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Bridgewater State Normal School

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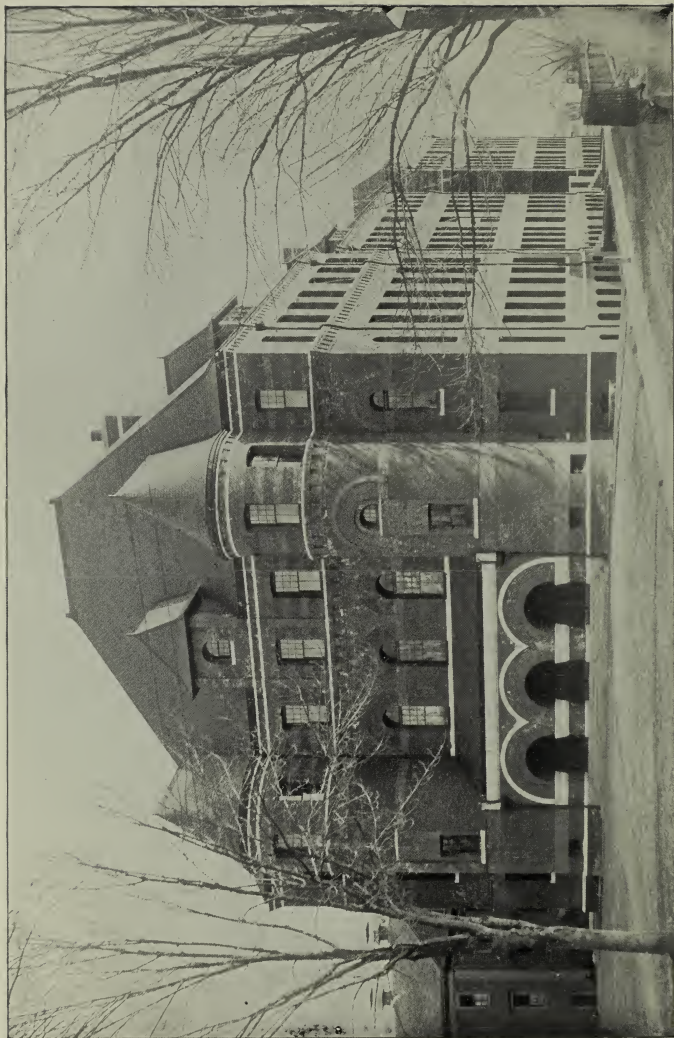
THE COMMONWEALTH OF MASSACHUSETTS



State Normal School
Bridgewater



1919



STATE NORMAL SCHOOL.

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS

Established 1840



1919

BOSTON
WRIGHT AND POTTER PRINTING COMPANY, STATE PRINTERS
32 DERNE STREET
1919

PUBLICATION OF THIS DOCUMENT
APPROVED BY THE
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•	ROOM 217, EAST WING, STATE HOUSE, BOSTON.
	Hours, 9 to 5; Saturdays, 9 to 12.

¹ On leave of absence with Chester, Pa., Shipbuilding Company.

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CHARLES E. DONER	Geography and general science.
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	Psychology and school administration; director of junior high school course.
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EDITH L. PINNICK	Supervisor of physical education.
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MABEL B. SOPER	Supervisor of drawing and hand work.
MARY A. PREVOST	Assistant in drawing.
CORA A. NEWTON	Supervisor of observation and practice teaching; methods.
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S. ELIZABETH POPE	Household arts (part time).
FLORA P. LITTLE	Assistant in drawing (part time). Manual arts (part time).

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S. ELIZABETH POPE	Literature. Domestic science.
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ELEMENTARY SCHOOL.

NELLIE M. BENNETT	Grade 6.
JENNIE BENNETT	Grade 5.
BERTHA O. METCALF	Grade 4.
MARY L. HASTINGS	.	.	.	.	.	.	.	.	.	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 ¹	.	.	.	.	.	.	.	.	.	Non-English speaking grade.

CHARLES H. BIXBY	.	.	.	.	.	.	.	.	.	Chief Clerk.
Mrs. IDA A. NEWELL	.	.	.	.	.	.	.	.	.	Head Matron.
Mrs. HARRIET F. BIXBY	.	.	.	.	.	.	.	.	.	Steward.
Miss ROSE E. JUDGE	.	.	.	.	.	.	.	.	.	Resident Nurse.
THOMAS E. ANNIS	.	.	.	.	.	.	.	.	.	Chief Engineer.
WILLIAM MOORE	.	.	.	.	.	.	.	.	.	Superintendent of Grounds and Gymnasium.
LOUIS C. STEARNS	.	.	.	.	.	.	.	.	.	Superintendent of Greenhouse and School Gardens.

¹ Leave of absence.

CALENDAR, 1919.

April 12-20	Easter recess.
April 21	School reopens.
May 30	Memorial Day, a holiday.
June 17-18	First entrance examination.
June 26	Graduation day.
Sept. 8-9	Second entrance examination.
Sept. 8	Training school opens.
Sept. 10	Beginning of the normal school year.
Oct. 12	Columbus Day, a holiday.
Nov. 26-30	Thanksgiving recess.
Dec. 1	School reopens.
Dec. 20-28	Christmas recess.
Dec. 29	School reopens.

Sessions are from 9.15 A.M. to 12.30 P.M., and from 1.30 P.M. to 3.35 P.M. There are no sessions on Saturday.

The school may be reached by telephone through the following numbers of the Bridgewater exchange:—

Administrative offices, 162-2.
 Steward's office, 162-3.
 Head matron's office, 155.
 Normal school building and training school, 261.
 Normal and Tillinghast Halls (pay station), 8063.
 Woodward Hall (pay station), 8118.
 Principal's residence, 2-2.



GYMNASIUM.

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 broader educational principles which underlie all true teaching. The method of teaching is determined by these principles, and the student is to become so trained in their application that he will be able to rightly conduct the education of his pupils.

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

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

APPLICATION FOR ADMISSION.

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

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

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

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

REQUIREMENTS FOR ADMISSION.

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

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

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

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

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

A. Prescribed Subjects. — Three units.

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

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

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

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

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

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

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

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

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

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

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

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

TUESDAY, JUNE 17, 1919.

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

WEDNESDAY, JUNE 18, 1919.

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

MONDAY, SEPTEMBER 8, 1919.

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

TUESDAY, SEPTEMBER 9, 1919.

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

CURRICULA.

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

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

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

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

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

Department Schedules.

FIRST YEAR.

[Periods are sixty minutes in length, including time for supervised study.]

	A. ELEMENTARY.		B. JUNIOR HIGH.		C. KINDERGARTEN-PRIMARY.	
	Weeks.	Periods.	Weeks.	Periods.	Weeks.	Periods.
Reading 1	26	5	-	-	26	5
Reading 2	-	-	13	5	-	-
Literature 1	13	5	13	5	13	5
Library 1						
Composition	-	-	26	4	-	-
Penmanship	39	1	39	1	39	1
Arithmetic 1	13	3	-	-	13	3
Arithmetic 2	-	-	26	4	-	-
Geography 1	13	4	13	4	13	4
Nature Study 1	13	2	-	-	13	2
Biology	-	-	26	4	-	-
Gardening 1	13	2	13	4	13	2
General Science	26	3	13	4	-	-
Physical Education 1	39	2	39	2	39	2
Hygiene 1	13	3	-	-	13	3
History 1	13	4	-	-	13	4
Music 1	26	3	26	3	26	3
Drawing 1	19½	5	19½	5	19½	5
Handicrafts 1	19½	5	19½	5	19½	5
Psychology 1	13	3	-	-	13	3
Kindergarten Theory	-	-	-	-	26	2
Observation	13	3	-	-	13	3

Department Schedules — Continued.

SECOND YEAR.

[Periods are sixty minutes in length, including time for supervised study. Parentheses indicate elective subjects.]

