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Bridgewater State Teachers College

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*Doris J. Anderson
Registrar*

STATE TEACHERS COLLEGE

AT

BRIDGEWATER, MASSACHUSETTS

1940

BULLETIN OF INFORMATION

194

(Due to the fact that our curricula are undergoing revision, it has been deemed inadvisable to issue a catalogue in 1940. This bulletin, together with that issued by the State Department of Education, gives information with respect to admission requirements, expenses, curricula as now offered, and student activities.)

*see page 31
for History Courses*

HISTORY

Since colonial days Massachusetts has taken seriously the business of educating its children. Under the early conditions, when the three R's were sufficient in the schoolroom, it was thought that almost any literate person was qualified to teach. In later days, however, far-sighted people began to see that the growing demands upon the schools made it impossible longer to depend upon untrained teachers. The story of Horace Mann is familiar to all in Massachusetts. He, more than any other one individual, was responsible for the ideal of "a trained teacher for every child". With the help of many who joined with him, he succeeded in persuading the General Court to try the experiment of starting Normal Schools for the training of teachers.

Of the three schools thus opened, Bridgewater was one, and it has continued ever since, with no loss of time, in the place where it began its work. Normal School and Teachers College, Bridgewater has had an uninterrupted tradition. Throughout its nearly one hundred years of service to the children and youth of the Commonwealth, Bridgewater ideals, "the Bridgewater spirit", have had a very real existence and influence in the field of education.

The school has had only six principals and presidents during its long history. The first principal, Nicholas Tillinghast (1840-1853), "by sheer skill and genius" made the school a success. He had no easy task. Normal Schools were definitely on probation. Many people thought the whole idea ill-advised and even un-American. The school itself was dreadfully hampered by lack of financial support. On September 9, 1840, its doors were opened, in the old Town House, with 28 students. The total expenditure of money up to this time was \$1250. Six years later the first Normal School building in America was built on the present grounds of the College. Mr. Tillinghast worked with untiring industry and fiery zeal to make the Normal School worthy of its high privilege. He made his school neither narrowly academic nor narrowly pedagogical. Rather, he was committed to the definite professional aim of sending out educated men and women who were interested in skillful teaching as a fine art. In spite of the limitations of the school, in spite of opposition from without, "an unusual number of educational leaders were inspired and developed" who, zealous young pioneers that they were, profoundly influenced the schools of Massachusetts and of many other states.

Marshall Conant, friend of Mr. Tillinghast, became the next principal. During the seven years of his service (1853-1860), in a time of depression, both financial and educational, he found scope for his remarkable personal talents of enthusiasm and genial leadership. He was a scientist; and while he enlarged the scientific studies and equipment of the school, he also started the movement toward a systematic pedagogy which was to be carried on by his successor.

With the entrance of Mr. Albert G. Boyden upon his long period of service (1860-1906) the school became thoroughly established. Mr. Boyden had served as assistant to both of the preceding principals. He carried forward their ideals while making his own contribution to

the growth of Bridgewater. Mr. Boyden was interested primarily in psychology, and its effect upon teaching. He was also an administrative genius, in the days when each principal of a State Normal School set and supervised the policy of his own school. As time went on he gathered about him a faculty selected primarily for their conscientious scholarship and devotion to education. He integrated the school by his own strong, clear-cut personality, which dominated every department. The school grew steadily in space, equipment, and number of students. It changed to keep pace with the advances of educational thinking, adding kindergarten, gymnasium, new departments, and new ideas, but always centering about psychology, philosophy, and pedagogy, and always keeping the "Bridgewater spirit".

In 1906, when Mr. Albert Boyden retired, his son, Arthur Clarke Boyden, became principal. The principalship of Dr. A. C. Boyden saw many changes. The number of students increased rapidly. Education was beginning to be studied as a science. Psychology, and consequently pedagogy, were being resurveyed, with results at first chaotic, but afterwards stimulating. Dr. Boyden was himself a keen student of men and affairs, and an inspired interpreter and teacher of history. A teacher himself, he chose his faculty for their teaching ability. The four-year course which had temporarily lapsed was again introduced and gradually dominated the school until the shorter courses almost disappeared, even before they were formally discontinued by the Department of Education.

In the latter part of 1924 the school building and two of the dormitories burned. However, with the loss of only a few days, the school activities continued under makeshift conditions until the new building was opened in 1926. In 1932, by act of the General Court, Bridgewater, together with the other State Normal Schools, became a State Teachers College, of which Dr. Boyden became the first president. The change, which brought the teacher training institutions of Massachusetts into line with other similar institutions, gave them the needed prestige, and the privilege of granting the degree now considered essential to graduates.

At the death of Dr. Boyden, in 1933, Dr. Zenos Edmund Scott was installed as second president of the College. The present trend of the College is toward a broadened and deepened scholarship, always as a preparation for better teaching service. At the resignation of Dr. Scott in 1937, Mr. John J. Kelly, long Dean of Men in the College, was appointed president. In the Fall of 1937 the first class of candidates for the degree of Master of Education was admitted.

The State Teachers College at Bridgewater is modern in buildings and equipment. Its campus is occupied by Boyden Hall, built in 1926, which contains classrooms, library, laboratories, lockers and rest rooms for commuting students, the Horace Mann Auditorium, and administration offices; the Albert Gardner Boyden Gymnasium providing for modern physical education; Tillinghast Hall, with dining hall, large and small reception rooms, kitchens, and dormitory rooms for women students and employees; Woodward Hall, the larger of the dormitories, with reception rooms, kitchenette, and recreation rooms; the Training School,

an elementary school under joint town and state control, where junior students spend their first period of practice teaching under critic teachers; Gates House, the President's residence; and the heating and lighting plant. Playing fields, a large garden and a greenhouse add to the usefulness and attractiveness of the college grounds.

Bridgewater is so near Boston that students share many of the cultural advantages of that city. Every year large groups visit the Flower Show, The Arboretum, the museums, operas, theaters, and symphony concerts; while smaller groups make various excursions to other points of interest, in many places.

