and Practical Arts:</td>
<td></td>
</tr>
<tr>
<td>Art 2 (elementary)</td>
<td>3</td>
</tr>
<tr>
<td>Art 3 (adaptation and application)</td>
<td>3</td>
</tr>
<tr>
<td>Art 4 (black board)</td>
<td>1</td>
</tr>
<tr>
<td>Music 2 (appreciation)</td>
<td>1</td>
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<tr>
<td>Physical Education for Women:</td>
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</tr>
<tr>
<td>2a. Activities</td>
<td>1½</td>
</tr>
<tr>
<td>2b. School Health Education</td>
<td>1½</td>
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<tr>
<td>Physical Education for Men</td>
<td>1½</td>
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<tr>
<td>Social Studies:</td>
<td></td>
</tr>
<tr>
<td>History 3 (world)</td>
<td>3</td>
</tr>
<tr>
<td>Geography 2 (regional)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td></td>
</tr>
<tr>
<td>French 2 (professionalized subject matter)</td>
<td>6</td>
</tr>
<tr>
<td>Library 3 (training)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 4 (algebra and geometry)</td>
<td>2</td>
</tr>
<tr>
<td>Music 4 (creative)</td>
<td>2</td>
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<tr>
<td>Practical Arts 1b (shop work)</td>
<td>1½</td>
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<tr>
<td>Science:</td>
<td></td>
</tr>
<tr>
<td>2. Botany</td>
<td>4</td>
</tr>
<tr>
<td>3. Gardening</td>
<td>2</td>
</tr>
<tr>
<td>5. Chemistry (men)</td>
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### Third Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester Hours</th>
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<td><strong>Required</strong></td>
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<td>Education:</td>
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</tr>
<tr>
<td>9. Applied Psychology</td>
<td>2</td>
</tr>
<tr>
<td>11. Modern Methods</td>
<td>1</td>
</tr>
<tr>
<td>13. Apprentice Teaching</td>
<td>10</td>
</tr>
<tr>
<td>English:</td>
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</tr>
<tr>
<td>9. Public Speaking (men)</td>
<td>2½</td>
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<tr>
<td>Fine Arts:</td>
<td></td>
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<tr>
<td>Art 6 (appreciation)</td>
<td>1</td>
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<tr>
<td>Physical Education for Women:</td>
<td></td>
</tr>
<tr>
<td>3a. Activities</td>
<td>1</td>
</tr>
<tr>
<td>3b. Principles of Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education for Men, 5a</td>
<td>1</td>
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<tr>
<td>Science:</td>
<td></td>
</tr>
<tr>
<td>9. Civic Biology</td>
<td>2</td>
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<tr>
<td><strong>Elective</strong></td>
<td></td>
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<tr>
<td>English:</td>
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</tr>
<tr>
<td>10. The English Language</td>
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<td>13. Modern Literature</td>
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<td>Library 4</td>
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<td>Library 5</td>
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<td>Penmanship 2</td>
<td>½</td>
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<td>Fine and Practical Arts:</td>
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<tr>
<td>Art 5 (design)</td>
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<tr>
<td>Practical Arts 1c (shop work)</td>
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<tr>
<td>French 3 (methods)</td>
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<td>Mathematics:</td>
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</tr>
<tr>
<td>5. Solid Geometry and Trigonometry</td>
<td>4</td>
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<tr>
<td>6. Mathematical Analysis</td>
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<tr>
<td>Science:</td>
<td></td>
</tr>
<tr>
<td>4. Physiology (women)</td>
<td>4</td>
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<tr>
<td>7. Zoology</td>
<td>4</td>
</tr>
<tr>
<td>10. Gardening</td>
<td>1½</td>
</tr>
<tr>
<td>12. Historic Geology</td>
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<tr>
<td>Social Studies:</td>
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<tr>
<td>History 4 (modern European)</td>
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<tr>
<td>Geography 3a (regional)</td>
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### Fourth Year

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td><strong>Required</strong></td>
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<tr>
<td>Education:</td>
<td></td>
</tr>
<tr>
<td>12. Curriculum Construction (or Ed. 15)</td>
<td>2</td>
</tr>
<tr>
<td>14. Measurement and the Psychology of Exceptional Children</td>
<td>4</td>
</tr>
<tr>
<td>15. Junior High School Organization (or Ed. 12)</td>
<td>2</td>
</tr>
<tr>
<td>16. History and Principles of Education</td>
<td>2½</td>
</tr>
<tr>
<td>17. Professional Ethics</td>
<td>4</td>
</tr>
<tr>
<td>18. Modern Problems</td>
<td>1</td>
</tr>
<tr>
<td>19. School Law (men)</td>
<td>1½</td>
</tr>
<tr>
<td>Physical Education:</td>
<td></td>
</tr>
<tr>
<td>4a For Women</td>
<td>1</td>
</tr>
<tr>
<td>5b For Men</td>
<td>1</td>
</tr>
<tr>
<td>Sociology and Economics</td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td></td>
</tr>
<tr>
<td>English:</td>
<td></td>
</tr>
<tr>
<td>8. Dramatic Productions</td>
<td>6</td>
</tr>
<tr>
<td>11. Journalistic Writing</td>
<td>6</td>
</tr>
<tr>
<td>14. Selected Prose and Poetry</td>
<td>6</td>
</tr>
<tr>
<td>Library 6</td>
<td>6</td>
</tr>
<tr>
<td>Penmanship 2</td>
<td>1</td>
</tr>
<tr>
<td>Fine and Practical Arts:</td>
<td></td>
</tr>
<tr>
<td>Art 7 (history of art)</td>
<td>4</td>
</tr>
<tr>
<td>Handicrafts 2</td>
<td>3</td>
</tr>
<tr>
<td>Practical Arts 2 (printing)</td>
<td>3</td>
</tr>
<tr>
<td>Music 5 (history of music)</td>
<td>4</td>
</tr>
<tr>
<td>French 4 (literature)</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics 7 (teaching)</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education:</td>
<td></td>
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<tr>
<td>4b. For Women</td>
<td>1</td>
</tr>
<tr>
<td>6. For Men.</td>
<td>1</td>
</tr>
<tr>
<td>Science:</td>
<td></td>
</tr>
<tr>
<td>8. Professional Biology</td>
<td>6</td>
</tr>
<tr>
<td>Social Studies:</td>
<td></td>
</tr>
<tr>
<td>History 6 (American)</td>
<td>6</td>
</tr>
<tr>
<td>History 7 (English)</td>
<td>6</td>
</tr>
<tr>
<td>Geography 4</td>
<td>6</td>
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</table>
EXTENSION COURSES

Since 1927, the State Teachers College, in affiliation with the State Department of University Extension, has offered credit courses of collegiate grade in order to provide for graduates of the two and three-year courses the opportunity of qualifying for the degree of Bachelor of Science in Education. Graduates of the two-year course are required to pass satisfactorily courses aggregating thirty semester hours and to take an additional year of work in residence. Graduates of the three-year course are required to pass satisfactorily courses aggregating thirty semester hours. Graduates of the four-year course (without degree) are required to pass satisfactorily courses aggregating fifteen semester hours. These requirements are divided among prescribed and elective courses, and are given in detail as follows:

FOR GRADUATES OF TWO-YEAR COURSE. (See rules 1 and 2.)

Required: 30 semester hours, as outlined below for graduates of three-year course, and, in addition, one year of residence, which may be met as follows:

A minimum of 30 semester hours of work in approved courses is required to satisfy residence for the degree of Bachelor of Science in Education. This requirement may be met by courses taken at a State Teachers College during the academic year (September to June) or in the summer sessions of a State Teachers College, provided these 30 semester hours of work taken for residence credit at the summer sessions are completed within a period of five years prior to the award of the degree, and provided this minimum residence requirement is satisfied in the same State Teachers College as that from which the candidate is to receive the degree.

FOR GRADUATES OF THREE-YEAR COURSE. (See rules 1 and 2.)

Required: 30 semester hours.

<table>
<thead>
<tr>
<th>I. Education (not to exceed 8 semester hours.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Adolescence, or an advanced course in applied or Educational Psychology</td>
</tr>
<tr>
<td>Junior and Senior High School Education, or an advanced course in Elementary Education</td>
</tr>
<tr>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>Elective (if desired to make total of 8)</td>
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</table>

<table>
<thead>
<tr>
<th>II. Subject-matter Courses.</th>
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<tbody>
<tr>
<td>Advanced English Expression</td>
</tr>
<tr>
<td>Advanced English Literature</td>
</tr>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>History (to be selected)</td>
</tr>
<tr>
<td>Elective (select Option A or Option B)</td>
</tr>
<tr>
<td>Option A:</td>
</tr>
<tr>
<td>10 semester hours in one of the following: English, French, Geography, Mathematics, and History (including Economics and Government);</td>
</tr>
<tr>
<td>4 semester hours, free electives.</td>
</tr>
<tr>
<td>(See rule 2.)</td>
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<tr>
<td>Option B:</td>
</tr>
<tr>
<td>6 semester hours in each of any two of the same fields;</td>
</tr>
<tr>
<td>2 semester hours, free electives.</td>
</tr>
<tr>
<td>(See rule 2.)</td>
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<tr>
<td></td>
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</tbody>
</table>

FOR GRADUATES OF FOUR-YEAR COURSE (WITHOUT DEGREE).

(See rules 1 and 2.)

Required: 15 semester hours.