	A. ELEMENTARY.		B. JUNIOR HIGH.		C. KINDERGARTEN- PRIMARY.	
	Weeks.	Periods.	Weeks.	Periods.	Weeks.	Periods.
Literature 2	19½	4	—	—	19½	4
Literature 3	—	—	26	4	—	—
Library 2	13	2	(26)	(3)	13	3
Penmanship	13	1	13	1	—	—
Modern Languages . . .	—	—	(39)	(3)	—	—
Geography 2, 3	19½	4	26	4	19½	4
Nature Study 2	26	2	—	—	26	2
Gardening 2	—	—	(39)	(3)	—	—
General Science 2 . . .	—	—	13	4	—	—
Physical Education 2 . .	26	2	39	2	39	2
Hygiene 2	—	—	13	4	—	—
History 1 continued . . .	13	4	—	—	13	4
History 2	—	—	39	4	—	—
Music 2	26	2	26	2	26	2
Drawing 2	19½	2	—	—	19½	2
Drawing 3	—	—	26	2	—	—
Blackboard Sketching 1, 2	13	2	13	2	13	2
Art Appreciation	—	—	13	2	—	—
Handicrafts 2, 3	—	—	(26)	(2)	13	2
Domestic Science	—	—	(26)	(2)	—	—
Practical Arts	—	—	(13)	(2)	—	—
Psychology 2	13	3	—	—	—	—
Methods 1	19½	3	—	—	—	—
Kindergarten Theory . .	—	—	—	—	39	6
History of Education 1 . .	13	2	—	—	—	—
Observation	—	—	13	3	13	2
Practice Teaching	6½	15	—	—	26	15
Apprentice Teaching . . .	13	25	—	—	—	—

Department Schedules — Concluded.

THIRD YEAR.

[Periods are sixty minutes in length, including time for supervised study. Parentheses indicate elective subjects.]

	B. JUNIOR HIGH.		C. KINDERGARTEN- PRIMARY.	
	Weeks.	Periods.	Weeks.	Periods.
Literature 4	(13)	(5)	-	-
Library 3	(13)	(5)	-	-
Penmanship	(13)	(1)	-	-
Modern Languages	(26)	(3)	-	-
Mathematics	(26)	(5)	-	-
Geography 4	(13)	(5)	-	-
Economic Chemistry	(26)	(4)	-	-
Applied Physics	(13)	(5)	-	-
Physical Education 3	13	2	13	2
History 3	(13)	(4)	-	-
Community Civics	13	4	-	-
Music 3	(13)	(3)	-	-
Drawing 4, Conferences	13	2	13	2
Practical Arts	(13)	(2)	-	-
Psychology 1, 2, 3	39	3	-	-
Methods 2	26	3	19½	3
Kindergarten Theory	-	-	13	1
History of Education 2	13	4	13	2
Practice Teaching	13	15	13	15
Apprentice Teaching	13	25	13	25

Courses of Instruction and Training.

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

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

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

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

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

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

Library Department.

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

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

First year. Twenty-six weeks, five periods a week.

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.

Literature 1. Children's literature. Miss PRITCHARD.

First year. Thirteen weeks, five periods a week.

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

Literature 2. Elementary course. Miss MOSES.

Second year. Nineteen weeks, four periods a week.

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

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

Library Instruction 1. Miss PRITCHARD.

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

This course gives a thorough knowledge of the use of a library, and a simple introduction to the care and preparation of books for library use. Instruction is given in the mechanics of book preparation for circulation and in the use of a

modern card catalogue. The class work is a part of the actual organization work done in the school library. Students electing to act as assistants during library hours will receive credit for additional work.

Library Instruction 2. Miss PRITCHARD.

Second year. Thirteen weeks, two periods a week.

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

Penmanship. Mr. DONER.

First year. Thirty-nine weeks, one period a week.

Second year. Thirteen weeks, one period a week.

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

Mathematics.

Arithmetic 1. Elementary course. Miss NEWTON.

First year. Thirteen weeks, three periods a week.

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

Geography.

Geography 1. Physiography. Mr. SHAW.

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

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.

The course includes (1) the practical study of common minerals, building stones and typical kinds of soil, with constant applications to the study of geography and to the industries. (2) 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. (3) 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. (4) 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 course. Mr. SINNOTT.

Second year. Nineteen weeks, four periods a week.

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.

Science.

Nature Study and Gardening 1, 2. Miss DAVIS and Mr. STEARNS.

First and second years. Twenty-six weeks each year (necessarily including one spring and one fall term), two periods a week.

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

In the second year methods of teaching nature study in the grades are considered, also the supervision of home and school gardens.

General Science 1. Applied chemical science. Mr. SHAW.

First year. Thirteen weeks, three periods a week, including work in the laboratories.

Emphasis is laid upon applications to home activities, agriculture and manufacturing. A study is made of the following subjects: some chemical operations needed for the interpretation of nature and human industries; chemistry of air, with special attention to respiration, combustion, tarnishing and rusting,

fermentation and decay; uses of nitrogen, fertilizers and explosives; uses of carbon dioxide in relation to plants and animals; the need of ventilation; flame and fuel, — how to start, control and extinguish fire; uses of a chimney; ventilation; characteristics of a good fuel; water, — simple tests for the purity of drinking water; location, protection and ventilation of wells; acids and alkalies, — relation to each other; application to agriculture and home industries; common metals.

General Science 2. Applied physical science. Mr. JACKSON.

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

Such topics are considered as the forms of water and their changes; the production of dew, fog, clouds, rain, frost and snow; the thermometer; the production of currents in water and in air; ocean and atmospheric currents; land and sea breezes; the transmission, reflection and refraction of light; shadows; eclipses; mirrors and their uses; familiar forms of the lever; atmospheric pressure, — its action in the pump and the barometer; water supply, municipal and domestic; buoyancy and floating; solution; capillary action; the magnet and the compass; the electric bell, and other electric appliances in the home.

Physical Education.

Physical Education 1. Gymnasium work. Miss GORDON and Miss PINNICK.

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

The purposes of the department are to aid the student in attaining the highest degree of physical efficiency and bodily symmetry; to enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth; to furnish her with means to improve and preserve the physical integrity of the pupils intrusted to her care. The course includes practical talks on personal hygiene; anthropometry applied to students; educative and corrective gymnastics, — instruction and drill in positions, movements and exercises; squad and class drills directed by students; the analysis of plays and games suitable for the schoolroom and school yard; observation of gymnastic work with children; singing games and folk dancing.

Physical Education 2. Gymnasium work. Miss GORDON and Miss PINNICK.

Second year. Twenty-six weeks, 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, practical treatment of the common accidents and emergencies of school life; pedagogy and ethics of play, games and athletics..

Hygiene 1. Mr. SINNOTT.

First year. Thirteen weeks, three periods a week.

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

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

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

First year. Thirteen weeks, four periods a week.

Second year. Thirteen weeks, four periods a week.

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

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

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

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

Music.**Music 1. Introductory course. Miss RAND.**

First year. Twenty-six weeks, three periods a week.

The aim of this course is to give an understanding of the subject-matter necessary for teaching public school music, and a working knowledge of various methods used in the elementary grades. It also aims to train the ear and develop the feeling that a school song, if it is perfectly rendered, with due attention to sentiment, tone, enunciation and rhythm, can be as artistic and beautiful as a symphony.

Lesson plans are made and discussed. Opportunity is given for practice in teaching. Supervised observations are often made in the training school in order that students may, from the outset, be kept in close contact with real schoolroom problems. During these exercises students are called upon to participate in the teaching. A glee club is organized for special work.

Music 2. Musical appreciation. Miss RAND.

Second year. Twenty-six weeks, two periods a week.

This course is a continuation of Music 1. The aim is to give a broader background, through the study of musical appreciation, and to apply this appreciation to the interpretation and conducting of school songs. In connection with the practice teaching opportunity is given for teaching in the training school under the supervision of Miss Rand. The lessons are discussed in conferences before the whole class.

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

First year. Nineteen weeks, five periods a week.

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

Drawing 2. Elementary methods and training course. Miss SOPER.

Second year. Nineteen weeks, two periods a week.

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

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

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

Blackboard Sketching. Miss PREVOST.

Second year. Thirteen weeks, two periods a week.

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

Handicrafts 1. Introductory course. Miss BECKWITH.

First year. Nineteen weeks, five periods a week.

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

Psychology and Pedagogy.

Psychology 1. Introductory course. Mr. HUNT.

First year. Thirteen weeks, three periods a week.

An **introductory course** devised for students just entering the Normal School, and aiming first of all to change the students' viewpoint from that of *learner to teacher*. It bases the educational process on the child as a reacting organism, the teacher supplying the best stimuli and trying to secure the most helpful and constructive reactions. Its purpose is, furthermore, to present certain of the generally accepted fundamental truths of psychology which can be demonstrated as safe guides to effective teaching. Special emphasis is laid on the physiological basis of mental activity, sensory and motor training, attention, memory, association, imagination, interest and thinking.

Psychology 2. Supplementary course. Mr. HUNT.

Second year. Thirteen weeks, three periods a week.

In the introductory course applications are made to the more readily recognized schoolroom situations. In the **supplementary course** given this year an effort is made to reinforce and expand the knowledge previously gained, and to trace the application of principles, in a more detailed and systematic way, to the branches commonly included in the elementary school curriculum.