The number of students admitted to the college is limited by the Department of Education. Conditions of admission can be found elsewhere in this bulletin; they are designed to select, as far as possible, students who sincerely desire to live up to the college motto, "Not to be ministered unto, but to minister". The following quotation from the Bridgewater catalogue of 1844 still remains true:

"This institution . . . claims . . . to afford aid and encouragement to those faithfully striving to learn their duty. Such, only, are wanted at this School. It should be distinctly understood that this School has no power to make good teachers of the dull or the idle . . . A teacher must educate himself. This institution will assist him."

The "Bridgewater spirit" has been a reality for nearly a hundred years. It is a great heritage to carry into the next century.

STUDENT ACTIVITIES

General Statement.- A varied program of activities is carried on at the college with a fourfold purpose: recreation, social enjoyment, cultural opportunity, and training in leadership. So many clubs and groups are meeting that every student should be able to find one where he may get pleasure and profit. Besides, he will find his experience valuable when he is expected to take responsibility, as a teacher, in the club program of his school.

The Student Co-operative Association

The Student Co-operative Association shares the responsibility for carrying out the policies of the college. It initiates movements for the betterment of student welfare, supervises certain phases of the student social life of the college, and in many ways materially adds to the happiness and success of college life.

All students are members of this Association. Most of the offices are elective. Since students are chosen because of their ability, scholarship, cooperation, and leadership, membership upon the boards and councils of the Association is considered an honor.

Athletic Associations

The Women's Athletic Association fosters recreational activities, including games, dancing, outing activities, sports, and other such diversions.

The Men's Athletic Association, in addition to its campus activities, carries on a program of team-games and sports in soccer, basketball, baseball, and tennis.

Membership in the Associations is automatic with membership in the college; participation in the various activities is optional.

Publications

Campus Comment, the college monthly, and Alpha, the annual, record the activities of college life. Each publication is managed by a board of editors whose membership is determined by examination, recommendation, or popular election.

Men's Club

This group has both social and professional aspects. During each year it hears speakers on various topics and initiates movements of interest to the men of the college.

Dramatic Club, Glee Clubs, and Orchestra

These organizations are open to both men and women. They give excellent public performances and also contribute much to different phases of college life. In addition, smaller and less formal musical groups provide an even greater range of opportunity.

Camera Club, Garden Club, and Hobby Club

Opportunities are provided for recreation and for profitable pursuit of outside interests.

French Club, German Club, Science Club, Topics of the Day Club, Kindergarten-Primary Club, and Library Club

These clubs welcome those who have special abilities or interests in their several fields, and offer social contacts as well.

UNDERGRADUATE 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-year, three-year and four-year (without degree) curricula the opportunity of qualifying for the degree of Bachelor of Science in Education. Graduates of the two-year curriculum are required to pass satisfactorily courses aggregating thirty semester hours in addition to a year of work in residence. Graduates of the three-year curriculum are required to pass satisfactorily courses aggregating thirty semester hours. Graduates of the four-year curriculum (without degree) are required to pass satisfactorily courses aggregating fifteen semester hours.

The year in residence requires a minimum of thirty semester hours in approved courses taken in the teachers college from which the candidate is to receive the degree. This work may be done either during the academic year or in summer courses, during a period not to exceed five years prior to the award of the degree. A limited number of other required credits may be gained in approved collegiate or extension courses.

Detailed information will be furnished, upon application, at the office of the Teachers College.

FACULTY

The Teachers College

John J. Kelly President
Fitchburg; B.S.in Ed., Boston University; Boston College

Charles E. Doner Handwriting
Zanerian College; Denison University

Brenelle Hunt Psychology
Bridgewater; Harvard; Columbia

Frieda Rand Supervisor of Music; Glee Club; Orchestra
B.A., Mount Holyoke; New England Conservatory of Music; Columbia

Louis C. Stearns Elementary Science; Greenhouse and Garden
Bussey Institute, Harvard

S. Elizabeth Pope, Dean of Women Introduction to Education
Framingham; B.S., M.A., Columbia

Edith H. Bradford French; German
B.A., Tufts; M.A., Middlebury; Paris

Priscilla M. Nye Supervisor of Art
B.S.in Ed., Massachusetts School of Art; International School of
Art

M. Katharine Hill Literature; Speech
B.L.I., Emerson; Harvard; Columbia

Joseph I. Arnold History; Sociology; Economics
B.A. Centre; M.A., Columbia; Ph.D., Harvard

Julia C. Carter Library
B.A., Middlebury; New York State Library School; Bread Loaf School
of English

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

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

George H. Durgin Mathematics; Economics
B.A., Ed.M., Harvard

Cora M. Vining Assistant Librarian
B.S.in Ed., Bridgewater; Simmons; Boston University

Paul Huffington Geography
B.E., Normal University; A.M., Clark; University of Chicago

Mary V. Smith History
Worcester; B.S.in Ed.,Ed. M.,Boston University; Ed.M.,Harvard;
Columbia

Mary Isabel Caldwell Physical Education
B.S.,University of Wisconsin; M.A.New York University; Boston
University

E. Irene Graves Biology
B.A.,Elmira College; M.A., Columbia; Cornell

Iva V. Lutz Education
Gorham; B.S.E.,M.A.,Columbia

Balfour S. Tyndall Science; Geography
B.A.,University of Maine; Ed. M., Harvard

Ruth I. Low English; Dramatic Club
Salom; New England Conservatory of Music; Gallishaw School of
Writing

William A. McGurren Science
B.A.,Holy Cross; Clark; Boston College

Frederick A. Moier, Jr. Physical Education; Biology
B.S.,M.S., Boston College; Bridgewater

John L. Davoren Education; English
B.L.I.,Emerson; Boston University; University of Alabama

Clement C. Maxwell Head of English Department
A.B.,Holy Cross; A.M., Ph. D., Fordham

Mario P. Mahoney History; Government
B.S.in Ed., Worcester; M.A.,Clark

Dorothy M. Dow Art
B.S.in Ed., Massachusetts School of Art

The Training School

Ruth E. Davis Principal
Bridgewater; B.S.,M.A., Boston University

Nova I. Lockwood Grade Six
Bridgewater; Columbia; B.S.,Boston University

Evelyn R. Lindquist Grade Five
B.S. in Ed., Bridgewater

Louise H. Borchers Grade Four
Fitchburg; Columbia; B.S., M.A., Boston University

A. Mabelle Warner Mixed Intermediate
Salem; Boston University

Katherine Packard Grade Four
B.S. in Ed., Bridgewater; M.A., Columbia

Helen E. Sleeper Grade Throo
Castine; Boston University; Columbia

Lucy B. Braloy Mixed Primary
Bridgewater; Boston University; American Institute of Normal
Methods