<table>
<thead>
<tr>
<th>I. Education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Adolescence</td>
</tr>
<tr>
<td>Junior and Senior High School Education</td>
</tr>
<tr>
<td>Tests and Measurements</td>
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</table>
II. Subject-matter Courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Advanced English Expression</td>
<td>2</td>
</tr>
<tr>
<td>Advanced English Literature</td>
<td>2</td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Rule 1. The amount of work which has been or may be completed under other auspices than the State Department of Education, that may be accepted for credit toward this degree, shall, in the aggregate, not exceed 18 semester hours for graduates of the Two-Year Course, 12 semester hours for graduates of the Three-Year Course, or 6 semester hours for graduates of the Four-Year Course.

Rule 2. Credit toward the degree shall not be granted for any Collegiate or Extension course under the following conditions:

(a) If it duplicates work included in the teachers college course which a candidate offers for credit toward the degree.

(b) If it covers work more elementary than the courses in the same field as given by the teachers college from which the degree is sought.

(c) If it makes the total credits in education to exceed 8 semester hours out of the 30 semester hours required.

(d) If it is not approved by the teachers college from which the degree is sought.

(e) If it was taken previous to 1920.

(f) If it makes either the number of courses taken during any one semester to exceed a total of two courses, aggregating four semester hours of credit, or the number of courses taken during any summer session to exceed a total of three courses, aggregating six semester hours of credit. (This rule effective September 1, 1929, and thereafter.)

Rule 3. Subject to the approval of the teachers college from which the degree is sought and also subject to Rule 2, c, an advanced course in Applied Psychology or Educational Psychology may be offered in place of Adolescent Psychology, and an advanced course in the field of Elementary Education may be offered in place of Junior and Senior High School Education.
THE COURSES OF INSTRUCTION

The courses of the first two years are practically the same in both departments, with the exception of a few electives in the Advanced Department. The purpose is to give a background along both cultural and professional lines. Differentiation takes place at the end of the sophomore year, after two years of background study and preliminary practice work.

The courses are evaluated in semester hours. To qualify for a diploma granted to graduates of the Three-Year Elementary Teachers' Curriculum, a student must complete satisfactorily courses aggregating ninety semester hours besides the required physical education. To qualify for the degree of Bachelor of Science in Education, which is granted to graduates of the Four-Year Curriculum, a student must complete satisfactorily courses aggregating one hundred and twenty hours besides the required physical education. The class periods are fifty minutes in length.

FOUNDATION COURSES
(First two years)

EDUCATION

Education 1. Introduction to Teaching. Miss Beal.
This course is based on definite periods of directed observation and reading. It extends from the kindergarten through the grades in succession, with oral and written reports. The aim is to give familiarity with children, schoolroom conditions, and modern methods of teaching, as a basis for understanding the professional purpose of a teacher-training institution.

Education 2. Personal Ethics. Miss Pope and Mr. Kelly.
This course deals with problems of student conduct and the development of personality. It aims to teach principles of social usage and personal conduct and to help in the creation of ideals of personality so that student-teachers may become sensitive to acts inconsistent with these ideals.

The child is studied as a reacting organism, involving a brief survey of the central nervous system; the acquisition of definite reactions to situations imposed by the child's environment; the inherited nature of the child as expressed in reflexes and instincts; study of the latter as the foundation upon which the teacher builds; with special attention to the instincts particularly involved in education. The general laws which govern economical learning are studied and applied to many schoolroom situations.

Education 4. Technique of Teaching. Miss Beal and Miss Lutz.
A comparative and analytical study of methods and materials used in teaching in the elementary grades, through discussion, research, and visits to and demonstrations in the training school. Also a study of problems of classroom management, including discipline; types of lessons; preparation of lesson plans; critical evaluation of the daily program and program-making; activity program; unit teaching; and selection of materials and methods.

This course is designed to furnish a background for practice teaching in the elementary grades.

Courses 3 and 4 are taken in close connection with the preliminary practice teaching in the Training School, in which the students serve as assistants in the grades. They study and teach groups of children, organize material for teaching in different subjects, and conduct class exercises.

A study of the origin, evolution, and growth of the kindergarten, including its aims, ideals, values, requirements; life and influence of Froebel, Pestalozzi, Montessori, and others; present status of the kindergarten in the United States; and influence upon the kindergarten of the changing conceptions of education.
A part of the course is devoted to the study of play materials for young children, traditional and modern; industrial arts and the methods of using materials; and a program for the well-rounded school life of the kindergarten child.

This course parallels practice teaching in kindergarten, thus time is spent in discussing actual classroom situations as they arise during this training period.

**Education 7. Kindergarten-Primary Theory and Methods.** Miss Lutz.
A study in recent tendencies in the education of young children, including the nursery school, pre-school age, kindergarten, and first grade, forms the basis for this course. It includes, also, a study of children's interests and tendencies and provision for the same; meaning and value of unification of the kindergarten-primary grades; social organizations of the group; kindergarten-primary equipment, materials, curriculum, etc., and an application of methods in the light of the same.

**ENGLISH**

**English 1. Reading and Story Telling.** Miss Moffitt.
This course includes: (1) demonstration lessons with children; (2) the leading reading methods used in the schools; (3) study of phonics; (4) story telling; (5) development of good oral and silent reading; (6) supplementary reading, platform reading, and oral themes; (7) preparation of devices, graphs, and informal tests.

**English 2. Dramatization.** Miss Moffitt.
Dramatization of different types of reading lessons, of history and related subjects. Scenes suitable for Assembly Periods and anniversaries.

**English 3. English Expression.** Miss Davis and Miss Lovett.
(1) Review of English grammar. Tests and drills to establish correct usage in speech and writing. (2) Study of exposition in oral and written work. Study of outlining, and diction. (3) Practice in research, organization, and presentation.

**English 4. Methods.** Miss Davis and Miss Lovett.
(1) Materials and methods of teaching English in the elementary grades. (2) Types of oral composition. Planning and presenting material to the class. Leading class discussions. (3) Written composition. Précis writing, letters, various types of free expression. (4) Short story writing (elective).

**English 5. Poetry (elementary).** Miss Davis.
This course endeavors (1) to stimulate appreciation and understanding of poetry; (2) to give some knowledge of the types and development of English and American poetry; and (3) to study the materials and methods to be used in acquainting children with their rich poetic heritage.

**English 6. Junior High School Literature (advanced).** Miss Hill.
1. Dramatics: (a) Literary study of the drama.
   (b) Class presentation of plays.
2. The Oral Interpretation of Literature.

**Library 1. Use of the Library.** Miss Carter.
A study of the tools of the library, the system of loan slips, the card catalogue, readers' guides, reference books and other library helps such as pamphlets, pictures, magazines, keeping account of borrowed books.

**Library 2. Children's Literature (elementary).** Miss Carter.
1. A course in the study of children's books; the beginning of literature for children, and its development to the present time. The purpose is to form standards for the choice of reading for children, and to give a knowledge of editions suitable for school and home use.
2. A brief survey is made of books of history, travel, biography, science, art, fiction, and poetry suitable for all grades, in order to form a background of material which will make it possible to encourage and guide a taste for the best in children's reading.

**Library 3. Library Training (advanced, elective).** Miss Carter.
This gives practice in the routine work involved in the administration of a school library. Training is given in the mechanics of preparation of books for circulation; in reference work; in the making of bulletin boards, exhibits of books
and lists of reading; in methods of teaching library lessons. Illustrative material for school use (including pictures, clippings, pamphlets) is organized. Students act as assistants during library hours. The story-hour is taken up in connection with the Training School Library. Children’s literature, based on the State Certificate Reading Lists, is stressed.

Penmanship 1. Fundamentals. Mr. Doner.

(1) The aim is to train all students to write well, so that by their skill and example they will be prepared to teach others to write well. The Correlated Handwriting Method is used. The constant aim is to correlate good handwriting with all written work. (2) Blackboard practice; discussion of the current methods of teaching penmanship in the grades; use of standard tests for measuring rate and quality in handwriting; demonstration lessons; and supervised practice.

FINE AND PRACTICAL ARTS

Art 1. Introduction to Art. Miss Nye.

This course aims to arouse interest in the need of art expression as a preparation for teaching. Through the use of line, form, color, and pattern confidence is gradually gained in the expression of ideas and in the representation of familiar forms which the circumstances of teaching may require. Principles and techniques are taught while developing the habit of thoughtful observation, a working knowledge of color, elementary design, and the recognition of beauty.

Art 2. Elementary Art. Mr. Reynolds.

Review of the fundamental art principles and skills and the development of confidence and initiative in their use.

Art 3. Adaptation and Application. Mr. Reynolds.

This course acquaints the student with the aims and purposes of art courses as pursued in elementary schools, the results hoped for, and the standards by which these are to be judged. The possibility for the correlation of art with other subjects is stressed.


This course gives practice in various types of board work that a teacher needs to aid in making her teaching clear and her room attractive.

Drawing Conferences. Mr. Reynolds.

This course includes the teaching of 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.

Handicrafts 1. Introductory Course. Miss Beckwith.

This course aims to give students (1) an appreciation of the beautiful in construction; (2) skill in the use of various materials and tools that children will be likely to use in the schoolroom; (3) adaptation of the principles of art to school and community life.

Practical Arts 1a, Principles of Mechanical Drawing (for men). Mr. Kelly.

Designing and making working drawings of useful projects carried on in connection with shop work. Simple machine design, tracing, blue-printing, specifications. Each student submits lesson plans and teaches three lessons to his group before completing course.