A part of this course is given to a study of the fundamental principles of school management, together with special methods and devices best adapted to promote easy control by the teacher and increasing self-control by the pupils. Some time is devoted to a study of executive problems in the graded school system, and to securing some acquaintance with current "systems" of instruction, classification and promotion.

Pedagogy. Methods 1. Miss NEWTON.

Second year. Nineteen weeks, three periods a week.

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.

History of Education 1. Principal BOYDEN.

Second year. Thirteen weeks, two periods a week.

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

Observation and Practice Teaching.

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

Directed Observation in the Training School. Miss NEWTON, Supervisor.

First year. Thirteen weeks, three periods a week.

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

Practice Teaching. Intensive teaching in the training school. Miss NEWTON, Supervisor.

Second year. Six weeks, forenoons.

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

Apprentice Teaching. Miss NEWTON, Supervisor.

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

Second year. Thirteen weeks, all day.

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

B. INTERMEDIATE DEPARTMENT.

English.

Reading 2. Miss MOFFITT.

First year. Thirteen weeks, five periods a week.

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

Oral and Written Expression. Mr. JACKSON.

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

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

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

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

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

Literature 1. Children's literature. Miss PRITCHARD.

First year. Thirteen weeks, five periods a week.

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

Literature 3. Junior high school literature. Miss MOSES.

Second year. Twenty-six weeks, four periods a week.

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

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

Third year. Thirteen weeks, five periods a week.

This course includes a study of American writers with a view to determining (a) the expression of American ideals in literature, and (b) what part of this literature is appropriate to junior high school pupils.

Library Instruction 1. Miss PRITCHARD.

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

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

Library Instruction 2 (elective). Miss PRITCHARD.

Second year. Twenty-six weeks, three periods a week.

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

Library Instruction 3 (elective). Miss PRITCHARD.

Third year. Thirteen weeks, five periods a week.

Principles of selection in the organization of "classroom library" collections for the grades are discussed, together with the consultation of the lists most useful in making such a collection. Experience in planning and conducting "library hours" with the grades is gained by practice with classes from the training school. Courses of instruction for the grades in the use of the library and of reference books are compared and tested with the children.

Penmanship. Mr. DONER.

First year. Thirty-nine weeks, one period a week.

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

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

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

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

Modern Languages.

Elective courses in French, German and Spanish. Mr. KIRMAYER.

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

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

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

Mathematics.

Arithmetic 2. Junior high school course. Mr. JACKSON.

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

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

The course also includes the method of teaching the elements of observational and constructive geometry, with useful practical applications; also the fundamental ideas of algebra, including the formula, the equation, the graph, the simple operations and the way in which these ideas may be made practically useful.

Advanced Mathematics (elective). Mr. JACKSON.

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

Geography.

Geography 1. Physiography. Mr. SHAW.

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

The course includes the study of the common minerals and rocks, the agencies at work upon them, and the great earth features and regions. As very few students come with even the slightest acquaintance with this subject, the course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to a gravel hill, clay pit, ledge, quarry,

foundry and mill. It includes a study of the following topics: the practical study of common minerals, building stones and typical kinds of soil, with constant applications to the study of geography and to the industries; some effects of heat and chemicals upon minerals, with reference to the industries, such as the smelting of ores and the making and using of lime and mortar, land plaster and plaster of Paris.

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

Geography 3. Junior high school methods. Mr. SINNOTT.

Second year. Twenty-six weeks, four periods a week.

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

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

Third year. Thirteen weeks, five periods a week.

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.

Science.

Biology. Miss DAVIS.

First year. Twenty-six weeks in laboratory, greenhouse and garden; four periods a week.

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

Gardening 1. Miss DAVIS and Mr. STEARNS.

First year. Thirteen weeks in greenhouse and garden, four periods a week.



OLD WOODWARD HALL.

TILLINGHAST HALL.

School Gardening. — Each student applies this study by cultivating a 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.

Gardening 2. Gardening, care of orchard, supervision (elective).

Miss DAVIS and Mr. STEARNS.

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

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

General Science 1. Applied science. Mr. SHAW.

First year. Thirteen weeks, four periods a week, including work in the laboratories.

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

General Science 2. Applied science. Mr. JACKSON.

Second year. Thirteen weeks, four periods a week, including work in the laboratories.

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

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

General Science 3. Economic chemistry (elective). Mr. SHAW.
Second or third year. Twenty-six weeks, four periods a week in the laboratory.

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

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

General Science 4. Applied physics (elective). Mr. JACKSON.

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

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

Physical Education.

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

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

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

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

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

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

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

Third year. Thirteen weeks, two periods a week.

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

Hygiene 2. Mr. SINNOTT.

Second year. Thirteen weeks, four periods a week.

The purpose of this course is similar to that of Hygiene 1, but includes and emphasizes the work for upper grades. The lines of work taken up are as follows: (a) a study of the various systems of the body for the essential facts of anatomy, the functions of the various systems and organs, the fundamental laws of health, and the effects of alcohol and narcotics; (b) foods and food values; (c) a study of the principles of sanitary science, including such topics as ventilation and heating, plumbing and drainage, water and milk supply, preparation and preservation of food, bacteria in relation to disease, contagious and infectious diseases, disinfection and vaccination, relation of food, air and water to disease, school hygiene, personal hygiene.

History and Social Science.

History 2. Miss FLETCHER.

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

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

Community Civics. Miss FLETCHER.

Third year. Thirteen weeks, four periods a week.

The purpose of this course is to render the students efficient in promoting good citizenship among the children in the schools. The first weeks of the course are devoted to an analysis of the causes and development of noteworthy social and economic conditions of to-day. With the knowledge thus obtained,

the student becomes better fitted to interpret community life to children. In the later weeks of the course, special attention is given to the development of a course in community civics suitable for a junior high school. The aim is not only to give the children a knowledge of civic affairs, but also to inspire them with a desire to apply this knowledge to the improvement of their own community. A study is made of the factors which tend to promote the welfare of the community, and of the means by which children may aid in the work. A direct application to the problems of the community is made through trips of investigation and a study of town reports, and the knowledge gained in this way is supplemented by reading from magazines, newspapers and the books of the social science library.

History 3. Modern European History (elective). MISS FLETCHER.
Third year. Thirteen weeks, four periods a week.

This course is designed to give the acquaintance with modern European history that an American of to-day needs in order to understand the conditions which led to the War of 1914 and to the problems which are now demanding a solution. Emphasis will be placed on the present political, social and economic movements in Europe, and their progress will be compared with the progress of these movements in the United States.

Music.

Music 1. Introductory course. MISS RAND.
First year. Twenty-six weeks, three periods a week.

The aim of this course is to give students an understanding of the subject-matter necessary for teaching public school music, and a working knowledge of various methods used in the upper grades. It also aims to train the ear and to develop the feeling that school music, when perfectly rendered, with due attention to sentiment, tone, enunciation, and rhythm, can be as artistic and beautiful as music in the larger forms.

Lesson plans are made and discussed. Much time is given for practice in the interpretation and conducting of upper-grade music.

A glee club is organized for special work.

Music 2. Music appreciation and interpretation. MISS RAND.
Second year. Twenty-six weeks, two periods a week.

This course includes the study of the most important musical forms, the orchestra, and the great composers. The aims are to show the place that public school music has in the great world of music, and to give a background for successful teaching. Further opportunity is given for the interpretation and conducting of part songs.

Music 3. Advanced course (elective). MISS RAND.
Third year. Thirteen weeks, three periods a week.

This course is an extension of Music 1 and Music 2. The aim is to train teachers for departmental work in upper-grade music. To this end a more detailed study is made of subject-matter, ear training, conducting and interpretation. Opportunity is given for practice in teaching.

Drawing and Fine Arts.

Drawing 1. Introductory course. Miss SOPER and Miss PREVOST.
First year. Nineteen weeks, five periods a week.

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

Blackboard Sketching 2. Miss PREVOST.
Second year. Thirteen weeks, two periods a week.

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

Drawing 3. Junior high school methods. Miss SOPER.
Second year. Twenty-six weeks, two periods a week.

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

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

Art Appreciation. Miss SOPER.
Second year. Thirteen weeks, two periods a week.

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

Drawing 4. Junior high school training course. Miss SOPER, assisted by Mrs. LITTLE.

Third year. Thirteen weeks, two periods a week.

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

Handicrafts 1. Introductory course. Miss BECKWITH.

First year. Nineteen weeks, five periods a week.

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

Handicrafts 2. Advanced course (elective). Miss BECKWITH.

Second year. Twenty-six weeks, two periods a week.

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

Household Arts.

Domestic Science (elective). Miss POPE.

Second year. Twenty-six weeks, two periods a week.

