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Bridgewater State Normal School

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THE COMMONWEALTH OF MASSACHUSETTS

State Normal School
Bridgewater



1916

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS

Established 1840



1916

BOSTON
WRIGHT AND POTTER PRINTING COMPANY, STATE PRINTERS
32 DERNE STREET
1916

APPROVED BY
THE STATE BOARD OF PUBLICATION.

STATE BOARD OF EDUCATION.

1916.

Term expires
May 1

BY APPOINTMENT.

1916. FREDERICK P. FISH	BROOKLINE.
1917. JEREMIAH E. BURKE	BOSTON.
1916. ELLA LYMAN CABOT	BOSTON.
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1917. PAUL H. HANUS	CAMBRIDGE.
1918. MARGARET SLATTERY	MALDEN.

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Training School.

BRENELLE HUNT, PRINCIPAL, Grade 9.

S. ELIZABETH POPE	Grade 9.
MARTHA M. BURNELL	Grade 8.
BERTHA S. DAVIS	Grade 7.
NELLIE M. BENNETT	Grade 6.
JENNIE BENNETT	Grade 5.
BERTHA O. METCALF	Grade 4.
RUTH M. MOODIE	Grade 3.
NEVA I. LOCKWOOD	Grade 2.

FLORA M. STUART	.	.	.	.	.	.	.	.	Grade 1.
RUTH E. DAVIS	.	.	.	.	.	.	.	.	Grade 1.
ANNE M. WELLS	.	.	.	.	.	.	.	.	Principal of Kindergarten.
FRANCES P. KEYES	.	.	.	.	.	.	.	.	Assistant in Kindergarten.
Mrs. BERNICE E. BARROWS	.	.	.	.	.	.	.	.	Non-English speaking grade.

CHARLES H. BIXBY	.	.	.	.	.	.	.	.	Secretary.
Mrs. IDA A. NEWELL	.	.	.	.	.	.	.	.	Dean of Residence Halls.
Mrs. HARRIET F. BIXBY	.	.	.	.	.	.	.	.	Matron.
MISS ROSE E. JUDGE	.	.	.	.	.	.	.	.	Resident Nurse.
THOMAS E. ANNIS	.	.	.	.	.	.	.	.	Chief Engineer.
WILLIAM MOORE	.	.	.	.	.	.	.	.	Superintendent of Grounds and Gymnasium.

CALENDAR.

1916.

Jan. 31.	Second term begins.
Feb. 22.	Washington's Birthday, a holiday.
March 18-27.	Spring recess.
March 28.	School reopens.
April 19.	Patriot's Day, a holiday.
May 30.	Memorial Day, a holiday.
June 19.	Graduation day.
June 22-23.	First entrance examination.
Sept. 5-6.	Second entrance examination.
Sept. 5.	Training school opens.
Sept. 7.	Beginning of the normal school year.
Oct. 12.	Columbus Day, a holiday.
Nov. 29-Dec. 4.	Thanksgiving recess.
Dec. 5.	School reopens.
Dec. 23-Jan. 1.	Christmas recess.

1917.

Jan. 2.	School reopens.
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1917.

Jan. 29.
Feb. 22.
March 30-April 9.
April 10.
April 19.
May 30.
June 19.
June 21-22.
Sept. 4-5.
Sept. 4.
Sept. 6.
Oct. 12.
Nov. 28-Dec. 3.
Dec. 4.
Dec. 22-Dec. 31.

1918.

Jan. 1.

Sessions are from 9.15 A.M. to 12 M., and from 1.15 P.M. to 3.50 P.M. There are no sessions on Saturday.

The telephone call of the school is "8063;" the telephone call of the principal's residence is "2-2."

STATE NORMAL SCHOOL,

BRIDGEWATER, MASSACHUSETTS.

PRINCIPLES OF THE SCHOOL.

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

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

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

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

A practical study of children is made in connection with the teaching in the different grades of the training school.

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

APPLICATION FOR ADMISSION.

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

Blank forms for application, carrying with them application for room in the residence halls when desired, will be furnished upon request. Certificate blanks are to be obtained by principals of high schools upon application to the principal of the normal school.

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

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

REQUIREMENTS FOR ADMISSION.

The admission requirements as given below will be in effect after January 1, 1916.

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

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

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

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

A. *Prescribed Subjects.* — Three units.

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

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

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

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

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

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

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

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

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of

the high school shall certify that the applicant is entitled to certification in accordance with standards as defined by the Board of Education.

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

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

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

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

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

SCHEDULE OF ENTRANCE EXAMINATIONS.

THURSDAY, JUNE 22, 1916.

<i>Morning.</i>	<i>Afternoon.</i>
8.30- 8.45. Registration.	1.30-2.30. Geometry.
8.45-10.30. English literature and composition.	2.30-4.00. Latin, arithmetic.
10.30-11.30. History.	4.00-5.00. General science.
11.30-12.30. Algebra.	

FRIDAY, JUNE 23, 1916.

<i>Morning.</i>	<i>Afternoon.</i>
8.15- 8.30. Registration.	1.30-2.30. Chemistry, physics.
8.30- 9.30. Drawing, stenography.	2.30-3.30. Physiology, bookkeeping.
9.30-11.00. French, German, current events.	3.30-4.30. Biology, botany, zoölogy.
11.00-12.00. Physical geography, commercial geography.	4.30-5.30. Household arts or manual training.

TUESDAY, SEPTEMBER 5, 1916

<i>Morning.</i>	<i>Afternoon.</i>
8.30- 8.45. Registration.	1.30-2.30. Geometry.
8.45-10.30. English literature and composition.	2.30-4.00. Latin, arithmetic.
10.30-11.30. History.	4.00-5.00. General science.
11.30-12.30. Algebra.	

WEDNESDAY, SEPTEMBER 6, 1916.

<i>Morning.</i>		<i>Afternoon.</i>	
8.15- 8.30.	Registration.	1.30-2.30.	Chemistry, physics.
8.30- 9.30.	Drawing, stenography.	2.30-3.30.	Physiology, bookkeeping.
9.30-11.00.	French, German, current events.	3.30-4.30.	Biology, botany, zoölogy.
11.00-12.00.	Physical geography, commercial geography.	4.30-5.30.	Household arts or manual training.

Physical Examination. — Dr. Isabel Weston, the school physician, will be at the gymnasium on June 22 and September 5, 1916, at 10 o'clock A.M., to examine, without expense to the candidate, all women candidates for admission to the school.

CURRICULA.

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

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

B. Intermediate Department. — For those preparing to teach in intermediate schools or junior high schools, including the seventh, eighth and ninth grades.

C. Primary Department. — For those preparing to teach in primary schools, or in the first three grades only. This department equips more fully for teaching little children, and trains teachers for work in the primary grades with a proper use of kindergarten methods. The demand for teachers with such training is in excess of the supply.

The curriculum of department A covers two years; that of department B, three years; and that of department C, three years. The work of the first year is the same for all of the departments, definite differentiation taking place at the beginning of the second year.