Practical Arts 1b. Shop Work (advanced, elective). Mr. Kelly.

Shop work in a variety of industries. The purpose of the course is to give a practical knowledge of a number of lines of useful handwork for teachers. Articles are made that are required for school use. Repair work that can easily be done by teachers is emphasized.


The aim of this course is to give an understanding of the subject matter necessary for teaching music in the first six grades. This includes a working knowledge of the
following:—scales,—major, minor, and chromatic; all scale intervals; key signatures; rhythmic forms in common and compound time. Attention is given to tone production, interpretation, conducting, and simple melody writing.

   The aim is to develop ability to listen to music with pleasure and discriminating intelligence, also to suggest possibilities for further self-instruction. The course includes a study of the most important musical forms; the orchestra; and the works and lives of the great composers from Bach to Stravinsky.

   A study of how to teach children to compose little songs. Practical work in the Demonstration Room with classes of children, in order to become acquainted with the difficulties and possibilities of this work.

Music Conference. Miss Rand.
   During the time when the students are in the training school, opportunity is given to teach music under direct supervision. A general conference is held once a week for the discussion of problems common to all, for the demonstration of lessons which have been especially successful, and for constructive criticism.

MATHEMATICS

   Organization of the knowledge needed by students in preparation for teaching arithmetic. The aim is to make the processes rational, to promote speed and accuracy in their use, and to make the solution of problems thoughtful rather than mechanical. Emphasis on the need of checking work and on methods of doing so.

Mathematics 2. Teaching of Arithmetic (elementary). Mr. Durgin.
   Coordination of previous year's work with knowledge gained in the training school. Individual study of problems of teaching arithmetic. Courses of study, textbooks, and materials.

   This course includes the mathematics for the junior high school grades recommended by the National Committee on Mathematical Requirements. Emphasis is placed on the methods of teaching the subject matter.

   (1) Review of high school algebra with emphasis on methods of teaching. Such advanced topics as time will permit. (2) Review of plane geometry, with special emphasis on original problems, numerical computations, and methods of teaching geometry in the junior and senior high schools.

MODERN LANGUAGE

(The following courses are open to those in the Advanced Department who have had good high school courses of three years, or their equivalent, in the subject.)

French 1. Introductory (elective). Miss Bradford.
   This course offers an opportunity to develop a reading ability for cultural purposes and a basis for teaching French. It stresses a thorough knowledge of vocabulary and pronunciation, an inductive analysis of grammar principles, and practice in oral and written self-expression. The authors studied are Molière, Corneille, LaFontaine, and Daudet, supplemented by a text on French civilization, and outside reading of standard fourth-year texts. French is the language of the classroom.

   First term—systematic grammar review.
   Second term—phonetics and conversation.
   Third term—letter writing.
   French is the language of the classroom.
The purpose of the department of physical education for women is twofold.

1. Personal—To help each student to develop (a) in general physical efficiency; (b) in the knowledge of a variety of wholesome physical activities; (c) in the highest qualities of sportsmanship and leadership; and (d) in the best health attitudes and habits.

2. Professional—To help the student to develop power in the leadership of children in physical education activities.

The total program includes: (a) class work dealing with the subject matter, principles, and methods in the fields of physical education and health; (b) practice teaching in the student's own class and in the training school; (c) the extra-curricular program conducted by the Women's Athletic Association, under the direction of student leaders, and including inter-group and inter-class contests and recreational and outing activities; (d) individual conferences and follow-up work with students needing advice as to the removal of defects or changes in habits of living; (e) guidance in individual corrective work for those having defects correctible by exercise.

Physical Education 1a. Activities.
Analysis and practice of fundamental motor skills in relation to seasonal activities in sports, dancing, and individual corrective work; during the winter term emphasis upon fundamental children's activities with methods of teaching in preparation for the practice teaching in the training school in the sophomore year.

Physical Education 1b. Personal and Community Health.
A study of the fundamental habits of healthy living, with analysis of the simple biological and psychological factors underlying the health laws and of the personal and social implications of the health problem.

Physical Education 2a. Activities.
A continuation of 1a, with increased emphasis upon improvement in individual skills, habits of cooperative play, powers of leadership, and capacities for enjoyment of activity.

Physical Education 2b. School Health Education.
Principles and practices in the health education of children; the physiological development of children in relation to school and community environment and individual health behavior; the function of the school in health guidance in cooperation with the home and with health education authorities outside the school.

PHYSICAL EDUCATION FOR MEN
Mr. Crosier

The purpose is twofold:

1. Personal—(a) To develop body control in gymnastics, games, and sports; to establish health habits. (b) To develop ideals of sportsmanship and team work. (c) To develop initiative and leadership.

2. Professional—To train in methods of applying all of the above to children. Methods of organization and promotion of sports as conducted by athletic organizations. Practice in officiating and coaching.

The first purpose stated is worked out by means of (a) a course in hygiene and first aid; (b) gymnastic work, including marching tactics, free-arm exercises, apparatus exercise, gymnastic dancing, group contests and games; (c) The Men's Athletic Association, which conducts athletic contests (soccer, basketball, volleyball, baseball, track and tennis) and supervises the various teams in sports.

The second purpose is worked out through (a) a study of methods of teaching health; (b) selection of schoolroom and playground activities for boys of different ages; (c) methods of presenting activities (giving commands, organizing groups, coaching, etc.), using the class for practice teaching; supplemented by practice teaching in nearby schools.
Science 1. General Biology. Miss Graves and Mr. Stearns.

A fundamental core course which emphasizes the basic principles of biological science and applies them to the life of the teacher and the child. Both the plant and animal kingdoms are surveyed, then the more important biologic problems are considered.

Lectures, discussions, exercises in the laboratory, garden and greenhouse, field trips.


A survey of the fundamental facts and principles of plant life. The structure and functioning of the higher plants are studied in detail. Representatives of the great groups of the plant kingdom are examined. The principal families of the flowering plants are reviewed and some practice in identification is given. Economic importance and environmental relationships are also stressed.

Lectures, laboratory work, field and museum trips.

Science 3. Gardening (elementary, required; advanced, elective). Mr. Stearns.

The aim is to prepare students to plan, plant, and cultivate a garden. The course includes seed testing; plant structure and physiology; propagation from seeds, cuttings, bulbs, and roots; control of harmful insects and weeds; supervision of home and school gardens.

Science 4. Physiography. (for men) Mr. Shaw.

The course includes the practical study of common minerals, building stones and soils, with constant application to the study of geography and to the industries.

The following physiographic agencies are studied: the mechanical and chemical action of the atmosphere; the characteristics and work of rivers; the seas acting on the lands; ground water in relation to caves, springs, geodes and mineral veins; glacial action; vulcanism; physiographic structures and regions in North America as a basis for an understanding of the distribution and activities of its inhabitants.

Science 5. Applied Chemical Science (elective for men). Mr. Shaw.

A study is made of the following subjects: processes needed for the interpretation of nature and of human industries; chemistry of air, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; nitrogen, fertilizers and explosives; carbon dioxide; ventilation; flame and fuel—how to start, control, and extinguish fires; uses of a chimney; characteristics of a good fuel; water-simple tests for the purity of drinking water; location, protection, and—ventilation of wells; acids and alkalis—relation; common metals.

The purpose of the course is to prepare to teach general science. It includes so much of chemical analysis as is essential to an intelligent 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. Work in water analysis, milk analysis, soil and fertilizer analysis, food inspection, and mineral analysis may be taken.


The aim of this course is to develop power to interpret common physical phenomena in the light of the principles that underlie them; to prepare the student to use the laws of physics as involved in other subjects; and to give him experience in the use of apparatus.

SOCIAL STUDIES

History 1. Origin and Development of Civilization (elementary.) Mr. Arnold.

The course includes a survey of bases and origins of culture, primitive society, early civilizations, medieval civilization, transition to modern society, development of contemporary society, and factors in social evolution. Consideration is given to the aims, materials, and methods in teaching history in the grades.
History 2a. American History and Civics (advanced). Mr. Arnold.

The close interdependence of American history and civics is recognized, but these topics are taught in separate units. The American history units stress the most significant periods of American history. The civics units deal with the most vital problems of local, state, and national governments and the social and industrial problems of community civics. Practice is given in selecting, organizing, and presenting material suitable for the junior and senior high schools.

History 2b. American History (elementary). Mr. Arnold.

Much attention is given to securing from secondary materials a systematic development of the most important topics of American history. Reading of historical sources and of magazines of current history is required. The purposes of teaching American history in grades one to six are stressed and practice given in selecting and organizing subject matter suitable for those grades.


A survey of human progress by epochs from the earliest times to the present. Modern methods of study and teaching, including—a study of objectives, outlining for study purposes, the examination and use of work books, and the presentation of different forms of classroom lessons and activities.

Geography 1a. Human Physiography and Some Problems in the Teaching of Geography. Mr. Huffington.

A study of man's response to his physical and life environment through a consideration of type environments. The course aims to build up the background of principles of geography for the teaching of geography.

Geography 2. Regional Geography. Mr. Huffington.

A study of selected regions from North America and South America. Emphasis is placed upon "Regional Personalities" as determined by the characteristic human activities and possibilities of further human utilization.

DIFFERENTIATED COURSES
(Third and Fourth Years)

These courses include: (1) certain required subjects, professional and cultural; (2) two major groups selected from the following list—English, French, history, geography, science, mathematics, and library; (3) minors which may be added to the major groups—art, music, gardening, practical arts, and penmanship.