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

Practical Arts.

Shop Work (elective). Mr. KELLY.

Second or third year. Twenty-six weeks, two periods a week.

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

Psychology and Pedagogy.**Psychology 1. Elementary psychology. Mr. HUNT.**

Third year. Thirteen weeks, three periods a week.

This course is outlined in the elementary department.

Psychology 2. School management. Mr. HUNT.

Third year. Thirteen weeks, three recitation periods a week.

This course is outlined in the elementary department.

Psychology 3. Professional course for teachers in the intermediate or junior high school. Mr. HUNT.

Third year. Thirteen weeks, three periods a week.

The work of this course is supplementary to that of Psychology 1 and 2. The following subjects are considered: recent educational experiments for improving the efficiency of the public school system; arguments in favor of the 6-3-3 plan of organization; the junior high school organization, including program of studies, school equipment, departmental teaching, differentiation of work, promotion, etc.; psychology of early adolescence as a foundation for methods of instruction and control; some approved schemes for making educational measurements adapted to junior high schools.

History of Education 2. Principal BOYDEN.

Third year. Thirteen weeks, four periods a week.

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

Pedagogy. Methods 2. Miss NEWTON.

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

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

Observation in the Training School. Miss NEWTON, Supervisor.
Second year. Thirteen weeks, three periods a week.

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

Practice Teaching. Intensive teaching in the training school.
Miss NEWTON, Supervisor.

Third year. Thirteen weeks, forenoons.

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

Apprentice Teaching. Miss NEWTON, Supervisor.

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

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

C. KINDERGARTEN-PRIMARY DEPARTMENT.

English.

Reading 1. Elementary reading. Miss MOFFITT.

First year. Twenty-six weeks, five periods a week.

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

Literature 1. Children's literature. Miss PRITCHARD.

First year. Thirteen weeks, five periods a week.

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

Literature 2. Elementary course. Miss MOSES.

Second year. Nineteen weeks, four periods a week; occasional conferences with students.

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



KINDERGARTEN.



A TYPICAL LABORATORY.



Library Instruction 1. MISS PRITCHARD.

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

Library Instruction 2. MISS PRITCHARD.

Second year. Thirteen weeks, three periods a week.

For an outline of the course see Library Instruction 2 in the elementary department.

Penmanship. MR. DONER.

First year. Thirty-nine weeks, one period a week.

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

Arithmetic.**Arithmetic 1. Elementary course.** MISS NEWTON.

First or second year. Thirteen weeks, three periods a week. (Included in Methods 1.)

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

Geography.**Geography 1. Physiography.** MR. SHAW.

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

See Geography 1 in elementary department.

Geography 2. Elementary methods course. MR. SINNOTT.

Second year. Nineteen weeks, four periods a week.

See Geography 2 in elementary department.

Science.**Nature Study 1 and 2.** MISS DAVIS.

First and second years. Twenty-six weeks, each year, fall and spring terms; two periods a week.

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

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

Physical Education.

Physical Education 1. Gymnasium work. Miss GORDON and Miss PINNICK.

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

Physical Education 2. Gymnasium work. Miss GORDON and Miss PINNICK.

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

See outline of course in elementary department.

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

Third year. Thirteen weeks, two periods a week.

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

Hygiene 1. Mr. SINNOTT.

First year. Thirteen weeks, three periods a week.

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.

History and Social Science.

History 1. Elementary history. Miss FLETCHER.

First year. Thirteen weeks, four periods a week.

Second year. Thirteen weeks, four periods a week.

This course is outlined in the elementary department.

Music.

Music 1. Introductory course. Miss RAND.

First year. Twenty-six weeks, three periods a week.

This course is outlined in the elementary department.

Music 2. Music appreciation and interpretation. Miss RAND.

Second year. Twenty-six weeks, two periods a week.

This course includes the study of the most important musical forms, the orchestra, and the great composers. The aims are to show the place that public school music has in the great world of music, and to give a background for successful teaching. Further opportunity is given for the interpretation and conducting of rote songs.

In connection with the practice teaching, opportunity is given for teaching in the training school under the supervision of Miss Rand.

Drawing and Fine Arts.

Drawing 1. Introductory course. Miss SOPER and Miss PREVOST.
First year. Nineteen weeks, five periods a week.

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

Blackboard Sketching 1. Miss PREVOST.
Second year. Thirteen weeks, two periods a week.

Black and white and color decorations and nature drawing.

Drawing 2. Elementary methods training course. Miss SOPER.
Second year. Nineteen weeks, two periods a week.

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

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

Six weeks of teaching drawing and handwork are taken in the training school under the supervision of Miss Soper.

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

Handicrafts 1. Introductory course. Miss BECKWITH.
First year. Nineteen weeks, five periods a week.

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

Handicrafts 3. Primary course. Miss BECKWITH.

Second year. Thirteen weeks, four periods a week.

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

Psychology and Pedagogy.**Psychology 1. Introductory course.** Mr. Hunt.

First year. Thirteen weeks, three periods a week.

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

Kindergarten Theory and Methods. Miss WELLS.

First year. Twenty-six weeks, two periods a week.

This is a preliminary course in child study, with emphasis on the early stages of development. It includes a study of "Mother Play" pictures, Froebel's "Gifts and Occupations," and other allied material, with songs and games adapted to the younger children.

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

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

Third year. Thirteen weeks, one period a week.

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

Pedagogy. Methods 1. Miss NEWTON.

Third year. Nineteen weeks, three periods a week.

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

History of Education 1. Principal BOYDEN.

Third year. Thirteen weeks, two periods a week.

The purpose of this course is to summarize the principles and methods of teaching in elementary schools by tracing their genesis and development; to broaden the horizon of the teacher through an acquaintance with the work of the modern leaders in education.

Observation and Practice.**Directed Observation.** Observation in the training school.

Miss NEWTON and Miss WELLS, Supervisors.

First year. Thirteen weeks, three periods a week.

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

Second year. Thirteen weeks, two periods a week.

Observing and assisting in the Kindergarten.

Practice Teaching. Intensive teaching in the training school.

Miss NEWTON and Miss WELLS, Supervisors.

Second year. Kindergarten, thirteen weeks, forenoons; primary grades, thirteen weeks, forenoons.

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

Third year. Thirteen weeks in Kindergarten, forenoons.

Apprentice Teaching. Miss NEWTON, Supervisor.

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

The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student-teachers are visited and criticised 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.

Conditions for Graduation.

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

Advanced Students.

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

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

GENERAL INFORMATION.

Location.

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

Buildings and Equipment.

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

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

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

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

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

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

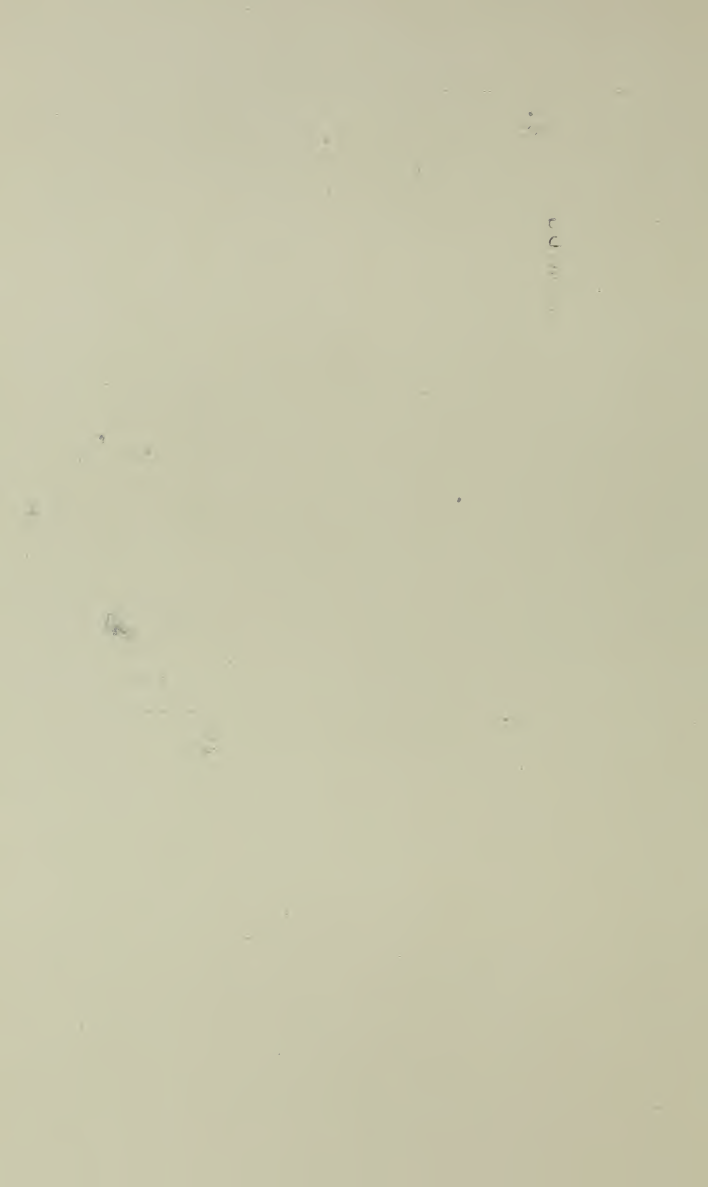
Tuition. — To residents of Massachusetts declaring their intention to teach in the public schools of the Commonwealth tuition is free. Residents of other States, and residents of Massachusetts who intend to teach in other States or in private schools, may be admitted upon the payment of tuition at the 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 is furnished at the cost of food and service. Rates are payable quarterly, in advance, and are made on the basis of two students occupying one room and taking care of their room, except for those occupying Normal Hall, in which there are forty single rooms for students. For the school year beginning in September, 1918, the rate was \$180 for the year, or \$45 per quarter. Some increase will be necessary for the year beginning in September, 1919, on account of prevailing high prices; the exact amount cannot be stated at the time this catalogue goes to press.