A. Elementary Department.

	Number of Weeks.	PERIODS PER WEEK. ¹	
		Recitation.	Preparation.
<i>First Year.</i>			
English Language 1	38	3	3
English Language 2	38	2	2
English Language 3	38	1	1
Music 1	19	5	4
Arithmetic 1	19	4	4
Geography 1	19	4	4
Practical Science 1	19	4	4
Practical Science 2	38	2	2
Practical Arts 1	38	2	2
Drawing and Fine Arts 1	38	2	2
Physical Education 1	38	2	—
Education 8	19	2	—
<i>Second Year.</i>			
English Language 3	19	1	1
Literature 1	28	4	4
Geography 2	19	4	4
History and Social Science 1	19	4	4
Practical Science 3	28	2	2
Practical Arts 1	10	2	2
Drawing and Fine Arts 2	19	2	2
Physical Education 2	19	2	—
Physical Education 4	19	2	2
Education 1	19	4	4
Education 2	10	1	1
Education 4	19	4	4
Education 9	10	15	—
Education 11	10	25	—

¹ Periods are forty-five minutes in length.

B. Intermediate Department.

	Number of Weeks.	PERIODS PER WEEK. ¹	
		Recitation.	Preparation.
<i>First Year.</i>			
English Language 1	38	3	3
English Language 2	38	2	2
English Language 3	38	1	1
Music 1	19	5	4
Arithmetic 1	19	4	4
Geography 1	19	4	4
Practical Science 1	19	4	4
Practical Science 2	38	2	2
Practical Arts 1	38	2	2
Drawing and Fine Arts 1	38	2	2
Physical Education 1	38	2	—
Education 8	19	2	—
<i>Second Year.</i>			
English Language 3	19	1	1
English Language 4	19	4	4
Literature 2	19	4	4
Music 2	19	4	4
Arithmetic 2	19	4	4
Geography 2	19	4	4
Geography 3	19	4	4
History and Social Science 2	19	5	5
History and Social Science 3	19	4	4
Practical Arts 1	19	2	2
Practical Arts 2	19	2	2
Drawing and Fine Arts 3	19	2	2
Physical Education 2	38	2	—
Physical Education 4	19	2	2
<i>Third Year.</i>			
Literature 3	10	4	4
Geography 4 (elective)	19	4	4
Practical Science 4 (elective)	19	4	4
Practical Arts 3 (elective)	19	2	2
Practical Arts 4 (elective)	19	4	4
Physical Education 3	10	2	2
Education 1	19	4	4
Education 3	19	4	4
Education 4	19	4	4
Education 7	19	4	4
Education 9	10	15	—
Education 11	19	25	—

¹ Periods are forty-five minutes in length.

C. Primary Department.

	Number of Weeks.	PERIODS PER WEEK. ¹	
		Recitation.	Preparation.
<i>First Year.</i>			
English Language 1	38	3	3
English Language 2	38	2	2
English Language 3	38	1	1
Music 1	19	5	4
Arithmetic 1	19	4	4
Geography 1	19	4	4
Practical Science 1	19	4	4
Practical Science 2	38	2	2
Practical Arts 1	38	2	2
Drawing and Fine Arts 1	38	2	2
Physical Education 1	38	2	—
Education 8	19	2	—
<i>Second Year.</i>			
English Language 3	19	1	1
Literature 1	28	4	4
History and Social Science 1	19	4	4
Practical Arts 1	10	2	2
Drawing and Fine Arts 2	19	2	2
Physical Education 2	19	2	—
Physical Education 4	19	2	2
Education 1	19	4	4
Education 5	38	2	2
Education 9	10	15	—
Education 10	38	—	—
<i>Third Year.</i>			
Practical Science 3	19	2	2
Physical Education 3	19	2	2
Education 4	19	4	4
Education 2	10	1	1
Education 6	38	4	4
Education 11	19	25	—

¹ Periods are forty-five minutes in length.

Conditions for Graduation.

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

Advanced Students.

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

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

Courses of Instruction and Training.

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

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

2. A background of knowledge of the essential truths of the subject to be taught. This implies a careful selection, from the

point of view of the teacher, of the essential facts in the different subjects and the study of their educational value.

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

Courses designated "A" are for teachers preparing for elementary schools, or grades 1 to 6 inclusive; those designated "B" are for teachers preparing for intermediate schools, or grades 7, 8 and 9; and those designated "C," for teachers preparing especially for the primary grades 1, 2 and 3.

ENGLISH LANGUAGE.

English Language 1. Oral and written expression. (A, B, C.)
Miss DICKINSON.

First year. Thirty-eight weeks, three recitation periods a week; three periods a week of preparation.

The aim of the course is to organize the fundamental facts of language which are used in the elementary grades, and give students practice in the use of the same under criticism. The first half of the course includes oral and written themes, and aims to teach clear expression and to discover the needs of individual students; spelling, — including simple rules of spelling, discussion of children's word lists, the modern theory of spelling and methods of teaching; dictionary work, — for adults and for children; use of the library and of reference books; how to use and make bibliographies; note taking; letter writing.

The last half of the course includes (a) language lessons, — a survey of subject-matter, methods of teaching elementary composition and of correcting children's errors; (b) grammar. The facts of sentence construction are organized to teach recognition of the sentence as a unit of speech; to discover the principles underlying the present-day use of word-forms as they occur in well-composed sentences; to evolve a terminology adapted to the needs of young pupils and based upon the present condition of the English language; to establish standards which shall rationalize the speech of the teacher and his pupils.

English Language 2. Reading. (A, B, C.) Miss MOFFITT.

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

The course includes phonics, with application to work in the different grades; systems of teaching reading in the first grade; story-telling, — fables, folk-

stories, fairy tales, children's poets; methods of teaching reading in the six grades, — use of pictures, dramatization, sight reading (oral and silent), seat work, reading to children, memory selections; hygiene of reading, — fatigue, speech defects, backwardness in speech. A dramatic club is organized for the young women of the school.

English Language 3. Penmanship. (A, B, C.) Mr. DONER.

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

Second year. Nineteen weeks, one recitation period a week; one period a week of preparation.

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

English Language 4. Composition. (B.) Subject-matter course. Miss MOSES.

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

Oral and written composition in the field of exposition. The purpose is to give training in the investigation and reporting of educational subjects, and in the use of library material. Themes are based on material derived from courses given in other departments of the school, on literature of professional, recreational and cultural interest, and on subjects relating to the social life of the school as reflected in the student's personal experience.

LITERATURE.

Literature 1. Introductory course. (A, C.) Miss MOSES.

Second year. Twenty-eight weeks, four recitation periods a week; four periods a week of preparation; occasional conferences with students.

The aim of this course is to give the student a working acquaintance with elementary school literature and with cultural literature for teachers. The work of the first term includes Norse, Greek and nature myths; legends and hero tales; King Arthur and Robin Hood literature; modern literature for children; poetry for the grades; recreational literature for children; children's periodicals; the relation of the public library to the school. Expository and narrative themes, oral and written, are required in connection with the study of this literature.

The work of the second term includes a survey of current educational literature, of current periodicals, of literature relating to children, and of recreational and cultural reading for teachers. Oral and written composition is continued. Courses are outlined for teaching literature, oral language games, and oral and written composition throughout the grades, with major attention given to the first six grades; in this connection a survey is made of current educational textbooks in elementary literature and composition.

Literature 2. American literature. (B.) Miss DICKINSON.

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

A general study of American literature as a record of the thoughts, feelings and imagination of the American people. The course aims (a) to acquaint the student with literary expression called forth by events of the colonial, revolutionary and national periods; (b) to furnish the prospective teacher with literature that may be used in teaching American history. It includes the reading of American classics by periods for the culture of students and for their use in children's classes; a comparison of American writings with contemporary English writings; a discussion of present tendencies in American literature.