EDUCATION


This course follows the general introduction to the learning process and the student's first period of practice teaching. It includes a special study of the psychology of the modern teaching techniques employed in Reading, Spelling, Arithmetic, and Penmanship as a basis for the intelligent evaluation of their own procedures.

A survey of investigations, in each subject, which have supplied the evidence for the selection of modern teaching techniques. An introduction to educational measurement, the diagnosis of class and individual difficulties, and the prescription of needed remedial measures.


A course in the psychology of upper grade and high school subjects, with special attention to its bearing on the teacher's organization of subject matter, methods of presentation, and assignment of lessons, pupil preparation, making the school program, methods of testing achievement, marking, homogeneous classification of pupils, and adaptation of courses to intelligence levels.


Modern trends in education, their causes and resultant methods; progressive systems of education; diagnosis and remedial work with children; platoon and other types of school organization; problem-project method; ways of stimulating and directing the best study methods and habits; supervised study; criteria for
judging procedures and methods; visual education; and group and individual reports of modern educational writings, including texts as well as professional books.

**Education 11. Modern Methods (advanced).** Third year. Miss Beal.

The course includes a study of school conditions and activities in relation to 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 12. Curriculum Construction.** Third or fourth year. Miss Lutz.

This course includes a consideration of problems relating to the curriculum and subject-matter fields of the elementary school subjects; the principles of curriculum construction; the process of curriculum making or revision; the bearing of current social factors upon curriculum construction; the procedure for setting up objectives, guiding principles, course of study units, and units of instruction; significant educational points of view and their application to curriculum making; and the contribution of research and experimental studies to the selection and arrangement of materials in the curriculum.

The best recent courses of study issued by public and private schools, as well as abstracts of research and experimental investigations in various fields, are used as illustrative material for this course.

**Education 13. Apprentice Teaching.** Third year. Miss Beal, Supervisor.

Extensive teaching, under supervision, in the schools in nearby towns and cities. 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 college. Systematic reports of their readings and work are made to the supervisor by the student-teachers and by the teachers with whom they are working.


The course includes the following topics:
- Introductory study of the range of ability for any given age or grade. Survey of investigations as to the relative importance of heredity and environment in producing this variation. Psychology of the normal and subnormal studied to ascertain nature and causes of individual differences.
- Study of statistical method of handling the data derived from these tests. Interpretation of results. Diagnosis of class and individual needs.
- Survey of modern systems of grading and promotion. Problems of retardation and acceleration. Modifying the content and method of education for defectives. Provisions for the exceptionally bright pupil. Study of current problems of 6-3-3 reorganization, with special study of curricula and program-making in junior and senior high schools.

**Education 15. Junior High School Organization (advanced).** Fourth year. Mr. Hunt.

Survey of the changing concepts of the psychology of adolescence. Conclusions which should influence methods of instruction and control of the early adolescent.
- Factors which influenced the change from the old 8-4 plan of public school organization to the 6-3-3 plan. Aims and objectives of the modern junior high school. Consideration of departmental teaching, differentiation of work, educational exploration, educational guidance, extra-curricula activities, homogeneous grouping, and making the junior high school program.

**Education 16. History and Principles of Education.** Third or fourth year.

1. The genesis and development of education in the United States, especially in Massachusetts.
2. A study of the sources and evolution of modern educational systems and methods. The social ideals of other civilizations and other centuries, as influencing
education. Search is made for the permanent and universal principles of educational procedure, contemporary educational leaders and literature, educational systems in aristocracies and in democracies. A foundation is laid for future educational reading and research.

Education 17. Professional Ethics. Third or fourth year. Miss Pope and Mr. Kelly.
This course deals with problems which the teacher is likely to meet in actual teaching situations. It includes a discussion of the obligations of teachers as members of a profession and the ethical standards which should govern the relationships between a teacher and pupils, parents, school officers, community, etc.

Part I. A lecture course to acquaint the student with—
1. Educational opportunities offered by the State Department of Education for: (a) the atypical child, (b) vocational education, (c) Americanization, (d) university extension.
2. Agencies that cooperate with the school for the welfare of the child.
3. Teachers’ organizations.
Part II. Problems of classroom teaching; significant differences in methods of teaching; some results of scientific investigations of teaching problems; influences upon methods of teaching exerted recently by contemporaries such as Dewey, Thorndike, Kilpatrick, Judd.

The law with which the schoolmaster needs to be familiar; the fundamental laws bearing on state systems of education and the policies by which they are directed; laws affecting organization and support of the several types of schools; the relative educational functions of nation, state and locality; the authority, duties, qualifications, and rights of teachers and of school officials, the relative rights of parents and children; compulsory attendance laws, health laws, and the employment laws immediately related to them.

Education 20. Selective Teaching. Fourth Year.
Certain able students are selected in the different departments to serve as assistants, thus learning the details of teaching and organization in those subjects.

ENGLISH

Acquaintance with textbooks dealing with methods of teaching reading. Lesson plans for both silent and oral reading. Diagnostic and standard tests.

The aims of this course are: (1) to enable students to organize and direct junior and senior high school dramatic clubs; (2) to plan interesting and suitable programmes for assembly periods throughout the grades.
The work includes: (1) the study of the history of the drama; (2) the reading and selection of plays for junior and senior high schools; (3) the coaching of plays given by sophomores, junior high school pupils, and training school pupils; (4) stage craft; (5) costuming; (6) make-up.

Platform projects. This course aims to eradicate faults in the use of voice; to establish correct pronunciation; to reveal the relation of voice to social adaptability; and to give opportunity for practice in conversation and in extemporaneous speaking.

English 10. The English Language (advanced, elective). Third year. Miss Lovett.
1. An elementary course in the history of the English language, designed to establish a background for the teaching of English expression in junior or senior high school. The course aims to give an appreciation of the service of language to
our civilization, and an understanding of the development of its forms which have added to the flexibility and consequent value of the language.

2. The history, aims, and psychology of grammar teaching. Students are expected to plan and teach lessons in grammar, under constructive criticism.

3. Type lessons for junior high schools are planned, presented, and criticised; larger units of study are organized; courses of study are examined and compared.


1. A course planned for those students preparing to teach English in junior or senior high school, and designed to aid them in starting and directing school publications. The principal work of the course consists of writing articles suitable for school papers. Mechanical correctness and the observance of the fundamental principles of good composition are required in this writing.

2. The subject matter and methods of teaching English expression in the senior high school; a survey of the aims and ideals of the subject; the selection and organization of material; articulation of English with other subjects; minimum English standards; practice in the organization and presentation of material; various phases of testing and grading.


A survey and general reading course for cultural purposes, with the specific im of developing an increasingly conscious literary taste and judgment.


Part 2. Twelve Plays of Shakespeare.
Part 3. Literary Criticism.


A course for students of the Advanced Department who are interested in elementary work.

1. Reports on books from the State Certificate Reading List, and from other standard lists, for the elementary grades.
2. Collecting material about children's books and authors.
4. Methods and devices for library hours in the elementary grades.


A course offered to those students who have had Library 1 and 3.

1. Book selection for the Junior High School Library.
2. Methods and devices for teaching use of library.
3. Planning and conducting library hours.
4. Practice work in Training School Library.


Advanced library work for those who have had Library 1, 3, and 5.

1. Methods of teaching the use of the library.
2. Book selection.
3. Cataloging and classification.
4. Reference and bibliography.
5. School library administration.

Penmanship 2 (elective). Third and fourth years. Mr. Doner.

Advanced blackboard writing, latest approved methods of teaching handwriting in the grades, Old English text lettering, rapid manuscript printing, Engrossers' Script writing, and writing for the special penmanship certificate. To qualify for this course the student should have at least a B grade in plain, rapid writing.
Continuation of Design in Art 1, with more emphasis on symbolism. Application of original patterns to many objects in various mediums.

Art 6. Appreciation of Art. Third year. Miss Nye and Mr. Reynolds.
This course aims to advance the study of line, form, design, and color through art experiences related to personal, classroom, home, and civic needs. Emphasis is given to the recognition of beauty and some understanding of its many phases of art.

A survey of the history of architecture; sculpture, painting, and minor arts from prehistoric man to modern times. The principles underlying works of art are studied in order to increase the student’s power to select and enjoy examples of fine art. Required reading, notebooks, creative work, and discussions.

Handicrafts 2 (elective). Fourth year. Miss Beckwith.
Fundamental principles in reed work for camp and playground; advanced work in book making and rebinding books; special work for library students; modeling, cementing, weaving, or any phase of handicrafts likely to interest junior or senior high school students.

Practical Arts 1c. Shop Work (advanced, elective). Third year. Mr. Kelly.
Continuation of Practical Arts 1b. Advanced students are afforded an opportunity for practice teaching with groups from the training school.

Practical Arts 2. Printing (advanced, elective). Third or fourth year. Mr. Kelly.
Principles of printing. Orderly procedure in practical shop work in printing by students, affording excellent opportunity for correlation with English department and other departments of teachers college. Each student is required to direct a project selected by a group before completing course.

The aim is to give further discussion and practice in methods of teaching music in the first six grades. There is opportunity to compare methods already studied during the training and observation of the first two years.