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 for board during any regular recess or vacation.

•NEW•DORMITORY•FOR•WOMEN•
•NORMAL•SCHOOL•BRIDGEWATER•
•HARTWELL•RICHARDSON•&•DRIVER•
•ARCHITECTS•BOSTON•





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.

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

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

Rooms in the Residence Halls.

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

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

Candidates for admission who have applied for rooms in advance may select their rooms in the order of the date of their application.

Pecuniary Aid.

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

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

Government.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do without compulsion what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct. An association of the older students, under the guidance of the dean, organizes the details of the plan of self-government among the students of the dormitory.

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

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

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

Register of Graduates.

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

Visitors.

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

HISTORICAL SKETCH.

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

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

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

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

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

The present principal was appointed in 1906.

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

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

In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for outdoor recreations. In 1887 Normal Grove was presented to the

school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of \$150,000. The same year the laboratory building erected in 1881 was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity 50 per cent., at a cost of \$75,000; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of \$55,000. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1910 an appropriation of \$175,000 was made for a new central power plant and for the erection of a new dormitory for ladies. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden. In 1915 an appropriation of \$237,000 was made to replace Normal Hall with brick buildings.

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

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the center district public school near by was made a school of observation for the students of the normal school; in 1891 this school, including eight

grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school. In 1907 the apprentice system of practice teaching in adjoining cities and towns was organized. In 1916 the first steps were taken toward forming a junior high school department in both the normal and training schools.

REGISTER OF STUDENTS.

1918-1919.

Advanced Students.

Haroutunian, John	Bridgewater, 57 Broad Street.
Armush College, Constantinople.	
Battles, Alta E. ¹	Middleborough, 5 Myrtle Street.
Teacher.	
Carleton, Florence	Bridgewater.
Teacher.	
Humphrey, Ruth Winthrop	Claremont, California.
Pomona College, Claremont, Cal.	
Lewis, Phebe ²	East Orange, New Jersey, 42 South Walnut Street.
Teacher.	
Millerd, Esther McKinley ³	Bay Head, Nova Scotia.
Gordon Bible College, Boston.	
Root, Katherine	Charlotte, Vermont.
Teacher.	

Men, 1; women, 6.

A. Elementary Department.

FIRST-YEAR STUDENTS (CLASS ENTERING 1918).

Almeda, Isabel Veronica	Nantucket, 1 Cambridge Street.
Ames, Anna	North Easton, 11 Mechanic Street.
Anderson, Bella May ³	Brockton, 47 Belcher Avenue.
Bailey, Alice Kathryn	Fall River, 153 Hunter Street.
Barritt, Doris	North Dartmouth, Slocum Road.
Bedard, Nellie Dinah	New Bedford, 15 Peckham Street.
Bergeron, Hortense Delia	Fall River, 1449 North Main Street.
Blunt, Nellie Marie	Brockton, 47 Park Street.
Boyd, Helen Allegra ³	Somerville, 10 Pleasant Avenue.
Brown, Harriet Elizabeth	Edgartown, South Water Street.
Brown, Vivian Eileen	Brockton, 16 Augusta Avenue.
Bryant, Ruth Morton	Middleborough, 63 Everett Street.
Buckley, Ethel Catherine	Taunton, 10 East Broadway.
Burgess, Madaleine Paulding	Middleborough, 111 Center Street.
Burke, Ethel A. ¹	East Taunton, 13 Liberty Street.
Calcagni, Clementine F.	Barre, Vt., 1 Humbert Street.
Calnan, Mae Elaine	Brockton, 75 Forest Avenue.
Carney, Alice Celia	Taunton, 56 First Street.
Chagnon, Cecilia Gertrude	Holyoke, 10 Bridge Street.
Coleman, Margaret Elizabeth	Fall River, 89 Hathaway Street.
Collins, Margaret Frances	North Brookfield, South Main Street.

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

Collins, Mary Catherine	Nantucket, North Liberty Street.
Connor, Mary Eleanor	New Bedford, 53 Borden Street.
Crowell, Catherine	East Taunton, 73 Stevens Street.
Crowley, Helen Leonard	New Bedford, 252 Chestnut Street.
Daken, Gertrude Louise	North Attleborough, 27 East Street.
Damon, Merriel	North Scituate; P. O., Beechwood.
Delahanty, Julietta Claire	Fall River, 49 Cross Street.
Djerf, Frances Erica	Quincy, 14 Nelson Street.
Donahue, Rebecca Louise	Holyoke, 7 Chestnut Street.
Downey, Mary Agnes	New Bedford, 290 Pleasant Street.
Driscoll, Jennie Frances	Taunton, 47 East Walnut Street.
Fessenden, Dorothy Marshall	Middleborough, Box 184, R. F. D. No. 1.
Finnell, Catherine Louise	New Bedford, 311 Bowditch Street.
Flynn, Mary Helen Christina	Fall River, 277 Linden Street.
Frawley, Mary Grace	Plymouth, 29 Stafford Street.
Furguele, Rose Marie	Fall River, 1013 Bedford Street.
Galligan, Margaret Louise ¹	Taunton, 10 Cedar Street.
Gibson, Esther Ingegerd	Quincy, 18 Bryant Place.
Gifford, Mary Eleanor	Dartmouth; P. O., South Westport.
Gould, Marguerite Elizabeth	Fall River, 4321 North Main Street.
Greeley, Mary Patricia	Fall River, 2531 North Main Street.
Hanson, Ida May	Middleborough, 107 Thompson Street.
Harney, Ruth Cecilia	New Bedford, 158 Thompson Street.
Hayes, Doris Merle	Rockland, 105 Howard Street.
Hayes, Margaret Josephine	Rockland, 248 Central Street.
Higgins, Helen Doane	Cambridge B, 16 Cambridge Terrace.
Hyland, Lucy Emma	Taunton, 201 Broadway.
Ivers, Ruth Marjorie	Fall River, 186 Oliver Street.
Kaufman, Annie Sarah ¹	West Bridgewater.
Keleher, Catharine Craig	Abington, 12 Summer Street.
Kerrigan, Annie Elizabeth	New Bedford, 874 Rockdale Avenue.
Kiley, Charlotte Romanus	Fall River, 33 Tecumseh Street.
Kirkton, Mary Elizabeth	Wrentham, South Street, Box 210.
Leather, Georgina Louise	Fall River, 75 Foote Street.
Liberty, Lillian Frances	Brockton, 140 Belmont Street.
MacDonald, Florence Mae	West Bridgewater.
Madden, Gertrude Lillian	Marlborough, 289 Elm Street.
McCarthy, Josephine Ivera	Holyoke, 26 Fairfield Avenue.
McCarthy, Margaret Elizabeth	Brockton, 56 Fuller Street.
McCarthy, Mary Magdalen	Holbrook, Box 83.
McDonald, Lillian Mary	Holyoke, 1289 Dwight Street.
McHugh, Rose Lucy	Taunton, 9 Hodges Street.
McKeon, Catherine Cecelia	Taunton, 152 Broadway.
Meehan, Anna Agnes	New Bedford, 344 Purchase Street.
Miles, Barbara Blanche	Marlborough, 88 Newton Street.
Miller, Gladys Berthea	Taunton, 26 Chester Street.
Monaghan, Una Ward	Brockton, 53 Beacon Park.
Moore, Susie Carroll ¹	Brockton, 759 North Montello Street.
Moriarty, Mary Agnes	West Quincy, 14 Perkins Street.
Murphy, Dorothy Ursula	Rockland, 174 Greenwood Street.
Murphy, Helena Cecil	Brockton, 172 Forest Avenue.
Murphy, Margaret Mary	Fall River, 30 John Street.
Murray, Esther Margaret	New Bedford, 294 Cedar Street.
Newton, Helen Leah	Fairhaven, 106 Main Street.
Nichols, Mary Elizabeth	Taunton, 212 Weir Street.
Nicoll, Edith	Quincy, 134 Independence Avenue.