Literature 3. Cultural course. (B.) Miss MOSES.

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

The aim of the course is to give students an acquaintance with the literature of England of the eighteenth and nineteenth centuries; (a) that they may have a deeper appreciation of the writers of the Romantic and Victorian periods and of their purposes; (b) that they may have a broad background for the teaching of such selections from these authors as are found in the children's literature of the grades. Themes are required in connection with the literature studied.

MUSIC.

Music 1. Introductory course. (A, B, C.) Miss PRINCE.

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

Students are instructed in the proper use of the voice, and in the importance of good enunciation and tone quality as a basis for the artistic rendering of songs. Practice is given in teaching rote songs and in conducting class exercises, both in individual singing and in chorus work. One period a week is devoted to gaining a knowledge of the works of some of the great masters and of the forms in which they wrote, by means of pianola and Victor records, and to chorus practice. There are also weekly recitals out of school hours for all who wish to attend. A ladies' glee club is organized. Opportunity for practice in teaching music is given in connection with the work in the training school.

Music 2. Advanced course. (B.) Miss PRINCE.

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

This course includes a continuation of ear-training; observation and discussion of methods of teaching music in grades above the sixth; conducting exercises in the grades as well as in the student's own class; study of three-part and four-part songs; study of intervals and simple chords.

ARITHMETIC.

Arithmetic 1. Introductory course. (A, B, C.) Miss FLETCHER.

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

Fundamental ideas governing the teaching of arithmetic, discrimination of essential subject-matter to be taught and the order of teaching; knowledge of the subject that grows out of practical experience; the importance of drill in order to form correct habits. The work of the course includes the following: (a) Drill on fundamental operations for accuracy and rapidity. (b) Units of measure, — simple work for the lower grades; "store arithmetic;" mensuration. (c) Fractions, — common and decimal; percentage and its simpler applications. (d) Problems of various kinds used in schools.

Arithmetic 2. Advanced course. (B.) Mr. JACKSON.

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

Commercial and industrial arithmetic adapted to children of the upper grammar grades. In commercial arithmetic such topics as the following are considered in their simpler aspects: the collection and transmission of money, keeping a cash account, insurance, taxes, savings banks and co-operative banks, investment of money in real estate and in stocks and bonds. In industrial arithmetic attention is given to such topics as arithmetic connected with housekeeping, with familiar industries and local manufacturing, and mensuration for common areas and volumes.

GEOGRAPHY.

Geography 1. Home geography. (A, B, C.) Mr. SHAW.

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

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

in all stages of change; consideration of the agents and forces operating to crack, split, crumble, erode, weather and transform minerals; also the action of wind, moving water and ice in transporting, sorting and depositing the products of the change. Soils, — mineral and other constituents of soil; texture in relation to agriculture; how soils deteriorate and how to prevent deterioration; how to improve soil.

Geography 2. Elementary methods course. (A, B.) MR. SINNOTT.

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

An organization of the essentials of the subject for use in teaching, including the following lines of work: The earth as a planet, and the effects of the earth's rotation and revolution. The atmosphere, and the great laws of climate. The ocean as a modifier of continents and climate and as a great commercial highway. The typical topographic forms and the uses which man makes of them, and the qualities which render them thus useful. The people in their industrial and institutional life. Map reading to fix important facts of location. A plan for studying the continents. The preparation of materials and exercises for teaching. Practice in conducting class discussions. The study of a graded course in geography to determine its adaptation to practical school work. Literature appropriate for grade work in geography. Schoolroom appliances for teaching the subject.

Geography 3. Intermediate methods course. (B.) MR. SINNOTT.

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

Organization of material to serve as a basis for instruction in the seventh and eighth grades: (a) a comprehensive study of the countries of America and Europe, — their natural physical features and man's modification of them for his uses; (b) a review of the geography of the world from the commercial standpoint.

Geography 4. Advanced course (elective). (B.) MR. SINNOTT.

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

The purpose of the course is to give the student such an understanding of the facts connected with the development of the earth's crust as will enable him easily and accurately to interpret the more important geographical problems that may arise in connection with the ordinary teaching of geography in upper grades. Much time is spent in research work that leads to an acquaintance with the sources of geographical material. An excellent electric lantern, with a collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts, models and instruments are constantly at hand for study. A study is also made of the geographical movements of the present day.

HISTORY AND SOCIAL SCIENCE.

History and Social Science 1. Elementary American history.
(A,C.) Miss FLETCHER.

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

The aim of the course is to organize United States history into its great periods; to discover the important personages and events to be used in teaching; and to illustrate the best methods for presenting the subject in a graded course of studies. The course includes the selection of stories of primitive life adapted to primary grades; the use of biographical readers and narrative histories, and of elementary textbooks; the use of pictures, sand table, blackboard maps, supplementary readers, scrapbooks, etc.; exercises for national holidays; local history, — how to obtain and use material; simple community civics, — to interest children in the activities of town and city, State and nation; current events.

History and Social Science 2. Intermediate American history.
(B.) Miss FLETCHER.

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

This course covers the development of American civilization, tracing the growth of the American ideals in government, in education, in social status, and in the economic world from their beginnings in European and English history to the present time. American history is organized into its great periods of development. In each period the students determine the problem to be worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crisis, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bearing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civil service on the part of each individual. The work is conducted in the library of history, in order to teach the proper use of a library. Consideration is given to the great national problems of the nineteenth and twentieth centuries, and the student is brought in touch with the problems of to-day by the study of current events.

History and Social Science 3. Community Civics. (B.) Principal BOYDEN.

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

The course includes the civics of the home, the neighborhood, the playground and the community. The aim is to arouse an intelligent sympathy for civic life, to give an elementary knowledge of civic organizations, and to create op-

portunities for active co-operation in community life. The subject is taught by practical illustrations and supplementary reading adapted to grammar grades and to the junior high school. Magazine sketches, newspaper cuttings, reports and collections of pictures aid in vitalizing the work.

PRACTICAL SCIENCE.

Practical Science 1. Elementary physical science. (A, B, C.)
Mr. JACKSON and Mr. SHAW.

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

The work is based on the belief that every teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in other subjects, as in geography, physiology and nature study. The teacher should also be able to help children to a clear understanding of the allusions met in their reading; should know something of the construction and operation of common instruments in which children are interested in the schoolroom and in the home, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse. The aim is to present in a systematic way as many of the truths most likely to be needed as the time will allow, deriving these truths, in large measure, from the familiar experiences of common life in the fields of physics and chemistry.

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

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

Practical Science 2. Nature study and gardening. (A, B, C.)
Miss DAVIS.

First year. Thirty-eight weeks, two recitation periods a week, including work in laboratory, field and garden; two periods a week of preparation.

The aim is to secure a first-hand acquaintance with the common plants and animals of the locality. The topics are arranged according to the season, and are studied with constant use of the science garden and greenhouse. They are as follows: (a) For the fall season: growth and metamorphosis of insects; injurious and helpful insects; flowers and fruits, — pollination, fertilization, seed formation and seed distribution; common trees and the preservation of forests. (b) For the winter season: tree study continued; typical animals of the locality, — their activities, adaptive structures and relations to man; non-flowering plants, — means of distinguishing them, their adaptations and their economic use or injury. (c) For the spring season: bird study, — their identification, habits, songs and relation to agriculture; seed germination.