The aim of the course is to give power in understanding in order to enjoy the greatest music.
The content of the course is as follows: music, history, periods from primitive to modern; the lives and works of the great composers; analysis of the structure of music as found in the various periods covering the important forms, both vocal and instrumental; technical terms in common use; a study of simple chords; suggestions as to ways in which music appreciation may be taught in the schools.

MATHEMATICS


Designed to enlarge, enrich, and coordinate the ideas of algebra and geometry, and to promote the more effective teaching of both subjects.

The course includes discussion of the aims, organization, and methods of teaching mathematics in the junior and senior high schools. It includes, also, consideration of (1) the evolution of our present courses in mathematics; (2) reports of the National Committee on Mathematical Requirements; (3) classroom practice,
typical lessons, special devices and equipment; (4) examination of recent textbooks, especially those for the junior high school, and study of literature on the teaching of mathematics.

MODERN LANGUAGES

Advanced French for cultural purposes.
First term, methodology of language teaching, theory and practice; study of syllabi; examination of textbooks; study of college entrance board questions and new type tests; songs, games, and use of realia, such as imported charts, maps, posters, children's books, quartet records and lantern films.
Second term—The aim of this course is to gain, by means of a correlated survey of the literature and history and study of the geography of France, together with the other factors of French civilization, a general cultural background, with a view to application of the fundamentals thereof in the work with junior and senior high school pupils. French is the language of the classroom.

First term, the novel; second term, the drama; third term, poetry and further prose.
Intensive study of the works of representative authors of all periods, with the chief aims of appreciation of the literature and the establishing of a first-hand knowledge of the life and ideas of another people, with a view to use in the senior high school; extensive outside reading and the writing in French of a paper on the development of a phase of French literature.
Current events and recent methodology are discussed. A short course in general language is given. French is the language of the classroom, and, in the latter course, German, Spanish, and Latin.

PHYSICAL EDUCATION FOR WOMEN

Miss Decker and Miss Caldwell

Physical Education 3a. Activities. Third year.
A continuation of 2a, giving further experience in a range of physical activities sufficiently broad to enable each student to find some form which is satisfying and challenging to her as an individual.

Physical Education 3b. Principles of Physical Education. Third year.
A study of the fundamental principles underlying physical activity and its place in the process of education; a historical survey of this relationship in the various periods of human development; a study of the aims and objectives of the modern program in physical education in relation to contemporary educational purposes; an analysis of the values of the various types of activity such as games, sports, dancing, and stunts, in relation to the needs, interests, and abilities of children of different ages; a consideration of some of the practical problems in administering the program, with individual and group projects in planning and carrying out meets, playdays, pageants, festivals, and the like.

Continued participation in some form of activity to be selected by the student herself, in accordance with her recreational interests and needs, within limits set by facilities and time schedules.

Physical Education 4b. Problems and Practice Teaching in Physical Education. (advanced, elective). Fourth year.
Special teaching units in various situations as opportunities can be arranged (special work in the training school and in Bridgewater Junior High School, assisting in freshman classes in the college, etc.); a seminar for the study of problems in physical and health education with particular application to the immediate teaching experiences, and with intensive readings in connection with the particular problem selected for study by the individual student.
PHYSICAL EDUCATION FOR MEN
Mr. Crosier

Physical Education 5a and b. Third and fourth years.
A study of methods of organization and promotion, coaching, and officiating. Emphasis is placed on practice teaching, initiative, and leadership.

Special opportunities for teaching in various situations; conferences for discussion of assigned readings in education and physical education, with particular application to problems arising in the immediate teaching experiences; developing special units of work in physical education and health.

SCIENCE

Science 4. Elementary Physiography (elementary, required; advanced, elective, for women.) Third year. Mr. Shaw.
The course includes the practical study of common minerals, building stones and soils, with constant application to the study of geography and to the industries.
The following physiographic agencies are studied: the mechanical and chemical action of the atmosphere; the characteristics and work of rivers; the seas acting on the lands; ground water in relation to caves, springs, geodes, and mineral veins; glacial action; vulcanism; physiographic structures and regions in North America as a basis for an understanding of the distribution and activities of its inhabitants.

A comprehensive view of animal biology which includes a study of several representative animal types in the order of their increasing perfection. The structure, functions, adaptations, economic importance, distribution and ecology of the various great animal phyla are also considered.
Lectures, laboratory work, field and museum trips.

The history of biological science and of science teaching in America is outlined. The teaching of biology and the biological units of general science in the junior high school forms the basis of the class work.
Students in the course who wish to gain practical experience are given an opportunity to assist with the work of the biology department. The credit earned in this way varies with the time spent.

This course includes matters pertaining to public health, bacteria in relation to disease control, animal pests, forestry, and other community problems.

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

A study of the facts of geology as influencing human development.

Familiarity with current methods and courses by visits to several junior high and senior high schools, and by critical study of recent textbooks and published courses.
Working out of projects and lesson plans.
History of high school science teaching.
SOCIAL STUDIES

A background study of the political, social, and economic movements in Europe from 1815 to the present time. The course also includes ways and means of teaching the subject matter. The application and value of such methods as lecture, laboratory, Dalton plan, Morrison plan, etc., are studied. An opportunity for student participation in teaching is given.

History 5. American Civic Problems (elementary). Third year. Mr. Arnold.
The most important problems arising out of our economic, social, and political life are studied, including industrial relations, banking, communication, consumption of wealth, the family, recreation, immigration, race, crime, poverty, public health, and local, state, and national governments. There is selection and adaptation from these problems of material suitable for grades one to six. The creation of attitudes is emphasized as strongly as the acquisition of knowledge.

A study of the historical documents and material of American history for a more intelligent interpretation of the economic, political, and social development of the United States. The course is designed for those preparing to teach history in the junior and senior high schools.

A teaching plan of the year's work such as would be suitable for use in Senior High School is worked out by the students. The units are organized and a study of the make-up of each is determined. An opportunity to plan and teach certain topics is offered. Outlines, textbooks, work books, and bibliographies are evaluated.

Geography 3a. Regional Geography (advanced, elective). Third year. Mr. Huffington.
A study of a selected regions from Europe, Asia, Africa, and Australia. Emphasis is placed upon a study of "Regional Personalities" as determined by characteristic human activities and upon possibilities of further human utilization.

A study of the physical basis of commerce and industry; food-stuffs, raw materials, power, manufactures, markets, transportation; distribution of industries; laws of trade; place of the United States in commerce and industry.

4b. Geographical Influences in Historical Events. A consideration of the operation of geographic factors upon the political, economic, and social development of peoples; the influences of location, area, land forms, water bodies, and climate.

4c. Climatology. A study of the meteorological elements which go to make up climates; classification of climates and their operation as human controls.

Sociology and Economics

Many topics fundamental to a helpful analysis of social life are studied, including: the original and acquired nature of man; the significance of, factors in, interstimulation in, and interpretation of, society; social evolution; freedom, conflict, adaptation, and cooperation; heredity and eugenics; values.

American life is analyzed and specific problems are studied. Immigration, race, unemployment, poverty, crime, urban congestion, recreation, child welfare, conservation of human life, social progress, and other problems are included.

Industrial expansion in the United States; consumption of wealth; production; distribution; monopolies; the tariff; monetary system of the United States; credit and banking; taxation; economic progress; and plans of economic reform.
## REGISTER OF STUDENTS
### 1932–1933

### I. Elementary Department

#### First-Year Students (Class Entering 1932)

<table>
<thead>
<tr>
<th>Name</th>
<th>Town</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bumpus, Ruth Vannah</td>
<td>Brockton</td>
</tr>
<tr>
<td>Cruice, Anna Marie</td>
<td>Brockton</td>
</tr>
<tr>
<td>DeLory, Norma Josephine</td>
<td>Rockland</td>
</tr>
<tr>
<td>Hall, Harriet*</td>
<td>Concord</td>
</tr>
<tr>
<td>Heyworth, Pearl Beaumont</td>
<td>Fall River</td>
</tr>
<tr>
<td>Kosmaler, Arline Constance</td>
<td>Webster</td>
</tr>
<tr>
<td>Mapp, Zylpha Odysell*</td>
<td>Avon</td>
</tr>
<tr>
<td>Marentz, Isabelle</td>
<td>Quincy</td>
</tr>
<tr>
<td>Mattos, Gladys Gertrude</td>
<td>East Taunton</td>
</tr>
<tr>
<td>Reynolds, Ernestine Walker*</td>
<td>Northampton</td>
</tr>
<tr>
<td>Sawyer, Althea Peene</td>
<td>Atlantic</td>
</tr>
<tr>
<td>Smith, Marjorie Elsie</td>
<td>Rockland</td>
</tr>
<tr>
<td>Smolski, Annie Vera</td>
<td>Norwood</td>
</tr>
<tr>
<td>Tierney, Mary Elizabeth*</td>
<td>Worcester</td>
</tr>
<tr>
<td>Waterhouse, Mary Isabelle</td>
<td>Webster</td>
</tr>
<tr>
<td>Woodward, Dorothy Eleanor</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

