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Bridgewater State Normal School

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BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS

Established 1840



1930



NORMAL SCHOOL

SCHOOL CALENDAR

1929-30-31

1929-1930, Winter Term

Monday, December 9	Beginning of Winter Term
December 21-30, 9:30 A.M.	Christmas Recess
January 1, Wednesday	New Year's Day
February 15-24, 9:30 A.M.	Winter Recess
March 14, Friday	Close of Winter Term

1930, Spring Term

March 17, Monday	Beginning of Spring Term
April 12-21, 9:30 A.M.	Spring Recess
April 18, Friday	Good Friday
May 30, Friday	Memorial Day
June 5-6, Thursday and Friday	Entrance Examinations
June 15, Sunday, 4:00 P.M.	Baccalaureate
June 16, Monday, 10:00 A.M.	Graduation Exercises

1930, Fall Term

September 3-5 (incl.)	Normal School Conference
September 8, Monday	Training School Opens
September 8-9, Monday and Tuesday	Entrance and Make-up Examinations;
Freshman	Registration and Health Examinations
September 10, Wednesday, 9:30 A.M., Auditorium	Normal School Opens
October 13, Monday	Columbus Day Observance
November 11, Tuesday	Armistice Day
November 26, Wednesday noon, to December 1, Monday, 9:30 A.M. ..	Thanksgiving Recess
December 5, Friday	Close of Fall Term

1930-1931, Winter Term

December 8, Monday	Beginning of Winter Term
December 20-29, 9:30 A.M.	Christmas Recess
January 1, Thursday	New Year's Day
February 21-Mar. 2, 9:30 A.M.	Winter Recess
March 13, Friday	Close of Winter Term

Sessions

Sessions are from 9:15 o'clock A.M. to 12:30 o'clock P.M., and from 1:30 o'clock P.M. to 3:25 o'clock P.M. There are no sessions on Saturday.

Telephones

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

Principal's Office, 422-2	Steward's Office, 162-3
Business Office, 422-4	Power Plant, 175-4
Dean's Office, Woodward Hall, 155	Normal Hall (pay station), 8063
Training School, 410	Woodward Hall (pay station), 8118
Principal's Residence, 359	Gates House, 204

STATE NORMAL SCHOOL

BRIDGEWATER, MASSACHUSETTS

Fundamental Purpose of a Normal School

Modern education is based on two principles:

1. Social efficiency. The school should reproduce life situations; the subject should be chosen because of its life values; the methods of study and development should be socialized and at the same time individualized.

2. The nature of children and youth should be the teacher's guide. Work should start with the pupil's native instinct and capacities; subject matter should be of the nature to prompt self-activity, that is, it should be motivated. The first step in the normal school course is to acquaint the students with children in the training school by demonstration courses and directed study.

The normal school is a professional school. Theory is constantly linked with the actual practice in training. "Professionalized subject matter" implies—(1) the selection, organization, and enrichment of subjects from the point of view of teaching; (2) such a skilful presentation of material that it becomes a worthy example of teaching; (3) specific application to the work of teaching based on a wise philosophy of creative education.

The aim of the work is distinctive.

1. To see that the students know thoroughly the subjects that are to be taught

2. To teach them how to teach the children the subjects they know well themselves.

3. To prepare them to study the development of the child's mind and adapt the instruction to the stages of growth.

4. To give them such cultural study as will lead to their own professional development as well as to prepare them to become useful members of society in the communities where they teach.

Essential Qualifications of Prospective Teachers

Young people who desire to enter upon this form of public service should have the following equipment:

1. They should be physically and temperamentally fitted for the work of teaching.

2. They should have a real love for teaching based on a genuine love of children and youth.

3. They should have reasonable intellectual ability, as shown in their high school records.

4. They should have adaptability and tact in meeting situations and people.

5. They should have some degree of leadership, including initiative and organizing power. This is manifested in the school work and in the extra-classroom activities.

6. They should have the saving grace of common sense.

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

ADMISSION REQUIREMENTS

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

Applicable to All Candidates

I. *Application for Admission.*—Every candidate for admission to a normal school is required to fill out a blank entitled "Application for Admission to a State Normal School" and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school. It should be filed as soon after January 1 of the senior year of the applicant as is convenient and must be filed by June 15 of that year.