Charlotte H. Thompson Grades Two to Three
Fitchburg; Columbia; B.S., Boston University

Gladys L. Allen Grade Two
Machias; Farmington; Emerson

Gertrude M. Rogers Grade One
Pratt Institute; Columbia; B.S., M.S., Boston University

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

Mary L. Marks Kindergarten
Wheelock; Boston University

Administration

Bernice H. Goyer Principal Clerk

Doris I. Anderson Secretary

Kathleen M. Gebar Clerk

Edna M. Mullen, B.A. Head Matron and Dietitian

Jean C. Haggart, R.N. Resident Nurse

Thomas E. Annis Chief Engineer

Edwin Denton Head Custodian

EXPENSES

Semester Fee. There is an annual fee of \$75. Of this amount \$37.50 must be paid in September, before registration in classes, and \$37.50 on February 1.

Board. Rates for board and room are established by the State Department of Education. The present annual rate is \$300, payable promptly as follows, the first payment to be made before a room is assigned.

At the opening of the college year in September . . .	\$90.
December 1	70.
February 1	70.
April 1	70.

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.

A special laundry identification system is used, at a small initial expense (not exceeding one dollar) to each student.

Gymnasium Laundry Fee. All students participating in Physical Education Activities are required to pay an annual fee of \$2 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.

Tuition. To residents of Massachusetts tuition is free. Residents of other states may be admitted upon payment of tuition at the rate of \$300 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.

All payments must be made strictly in advance, without the presentation of bills. A diploma is not granted until all bills are paid.

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 \$6.50 for women undergraduates and \$10.00 for undergraduate men. Graduate students are assessed \$4.00.

Students purchase their textbooks, 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 \$14. 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, sweatpants, and sweatshirt, is ordered on blanks sent with notification of admission. The approximate cost is \$4. Soccer shoes and other necessary articles may be secured after college opens.

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 two residence halls for women on the campus. Woodward Hall has eighty-four double rooms and Tillinghast Hall has thirty-seven single rooms. The central dining room is located in Tillinghast Hall.

Each dormitory is heated by steam and lighted by electricity. In each there are attractive reception rooms as well as rooms set aside for general recreational purposes and for the enjoyment of the radio. STUDENTS ARE NOT ALLOWED TO USE ELECTRIC 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 a napkin ring, a shoe bag or box, two clothes bags for laundry, a bath mat 36 inches by 24 inches, towels, window curtains, bureau covers, and bed covering for single beds. The bed covering should include a mattress cover or pad, four sheets, three pillow cases, a spread, a couch cover, two couch pillows.

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 the day preceding the opening of the college, after the initial payment of \$90 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.

CURRICULA

Elementary Teachers Course. This comprises four years of study, and is designed for students preparing to teach in the first six grades; the degree of Bachelor of Science in Education is awarded for the successful completion of this course.

The Kindergarten-Primary Course is a division of the Elementary Teachers Course, with special emphasis on preparation for teaching in primary grades.

Junior-Senior High School Teachers Course. A four-year course of study designed for students preparing to teach in the junior or senior high school, and leading to the degree of Bachelor of Science in Education.

Following is an outline of the requirements for the first two years, which are the same for both the Elementary Course and the Junior-Senior High School Course. The third and fourth years are undergoing revision.

First Year

<u>Course</u>	<u>Semester</u>	<u>Hours</u>
General psychology	3	
Biological science	4	
English (composition and literature)	6	
World history	6	
Speech	1	
Fine arts (art and music)	6	
Physical education (activities and hygiene)	1	
One elective	6	33

(Present offerings in electives: Chemistry, French, German, Handicrafts, Literature, Mathematics)

Second Year

<u>Course</u>	<u>Semester</u>	<u>Hours</u>
Introduction to education	3	
Physical science	4	
Literature	6	
Advanced United States history	3	
American Constitutional government	3	
Speech	1	
Principles of geography	6	
Physical education	1	
One elective	6	33

(Offerings in electives: Composition, French, Gardening, Handicrafts, Library, Mathematics, Music, Physics, Zoology)

A second elective may be substituted for the Literature requirement by those students who elected Literature as Freshmen; a second elective may be substituted for Physical Science by students electing Chemistry or Physics in Freshman or Sophomore years.

DESCRIPTION OF COURSES

The courses offered are listed in alphabetical order according to departments. The numbering of these courses accords strictly with the following plan:

1. Courses for Freshmen only are numbered from 1 to 19.
2. Courses for Sophomores only are numbered from 20 to 49.
3. Courses for Juniors only are numbered from 50 to 79.
4. Courses for Juniors and Seniors are numbered from 80 to 99.
5. Courses for Seniors only are numbered from 100 to 199. *
6. Courses for Graduate students only are numbered from 200 to 299.
7. Courses for Graduate Seminar and Research are numbered from 300 to 400.

*These Senior courses (100 to 199) may be used for Graduate credit in a minors program, provided that more than one-half the credits required for the minor in question be taken in strictly Graduate courses. In these courses a more extensive reading program is required for Graduate students, together with a more extensive program of original work.

Courses marked 1-2 etc. are two semester or one and one-half semester courses.

Courses marked 1 and 2 etc. are one semester courses, offered during both semesters.

First semester courses are designated by an odd number.

Second semester courses are designated by an even number.

The letters, R and E, used in the description of the courses, indicate the words 'Required' and 'Elective' respectively.

DEPARTMENT OF ART

Misses Priscilla M. Nye, Dorothy M. Dow

Art 1 and 2 R Introduction to Art

An introductory course planned to arouse interest in the need for appreciation in current art activities; to give understanding of the use of color and design, including lettering, in the student's personal, home, school and civic activities; and to foster the student's creative ability.

Three periods weekly for one semester.

Three semester hours credit.

Art 3-4 E Handicrafts

Handwork for beginners in many materials, expressed in many ways that students may gain understanding and appreciation of the use and relation of art to everyday life.