School Gardening. — Each student applies this study by cultivating a flower and vegetable garden. Seeds are tested, plans are arranged for each garden, soil is prepared for seeds and the plot is cultivated for its special purpose. A number of students also work in co-operation on plots designed for decorative or other special purposes, and direct groups of children in planting these gardens.

Practical Science 3. Nature study. (A, C.) Methods course for teachers in elementary grades. Miss DAVIS.

Second year. Twenty-eight weeks in elementary department.

Third year. Nineteen weeks in primary department; two recitation periods a week, including work in laboratory and garden; two periods a week of preparation.

Organization of the nature study material into a definite series of lessons and projects for the first six grades. Actual teaching in the training school. Supervision of the garden work of children.

Practical Science 4. Economic chemistry (elective). (B.) Subject-matter course for teachers in upper grades. Mr. SHAW.

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

The instruction has for its purpose a general knowledge of the chemical conditions necessary for good health, human efficiency and progress, and how these conditions may be secured for the individual and for the community. The work consists of laboratory and class study of what we breathe, what we drink and use for cleansing, what we use for fuels and illuminants, foods and food values, adulterants and methods of detecting them, the bleaching, dyeing and care of textiles, observation and assistance in the domestic science class of the training school.

PRACTICAL ARTS.

Practical Arts 1. Introductory course. (A, B, C.) Miss BECKWITH.

First year. Thirty-eight weeks.

Second year. Elementary and primary departments ten weeks, intermediate department nineteen weeks; two recitation periods a week, including work in laboratory; two periods a week of preparation.

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

Practical Arts 2. Advanced course. (B.) Miss BECKWITH.

Second year. Nineteen weeks, two recitation periods a week, including work in laboratory; two periods a week of preparation.

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

Practical Arts 3. Household arts (elective). (B.) Miss POPE.

Third year. Nineteen weeks, two periods a week of laboratory work; two periods a week of preparation.

The aim of the course is to give students practical knowledge of a large number of useful matters connected with the general subject of household arts. The work is closely associated with the lessons given to classes in the training school. It includes instructions in general housekeeping, the care of stoves, classes of foods, methods of cooking, and practical exercises in cooking typical foods.

Practical Arts 4. Gardening (elective). (B.) Miss DAVIS.

Third year. Nineteen weeks, four recitation periods a week in connection with work in the science garden; four periods a week of preparation.

This course is designed for those who wish to prepare themselves to assist in the movement for school and home gardens now going on in various communities. Active co-operation of the school with home and community organizations is to be fostered. The course includes propagation of plants, for garden and grounds, from seeds, bulbs and cuttings; grafting of fruit trees for home orchards; experience in trimming shrubs and trees; experiments on plants for a more thorough understanding of plant processes; raising of special crops under a variety of conditions; methods of spraying. Life histories of useful and injurious insects worked out in garden and greenhouse. During the fall and spring the students supervise the garden work of children.

DRAWING AND FINE ARTS.

Drawing and Fine Arts 1. Introductory course. (A, B, C.) Miss SOPER and Miss DAVIS.

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

The courses are planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with the processes which they may use. The subjects for the first term are lettering, color theory, design and color application to projects made in Practical Arts 1. The subjects for the second term are as follows: (a) representation, — including primary drawing, picture building for primary grades, principles of perspective, picture composition and picture study; (b) mechanical drawing, with application to the making of maps, diagrams and working drawings.

Drawing and Fine Arts 2. Elementary methods course. (A, C.) Miss SOPER.

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

Methods of teaching in different grades and study of outline courses in neighboring towns and cities. Conferences and direct preparation for teaching classes in the training school two periods a week for five weeks. Blackboard sketching for illustrative and decorative purposes in the schoolroom.

Drawing and Fine Arts 3. Intermediate methods course. (B.) Miss SOPER and Miss DAVIS.

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

Methods of teaching in grades, with more drill on perspective and mechanical drawing, in order to prepare students for teaching more advanced forms of the subject. Art appreciation and picture study in connection with the study of an outline for grade work. Practice in blackboard sketching.

In the third year conferences are held with the students teaching in the training school two periods a week for ten weeks.

PHYSICAL EDUCATION.

Physical Education 1. Gymnastics. (A, B, C.) Gymnasium work for all students. Miss GORDON and Miss BROUGHTON.

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

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

furnish her with means to improve and preserve the physical integrity of the pupils intrusted to her care. The course includes practical talks on personal hygiene; anthropometry applied to students; educative and corrective gymnastics, — instruction and drill in positions, movements and exercises; squad and class drills directed by students; the analysis of plays and games suitable for the schoolroom and school yard; observation of gymnastic work with children; singing games and folk dancing.

Physical Education 2. Gymnastics. (A, B, C.) Gymnasium work for all students. Miss GORDON and Miss BROUGHTON.

Second year. Nineteen weeks for elementary and primary departments, thirty-eight weeks for intermediate department; two periods a week.

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

Physical Education 3. Methods course. (B, C.) Miss GORDON and Miss BROUGHTON.

Third year. Ten weeks for intermediate department, nineteen weeks for primary department, two recitation periods a week; two periods a week of preparation.

This course deals with the use of educative and corrective gymnastics in the grades, and the making of simple gymnastic programs for the day's work and for special occasions; the organizing and managing of playground activities of older children; instruction in taking measurements of the children; æsthetic dancing; school pageants. A brief history of physical education is given.

Physical Education 4. Hygiene. (A, B, C.) Mr. SINNOTT.

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

The purpose is to give the student an intelligent appreciation of the important laws of hygiene and the habit of living in obedience to these laws, and to enable the prospective teacher to give intelligent care and hygienic training to the children under her instruction. The lines of work taken up are as follows: (a) a study of the various systems of the body, for the essential facts of anatomy, the functions of the various systems and organs, the fundamental laws of health, and the effects of alcohol and narcotics; (b) foods and food values; (c) a study of the principles of sanitary science, including such topics as ventilation and heating, plumbing and drainage, water and milk supply, preparation and preservation of food, bacteria in relation to disease, contagious and infectious diseases, disinfection and vaccination, relation of food, air and water to disease, school hygiene, personal hygiene.

EDUCATION.

Education 1. Educational psychology. (A, B, C.) Mr. STACY and Principal BOYDEN.

Second year in elementary and primary departments, third year in intermediate department. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

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

Education 2. History of education. (A, C.) Principal BOYDEN.

Second year in elementary department, third year in primary department. Ten weeks, one recitation period a week; one period a week of preparation.

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

Education 3. History of education. (B.) Principal BOYDEN.

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

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

Education 4. Methods. (A, B, C.) Miss NEWTON.

Second year in elementary department, third year in intermediate and primary departments. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

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

Education 5. Kindergarten theory and methods. (C.) Miss WELLS.

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

This course includes a study of Fröbel's "Mother Play Book" and collateral reading, to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life. The course is open to advanced students in other departments.

Education 6. Kindergarten theory and methods. (C.) Miss WELLS.

Third year, Thirty-eight weeks, four recitation periods a week; four periods a week of preparation.

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

Education 7. (B.) Professional course for teachers in the intermediate or junior high school. Mr. STACY.

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

The work in this course includes: (1) the psychology of adolescence with its applications to the pedagogy of the intermediate school; (2) the elements of sociology and economics as fundamental influences in shaping the ends of education; (3) the principles of classroom management or discipline; and modern methods of classification and promotion of pupils.