#### Second-Year Students (Class Entering 1931)

<table>
<thead>
<tr>
<th>Name</th>
<th>Town</th>
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<tbody>
<tr>
<td>Adamowska, Mary Anne</td>
<td>New Bedford</td>
</tr>
<tr>
<td>Berezin, Ida Rose</td>
<td>Norwood</td>
</tr>
<tr>
<td>Bingle, Veronica Dorothy</td>
<td>West Lynn</td>
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<tr>
<td>Cochrane, Virginia*</td>
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<tr>
<td>Davis, Velma Edith</td>
<td>Marion</td>
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<tr>
<td>Donahue, Alice Teresa</td>
<td>Northwood</td>
</tr>
<tr>
<td>Fair, Virginia Mae</td>
<td>Wollaston</td>
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<tr>
<td>Geiger, Madeline Theresa</td>
<td>Quincy</td>
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<tr>
<td>Gould, Ruth Mary</td>
<td>Rockland</td>
</tr>
<tr>
<td>Grade, Doris Elvira</td>
<td>Watertown</td>
</tr>
<tr>
<td>Guidoboni, Dolores</td>
<td>Plymouth</td>
</tr>
<tr>
<td>Holmes, Patricia</td>
<td>Webster</td>
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<tr>
<td>Hunt, Doris Virginia</td>
<td>Stoneham</td>
</tr>
<tr>
<td>Lambe, Sadie Agnes</td>
<td>Weymouth</td>
</tr>
<tr>
<td>Levow, Dorothy</td>
<td>New Bedford</td>
</tr>
<tr>
<td>Long, Hazel Lillian</td>
<td>Middleborough</td>
</tr>
<tr>
<td>Macfee, Jessie Gray</td>
<td>Quincy</td>
</tr>
<tr>
<td>Nimmo, Janet Evans</td>
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<td>Packard, Eleanor Jeanette</td>
<td>Fairhaven</td>
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<td>Rider, Ruth Mary*</td>
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<td>Robinson, Helen Wright</td>
<td>Littleton Common</td>
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<td>Royster, Edna Roberta</td>
<td>Brockton</td>
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<td>Sheehan, Arlene</td>
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<tr>
<td>Sprague, Doris Margaret</td>
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<td>Stenberg, Doris Ruth</td>
<td>Quincy</td>
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<tr>
<td>Stockbridge, Barbara</td>
<td>Maynard</td>
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<tr>
<td>Turner, Beatrice Mildred</td>
<td>Dalton</td>
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<tr>
<td>Tutty, Isabel</td>
<td>North Weymouth</td>
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<tr>
<td>Wild, Doris Frances</td>
<td>Abington</td>
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</tbody>
</table>

#### Third-Year Students (Class Entering 1930)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Barnes, Gertrude Anna</td>
<td>Dedham</td>
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<tr>
<td>Brown, Harriet Hill</td>
<td>Lynn</td>
</tr>
<tr>
<td>Burr, Ruth Wadleigh</td>
<td>South Hingham</td>
</tr>
<tr>
<td>Chace, Carol Esther</td>
<td>South Attleborough</td>
</tr>
<tr>
<td>Connell, Helen Mary</td>
<td>Hingham</td>
</tr>
</tbody>
</table>

*Kindergarten-Primary.
II. Intermediate Department

Third-Year Students (Class Entering 1930)

Bariteau, Kathryn Mary Maynard
Beane, Evelyn Gertrude Brockton
Bulger, Virginia Mae Malden
Capuano, Helen Somerville
Castro, Helen Mary Taunton
Colby, Dorothy Pearl Attleboro
Drohan, Alice Brockton
Gabriel, Isabel Dorothy Quincy
Goff, Jeanette Evelyn Rehoboth
Hadro, Alice Adeline Easthampton
Hawes, Jeannette Fairbanks East Weymouth
Hunken, Marjorie Ada Attleboro
Johnson, Helene Dolores Wollaston
Lamm, Phyllis Gracely Hull
Lucey, Bernice Brockton
Morse, Marion Elizabeth Canton
Nocivelli, Mary Rose Somerville
Norton, Alice Marguerite Brockton
Smith, Ethel Weston South Hanson
Swanson, Ruth Olga Brockton
Tilton, Mildred Aurelia Vineyard Haven

*Kindergarten-Primary.
1 Present first term.
### III. Advanced Department

**FIRST-YEAR STUDENTS (CANDIDATES FOR DEGREE 1936)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Town</th>
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<tbody>
<tr>
<td>Baptiste, Herman Conto</td>
<td>New Bedford</td>
</tr>
<tr>
<td>Bertrand, Aloysius</td>
<td>North Grafton</td>
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<tr>
<td>Blair, Clarence Newton</td>
<td>South Braintree</td>
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<tr>
<td>Bradbury, Wilfred Kingston</td>
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<td>Bradshaw, Clement Redmond</td>
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<td>Brett, James Frank, Jr.</td>
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<tr>
<td>Cohen, Melvin Samuel</td>
<td>Roxbury</td>
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<td>Cunniff, Bernard Francis</td>
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<tr>
<td>Goldstein, Myer Nissen</td>
<td>Bridgewater</td>
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<tr>
<td>Halzel, Lawrence</td>
<td>Mattaplen</td>
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<tr>
<td>Johnson, Everett Albert</td>
<td>Avon</td>
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<td>Kelly, Daniel</td>
<td>Fall River</td>
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<td>Kennedy, Francis Vincent</td>
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<td>Lovett, Stephen</td>
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<tr>
<td>Lynch, Clement</td>
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<td>McInnes, Joseph Russell, Jr.</td>
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<td>Michelson, Thomas Lars</td>
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<td>Morrison, Gordon James</td>
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<td>Nay, Marshall Wren</td>
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<td>Orleans</td>
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<td>Nolan, John Edward</td>
<td>Somerset</td>
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<td>Nugent, William Anthony</td>
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<td>Olenick, Paul Francis</td>
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<td>Pitcher, Damon Willard</td>
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<td>Riley, Samuel George</td>
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<td>Rounseville, Howard Wayne</td>
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<td>Szematowicz, Joseph Peter</td>
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<td>Taitz, Emanuel</td>
<td>Dorchester</td>
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<td>True, John Edward</td>
<td>Southbridge</td>
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<td>Whitcomb, Charles Lincoln</td>
<td>Merrimacport</td>
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<td>Aaltonen, Kylikki Aino</td>
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<td>Albret, Barbara Helen</td>
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<td>Appleford, Eleanor Wood</td>
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<td>Bearse, Dorothy Swift</td>
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<td>Carr, Alice Miriam</td>
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<td>Carr, Frances Virginia</td>
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<td>Cassidy, Rita Helen</td>
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<td>Chiros, Marguerite Marie</td>
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<td>Collier, Catherine Louise</td>
<td>Foxborough</td>
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<td>Collins, Marie Elizabeth</td>
<td>Quincy</td>
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<td>Collinson, Esther Wiley</td>
<td>Provincetown</td>
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<td>Coulter, Carol Lydia</td>
<td>Brookville</td>
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<td>Cronin, Ruth Marjorie</td>
<td>Pittsfield</td>
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<td>Cushing, Rita Margaret</td>
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<td>Cusick, Elizabeth Anne</td>
<td>Brookline</td>
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<td>Dacey, Isabell Rose</td>
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<tr>
<td>Dean, Natalie Pierce</td>
<td>Waltham</td>
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<td>Dearborn, Marguerite May</td>
<td>Somerville</td>
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<td>Dillon, Florence Sarah</td>
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<td>Drinkwater, Anna Loretta</td>
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<td>Esau, Phyllis</td>
<td>East Milton</td>
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<tr>
<td>Eyre, Muriel Lillian</td>
<td>Fall River</td>
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<tr>
<td>Farr, Carol Virginia</td>
<td>Granby</td>
</tr>
</tbody>
</table>

1 Present part of first term.
2 Present first term.
Faunce, Rebecca Burton
Flaherty, Ruth Edna
Flynn, Dorothy
Fowler, Hazel Hammond
Freeman, Mary Ann
French, Gertrude Virginia
Gilliatt, Margaret Elva
Gilmartin, Catherine Elizabeth
Golding, Charlotte Rose
Graham, Catherine Darling
Greenwood, Barbara Louise
Griffiths, Carol Winifred
Halloran, Alice Eleanor
Healey, Virginia Allen
Hollenbeck, Marjorie Spray
Houde, Anna Marie
Imhof, Rosamond Leona
Ireland, Cordelia Frances
Jennings, Ella
Johnson, Adelaide Walborg
Johnson, Elizabeth Margaret
Johnson, Elsa Dorothy
Johnson, Katherine Louise
Jones, Frances Doris
Kelleher, Doris Constance
Kennedy, Phyllis Ione
Kovalchuk, Helen
Lafaver, Evelyn Frances
Lajoie, Pauline Delphine
Lane, Rachel Jackson
Larson, Alice Emily
LeBourdais, Marie Martha
Leino, Ida
Leonard, Helen Louise
Look, Dorothy May
Ludden, Bernice Dean
Mahady, Marguerite Elizabeth
Martini, Olga
Mathewson, Hazel Mildred
McGovern, Helen Catherine
McKee, Anna Catherine
Medeiros, Mary Elizabeth
Moitoza, Evelyn Mary
Moore, Muriel Louise
Moriarty, Marjorie Morris
Moura, Eliza Claire
Murray, Mary Magdalen
Murrill, Alice Irene
Norton, Dorothy Elizabeth
Noyes, Ruth Arline
Ordway, Alice Nancy
Osborne, Mary Elizabeth
Pentikainen, Sylvia Anne
Perkins, Eunice Noyes
Prario, Virginia Staples
Puffer, Ruth Howard
Pullman, Irija
Quigley, Florence Elizabeth
Reilly, Catherine Mary