Three periods weekly for two semesters.

Six semester hours credit.

Art 21-22 R Introduction to Art

This course is a repetition of Art 1 and 2 for those Sophomores who did not take it as Freshmen.

One period weekly for two semesters.

Two semester hours credit.

Art 23-24 E Handicrafts

The student is given an opportunity to create original designs for his own needs in such fundamental crafts as weaving, pottery, block printing, simple bookbinding and others.

Three periods weekly for two semesters.

Four semester hours credit.

Art 51 and 52 R Adaptation and Application

This course is given during the period of practice teaching under direct supervision in the Training School to acquaint the student with the ideals to be sought after and the resulting growth desired in the children of today and tomorrow.

Eight conference periods.

Art 53-54 E Appreciation of the Minor Arts and American Architecture

Groups of illustrated lectures by the teacher, followed by student participation in solving personal or group problems such as: choice of furnishings for recreation room, improvement in appearance of the town centre, whether colonial reproduction or modern architecture is better fitted for one's needs.

Two periods weekly for one and one-half semesters

Three semester hours credit

Art 55-56 E Handwork

Practical stagecraft consisting of mask-making, batik dyeing, puppetry, stage designing, costume and layout, using problems that may arise in school dramatics for practical discussion, with the ad-

dition of advanced bookbinding and other craft work.

Two periods weekly for one and one-half semesters

Two and one quarter semester hours credit

Art 101-102 E History of Art

Art history made vital by comparing many ages and phases of religious and secular expression to the art which we see and know today, giving special emphasis to the social value of each cultural epoch - its rise and its decline.

Two periods weekly for one and one-half semesters

Three semester hours credit

Art 103-104 E Handwork

Advanced handwork in an almost professional manner, covering sculpture, stenciling, the making of costume jewelry, color analysis in relation to the individual, wall hangings and any art problem connected with everyday life, which the student may wish to explore and solve.

Three periods weekly for one and one-half semesters

Three semester hours credit

DEPARTMENT OF EDUCATION

Misses Julia C. Carter, Ruth E. Davis, Iva V. Lutz,

Mary L. Marks, S. Elizabeth Pope

Messrs. John L. Davoren, Brenelle Hunt; Dr. Clement C. Maxwell

Education 1 and 2 R General Psychology

An introductory course to acquaint the beginning student with the value of psychological knowledge in relation to vital problems of everyday living through a study of (a) Psychology and People; (b) The Background of Behavior; (c) Psychological Problems of Society; (d) Observing, Learning, and Thinking.

Three hours weekly for one semester

Three semester hours credit

Education 3-4 R Social Usage

This course deals with problems of student conduct and development for culture and personality. Its aim is 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.

One period weekly for two semesters

Education 21 and 22 R Introduction to Education

The purpose is to give an over-view of the field of education and the function of the teacher as an integral part of the educative process.

Three periods weekly for one semester

Three semester hours credit

Education 51 and 52 R Applied Psychology

A study of those phases of Psychology which furnish the psychological basis for good general method, good specific technics, and the preservation of good mental health.

Three periods weekly for one semester

Three semester hours credit

Education 53 and 54 R Elementary School Problems

This course deals with modern trends in education; diagnosis and remedial work; types of school organization; unit teaching; the activity program; selection of material and methods; criteria for judging procedures and method.

Two periods weekly for one semester

Two semester hours credit

Education 55 and 56 R Classroom Technics for Junior High School

Major interest is directed toward the following - the curriculum; learning possibilities of the ability ranges; selection and arrangement of subject matter; modification of teaching procedures for varying abilities; study of the assignment, supervised study, problem solving, socialized recitation and classroom management.

Two periods weekly for one semester

Two semester hours credit

Education 57 and 58 R Supervised Student Teaching in the Training School

The Training School serves as a laboratory where students engage in the scientific study of children, and of teaching and learning situations as they are encountered in a modern elementary school.

As the study progresses students participate in problems of increasing difficulty to the point where they can undertake the duties of the room teacher.

Eight full academic school weeks

Seven and one-half semester hours credit

Education 59 and 60 R Kindergarten Theory and Methods

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.

Credits are included with those of Education 57 and 58.

Education 61 and 62 E Directed Observation in the Kindergarten and Primary Grades

The purpose of this course is to study (1) the educational objectives of the kindergarten and primary grades, and (2) the importance

of the kindergarten as a basis for the growth and development of children in the primary grades.

Two periods weekly for one semester

Two semester hours credit

Education 63-64 E The Teaching of Reading and the Language Arts

The purposes of this course are as follows: to acquaint students (1) with the most outstanding problems that arise in the teaching of reading in the elementary grades; and (2) with general and specific procedures in this field. The course also deals with the teaching of other language arts, where they correlate with the teaching of reading.

The required work includes (1) observation and discussion of reading activities, (2) assigned readings in texts and manuals, comparing and evaluating material, (3) acquaintance with the practical use of texts and supplementary materials, and (4) examination and evaluation of modern procedures and texts in the field of language and spelling in the elementary grades.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

Education 102 R The Elementary Curriculum

A consideration of problems relating to the curriculum of the elementary school; the principles and process of making or revision; the procedure for setting up objectives, guiding principles, course of study units; and the contribution of research to the selection and arrangement of materials.

Three periods weekly for one-half semester

One and one-half semester hours credit

Education 103 and 104 R Junior High School Organization

A study of the function of the Junior High School in the modern educational system, its underlying philosophy, the organization of subject matter, the operation of the functions of exploration and guidance, and the making of the Junior High School program.

Three periods weekly for one-half semester

One and one-half semester hours credit

Education 105 and 106 R Educational Measurement

This introduces the senior to the use of standard tests for the measurement of mental maturity and educational progress, and to the statistical procedures necessary for the intelligent interpretation of test results.

Three periods weekly for one semester

Three semester hours credit

Education 107-108 R History and Philosophy of Education

A survey of the historic foundations of modern education culminating in a study of personalities, problems, and policies in education today.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

Education 109 and 110 R Supervised Student Teaching in the Public Schools

This period provides opportunities in the public schools for continuous experience in all classroom activities under regular classroom conditions. Experience is gained in the study of individual differences, teaching techniques, and effective school management. Supervision is given by the classroom teacher and members of the college faculty.