OBSERVATION AND PRACTICE TEACHING.

The work in observation and in Practice Teaching 1 is done in the training school; that of Practice Teaching 2, in schools in near-by towns and cities. The purpose of the training school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It is one of the public schools of the town, and includes a kindergarten, eight elementary grades and a non-English speaking room. It has a principal and twelve regular teachers, under whose direction the normal students observe

and practice. Each grade room is subdivided into three smaller rooms for group teaching by the students under the supervision of the grade teacher.

Education 8. Directed observation. (A, B, C.) Observation in the training school. Miss NEWTON, Supervisor.

First year. Nineteen weeks, two periods a week.

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

Education 9. Practice teaching. (A, B, C.) Intensive teaching in the training school. Miss NEWTON, Supervisor.

Second year in elementary and primary departments, third year in intermediate department. Five to ten weeks, forenoons.

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

Education 10. Observation and practice in the kindergarten. (C.) Miss WELLS.

Second year. Nineteen weeks, eight periods a week; nineteen weeks, forenoons.

The first nineteen weeks students serve as assistants before kindergarten opens, are present during opening exercises, and observe, under direction, two periods a week. The second nineteen weeks they conduct classes, games and other exercises under the direction of the teachers; in connection with this work they are given lessons in program making, story telling, singing and games.

This course is open to advanced students in other departments; the work with children, however, is dependent upon Education 5 and 6.

Education 11. Practice teaching. (A, B, C.) Miss NEWTON and Mr. STACY, Supervisors.

Extensive teaching, under supervision, in the schools in near-by towns and cities. Elementary department, second year, ten weeks; intermediate and primary departments, third year, nineteen weeks.

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

GENERAL INFORMATION.

Location.

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

Buildings and Equipment.

The main school building is a massive brick structure, divided into three connecting sections, affording good light and air in all the rooms. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. It is well supplied with water, is heated and ventilated by the fan system, has a heat-regulating apparatus and electric time and electric light service. In this building are the principal's office, assembly hall, libraries, and the offices, classrooms and laboratories of the different departments of the school. One-third of the building is devoted to the model school.

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

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

Four residence halls have been erected and furnished by the State for the accommodation of lady teachers and students. In Normal Hall, the oldest of these buildings, are the administrative offices and dining rooms. Woodward Hall contains

sixteen rooms. Tillinghast Hall, erected in 1896, contains thirty-seven residence rooms. The new dormitory, completed in September, 1911, contains ninety rooms. Each building has its own reception and reading rooms, is heated by steam, lighted by electricity and thoroughly ventilated. The halls are in charge of the principal of the school and the dean.

The natural science garden is the gift of Mr. Albert G. Boyden, principal emeritus of the school. It serves as an out-of-door laboratory for biology, geography and school gardening.

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

The Campus.

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

Expenses.

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

Board. — The price of board for those who live in the residence halls is \$160 a year, \$40 of this amount being due at the beginning of each quarter of ten weeks. This rate is made on

the basis of two students occupying one room and taking care of their room. Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge. An extra charge is made to students occupying a room alone and for board during any regular recess or vacation.

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

For men attending the school, rooms will be found in private families near by, at prices varying according to the kind of room desired. Board can be obtained by them at the school boarding hall for \$3 a week.

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

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

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

Other Expenses. — Women students will require a gymnasium suit, gymnasium shoes, rubber bathing caps and bath towels. Arrangements for these are made with the instructor in physical training at the beginning of the course. They are obtained at cost prices, and it is intended that the expense shall not be more than \$10.

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

Rooms in the Residence Halls.

Rooms in the residence halls are supplied with furniture, including mattresses and pillows. Students are required to bring bed covering for single beds, towels, napkin ring, and clothes

bag for laundry. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

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

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

Pecuniary Aid.

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

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

Government.

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

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

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

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

Register of Graduates.

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

Visitors.

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

HISTORICAL SKETCH.

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

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

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

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

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

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

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

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

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

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was

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

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the center district public school near by was made a school of observation for the students of the normal school; in 1891 this school, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school.

REGISTER OF STUDENTS.

1915-1916.

Advanced Students.

ENTERED 1914.

Alexanian, Manoog Der . .	Central Turkey College .	Boston.
Rau, Frederick E. . .	Teacher	Roxbury.
Abercrombie, Grace Florinda .	Teacher	Chatham.
Angevine, Alice Maude . .	Teacher	Attleboro.
Chandler, Bertha May . .	Teacher	Bradford.
James, Laura Lizzie . .	Teacher	Cohasset.

ENTERED 1915.

Chituni, Vahan Garabed . .	Teacher	Boston.
McCann, Francis James . .	Boston College . .	Framingham.
Newman, Augustus W. F. ¹ .	Middlebury College .	Hoosac Tunnel.
Pedroza, Evaristo Hernández .	Mexico City Normal .	Mexico City, Mex.
Purcell, Thomas Patrick ² .	St. Joseph's College, Calli- coon, N. Y. . . .	Randolph.
Shea, Frederic Leo . . .	Boston College . .	Holliston.
Ximello, Fernando Hoppensted .	Puebla, Mex., Normal .	Puebla, Mex.
Alcaraz, Celfina . . .	Mexico City Normal .	Mexico City, Mex.
Beach, Claire Julia . . .	Teacher	Charlotte, Vt.
Brown, Ella Jane . . .	Bridgewater Normal .	Brockton.
Crocker, Alice	Teacher	Nantucket.
Davis, Elizabeth Isabella ² .	Teacher	Berkley.
Gallagher, Laura May . .	Teacher	Ely, Nev.
Luna, Francisca R. ³ . .	Saltillo, Mex., Normal .	Saltillo, Mex.
Macomber, Mabel Esther . .	Teacher	Central Village.
Macomber, Marianna . .	Teacher	Central Village.
Packard, Inez Wilmot ² . .	Mt. Holyoke College .	Brockton.
Platt, Marie Starbuck . .	Teacher	Rockland.
Rackliffe, Mildred Elizabeth ² .	Mt. Holyoke College .	Campello.
Wallis, Pearl ²	Teacher	Annisquam.

Men, 9; women, 17.

First-year Students (Class entering 1915).

Barry, George Francis	South Boston.
Barton, Richmond Sylvester	Bridgewater.
DuBois, Charles Alfred	Brookfield.
McDonough, Thomas Joseph	Fall River.
McIlwraith, John Nicol	Bridgewater.
Ray, Carlon Weston	Campello.
Alger, Irene Evelyn	West Bridgewater.

¹ Present first term.² Present part of first term.³ Present second term.