North Abington
Lynn
Weymouth
Rock
Whitman
Stoneham
Wellfleet
North Quincy
Campello
Whitinsville
Whitinsville
Foxborough
Lawrence
Framingham
Onset
Brockton
Abington
Orleans
Wareham
North Easton
Lynn
Attleboro
Attleboro
Fall River
Haverhill
East Taunton
Rockland
Haverhill
Whitman
Amesbury
Attleboro
North Abington
Sagamore
Taunton
Oak Bluffs
Abington
Rockland
Somerville
West Lynn
North Abington
Hingham
Taunton
Taunton
West Somerville
Holyoke
New Bedford
Fall River
Rockland
Pittsfield
Groveland
Groveland
Rockland
Carver
Newburyport
Marshfield
East Bridgewater
Quincy
Taunton
Rockland

1 Present part of first term.
2 Present first term.
Richwagen, Ellen Eugenia
Rittershaus, Barbara Josephine
Rochelle, Alice Ruth
Ross, Kathryn Muriel
Russell, Helen Isabel
Salo, Tyyne Mary
Santos, Mary Adelaide
Sawyer, Rita Irma
Schmalz, Barbara Josephine
Shatz, Frances
Small, Helen
Smith, Barbara
Stebbins, Carol Catherine
Stein, Sadye
Sturtevant, Josephine Frances
Surinski, Anne
Thorley, Esther Harriet
Turner, Dorothy Sutherland
Turner, Ruth Dixon
Walker, Priscilla Elizabeth
Walsh, Isabelle Delia
Washburn, Gretchen
Wasserman, Elizabeth
Westgate, Dorothy
Whitty, Evelyn Frances
Wolfson, Thelma Helene

Second-Year Students (Candidates for Degree 1935)

Bates, John Sayward
Brewer, Harold Henry
Callahan, Charles Edward
Castle, James Kenneth
Champagne, Francis Cyprien
Cook, Raymond Freeman
Coombs, Kenneth Carlton
Gregory, Samuel Francis
Hancock, Robert Augustin
Higgins, George Edward
Hill, Paul DuBertrand
Jacobsen, George Haugsted
Jones, George Alfred
Kiernan, Owen Burns
Mahoney, Harold Joseph
Meyers, David
Morris, George Edward, Jr.
Murphy, Kenneth Francis
Rose, Carlton Frederick
Ross, Donald Elmo
Welch, Donald Thomas
Amoroso, Conceeda Carmel
Amsden, Madeleine Elizabeth
Anderson, Ruth Perry
Baldwin, Doris Estelle
Bates, Emily Sayward
Bearce, Dorothy Wardwell
Behan, Marian Josephine
Bissonnet, Emma Rita
Buelow, Mae Christabelle
Burrill, Florence Dunham
Burrill, Frances Watson

1 Present first term.
Campbell, Mary Garvey
Carroll, Jane Hathaway
Carter, Arlene Wright
Caruso, Josephine Margaret
Chestna, Anne Margaret
Cook, Claire Agnes
Cushman, Marion Eaton
Cushman, Mildred Murray
Deans, Mary Ellen
DiBartolomeo, Mary
Doherty, Teresa Edith
Dupuis, Ellen Agnes
Ellis, Bertha Lois
Feindel, Caroline Tuck
Flynn, Mary Rita
Foley, Alma Elizabeth
Forrest, Mildred Mary
Fuller, Olive Harriet
Giberti, Florence Costa
Gilligan, Ellen
Grant, Grace Anne
Guilmartin, Alice Josephine
Harlow, Wilmar Couzens
Haselgard, Eva Davis
Haslett, Thelma Louise
Hayes, Arlene Mary
Hirtle, Esther Marion
Hofferty, Kathleen Marie
Holbrook, Esther Elizabeth
Holmes, Eleanor Margaret
Hosford, Olive May
Hultstrom, Harriett Martha
Jacobs, Grace Angelia
Johnson, Edythe Irene
Johnson, Elsa Elizabeth
Joseph, Bertha Catherine
Kelleher, Arlene Agnes
Kelly, Marie Catherine
Kennedy, Edna Lorraine
Kidd, Bessie Irene
Kidston, Hilda Marie
Kitson, Demetra
LaGrecia, Enes Sarah
Lane, Elinor Stanwood
Lawton, Ruth Mary
Lema, Alice
Leppala, Esther Aina
Linehan, Helen Rita
Lloyd, Eileen Winnifred
Lothrop, Marietta Elva
Mannion, Ruth Elizabeth
Martin, Christine Margaret
Maynard, Elizabeth Marie
McCann, Dorothy Helen
McGinn, Helen Josephine
McLaughlin, Mary Elizabeth
Obshatkin, Helen Eleanor
Paquin, Cheridah Adelaide
Parmenter, Jeannette Wells
Pebler, Elizabeth Theresa

Bridgewater
Bridgewater
East Weymouth
East Weymouth
Bridgewater
Brockton
Bridgewater
Bridgewater
Plymouth
Quincy
Taunton
Holland
Chelmsford Center
Wakefield
Fall River
Fall River
Randolph
Brockton
Middleborough
Middleborough
Wakefield
Quincy
West Bridgewater
Gloucester
Abington
Beverly
Wollaston
Quincy
Whitman
Whitman
Amesbury
Norwood
Rockland
Watertown
Brockton
Brockton
Haverhill
Norwood
Taunton
Lynn
Merrimac
Haverhill
Taunton
Gloucester
North Westport
Plymouth
West Quincy
Bradford
Fairhaven
West Bridgewater
Everett
Mansfield
Greenfield
Chelsea
Lynn
Randolph
Taunton
Middleborough
Eastondale
Wollaston

1 Present first term.
Perkins, Cecilia
Perry, Rose
Pilote, Dorothea Alice
Portmore, Harriet Hemenway
Pray, Myrtle Elizabeth
Prescott, Hazel Sabra
Renzi, Beatrice Elder
Roberts, Mary Elizabeth
Robinson, Dorothy Evelyn
Ryan, Mary
Ryder, Phyllis Marie
Savage, Alice Adele
Scott, Marion Amy
Shea, Ellen Marie
Shea, Mary Fielding
Smith, Celia Humphrey
Smith, Hazel Evangeline
Smith, Lemira Campbell
Souza, Alice Rita
Sullivan, Esther Marion
Sullivan, Ruth Anna
Tripp, Anna Louise
Tripp, Audrey Louise
VanCampen, Ruth
Walker, Irene Elizabeth
Wormwood, Hazel Ruth

Franklin
Taunton
Whitman
Wellesley
Weymouth
Chelmsford
Beverly
Provincetown
Middleborough
Plymouth
Stoughton
Quincy
Reading
East Bridgewater
South Groveland
Middleborough
Weymouth
Middleborough
Middleborough
Medford
Bradford
North Westport
Westport
Taunton
Attleboro
West Groton

Third-Year Students (Candidates for Degree 1934)

Aherne, Charles Frederick
Bartlett, Drexel Austin
Cadwell, Harvey Graham
Cameron, Kenneth Allen
Copeland, Chauncey Jerome
Curley, Richard Kent
Dunn, Edward
Fanning, Francis James
Glenn, John
Hennessey, George Wendell
MacDonald, Minot Bernard
Mears, Hilton Frank
Moore, Simon Henry
Morey, Joseph Foley
Peterson, Otto Alfred, Jr.
Smith, John Joseph
Spracklin, Harry Edward
Sukeforth, Earle Benjamin
Teeling, Joseph Drinkwater
Wood, Alfred Lovell
Abbott, Helen
Alexander, Dorothy May
Anderson, Olga
Beach, Madeline
Beede, Ethel May
Bernier, Eva Cecelia
Bianchi, Sylvia Anna
Bliss, Phyllis Edythe
Boucher, Mildred Catherine
Bowman, Mildred Kathryn
Brittan, Olive Compton Pearson
Caswell, Madeline Gertrude

North Abington
Whitman
Kingston
North Plymouth
Bridgewater
East Bridgewater
Bridgewater
Fall River
Whitman
West Bridgewater
South Boston
Belmont
Bridgewater
East Bridgewater
Stoughton
Plymouth
Chelsea
East Bridgewater
Bridgewater
Middleborough
Gardner
Holyoke
Townsend Harbor
West Springfield
Lynn
North Weymouth
Quincy
Fall River
Taunton
Middleborough
Newton Centre
Middleborough
Clark, Marjorie Phyllis
Clarner, Doris Buffington
Clausmeyer, Helen Louise
Coleman, Priscilla Howland
Crowley, Mary Elizabeth
Cullen, Mary Angela
Curley, Grace
Darche, Eldora Roseanna
Davidian, Gladys Arsen
Davis, Evelyn Frances
Deplitch, Marion Middleton
Dix, Barbara Tellier
Drevinsky, Polly Veronica
Dunlavy, Elizabeth Whipple
Dymowska, Bertha
Fenton, Alice Louise
Ferris, Ruth Knight
Fisher, Miriam Doris
Ford, Virginia Alice
Freitas, Bessie Trigueiro
Gallpeau, Lucienne Jeanne
Gavin, Glenda Gertrude
Gillen, Edith Althea
Ginnetty, Anna Elizabeth
Henriksen, Gunvor Nella
Henry, Ruth Gardam
Hixon, Dorothy Minnetta
Homer, Alice Marie
Hough, Louise Mary
Johnson, Marie Catherine
Kelly, Frances Gertrude
Kimball, Margaret
Knox, Grace Louise
Koss, Ruth Olive
Larchar, Carolyn Tisdale
Leary, Elizabeth Helen
Leonard, Marie Catherine
Levering, Mary Edna
Lewis, Ella Kenworthy
Lindberg, Esther Irja Linnea
Lindstrom, Alice Louise
Locke, Rhoda Deborah
Lyman, Frances Ella
Magnant, Alice Louise
Mason, Dora Beatrice
Mattson, Helen Josephine
McEnelly, Ethel
McHugh, Loretta Mary
McKee, Ruth Josephine
McKenna, Susan Gertrude
McMahon, Doris Helen
McManus, Marguerite Zita
McMurdie, Olga Johanna Elizabeth
Mitchell, Laura Gertrude
Molloy, Margaret Mary
Moran, Mary Marcella
Moren, Mildred
Murray, Charlotte Winnifred
Nash, Marion Elizabeth