Eight full academic school weeks

Seven and one-half semester hours credit

Education 111-112 E Special Problems in the Teaching of Reading

The membership of this course is limited to a designated number of students who wish to do extensive work in the field of reading. These students must be willing and able to give considerable outside time and self-directed effort to the problems involved. In admitting students to the course the advisers give preference to those who have already shown, either in English or in Practice Teaching, an aptitude for this kind of work.

The course includes extensive readings and a definite program of remedial work with recommended children. Each student gives from two to four hours each week, during parts of the course, to such directed work.

Informal class and individual conferences clarify and unify the work of the course.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit.

Education 201-202 R Advanced Psychology

This course supplements the great variety of undergraduate courses previously taken. There is a semester's work on the evolution of psychological theories during the last century, including a critical study of the contributions of different leaders, schools, and movements leading up to the present status with its still unsolved problems. In addition, work is conducted in the field of Educational Surveys.

Two to three hours weekly for one and one-half semesters

Four semester hours credit

Education 203-204 R Principles and Practices in Secondary Education

This course attempts to develop an understanding of recent trends in principles and practices of secondary education, and to evaluate these in terms of the educational objectives of a democratic society.

Two to three hours weekly for one and one-half semesters

Four semester hours credit

Education 205 R Philosophy of Education

A consideration of such problems as the meaning of education, educational aims, education and democracy, the nature of thinking, the nature of method.

Two periods weekly for one semester

Two semester hours credit

Education 301 R Methodology of Educational Research

This course presents methods of educational research in prepara-

tion for the writing of a thesis.

Two periods weekly for one semester

Two semester hours credit

Education 303-304 R Thesis and Conferences.

Six semester hours credit

Education 306 R Supervised Practice Teaching in the Public Schools

An opportunity for the concrete contacts and experiences that vitalize the theory and the principles of the courses in Education. Conferences, Discussion, Reports.

Eight full academic school weeks

Four semester hours credit

DEPARTMENT OF ENGLISH

Misses Julia C. Carter, M. Katharine Hill,

Olive H. Lovett, Ruth I. Low

Mr. John L. Davoren, Dr. Clement C. Maxwell

English A - A purely remedial English course for those Freshmen whose scores in the Freshman Test indicate such a need. No credits are given in this course.

English 1-2 R Freshman Composition

A thorough examination of the student's general ability in English; it provides language training in studying, writing, speaking, and thinking.

Three periods weekly for two semesters

Six semester hours credit

English 3-4 E The Study of Literary Types

This course gives a grounding in the accepted literary types, illustrating them with selections from the literature of the Western World.

Three periods weekly for two semesters

Six semester hours credit

English 5 and 6 R Speech

This is a platform course in those fundamentals of speech upon which depend the ability to communicate ideas effectively; that is, with clarity, courage, poise and resourcefulness in a formal speech situation.

One lecture period and one conference period weekly for one semester

One semester hour credit

English 21-22 E Advanced Composition

Here are included oral and written assignments, criticism and class discussions which supplement the text and class notes.

Three periods weekly for two semesters

Six semester hours credit

English 23 and 24 R Speech

This is a course in informal conversational speaking, giving opportunity for close contact, give and take, for the development of spontaneity and effortlessness in a more or less informal speech situation.

One period weekly for one semester

One semester hour credit

English 25-26 R The Survey of English Literature

This course approaches English Literature through the study of historical and social backgrounds. The student supplements class lectures with reading and criticism.

Three periods weekly for two semesters

Six semester hours credit

English 51 and 52 R Public Speaking

Three types of speech are considered: impromptu, extemporaneous, memoriter; choric speaking is emphasized, and the fundamental speech processes are studied in all exercises.

Two periods weekly for one semester, or four periods weekly for one-half semester

Two semester hours credit

English 53-54 E Grammar and English Composition for Teaching in Junior High School

This course provides systematic instruction in the nature and use of the sentence and develops the power of the student to apply his knowledge in speaking, writing and thinking.

History of the English Language - The second part of the course covers the history of the English language, and provides a necessary background for an understanding of the nature of language and the place of English and historical development of the English language.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

English 55-56 E (a) The Modern Novel

Here the aim is to cultivate good taste in the reading of current fiction, the habit of rapid reading and an intelligent appreciation of the novelist's craft.

(b) Victorian Prose and Poetry. This course presents the Victorian reaction to the world of nature, color, sound, and shape; the art, music, and diction of Victorian poetry; and the spiritual significance of the nineteenth century.

(c) Modern American and British Poetry. This is a study of the best modern poets and the changed attitudes toward the common life as they appear in theme, form and diction.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

English 57-58 E Creative Writing

This course attends to the practical and creative forms of prose and verse composition in accordance with the interests of the indi-

vidual members of the class.

Prerequisite: An average of B in previous English courses.

Two periods weekly for one and one-half semesters

Three semester hours credit

English 101-102 E Advanced English Composition

The course provides theory and practice in writing for school publications and provides the necessary background for teaching free and formal writing in secondary schools, together with a complete review of the fundamentals and mechanics of writing.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

English 103-104 E (a.) Ancient Drama

This course presents plays of historic and intrinsic values reflecting national distinctions and characteristics;

(b) Plays of Shakespeare - A study of the plays as plays with oral interpretation;

(c) Literary Criticism - An opportunity for oral and written criticism expressing "the reaction of the literary material upon the reader's taste and susceptibility" especially in the field of contemporary drama and in other fields of individual preference.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

English 105-106 E Dramatics

This course includes (a) a study of the history and evolution of the drama; (b) the theory and practice of dramatics, with stress on the subjects of acting, lighting, costuming.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

English 201-202 E English Composition for Teachers

This course reviews the subject matter of junior and senior high school English composition and gives a modern background of theory and information necessary for teaching the subject in junior and senior high schools.

Two to three periods weekly for one and one-half semesters

Four semester hours credit

English 203-204 E World Literature

A survey of the great periods of literary growth and development in the countries of the western world. The members of the course read widely in the classics of each period and present semester papers in keeping with the graduate nature of the course.