Atwood, Frances Childs	West Falmouth.
Baker, Bessie Rose	Brockton.
Baker, Ruth Elizabeth	Brockton.
Barlow, Emma Mary Magdaleen	Fall River.
Bassett, Hannah Williams	Bridgewater.
Bates, Marjorie	Braintree.
Beatty, Mary Cecelia	Bridgewater.
Bell, Margaret Adams	Arlington.
Bigney, Mildred Esther ¹	Montello.
Blenis, Bessie Lynwood	Rockland.
Bolster, Mildred Louise ¹	Arlington.
Bowler, Cora May ¹	Belmont.
Bowles, Susan Gorm Bacon	Mattapoisett.
Bradley, Helen Elizabeth	Cambridge.
Bradley, Mary Kathryn	Quincy.
Brooks, Dorothy May	Amesbury.
Brown, Dorothy	Newburyport.
Brownell, Ethel Pearl	Mattapoisett.
Buckley, Bernice Kathleen	Brockton.
Burgess, Gladys Russell	Nantucket.
Burke, Katherine Elizabeth	New Bedford.
Cahoon, Eunice Margaret	Brockton.
Cappannari, Mary Lucy	Plymouth.
Carroll, Mildred Veronica	Fall River.
Chace, Ruth Edna	East Freetown.
Chadwick, Gladys Stanley	Fall River.
Chapman, Hazel	West Duxbury.
Chapman, Lucy Green	Holbrook.
Chatfield, Mildred Verna	West Bridgewater.
Cobb, Helen Bess	Brockton.
Cohen, Mabel	New Bedford.
Comstock, Pearl Marie	Bridgewater.
Connell, Florence Veronica	Cambridge.
Connors, Emma Cecilia	Fall River.
Conrod, Cecille Beatrice	East Mansfield.
Cook, Florence Marguerite	Springfield.
Cooke, Millicent Bosworth	Attleboro.
Cooper, Gwendolyn	Brockton.
Corliss, May Louise	Rockland.
Coyle, Julia Frances	Quincy.
Culliford, Hilda Aleda May	Bradford.
Cummings, Marjorie Genevieve	Dedham.
Denny, Mildred Wood ¹	Jamaica Plain.
Deveney, Anna Efric	Taunton.
Donahue, Anna Frances	North Abington.
Doughty, Jennie Blanche	North Abington.
Drumm, Mary Gertrude	Dedham.
Dunn, Ellen Melissa	East Taunton.
Durfee, Inez Morrison	Fall River.
Eaton, Etta Frances	Middleborough.
Eddy, Doris Cranston	Oak Bluffs.
Edgar, Helen Gertrude	Taunton.
Eldred, Cecelia Mercy	Quisett.
Elliott, Ruth Wilson	Campello.
Eno, Shirley Parker	New Bedford.

¹ Present part of first term.

Fanning, Mary Catherine	Fall River.
Feeny, Rebecca Cleophas ¹	Cambridge.
Feinberg, Sadie	Marshfield.
Fiske, Lizzetta Fay	Attleboro.
Fitton, Doris Elizabeth	Fall River.
Flanagan, Mary Veronica	New Bedford.
Foley, Zita Inez	Brockton.
Ford, Marion Gertrude	Whitman.
Francis, Lydia Pearl	New Bedford.
Gallagher, Irene Elizabeth	Spencer.
Gibb, Jennie Maxwell	Quincy.
Gibson, Edith Ingeborg	Quincy.
Gilgan, Grace Marie	Randolph.
Göeres, Grace Murray	Avon.
Goodwin, Zelda Frances	East Raynham.
Grant, Elsie Louise	Brockton.
Gray, Winifred	Tewksbury.
Hale, Mildred Lillian	Gloucester.
Handy, Bertha Frances Eleanor	Falmouth.
Harrington, Helen Mary	Fall River.
Harrington, Marjorie	Everett.
Herrick, Esther Caroline	South Easton.
Hinkley, Margaret Howard	Newtonville.
Hodgson, Doris Eldridge ¹	Marion.
Holton, Sara Elisabeth	Springfield.
Horgan, Katherine Frances	Quincy.
Horner, Cicely Vanderveeke	Attleboro.
Horrigan, Olive Katherine	Holyoke.
Horton, Rhena Mason	Mansfield.
Hosford, Dorothy Esther	Franklin.
Hull, Reita	Nantucket.
Huntress, Helen Odiorne	West Newbury.
Johnston, Mae Stuart	Whitinsville.
Josselyn, Clara Bates	Bridgewater.
Keyes, Mary Constance	Holyoke.
King, Mildred Rosebelle	Springfield.
Lalanne, Rose Alida	Fall River.
Leavitt, Ruth Helen	Quincy.
Leslie, Edith Gertrude	Brockton.
Lindquist, Lavina Ingrid	Taunton.
Lydon, Rachel Louise	North Abington.
Lynch, Catherine Cecilia	Fall River.
MacDonald, Julia Blake	Fall River.
Mackey, Gertrude Marie	Holyoke.
Magner, Kathleer Frances	Hingham.
Martin, Mary Christine	Holyoke.
McAuliffe, Margaret Roberta	Randolph.
McClatchey, Alice Louise	Attleboro.
McCubbin, Flora Elinith	North Andover.
McDonald, Katherine Mary	New Bedford.
McDonald, Mary Alice	West Quincy.
McElhiney, Alice Therese	Brockton.
McGrath, Mary	Fall River.
McLearn, Mary Priscilla	Allerton.
McSherry, Anna Mae Veronica	Montello.

¹ Present part of first term.

Moher, Christina Isabelle	New Bedford.
Money, Lucy Abbie	Dodgeville.
Moore, Esther Wood	Whitman.
Murphy, Grace Agnes	Fall River.
Murphy, Mary Josephine	Roxbury.
Nash, Clarice	Plainville.
Noyes, Margaret Beatrice	Lexington.
O'Brien, Gertrude Agnes	West Quincy.
O'Donnell, Annie Cecilia	Bridgewater.
O'Donnell, Madeline Gertrude	Rockland.
Olsen, Esther	Wollaston.
O'Neil, Mary Frances	Fall River.
Packard, Gladys Lillian ¹	West Bridgewater.
Parker, Helena Morris	Melrose.
Peterson, Florence Eunice	West Hanover.
Phillips, Elizabeth Barker	West Hanover.
Phillips, Myrtis Isabel	Taunton.
Piguet, Mary Elise	Sharon.
Power, Mary Bernadette	Taunton.
Reynolds, Ruth Elsie	Quincy.
Rice, Dorothy Carpenter	Bridgewater.
Richmond, Bertha Snow	North Middleborough.
Riley, Hazel Ernine	New Bedford.
Riley, Madeline Irvin	Fall River.
Riley, Mary Elizabeth	Randolph.
Ryan, Beatrice Emma	Holyoke.
Ryan, Margaret Evelyn	Somerset.
Savage, Mary Louise	New Bedford.
Scott, Inez Monroe	Hyde Park.
Searle, Mary Anne	Taunton.
Shea, Loretta Dorothea	Holyoke.
Shea, Mary	Brockton.
Sheehan, Anna Mae	North Easton.
Shurtleff, Mertice Byron	Fairhaven.
Shyne, Mary Agnes	Quincy.
Smith, Lena May	Somerset.
Soulve, Iva May	Brockton.
Spring, Margaret Whiting	Hingham.
Stewart, Georgianna Catherine	Quincy.
Stoye, Marjorie	Stoughton.
Sutherland, Dora Frances	Bridgewater.
Sutliff, Rita Elsie	Weymouth.
Tallman, Ethel Holcombe	Middleborough.
Thomas, Eleanor Harlow	South Middleborough.
Tiffany, Hilda Phoebe	Brockton.
Toye, Mary Genevieve	Lawrence.
Twiss, Edythe Lenore	Three Rivers.
Underwood, Eleanor	Harwich.
Varley, Florence May	Rehoboth.
Wade, Amy Marie ¹	East Bridgewater.
Wadsworth, Priscilla Alden	North Middleborough.
Wallner, Isabella	New Bedford.
Walmsley, Lena	Fall River.
Welch, Caroline	Taunton.
Welsh, Cecelia Alethea	Malden.
Werme, Lillian Ingeborg	West Quincy.
West, Helen Agnes	Brookville.