¹ Present part of first term.

Noonan, Florence Mona	Fall River, 798 Second Street.
Nottingham, Mary Elizabeth	Swansea Village.
O'Connell, Catherine Louise	East Taunton.
Olding, Evelyn Adelaide	Fall River, 518 Centre Street.
Ortolani, Fannie Mary	Plymouth, 8 Cherry Street.
Osgood, Reba Isabel	Wollaston, 34 Buckingham Road.
Parkins, Florence May	New Bedford, 1049 County Street.
Perkins, Myrtle Williams	North Carver.
Perkins, Villa Bernice	Chelsea, 10 Prospect Avenue.
Perrier, Charlotte Mary	Plymouth, 12 Washington Street.
Perrier, Helen Frances	Plymouth, 12 Washington Street.
Peters, Alice Rose	New Bedford, 172 Merrimac Street.
Powers, Irene Winslow	Abington; P. O., 69 North Washington Street, Whitman.
Price, Doris Regina	Fairhaven, 80 Centre Street.
Quigley, Teresa Bernardine	New Bedford, 203½ Tinkham Street.
Regan, Amy Frances	Fall River, 667 Cherry Street.
Regan, Veronica Mary	Taunton, 14 Adams Street.
Reynolds, Lillian I.	Fall River, 510 Bradford Avenue.
Reynolds, Mildred Agnes Augusta	Fall River, 510 Bradford Avenue.
Robbins, Gertrude Linton	North Carver.
Rogers, Blanche Anderson	Siasconset, Main Street.
Sampson, Esther Linwood	Plymouth, 11 Washington Street.
Shannon, Eva Christina	Lexington, 43 Somerset Road.
Shaw, Nellie Louise	Middleborough, 59 Everett Street.
Shulman, Celia	Fall River, 64 Bowers Street.
Skehan, Mary Josephine Cecilia	Fall River, 268 Buffinton Street.
Smith, Rose Agnes	East Dedham, 15 Chauncy Street.
Soule, Mildred Anna	East Middleborough.
Stanton, Lucy Marie	Fall River, 1198 North Main Street.
Stearns, Helen	St. Johnsbury, Vermont, 91 Main Street.
Stone, Mabel Ellen	New Bedford, 141 Bonney Street.
Story, Charlotte Louise ¹	Taunton, 31 Broadway.
Strange, Hazel Meriba	Taunton, 34 Summer Street.
Sullivan, Esther Adelaide	New Bedford, 137 Chancery Street.
Sullivan, Margaret Christina	New Bedford, 196 Ash Street.
Sumner, Elizabeth Prudence	Fall River, 508 Centre Street.
Sylvia, Mary Agnes	New Bedford, 145 Bonney Street.
Taber, Gertrude Shaile	Canton, 299 Washington Street.
Turner, Grace Eleine	New Bedford, 682 Cottage Street.
Turner, Maude Eleanor	New Bedford, 56 Mount Vernon Street.
Vadeboncoeur, Priscilla Christine	Haverhill, 21 Willey Street.
Wade, Frederica Winchester	Scituate Center.
Waterman, Grace Day	Scituate.
Whitmore, Ruth Barton	Campello, 19 Lilley Avenue.
Whittaker, Mabelle Frances	New Bedford, 254 Chestnut Street.
Wilbar, Winifred Irene	Brockton, 82 Pearl Street.

Women, 123.

¹ Present part of first term.

SECOND-YEAR STUDENTS (CLASS ENTERING 1917).

Ardagh, Lena Veronica	Fall River, 96 Danforth Street.
Ball, Katharine Woolsey ¹	Truro, Ballston Heights.
Bassett, Edna May	Bridgewater, 1982 Pleasant Street.
Beatty, Lucy Agnes	Bridgewater, 174 Birch Street.
Beuparlant, Anna Priscilla	New Bedford, 622 West Maxfield Street.
Begley, Alice Rita	Middleborough, 7 Benton Street.
Bingham, Dorothy Estelle	Fairhaven, 68 Laurel Street.
Bodell, Caroline Frances Gooding	Plymouth, Pumping Station.
Bothwell, Helena Loretta	Three Rivers, 4 High Street.
Bowen, Margaret Veronica	New Bedford, 123 Hemlock Street.
Bradford, Dorothy Horton	Plympton.
Braley, Gertrude Williams	Fall River, 719 Hicks Street.
Brimley, Mary Agatha	New Bedford, 115 Division Street.
Buckley, Florence Elizabeth	Fall River, 610 County Street.
Buckley, Gertrude Frances	West Quincy, 45 Station Street.
Buckley, Mary Louise	Bridgewater, 535 Main Street.
Burbank, Eleanor Carlton	East Milton, 48 Washington Street.
Burke, Margaret Mary	Fall River, 743 Dwelly Street.
Butcher, Ethel Clare	Lexington, Ridgewood Farm.
Carr, Loretta Valentine	Fall River, 203 Middle Street.
Carroll, Alberta Belle	Brockton, 530 North Main Street.
Carroll, Bessie Leach	Bridgewater, 12 Park Terrace.
Caton, Mrs. Clara A. (Brown)	New Bedford, 359 South Orchard Street.
Chace, Vera Francis	Fall River, 27 Lewis Street.
Clapp, Lois Harriet	Scituate; P. O., Greenbush.
Clark, Margaret Louise	Fall River, 261 Ridge Street.
Conant, Doris	Whitman, 113 South Washington Street.
Connell, Elizabeth Muriel	Fall River, 213 Whipple Street.
Cooper, Violet	Fall River, 797 Charles Street.
Corrigan, Helen Marie	Fall River, 653 Broadway.
Cousens, Margaret Manning	Somerville, 21 Prospect Hill Avenue.
Coyle, Florence Katherine	Fall River, 786 Locust Street.
Cremins, Anna Louise	Quincy, 81 Garfield Street.
Delahunt, Grace Marion	Fall River, 86 Richmond Street.
De Lay, Mary Alice	Hingham, 40 Hersey Street.
Dillon, Rose Eleanor	Holyoke, 297 Oak Street.
Donaldson, Teresa Elsie	Ware, 20 Clifford Avenue.
Downey, Ellen May	Plymouth, 9 Oak Street.
Eaton, Catherine Eleanor	Middleborough, 7 Rock Street.
Farrar, Grace Emily	Norwell; P. O., Assinippi.
Fernandes, Laura Mae	New Bedford, 292 Orchard Street.
Fiske, Gertrude Isabelle	Upton.
Flaherty, Elizabeth Catherine	Fall River, 23 George Street.
Fleet, Lillian Margaret ²	Fall River, 2024 Pleasant Street.
Foley, Irene M. . . .	Taunton, 3 Grant Street.
Frisbee, Evelyn Bertene	Fairhaven, 23 Cottage Street.
Gavin, Margaret Frances	Quincy, 30 Dysart Street.
Gay, Helen Frances	Groton.
Geishecker, Mary Christine	East Dedham, 71 Walnut Street.
Gildea, Hannah Catherine	North Easton, Pond Street.
Glendon, Alice Teresa	South Chatham.
Gormley, Alice Dorothy	Taunton, 86 Somerset Avenue.
Grady, Anna Veronica	West Quincy, 55 Grove Street.