Two to three hours weekly for one and one-half semesters

Four semester hours credit

English 205-206 E The Novel in English

This course reviews the history of the novel in English from its genesis to the achievements of Galsworthy, Bennett and others of the twentieth century. The growth and progress of the novel, the intro-

duction of different types, the advance in technique, its position in English Literature: These and kindred points are studied.

Frequent outside reading and critical reports.

Two to three periods weekly for one and one-half semesters

Four semester hours credit

DEPARTMENT OF HANDWRITING

Mr. Charles E. Doner

Handwriting 1 and 2 R Preliminary Course

All Freshmen participate in this course until they attain both quality and speed in handwriting.

One period weekly

Handwriting 21 and 22 R Preliminary Course

All Freshmen failing in the handwriting tests must participate in this course until they give evidence of satisfactory work, as explained under Handwriting 1 and 2.

One period weekly

Handwriting 81-82 E Blackboard Writing

Since it is the duty of every teacher to write well on the blackboard, the aim of this course is to train students to write fluently, gracefully, and uniformly well on the board.

One period weekly for one and one-half semesters

Three-quarters semester hour credit

Handwriting 101-102 E Old English Lettering

For students who wish to learn the fine art of neatness and elegance in lettering.

One period weekly for one and one-half semesters

Three-quarters semester hour credit

DEPARTMENT OF LIBRARY SCIENCE

Misses Julia C. Carter, Cora M. Vining

Library 1 and 2 R Introduction to the Use of the Library

This course gives a general introduction to the use of libraries, with emphasis on the use of Teachers College Library at Bridgewater.

One period weekly for one semester

Credits are included with those of English 1-2

Library 21-22 E Children's Literature

The topics covered are: Illustrators of children's books; Mother

Goose; first interests in reading; folk tales; children's poetry; modern writers of fairy tales, of folk tales; fiction for the elementary grades; books in special fields.

Three periods weekly for two semesters

Six semester hours credit

Library 51-52 E Books for the Junior High School Library

Reading interests of the upper elementary grades and of junior high school are considered.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

Library 101-102 E School Library Techniques

This course deals with organization, equipment, book selection and administration of a school library.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

DEPARTMENT OF MATHEMATICS

Mr. George H. Durgin

Mathematics 1-2 E College Algebra and Trigonometry

Three periods weekly for two semesters

Six semester hours credit

Mathematics 21-22 E Analytic Geometry and Graphical Analysis

Three periods weekly for two semesters

Six semester hours credit

Mathematics 51-52 E Differential and Integral Calculus

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

Mathematics 101 and 102 E Advanced Calculus and Other Selected Topics, as Complex Numbers

Three periods weekly for one semester

Three semester hours credit

Mathematics 103 and 104 E Teaching Secondary School Mathematics

This course includes methods of teaching selected topics, the curriculum, objectives to be attained, and the place and use of tests.

Prerequisites: Mathematics 1-2; 21-22; 51-52; 101 and 102.

Three periods weekly for one-half semester

One and one-half semester hours credit

DEPARTMENT OF MODERN LANGUAGES

Miss Edith H. Bradford

French

French courses are elective, and open to those who have had three years of high school French or its equivalent. Teaching candidates in this field are required to elect all courses. These are planned to offer cultural background to all students, particularly those majoring in English and History. French 1-2 and French 21-22 form a cultural unit.

French 1-2 E Introduction to the Advanced Study of the French Language

Rapid reading ability to the point of enjoyment is developed in the study of a few basic literary forms: novel, short story, drama, oral fluency, through brief dialogues, poems and songs; more accurate use of French, by a brief grammar review and study of phonetics; and culture, by gaining a general background of French civilization.

Three periods weekly for two semesters

Six semester hours credit

French 21-22 E Survey of French Literature from the Beginnings Through Contemporary Works

Careful reading and discussion of masterpieces, showing the historical development and beauty of the language; individual readings of material to correlate the course with history, English, art and science courses.

Three periods weekly for two semesters

Six semester hours credit

French 51-52 E The Classical Period (or another) in French Literature

(a) Intensive study of the period with simple research, discussions, and appreciation of French literary values;

(b) Methods of teaching languages, stressing modern foreign ones.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

French 101-102 E Professionalized Subject Matter

Systematic review of grammar principles and development of skill in written expression, stressing preventive methods; stylistics.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit.

French 103-104 E Advanced Oral French for Travelers and Interpreters

Skill in oral expression and understanding of fine points of the language; use of victrola and radio

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

German

German 1-2 E German for Beginners

Progressive development of the ability to use the German language, particularly by reading carefully graded texts that serve as a basis for vocabulary building, oral and written German and applied grammar.

Three periods weekly for two semesters

Six semester hours credit

German 21-22 E Intermediate German

Reading of classic short stories, a drama, poetry, a novel and scientific selections, with a survey of the history of German literature.

Three periods weekly for two semesters

Six semester hours credit

DEPARTMENT OF MUSIC

Miss Frieda Rand

Music 1 and 2 R Elementary Theory

The content of this course is theoretical subject matter of moderate difficulty, with its application in singing, conducting and written work.

Three periods weekly for one semester

Three semester hours credit

Music 21-22 E Music Appreciation

The aim of this course is to develop the ability to listen to music with pleasure and intelligent discrimination in order to discover mood, rhythm, melody, harmony, counterpoint, style and form, and to study the great composers from Bach to Stravinsky, with emphasis on the nationality of the composer, his place in music, and his best compositions.

Two periods weekly for two semesters

Four semester hours credit

Music 51 R Teaching Music in the Elementary Schools

The content of this course consists of a study of music methods for the first six grades, in order to familiarize the student with musical classroom procedure.

Two periods weekly for one-half semester

One semester hour credit

Music 53-54 R Music Conference on Practice Teaching

A general class conference for discussion of problems common to all, for the demonstration of lessons which have been especially successful, and for constructive criticism.

Eight Conference periods

Music 81-82 E Elementary Harmony

The content of this course consists of a review of music theory and a study of the principal triads and the dominant seventh chord with their inversions. Emphasis is placed on ear training and creative writing.

Two periods weekly for one and one-half semesters

Three semester hours credit

Music 83-84 E History and Appreciation of Music

This course consists of a detailed study of music history in order to gain an understanding of the historical background of great musical masterpieces. Periods of music from primitive to modern are studied.