Weymouth
Swansea
West Roxbury
Nantucket
Haverhill
Fall River
East Bridgewater
Brockton
New Bedford
Wellesley Farms
Fall River
Melrose
Middleborough
Wollaston
Mattapan
Taunton
East Lynn
East Bridgewater
Rockland
Fairhaven
Taunton
Randolph
Merrimac
Randolph
Milton
Waltham
Melrose
Brockton
South Braintree
Quincy
Roslindale
Newburyport
Easthampton
Quincy
Webster
Fall River
Brockton
Brockton
Pottersville
Quincy
Brockton
Brockton
Acushnet
Atlantic
Bridgewater
Norwood
Lynn
Taunton
Hingham
Taunton
Brockton
Taunton
Needham
Waltham
Haverhill
Longmeadow
Hyde Park
Arlington
Norwood

1 Present part of first term.
2 Present first term.
Nolan, Mildred Arleen                                    Middleborough
Norton, Frances Anaclena                                 Amesbury
Olson, Alice Emilia                                      North Weymouth
Pickens, Anna                                            Stoneham
Reynolds, Dorothy Marion                                 Somerville
Robie, Muriel Elizabeth                                   Fayville
Saley, Geraldine Lois                                    Brockton
Sampson, Dorothy Mary Jane                               Dalton
Sanford, Ruth Adeline                                     Chestnut Hill
Shaffner, Emily Louise                                    Newburyport
Shaw, Dorothy Miner                                      Huntington
Shea, Maureen Madeline                                     Chicopee Falls
Sia, Vera McKenna                                         Hull
Sizer, Ruth Miriam                                        Melrose
Smith, Olive                                              Springfield
Stafonwie, Anna Mary                                      Taunton
Standish, Lillian Gladys                                  Middleborough
Stromdahl, Freeda Elizabeth                               Lynn
Thibault, Nathalie Inez                                   Middleborough
Tobin, Constance Bell                                      Bridgewater
Tosi, Louise Edvige                                        Plymouth
Trulson, Bernice Elsie                                    Norwood
Wanelik, Marion Rose                                       Lynn
West, Louise Irven                                         North Pembroke
Westgate, Dorothy Alberta                                  Taunton
Young, Mildred Swan                                       Scituate

Fourth-Year Students (Candidates for Degree 1933)

Avitabile, Albert                                         Braintree
Butler, Harold Bernard                                     Bridgewater
Creeden, Ralph William                                    Milton
Ford, Paul                                                Brockton
Johnson, Clifford Bertram                                  Waltham
Johnson, William George                                    Wollaston
Lerner, Louis                                              Dorchester
Linehan, Urban Joseph                                      Bridgewater
Lowder, George Philip                                      Arlington
McMahon, Frank Joseph                                      Pittsfield
Milici, Louis Victor                                       Roxbury
Nagle, Robert James                                       Fall River
Nardelli, Walter                                           Brockton
Naverouskis, Vincent                                       Brookville
Solmer, Samuel                                             Taunton
Sweeney, John Francis                                      Bridgewater
Trosterud, Harold Sawyer                                   Fitchburg
Welch, Edward Francis                                      North Abington
Allen, Mary Elizabeth                                      Marion
Arenberg, Maceabeah                                        Rochester
Baker, Florence Geneva                                      Brookline
Baranowski, Leocadia Teresa                                Easthampton
Barker, Helen Madeline                                     Leominster
Barry, Agnes Veronica                                      New Bedford
Bell, Clarece Dunham                                        Wellfleet
Biscoe, Evelyn Louise                                      East Norton
Boland, Mary Josephine                                     Brockton
Booth, Dorothy Alice                                       New Bedford
Brettell, Ruby Elaine                                       Melrose
Burrill, Harriet                                           Bridgewater
Carroll, Mary Agnes                                        Bridgewater
Chace, Pamela Hartley                                      New Bedford
Chassé, Evelyn Catherine                                   South Easton
Chatterton, Dorothy Catherine
Collins, Marion Burnham
Dick, Alice
Donovan, Pauline Cecilia
Doyle, Catherine Louise
Dunn, Verda Florence
Dyer, Mary Elizabeth
Fish, Dorothy Ellen
Fitts, Beatrice Vinton
Gannon, Eleanor Mary¹
Glidden, Doris Blackstone
Glidden, Ruth Verna
Gregory, Ruth Madeline
Gutman, Anne
Hanrahan, Marion Ethel
Harrington, Marjorie Violet
Heikkila, Hilda Helen
Hewitt, Louise
Horton, Barbara Tucker
Howe, Elaine Goodrich
Howland, Virginia Stewart
Hunt, Beatrice Alice
Keith, Marion Irene
Kelly, Catherine Agnes
Krupka, Stella Helena
Laird, Gertrude Louise
Laramee, Mabel Helene
Lawrence, Elizabeth
Leary, Anna Katherine
Lewis, Mary Cecilia
MacDonald, Mildred Kidder
MacGinnis, Doris Vivian
MacLeod, Myrtle Ruth
Martin, Eleanor
Mitchell, Aloyse Veronica
Monahan, Mary Elizabeth¹
Morris, Mona Elizabeth
Moynihan, Alice Catherine
Murley, Helen Elizabeth
Murray, Ethel Frances
Nisula, Miriam Elizabeth
Nugent, Ruth Anne
Plaza, Angeline Sophie
Pratt, Louise Mildred
Rafkin, Helen
Randlett, Barbara
Reardon, Margaret Louise
Ryan, Frances Ellen
Ryan, Gladys Mae
Sarson, Marie Gertrude
Schreiber, Eleanor Elizabeth
Sherman, Elouise Gwendolyn
Smith, Jane Mary
Spellman, Doris Helen
Stewart, Phyllis Muriel
Tarr, Esther
Taylor, Elsie Hildegard
Tinsley, Rose Alma
Vaughn, Dorothy Ellen
Vinal, Barbara Blakeney

¹Present first term.
Waaranen, Irma Ilona .......................... Gardner
White, Emma Story ................................... Brockton

COLLEGE GRADUATES

Bailey, Frederick Ellwood (Brown) .................................. Brockton
Baldwin, John Elza (Brown) ........................................ Brockton
Beaton, Robert Surrey (Bowdoin) .................................. Brockton
Bumpus, Ralph Gordon (R. I. State) .................................. South Braintree
Hubbard, Martin Cooper (Bates) .................................... Taunton
Lays, Everett Russell (Bowdoin) ...................................... Bridgewater
Lewis, Arthur Ansel (Brown) ......................................... Roslindale
Case, Marjorie (Jackson) ........................................... East Bridgewater
Dorr, Phyllis Mayo 1 (Emerson) ..................................... Bridgewater
Kelly, Marie Elizabeth (Emmanuel) .................................. Bridgewater
Richmond, Rosemary Alice 1 (Emerson) .......................... East Bridgewater

SUMMARY

Department I, Elementary:

<table>
<thead>
<tr>
<th>Class entering 1932 (first year)</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class entering 1931 (second year)</td>
<td>—</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Class entering 1930 (third year)</td>
<td>—</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Department II, Intermediate:

| Class entering 1930 (third year) | —   | 21    | 21    |

Department III, Advanced (Degree):

<table>
<thead>
<tr>
<th>Candidates for Degree, 1936</th>
<th>32</th>
<th>110</th>
<th>142</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates for Degree, 1935</td>
<td>21</td>
<td>97</td>
<td>118</td>
</tr>
<tr>
<td>Candidates for Degree, 1934</td>
<td>20</td>
<td>97</td>
<td>117</td>
</tr>
<tr>
<td>Candidates for Degree, 1933</td>
<td>18</td>
<td>77</td>
<td>95</td>
</tr>
</tbody>
</table>

College Graduates:

| Candidates for Degree, 1933 | 7     | 4     | 11    |

Totals for the year ........................................... 98   489  587

New admissions this year ................................. 45   129  174

Graduated, 1932:

<table>
<thead>
<tr>
<th>Degree</th>
<th>26</th>
<th>63</th>
<th>89</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>—</td>
<td>65</td>
<td>65</td>
</tr>
</tbody>
</table>

Whole number admitted from the beginning ............. 1,776 8,770 10,546

Whole number of graduates:

<table>
<thead>
<tr>
<th>Degree</th>
<th>128</th>
<th>329</th>
<th>457</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>967</td>
<td>5,958</td>
<td>6,925</td>
</tr>
</tbody>
</table>

Whole number receiving certificates for special courses .... 40 245 285

Number enrolled in Training School, September, 1932 .... 361

1Present part of first term.

Publication of this Document approved by the Commission on Administration and Finance 2000. 2-‘33. Order 7589.