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

Griffin, Margaret Anastasia	West Quincy, 29 Bates Avenue.
Haley, Gertrude Marie	Holyoke, 75 Lincoln Street.
Hall, Dorice Adams	Plymouth, 9 Stoddard Street.
Hamilton, Katherine Marie	Brockton, 1133 North Main Street.
Hamilton, Ruth May	New Bedford, 79 Hillman Street.
Hathaway, Gladys Richmond	Fall River, 163 Linden Street.
Hayes, Hilda Rose	Taunton, 37 Hodges Avenue.
Higgins, Mary Ethel	Whitman, 479 Washington Street.
Holland, Doris Mary	South Groveland, 113 Washington Street.
Holmes, Emma	Campello, 108 Copeland Street.
Holt, Marion ¹	Fall River, 870 Maple Street.
Houth, Anna	New Bedford, 19 Columbia Street.
Jette, Helen Vera	Fall River, 24 Bliss Street.
Jones, Mildred Elizabeth	Bridgewater, 95 Park Avenue.
Kenealy, Mary Ellen	Whitman, 34 Erin Street.
King, Mary Elizabeth	South Braintree, 11 Frederick Road.
Kress, Clara Pauline	Hingham Center, Leavitt Street.
Leach, Doris Louise	Taunton, 7 Jefferson Avenue.
Loring, Ruth Jacobs	Rockland, 40 East Water Street.
Lydon, Eunice Katherine	Abington, 112 Summer Street.
Lynch, Catherine Alice	Fall River, 61 Cambridge Street.
Lyons, Gertrude Agnes	New Bedford, 338 Cedar Street.
MacDonnell, Irene Elizabeth	New Bedford, 144 Merrimac Street.
Mackinnon, Mary Beatrice	Whitman, 80 Stetson Street.
MacLeod, Jennie	Quincy, 18 Bennington Street.
Madden, Gertrude Basilia	Fall River, 157 Oliver Street.
Mahoney, Mary Catherine	New Bedford, 40 Linden Street.
Marshall, Helena Elizabeth	Taunton, 34 Pine Street.
Martin, Ester	Milton, 5 Austin Street.
May, Teresa Anna	New Bedford, 150 Rotch Avenue.
McCarthy, Helen Louise	Atlantic, 69 Appleton Street.
McHugh, Helen Louise	Taunton, 163 Washington Street.
McInerney, Anna Gertrude	Lexington, 5 Sheridan Street.
McKenney, Ellen Frances	Fall River, 594 Division Street.
McWilliam, Helen Gladys	Fall River, 26 Oliver Street.
Meagher, Catherine	Fall River, 25 North Main Street.
Miller, Mrs. Bessie L. (Waite)	Bridgewater, 176 Bedford Street.
Moore, Emma J.	Goffs Falls, N. H.
Murphy, Helena Mary	Palmer, 259 South Main Street.
Murrill, Marie Agnes	Rockland, 92 Church Street.
Neves, Flora	New Bedford, 307 Court Street.
O'Brien, Madeline Louise	Brockton, 39 West Park Street.
O'Connor, Catherine Veronica	East Taunton, 18 Liberty Street.
O'Hare, Catherine Veronica	Fall River, 887 Cherry Street.
Philbrick, Alice Eleanor	Taunton, 71 Ashland Street.
Philbrick, Bernice Ellen	Sagamore.
Playse, Clara Elizabeth	Middleborough, 87 Wareham Street.
Powers, Mildred	Fall River, 163 Barnaby Street.
Quartz, Mildred Louise	Plymouth, 158 Court Street.
Quelle, Marie	Lakeville; P. O., Middleborough, R. F. D.
Randall, Dorothy Winslow	Rockport, 20 South Street.
Robinson, Mary Margaret	Cataumet.
Rogers, Edna Frances	Wareham, R. F. D.
Russell, Elizabeth Dorothy	Wollaston, 21 Gilmore Street.
Schraut, Mary Porter	South Braintree, 19 Frederick Road.
Shaw, Margaret	Bridgewater, 93 South Street.

¹ Present part of first term.

Smith, Winifred Mary	Northampton.
Souza, Palmeda Evelyn	New Bedford, 41 Page Street.
Stanton, Mary Elizabeth	Boston, 429 Columbus Avenue.
Stetson, Mabel Irene	East Bridgewater, 290 Central Street.
Stevens, Grace ¹	Brockton, 7 Glenwood Street.
Stevens, Harriette Batchelder	Haverhill, 42 North Avenue.
Sullivan, Anna Barnett	Fall River, 522 Broadway.
Sullivan, Edith Lillian	Brockton, 27 Elm Avenue.
Swanstrom, Ruth Esther	North Easton.
Tasker, Catherine Melissa	New Bedford, 45 State Street.
Thomas, Gladys Edna	Hyde Park, 105 Neponset Avenue.
Thompson, Marjorie Quincy	Haverhill, 436 Broadway.
Tobin, Julia	Wellfleet.
Toohy, Mary Desmond	Fall River, 809 Stafford Road.
True, Ruth Evelyn	West Upton.
Turner, Anastasia Elizabeth	Fall River, 664 Walnut Street.
Turner, Helen Harthorn	Quincy, 459 Hancock Street.
Ulmer, Ruth Janey	Norton.
Waddell, Margaret	Quincy, 104 Glencoe Place.
Walsh, Anna Louise	Randolph, 49 Mill Street.
Whipp, Esther Mowry	Fall River, 184 Baylies Street.
Williams, Lyndell Florence	Wellfleet.

Women, 131.

B. Intermediate Department.

FIRST-YEAR STUDENTS (CLASS ENTERING 1918).

Clish, Herbert Celestus	Brockton, 643 North Main Street.
Pickett, Edward	Bridgewater, 415 High Street.
Stevens, James Edwin	Brockton, 915 Warren Avenue.
Bowman, Ruth Marion ¹	New Bedford, 19 Shawmut Avenue.
Broughton, Mary Cathryn	Cambridge, 18 Rockingham Street.
Brownell, Gertrude Cary	Brockton, 60 Glenwood Street.
Bullen, Florence May	New Bedford, 30 Bullock Street.
Buzzell, Gladys Nydia	Bridgewater, 5 Library Place.
Chase, Margaret Woodbury	Winchester, 173 Forest Street.
Corbett, Catherine Beatrice	Brockton, 94 Florence Street.
Dineen, Catherine Quinn	North Easton, 6 Williams Street.
Dutra, Vivian Elizabeth	Waverley, 30 Hawthorne Street.
Edgerton, Virginia	New Bedford, 98 Rounds Street.
Flavin, Margaret Mary	Rockland, 69 Park Street.
Fulton, Alice Elizabeth	South Weymouth, 142 Columbian Street.
Goggin, Frances Connelly	Brockton, 177 Dover Street.
Keeley, Elizabeth Marion Cecilia	Fall River, 943 South Main Street.
Luce, Myra Isabelle	Melrose, 35 Summer Street.
MacPherson, Mabel Euphemia	Brockton, 71 Claremont Avenue.
Mahoney, Louise Canney	New Bedford, 164 Chestnut Street.
Martenson, Beatrice Lillian Viola	Middleborough, Plymouth Street.
McArdle, Ruth Patricia	Fall River, 194 Diman Street.
McCormick, Mary Elizabeth	North Attleborough, 334 Chestnut Street.
Mitrano, Marie	North Easton, Williams Street.
Nissenbaum, Mary	East Cambridge, 502 Windsor Street.
Norcross, Nellie Pond	Nantucket, 1 Twin Street.
Pitcher, Evelyn Farnsworth	Chelsea, 18 Tudor Street.
Redding, Doris Welch	Winchester, 17 Lakeview Road.
Reilly, Grace Elizabeth	Brockton, 37 Packard Street.

¹ Present part of first term.

Renaud, Leda Avilena	Brockton, 223 Winthrop Street.
Ring, Elizabeth Agnes	East Bridgewater, P. O. Box 20.
Rosen, Lena	East Dedham, 36 Central Street.
Seasley, Helen Josephine ¹	Arlington, 61 Bartlett Avenue.
Silva, Rosa Tavares	New Bedford, 133 Washington Street.
Sladen, Ruth Edith	East Weymouth, 8 Church Street.
Stenhouse, Grace Asbury ²	Bridgewater, 126 Union Street.
Stewart, Florence Minneva	Whitinsville, 12 Brook Street.
Sullivan, Margaret Rena	Brockton, 20 Packard Street.
Towne, Mary Alice	Newburyport, 2 Coffin Street.
Weeman, Amie Loring ¹	Bridgewater.
Whalen, Winifred Norine	New Bedford, 158 Ash Street.

Men, 3; women, 38.

SECOND-YEAR STUDENTS (CLASS ENTERING 1917).