Two periods weekly for one and one-half semesters

Three semester hours credit

DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

Misses Lois L. Decker, Mary Isabel Caldwell

Physical Education 1-2 R Personal Health

A study of the fundamental habits of healthy living, with an analysis of the anatomical, physiological, and psychological factors underlying the health laws and of the personal and social implications of the health program.

One period weekly for two semesters

Credits are included with Physical Education 3-4

Physical Education 3-4 R Activities

An introduction to seasonal activities such as field ball, soccer, softball, and tennis; basketball, volley ball, indoor baseball and dancing. Conditioning or corrective exercises in accordance with individual needs as revealed by the health examination, x-rays, tests, and the health history.

Two periods weekly for two semesters

One semester hour credit for 1-2 and 3-4

Physical Education 21-22 R Activities

A choice of tennis, hockey, or archery. Fundamental activities for children (games, stunts, and rhythmic activities), methods in posture improvement, and practice in leadership of activities. A continuation, for those who need individual help, of the conditioning or corrective exercises begun in the first year.

Two periods weekly for two semesters

One semester hour credit

Physical Education 51-52 E Activities

A continuation of previous courses giving opportunity for improvement in seasonal activities such as hockey, speedball, tennis,

or archery. Advanced folk or modern dances, activities for adult social recreation, with practice in directing these activities in large groups. A continuation, for those who need individual help, of conditioning and corrective exercise.

Two periods weekly for one and one-half semesters
One semester hour credit

Physical Education 101 and 102 R Principles of Health and Physical Education

A survey of the health and physical education program of the public school with emphasis upon:

1. the health problems of childhood and youth
2. an interpretation of the health service program, with special study of those aspects which by Massachusetts law are the specific responsibility of classroom teachers
3. the problems of teaching health
4. the purposes and philosophy underlying the physical education program, with studies of adequate programs
5. the effects of physical activity upon children and young adults, the dangers of over and under-exertion, the particular needs of girls, and the organization of activities to produce desirable results

Lectures by various experts from allied fields, demonstrations of clinical procedures, and possible field trips are included.

Two periods weekly for one semester
Two semester hours credit

DEPARTMENT OF PHYSICAL EDUCATION FOR MEN

Mr. Frederick A. Meier, Jr.

The purpose of this department is twofold:

1. Personal - to provide an intelligent understanding of, and practice in, correct health habits; to develop ideals of sportsmanship, team-work, and leadership.
2. Professional - to train students adequately in methods of teaching games, sports, gymnastics, and in coaching; to develop skills in the individual sports and in group games.

Physical Education 1-2 R First Aid and Hygiene

A study of methods in applying First Aid to the injured, as outlined by the American Red Cross; an applied study of the functions and care of the vital systems of the human body.

One period weekly for two semesters
Credits are included with those of Physical Education 3-4

Physical Education 3-4 R Activities

A laboratory course taken in conjunction with Physical Education 1-2.

Two periods weekly for two semesters
One semester hour credit for 1-2 and 3-4

Physical Education 21-22 R School Health Administration

Practical procedures in the organization of school health programs.

One period weekly for one and one-half semesters

Credits are included with those of Physical Education 23-24

Physical Education 23-24 R Activities

A laboratory course taken in conjunction with Physical Education 21-22.

Two periods weekly for two semesters

One semester hour credit for Physical Education 21-22 and 23-24

Physical Education 51-52 R Athletics in Education

This course considers the place of varsity and intra-mural athletics in the secondary school program.

One period weekly for one and one-half semesters

One and one-half semester hours credit

Physical Education 101-102 E Organization Procedures in Athletics

An insight into organization and coaching procedures in the secondary school.

One lecture period weekly, one laboratory period bi-weekly, for one and one-half semesters.

Two and one-fourth semester hours credit

DEPARTMENTS OF NATURAL SCIENCE

Biology

Miss E. Irene Graves

Messrs. Frederick A. Meier, Jr., Louis C. Stearns

Biology 1-2 R General Biology

This is a fundamental core course in which the basic principles of general biological science are developed and applied for personal and professional use.

Two lecture periods, one laboratory period (Here, as in all Natural Science and Physical Education courses, one laboratory period consists of one hundred minutes, in terms of time the equivalent of two regular class periods) weekly, for two semesters

Four semester hours credit

Biology 21-22 E Zoology

This course presents a comprehensive review of animal biology.

Two lecture periods, one and one-half laboratory periods weekly for two semesters

Six semester hours credit

Biology 23-24 E Civic Biology and Gardening

The first half of this course deals with the study and solution

of the many problems of living things about us; the second half supplies the background and knowledge needed by a teacher to pursue successfully all types of garden work at school and at home.

One lecture period, one laboratory period weekly for two semesters.
Three semester hours credit.

Biology 51-52 E Botany

This course presents a survey of the fundamental facts and principles of plant life.

Two lecture periods, one and one-half laboratory periods for one and one-half semesters.

Four and one-half semester hours credit.

Biology 101-102 E Advanced Biology

During the first semester the student deals with Genetics: a study of the laws of heredity and their application; the third quarter of the course deals with Bacteriology: a brief outline of bacteria, their biology, their positive and their negative value to man.

Prerequisite: Biology 21-22

Two lecture periods, two laboratory periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

Chemistry

Mr. William A. McGurran

Chemistry 1-2 E General Chemistry

A general introductory course in college chemistry for those students desiring a scientific background for their academic studies. It surveys the field of inorganic chemistry: the elements, their important compounds, and the laws of chemical phenomena.

Two lecture periods, one laboratory period for two semesters.

Six semester hours credit

Chemistry 51-52 E Qualitative Analysis

The standard method of group procedure is employed in the detection of the different cations and anions. The student is first acquainted with each metal in the five groups and then unknown solutions are assigned for analysis. All reagents are made by the students according to Normality, Molarity, and Percentage.

Two laboratory periods weekly for one and one-half semesters

Three semester hours credit

Chemistry 101-102 E Senior Chemistry

This course acquaints the student with methods of teaching according to Elements and the Unit plan. The theory of laboratory procedure followed is the correlation of experiments with text. Buying, storing and making equipment are part of the laboratory course. The student is introduced to Organic Chemistry, especially those phases which apply to Biology. The text used emphasizes the

physical aspects of chemistry.