¹ Present part of first term.

Whelan, Angela Elizabeth	.	.	.	.	.	.	Fall River.
Wherity, Mary Elizabeth	.	.	.	.	.	.	Hingham.
White, Sally Nye	.	.	.	.	.	.	Acushnet.
Whiting, Helen Bailey	.	.	.	.	.	.	North Hanover.
Wing, Mildred Eliot	.	.	.	.	.	.	Bridgewater.
Winslow, Esther Lillian	.	.	.	.	.	.	East Mansfield.
Woodbury, Marion Ryder	.	.	.	.	.	.	Gloucester.
Zarkofski, Josephine Lena	.	.	.	.	.	.	Montello.

Men, 6; women, 176.

A. Elementary Department.

SECOND-YEAR STUDENTS (CLASS ENTERING 1914).

Adams, Dorothy Edna	.	.	.	.	.	.	East Bridgewater.
Ames, Augusta Rice	.	.	.	.	.	.	Rockland.
Ash, Alice Theresa	.	.	.	.	.	.	Quincy.
Baker, Dora Irene	.	.	.	.	.	.	Pittsfield.
Barker, Beulah Bennett	.	.	.	.	.	.	Fall River.
Barry, Ethel Elizabeth	.	.	.	.	.	.	North Swansea.
Barry, Katharine Evelyn	.	.	.	.	.	.	Brockton.
Beal, Alice Burton	.	.	.	.	.	.	Atlantic.
Begley, Mary Dorothea	.	.	.	.	.	.	Middleborough.
Billings, Marion Louise	.	.	.	.	.	.	Canton.
Bolen, Edna Victoria	.	.	.	.	.	.	Fall River.
Bowen, Emily Anna	.	.	.	.	.	.	Attleboro.
Brandon, Marie A.	.	.	.	.	.	.	Cambridge.
Briggs, Evelyn Hope	.	.	.	.	.	.	Marion.
Bumpus, Laura Janet	.	.	.	.	.	.	East Wareham.
Burgess, Ethel Mason	.	.	.	.	.	.	Fall River.
Burns, Mae Power	.	.	.	.	.	.	Whitman.
Carey, Abigail Elizabeth	.	.	.	.	.	.	Pittsfield.
Carman, Irene Almira	.	.	.	.	.	.	Marion.
Casey, Louise Dorothea	.	.	.	.	.	.	Fall River.
Cash, Mary Ellen	.	.	.	.	.	.	Nantucket.
Chase, Bertha Emily	.	.	.	.	.	.	Nantucket.
Clare, Helen Patricia	.	.	.	.	.	.	Holyoke.
Colburn, Irene Amanda	.	.	.	.	.	.	Somersworth, N. H.
Collet, Blanche Anita	.	.	.	.	.	.	New Bedford.
Collis, Anne Cecelia	.	.	.	.	.	.	Fall River.
Corey, Mary Perry	.	.	.	.	.	.	New Bedford.
Cullis, May Winifred	.	.	.	.	.	.	Jamaica Plain.
Davol, Mabel Maria	.	.	.	.	.	.	Fall River.
Dennis, Margaret Louise	.	.	.	.	.	.	Attleboro.
Drake, Lillian Beatrice	.	.	.	.	.	.	North Easton.
Dunn, Ethel Howard	.	.	.	.	.	.	Fairhaven.
Eldridge, Beatrice Earle	.	.	.	.	.	.	East Harwich.
Elliott, Celia Mills	.	.	.	.	.	.	North Dartmouth.
Ellis, Laura Frances	.	.	.	.	.	.	Mattapoisett.
Evans, Helen Louise	.	.	.	.	.	.	Taunton.
Finnegan, Emma	.	.	.	.	.	.	Fall River.
Fleming, Loretta Catherine	.	.	.	.	.	.	Pittsfield.
Foley, Mary Elizabeth	.	.	.	.	.	.	Quincy.
Foster, Elizabeth Veronica	.	.	.	.	.	.	New Bedford.
Fyans, Edith Jennie	.	.	.	.	.	.	Fall River.
Gaffney, Amelia Foster	.	.	.	.	.	.	Gloucester.
Gazarian, Lucy Theresa	.	.	.	.	.	.	Dorchester.

Grenier, Lucie Marie	Quincy.
Gushee, Rosa Cynthia	Winthrop.
Hanley, Catherine Mary	East Weymouth.
Hayes, Blanche Cofran ¹	Milton, N. H.
Hicks, Lucy Davis	Fall River.
Horton, Edith Charles	Taunton.
Howard, Helen Katherine	South Easton.
Hulse, Gertrude French	Mattapoisett.
Kapples, Alice Christina	West Quincy.
Kemp, Katherine Kay	Provincetown.
Kennedy, Rose Loretto	Holyoke.
Kimball, Evelyn Doris	Littleton.
Kingsley, Marjorie Faye	Taunton.
Landry, Emily Anne	East Braintree.
Lawton, Ida Mae	Taunton.
Lehmkuhl, Loretta May	East Taunton.
Lennon, Margaret Frances	Franklin.
Lennon, Mary Eleanor	Franklin.
Leonard, Bessie Frances	South Middleborough.
Leonard, Hattie Luther	Brookville.
Lincoln, Ruth Alcott	Attleboro.
Linnehan, Mary Pauline	Pittsfield.
Little, Dorothy Colman	Newburyport.
Lockhart, Helen Mae	Falmouth.
Lowe, Nellie Jeannett	Rochester, N. H.
Lynch, Marian Esther	Roslindale.
Lyons, Edith Mary	Holyoke.
MacLeod, Ruth Helen	Quincy.
Maguire, Mary Frances	South Lawrence.
Malcolm, Jean Royle	Fall River.
Manley, Lillias Eugene	Fall River.
Maracek, Evelyn Pearl	Springfield.
McCabe, Margaret Mary	Franklin.
McMahon, Mary Elizabeth	New Bedford.
McMahon, Rachael Clare	Randolph.
McTague, Mary Clinton Frances	Holbrook.
Mendonce, Mary Louisa	Nantucket.
Miller, Mary Alys	Barre Plains.
Monks, Stella May	Fall River.
Mostrom, Rachel	North Middleborough.
Moulton, Grace Elizabeth	Norwell.
Murphy, Anna Elizabeth	Charlestown.
Murphy, Hazel Mary	Fall River.
Nickerson, Abbie Carrie	West Harwich.
Noonan, Josephine Anna	Canton.
O'Connell, Julia Agnes	Canton.
O'Connell, Loretta Margaret	Cambridge.
O'Hare, Mary Margaret	Fall River.
O'Hearn, Margaret Frances Veronica	Fall River.
Packard, Norma Bradford	Rockland.
Paine, Esther Boynton	Elmwood.
Partridge, Winnifred Kate	West Medford.
Peavey, Margaret	Fall River.
Prophett, Ellen Frances	Bridgewater.
Prouty, Rena Ileene	Rockland.

¹ Present part of first term.