Burke, Walter Kenneth	New Bedford, 473 Cottage Street.
Neville, Harry Richard	Bridgewater, 475 North Street.
Bartlett, Anna Batchelder	Dracut Center, 21 Arlington Street.
Berry, Maude Evelyn	Manchester, Connecticut, 35 Hudson Street.
Brady, Mary Ellen	Campello, 6 Emory Street.
Brown, Eleanor Gordon	West Newbury, Turkey Hill Road.
Brown, Norma Rogers	West Newbury, Turkey Hill Road.
Buckley, Eileen Reilly	Bridgewater, 544 Main Street.
Bushee, Maude Irene	Newburyport, 21 Kelley Street.
Butler, Elizabeth Marie Louise	Fall River, 674 South Main Street.
Clitheroe, Sophia Theresa	Attleboro Falls.
Cobb, Helen Gertrude	West Medford, 148 Mystic Street.
Conway, Katherine Elinore	New Bedford, 470 Union Street.
Davidson, Jessie Westwood	Abington, 635 Hancock Street.
Depoyan, Araxie Grace	Bridgewater, 54 Leonard Street.
Eames, Beulah Greenshields	Fall River, 59 Freedom Street.
Gattrell, Lucy Ada	Newburyport, 93 Curzon Mill Road.
Gearan, Margaret Mary	Watertown, 15 Alden Road.
Goodell, Minetta Belle	Campello, 24 Holmes Street.
Hamblett, Lillian Mae	Brockton, 121 Summer Street.
Hoyt, Eleanor Parsons	Gloucester, 3 Beach Avenue.
Humphrey, Mary Allen	Rochester.
Keefe, Edith Margaret	Brockton, 3 Lowell Street.
Keefe, Maybelle Imelda	Fall River, 480 Bradford Avenue.
Lees, Isabella Williamson	Fall River, 72 Buffinton Street.
Lindgren, Grace Victoria	Bridgewater, 31 Covington Street.
Litchfield, Lois Imogen	Melrose, 24 Fairmount Street.
Lowney, Margaret Frances ²	Fall River, 220 Seabury Street.
Lundeen, Jenny Axcelia	North Easton.
Mahoney, Julia Veronica	Fall River, 2 Wiley Street.
Manchester, Ethelyn Martha	Fairhaven, 19 Main Street.
McLaughlin, Mary Katherine	Lawrence, 52 Cambridge Street.
McNeeland, Edna Frances	Bridgewater, 50 Park Avenue.
Meurling, Pearl Edith	Brockton, 962 Warren Avenue.
Murphy, Lenore Agnes	Campello, 14 Fulton Street.
Norton, Irene Isabel	Montello, 11 Annis Court.
O'Brien, Mary Catherine	Fall River, 22 Blossom Road.
Perkins, Helen Mae	Whitman, 30 Vaughan Avenue.
Porter, Ruth Howard	North Easton, Washington Street.

¹ Present first term.

² Present part of first term.

Pratt, Barbara ¹	Brockton, 154 Summer Street.
Raleigh, Mary Agnes ²	Brockton, 749 Montello Street.
Reilly, Rosanna	Montello, 32 Annis Avenue.
Relihan, Teresa	Wilder, Vermont.
Robbins, Edith Marion	Campello, 86 West Chestnut Street.
Shields, Mary Elizabeth ²	West Somerville, 332 Summer Street.
Thomas, Helen	Melrose, 5 Mount Vernon Avenue.
Twohig, Margaret Teresa	Campello, 8 Beach Street.
Wallstrom, Elsa	Barre, Vermont.
White, Marjorie Goodspeed	Malden, 95 Cherry Street.
Wordell, Doris Maritta	Fall River, 931 President Avenue.

Men, 2; women, 48.

THIRD-YEAR STUDENTS (CLASS ENTERING 1916).

Casey, Leo Patrick	Fall River, 11 Forest Street.
Cleary, Harold Joseph	Bridgewater, 384 Oak Street.
Hollis, Ralph Cushing	Braintree, 22 Cleveland Avenue.
MacLeod, Glen Wilton	Norwood, 32 Maple Street.
Murphy, Joseph Maurice	Abington, 66 Progress Street.
Allen, Clarissa Alden	New Bedford, 613 County Street.
Anderson, Bernice Evelyn	Campello, 118 Leyden Street.
Bartlett, Katharine	Plymouth, 28 Allerton Street.
Brale, Nellie Chipman	Brockton, 73 Leavitt Street.
Brandon, Anna Loretta	Cambridge, 42 Cogswell Avenue.
Britland, Anne Mildred	Fall River, 91 Barnaby Street.
Burke, Mary Agnes	Rockland, 32 Bigelow Avenue.
Butler, Alice Elizabeth	Fall River, 674 South Main Street.
Clarke, Verna Louise	Middleborough, Wareham Street.
Fahey, Alice Estelle	Fall River, 409 Middle Street.
Flynn, Eleanor Mary	Brockton, North Ash Street.
Fultz, Thelma Spear	Falmouth.
Gallivan, Mary Agnes	South Braintree, 23 Central Avenue.
Gilman, Auralie	Whitman, 674 Bedford Street.
Gould, Mary Gertrude	Rockland, 1085 North Union Street.
Hackett, Beatrice Lavinia Ann	Brockton, 31 Wall Street.
Halnan, Dorothy Agnes	East Weymouth, 289 Middle Street.
Hennessey, Elizabeth Anna	East Bridgewater, 386 West Union Street.
Hirons, Alice Almeda	Attleboro, Tyler Street.
Holbrook, Helen	South Weymouth, 406 Union Street.
Holmes, Christine Porter	Plympton; P. O., Silver Lake.
Howard, Emily Stanley	West Newton, 284 Fuller Street.
Jones, Ruth Curtis	Bridgewater, 95 Park Avenue.
Kelleher, Mary Ellen	Brockton, 156 Auburn Street.
Kelley, Isabel Holmes	Dennisport, Depot Street.
Smith, Beatrice Ella	East Bridgewater, Central Street.
Spillane, Marie Frances	Avon.
Sullivan, Mary	Brockton, 35 Florence Street.
Taylor, Helen Iona	Medford Hillside, 3 Capen Street.
Thynge, Ruth Vivian	North Westport.
Vaughan, Hazel Sabine	Taunton, 8 West Britannia Street.
Woodward, Helen May	Auburndale, 106 Auburn Street.

Men, 5; women, 32.

¹ Present first term.

² Present part of first term.

C. Kindergarten-primary Department.**FIRST-YEAR STUDENTS (CLASS ENTERING 1918).**

Gurney, Marion	Brockton, 49 Newbury Street.
Hayes, Madeline Margaret	Brockton, 27 Blaine Street.
Hill, Beatrice	Brockton, 224 Moraine Street.
Hodges, Kathryn Elizabeth	Taunton, 13 Rockland Street.
Hoxie, Mary Underwood	East Sandwich.
Keith, Saba Elizabeth	Bridgewater, 180 Main Street.
Stearns, Sybil Louisa	Bridgewater, 206 Park Avenue.
Wiles, Marion Elizabeth	Marion.

Women, 8.

SECOND-YEAR STUDENTS (CLASS ENTERING 1917).

Bump, Mildred Frances	Brockton, 70 Dover Street.
Cates, Gladys Ruth	Brockton, 213 North Main Street.
Copeland, Agnes Fay	Bridgewater, 122 Park Avenue.
Ford, Miriam Franklin	Norwell.
Peirce, Doris Frances	Middleborough, 62 Wareham Street.
Peterson, Marion Helen	Quincy, 31 Graham Street.
Phelps, Helen Frances	Vergennes, Vermont.
Spalding, Marjorie Jane	Taunton, 376 Tremont Street.
Tower, Mildred Hersey	Hanover.
Walsh, Anna Beatrice	Brockton, 150 West Bartlett Street.
Watt, Bessie Elmsdale	Brockton, 73 North Ash Street.
Young, Evelyn Hepsabeth	Orleans.

Women, 12.

THIRD-YEAR STUDENTS (CLASS ENTERING 1916).

Alexander, Grace Fuller	East Bridgewater, 547 Central Street.
Baker, Marion Loring	Whitman, 92 School Street.
Cushman, Barbara Kimball	Abington, 48 Center Avenue.
Ferguson, Ruth Annie	Springfield, 111 Maplewood Terrace.
Macomber, Dorothy Sara	New Bedford, 29 Rounds Street.
Roberts, Lillian Mary	Fall River, 13 Buffinton Street.

Women, 6.

Summary.

	Men.	Women.	Totals.
Advanced students	1	6	7
Department A: —			
Class entering 1918	—	123	123
Class entering 1917	—	131	131
Department B: —			
Class entering 1918	3	38	41
Class entering 1917	2	48	50
Class entering 1916	5	32	37
Department C: —			
Class entering 1918	—	8	8
Class entering 1917	—	12	12
Class entering 1916	—	6	6
Total for the year	11	404	415
Admitted this year	4	174	178
Graduated, 1918	8	159	167
Number receiving certificates for special courses, 1918	—	5	5
Whole number admitted from the beginning . .	1,507	6,178	7,685
Whole number of graduates	953	4,050	5,003
Whole number receiving certificates for special courses	40	242	282
Number enrolled in training school, 1918-19 . .	—	—	489