Two lecture periods, one laboratory period weekly for one and one-half semesters

Four and one-half semester hours credit

Geology

Mr. Paul Huffington

Geology 101-102 E Historical Geology

This course deals with the evolution of the earth and the development of its plants and animals. It should be taken by those students who wish to teach Geography.

Two lecture periods weekly for one and one-half semesters

Three semester hours credit

Physics

Messrs. William A. McGurran, Balfour S. Tyndall

Physics 21-22 R* Physical Science

This course presents the theory of teaching science and combines with this presentation a cultural course in the subject matter of physical science.

Three periods weekly for two semesters

Four semester hours credit

*Required except that students who elected Chemistry in their Freshman year should substitute Physics.

Physics 23-24 E General Physics

The observation and explanation of natural phenomena and man's adaptation of them, interpreted scientifically from developments in modern theory.

Two lecture periods, one laboratory period weekly for two semesters

Six semester hours credit

Physics 101-102 E Advanced Physics

A discussion of the new developments in the field of science in their relation to physical theory. The relationship of energy and matter in radiation, electronic rays, transmutation, and similar topics are discussed and interpreted on the basis of present-day discoveries.

Prerequisite: Physics 23-24

Three lecture demonstration periods weekly for one and one-half semesters

Four and one-half semester hours credit

DEPARTMENTS OF SOCIAL SCIENCE

Economics

Dr. Joseph I. Arnold, Mr. George H. Durgin

Economics 51 and 52 R Principles of Economics

In this course the chief emphasis is placed on problems rather than on economic history or theory.

Two lecture periods weekly for one semester

Two semester hours credit

Economics 201-202 E Contemporary Economic Problems

This course comprehends a wide range of problems from the fields of consumption, production and distribution.

Two to three periods weekly for one and one-half semesters

Four semester hours credit

Geography

Messrs. Paul Huffington, Balfour S. Tyndall

Geography 21-22 R Fundamentals of Geography

In this course the student learns the principles of geography and applies them to a study of Economic Geography.

Three periods weekly for two semesters

Six semester hours credit

Geography 51-52 E Regional Geography

In this course the environmental background of current social, economic and political problems of selected regions from Europe and Asia is studied.

Open to Graduate students by special arrangement.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

Geography 101 and 102 E Climatology

This course develops the principles of meteorology and deals with their application to a study of the climatic regions of the world.

Three periods weekly for one semester

Three semester hours credit

Geography 103 and 104 E South America

The geography of South America is studied from a regional point of view.

Three periods weekly for one-half semester

One and one-half semester hours credit

Geography 201-202 E Political Geography

This course studies the environmental background of the present

political problems of world powers.

Two to three periods weekly for one and one-half semesters

Four semester hours credit

History

Misses Marie F. Mahoney, Mary V. Smith

Dr. Joseph I. Arnold

History 1-2 R A Survey of World History

This is a basic course in Western Civilization from ancient times to the present, in which the major cultural, social, economic, and political contributions of each period are stressed, and related, as far as possible, to the present.

Three periods weekly for two semesters

Six semester hours credit

History 21 and 22 R American History

This course includes a general survey from colonial America to the present, with special emphasis on the period since the Civil War.

Three periods weekly for one semester

Three semester hours credit

History 23 and 24 R American Constitutional Government

This course deals with the structure, function, and problems of American government, federal and state.

Three periods weekly for one semester

Three semester hours credit

History 51-52 E Modern European History

A history of Europe from 1500 to the present day.

Prerequisite: An average of B in History 21-22.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

History 101-102 R American History for Elementary Teachers

The survey of the entire course of American History is supplemented by choice of material to be used in elementary grades.

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

History 103-104 E American History with Methods

Three periods weekly for one and one-half semesters

Four and one-half semester hours credit

This course will not be given after 1941.

History 201-202 E Contemporary History

This course begins with the year 1890.

Two to three periods weekly for one and one-half semesters

Four semester hours credit

Sociology

Dr. Joseph I. Arnold

Sociology 101-102 E Advanced Sociology

The first half of the course includes social problems, and the second half discusses and studies social progress.

Two periods weekly for one and one-half semesters

Three semester hours credit

THE GRADUATE SCHOOL

(Graduate Committee: President John J. Kelly, Dr. Joseph I. Arnold,
Dr. Clement C. Maxwell)

In the Fall of 1937, by virtue of the power vested in it by the General Court of the Commonwealth, the State Department of Education established at the College a graduate school of education, with a full-time curriculum leading to the degree of Master of Education. It has been the plan of the Graduate Committee to restrict the number of accepted candidates each year to a maximum of fifteen. Selection is based upon the position attained by the candidate during his senior year at college, together with an unqualified letter of recommendation from the dean of the college, indicating ability to pursue successfully work in the graduate field.

Specifically, college or university graduates will be admitted to full standing as candidates for the degree of Master of Education provided that the grades earned in their undergraduate work place them in the upper three quarters of their class and that they have the recommendation of their college. Admission for the Master's degree will be contingent upon the quality of work done by the candidate.

The curriculum is planned to be practical and serviceable to the teachers college graduate and to the graduate of the liberal arts college.

To qualify for the degree each candidate shall complete thirty semester hours of graduate study, including the preparation of a thesis upon some approved subject in his major field of study. The distribution of the thirty semester hours follows:

Education - 22 semester hours:

Education 201-202 R	4
Education 203-204 R	4
Education 205 R	2
Education 301 R	2
Thesis and Conferences	
303-304 R	6
Practice Teaching 306 R	4
Elective Fields	8

Approved work for the Master's degree shall be at least of B grade.

In addition to the opportunities offered by the full-time graduate curriculum, the State Department of Education has sanctioned the establishment of an extension curriculum leading to the Master's degree, the requirements for which must be met within a period of six years. Not more than four semester hours of extension work a semester, nor more than eight semester hours a summer, may be offered for credit;

a candidate may not offer for credit more than eight semester hours of work completed under accredited auspices other than the Massachusetts Department of Education.

Candidates already in teaching service, who pursue Master's work via extension courses must substitute for Practice Teaching (Education 306 R) four additional semester hours in elective fields.

At the present time the College offers elective graduate courses, full time and extension, in the fields of English and Social Studies.