Quinn, Loretta Frances	Fall River.
Randall, Dorothy Louise	Whitman.
Reed, Bernice Madison	Middleborough.
Regan, Mary Elizabeth	Fall River.
Reidy, Margaret Catherine	East Weymouth.
Robinson, Dorothy King	Taunton.
Rogan, Marion Elizabeth	Spencer.
Sampson, Helen May	Plymouth.
Savage, Louise Julia	Franklin.
Seagrave, Rosamond Helen	Attleboro.
Shea, Mary Cecelia	Franklin.
Shepherd, Ruth	Leicester.
Smith, Elizabeth Austin	Nantucket.
Smith, Irene Clara	Springfield.
Smith, Lizzie	Fall River.
Spencer, Della Sylvester	Brockton.
Squarey, Frances Libbie	North Abington.
Strid, Anna Linea	South Braintree.
Sullivan, Agnes Elizabeth	Ware.
Sullivan, Helen Frances	Brockton.
Swett, Angie Mae	Provincetown.
Talmage, Lucille Hendrie	New Bedford.
Taylor, Ruth Emily	West Medford.
Thomas, Pauline Marion	Cambridgeport.
Tinkham, Mildred Clark	Mattapoisett.
Tooker, Anne Bancroft	Taunton.
Traynor, Margaret	South Somerset.
Trueman, Nina Pearl	Portsmouth, N. H.
Tuttle, Alice Grant	Chatham.
Tyler, Gladys Bernadette	North Abington.
Vincent, Kathleen	Edgartown.
Wanner, Mary Rounsville	East Mattapoisett.
Warren, Alice Greenwood	Abington.
Webster, Gladys Lulu	Marshfield.
Welch, Florence Elizabeth	Franklin.
Wilde, Edith Chandler	Weymouth.
Wilder, Clara Moran	East Weymouth.
Wilder, Elsie Sherman	South Hingham.
Wood, Lillian Averick	Nantucket.
Wood, Mary Milne	Fall River.
Young, Laura Mendell	New Bedford.

Women, 139.

B. Intermediate Department.

SECOND-YEAR STUDENTS (CLASS ENTERING 1914).

Berman, Edward	Quincy.
Burke, Walter Maurice	Rockland.
Crocker, Louis Winthrop	Waltham.
Ransden, Richard Whitcomb	Westdale.
Sargent, Warren Russell	Merrimacport.
Sheehan, John Joseph	Cambridge.
Brown, Marion Elizabeth	Campello.
Burns, Lilly Beatrice	New Bedford.
Coleman, Frances Anna	Nantucket.
Collingwood, Elizabeth Rowe	Plymouth.

Day, Bertha Emilie	East Dedham.
Farnham, Marion Olive	Brockton.
Foye, Lillian Rachel	Middleborough.
Frazer, Mary Rachel	Plymouth.
Gooch, Helen Agnes	Whitman.
Hamilton, Ruth Morse	Brockton.
MacQuarrie, Lillian Elizabeth	Minot.
Ouderkirk, Marjorie Ellison	Brockton.
Scherzer, Anna Katharine	New Bedford.
Smith, Gladys Mae	Haverhill.
Whelan, Elizabeth Harford	Campello.

THIRD-YEAR STUDENTS (CLASS ENTERING 1913).

Arslanian, Kissag Hagop	Boston.
Cloues, Paul	Newton Center.
Mack, Alfred Russell	North Easton.
Mahoney, William Francis	Rockland.
Sutherland, William Charles	Bridgewater.
Bigelow, Marion Adeline	Brockton.
Blood, Mildred Hatch	Lancaster, N. H.
Brown, Laura May	Brockton.
Cagney, Mary Alice	Bridgewater.
Cameron, Annie Maria	Bridgewater.
Capen, Esther Rubie	Stoughton.
Dineen, Mary Florence	Brockton.
Faircloth, Jennie Evelyn	Rockland.
Gustafson, Mabel	Avon.
Holmes, Esther Louise	Campello.
Know, Alberta May	New Bedford.
Lewis, Florence Elizabeth	Keene, N. H.
McDonough, Helen Marguerite	Vineyard Haven.
Mumford, Mary Magdalen	Taunton.
Phipps, Helen Estelle	Milton.
Polk, Mildred Turner	Wollaston.
Reardon, Alice Gertrude	Brockton.
Sampson, Laura Madeleine	Brockton.
Sampson, Marion Louisa	South Hanson.
Shanahan, Anna Josephine	Rockland.
Smith, Mabel Jennie	Whitman.
Tompkins, Edith Caroline	Rockland.
Whelan, Louise Manchester	Campello.

Men, 11; women, 38.

C. Primary Department.

SECOND-YEAR STUDENTS (CLASS ENTERING 1914).

Eldridge, Mary Frances	Wareham.
Flynn, Susan Cecilia	Lawrence.
Fowle, Ruth Sawyer	Lexington.
Norton, Dorothy Williams	Oak Bluffs.

THIRD-YEAR STUDENTS (CLASS ENTERING 1913).

Barron, Edna Irene	Beverly.
Brown, Marion	Manchester, Conn.
Dalby, Amelia Frances	Egypt.

Fobes, Mary Frances	West Bridgewater.
Forbes, Ruth Pauline	New Bedford.
Moulton, Doris Ethel	Attleboro.
Shaw, Mayna	Plymouth.
Thompson, Anna Elizabeth	Hyde Park.
Tower, Alma Louise	North Abington.
Whorff, Bertha Vellora	North Scituate.

Women, 14.

D. Advanced Department.

This department will be discontinued after July 1, 1917. The Board of Education has under consideration the establishment in this school of a graduate course of instruction designed for experienced teachers who desire to equip themselves for positions as principals and superintendents of schools, and for other administrative lines of work. Such a course, it is planned, shall be open only to college or normal school graduates who have had at least two years of successful experience as teachers.

FOURTH-YEAR STUDENTS (CLASS ENTERING 1912).

Andrews, Walter Howard	Sharon.
Burgess, Joseph Reed	Rockland.
Casey, Bartholomew Francis	Bridgewater.
Gulumian, Aram Garabed	Chelsea.
Wright, Eugene Allen	Plympton.
Anglin, Anna Loretta	South Braintree.
Churchill, Ruby Estelle	Winthrop.
Curran, Theresa Beatrice	Brockton.
Cutting, Esther	Cambridge.
Dillon, Madeleine Catherine	Randolph.
Gilbert, Mary Louise	Brockton.
Hunt, Margaret Murtel	Quincy.
Lane, Miriam Frances	Brockton.
Lynch, Grace Pauline	North Easton.
Morrell, Helen Frances	Merrimac.
Peterson, Helen Belle	Auburndale.
Thomas, Margaret Evelyn	Rock.

Men, 5; women, 12.

Summary.

	Men.	Women.	Totals.
Advanced students	9	17	26
First-year students:—			
Class entering 1915	6	176	182
Department A:—			
Class entering 1914	—	139	139
Department B:—			
Class entering 1914	6	15	21
Class entering 1913	5	23	28
Department C:—			
Class entering 1914	—	4	4
Class entering 1913	—	10	10
Department D:—			
Class entering 1912	5	12	17
Total for the year	31	396	427
Admitted this year	13	188	201
Graduated, 1915	11	145	156
Number receiving certificates for special courses	—	2	2
Whole number admitted from the beginning,	1,487	5,589	7,076
Number who have received diplomas or certificates	962	3,784	4,746
Number graduated from the four-year course	216	220	436
Number enrolled in training school, 1915-1916	—	—	502