II. *Blanks to be Filed by the High School Principal.*—The principal of the high school is expected to fill out two blanks—one giving the high school record for each year and the other a rating of personal characteristics—and send them to the principal of the normal school.

III. *General Qualifications.*—Every candidate for admission as a regular student must meet the following requirements:

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

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

3. *Completion of Fifteen Units of High School Work.*—The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

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

4. *Personal Characteristics.*—The "Rating of Personal Characteristics" and the moral character of the candidate must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

Certification

1. Of the fifteen units presented for admission, at least ten must be selected from the list given below. Three of these units must be in English and one in American History and Civics.

2. Credit by certification may be granted in any subject in which the candidate has secured a mark of A or B, provided that the student is a graduate of a Class A high school or is in the upper half¹ of the graduating class of a Class B high school. A=90-100%; B=80-89%. It is suggested that the use of plus or minus in connection with the letters be avoided.

Examination

1. Any candidate not securing credit by certification for ten units must secure credit in the remaining number of units by examination in subjects chosen from the list given below.

2. Candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

List of Subjects for Certification or Examination

Required:

English, Literature and Composition	3 units
American History and Civics	1 unit

Elective:

The six remaining units must be so distributed that the number offered in any field shall not exceed the following, with the proviso that the minimum total amount offered in any chosen field shall be one unit.

Social Studies	3 units
Science	3 units
Foreign Languages	4 units
Mathematics	3 units
Commercial Subjects	2 units
Fine and Practical Arts	2 units

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

Social Studies

Community Civics	½ or 1 unit
History to about 1700	1 unit
European History since 1700	1 unit
Economics	½ unit

¹The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

Problems of Democracy	½ or 1 unit
Ancient History	1 unit
English History	1 unit
Medieval and Modern History	1 unit

Science

General Science	½ or 1 unit
Biology, Botany or Zoölogy	½ or 1 unit
Chemistry	1 unit
Physics	1 unit
Physical Geography	½ or 1 unit
Physiology and Hygiene	½ or 1 unit

Foreign Language

Latin	2, 3 or 4 units
French	2 or 3 units
Spanish	2 units
German	2 or 3 units

Mathematics

Algebra	1 unit
Arithmetic	1 unit
Geometry	1 unit
College Review Mathematics	1 unit

Commercial Subjects

Stenography (including Typewriting)	1 or 2 units
Bookkeeping	1 unit
Commercial Geography	½ or 1 unit
Commercial Law	½ unit

Fine and Practical Arts

Home Economics	1 or 2 units
Manual Training ¹	1 unit
Drawing ²	½ or 1 unit

Final Selection by Evaluation

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

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

- (a) Scholarship will be allowed 75 points for 15 units of work.
- (b) Personality will be allowed 25 points.

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

Place, Time, and Division of Examinations

Entrance examinations may be taken in June and September at any State Normal School (including the Massachusetts School of Art) at the convenience of the applicant. Because of the limited Freshmen quota, applicants depending upon credits to be won in the September examinations will probably be unable to enter until the following school year. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

¹To be accepted for admission to the practical arts course at Fitchburg and the Massachusetts School of Art only.

²A maximum of two units will be accepted for admission to the Massachusetts School of Art.

Schedule of Examinations for 1930**JUNE 5 AND SEPTEMBER 8**

- 8.30-10.30 English, Literature and Composition
 10.30-12.30 Latin; Commercial Subjects:
 Latin
 Stenography (including Typewriting)
 Bookkeeping
 Commercial Geography
 Commercial Law
- 1.30-4.30 Social Studies:
 American History and Civics
 Community Civics
 History to about 1700
 European History since 1700
 Economics
 Problems of Democracy
 Ancient History
 English History
 Medieval and Modern History

JUNE 6 AND SEPTEMBER 9

- 8.30-10.30 Mathematics:
 Algebra
 Arithmetic
 Geometry
 College Review Mathematics
- 10.30-12.30 Foreign Language:
 French
 Spanish
 German
- 1.30-3.30 Science:
 General Science
 Biology, Botany, or Zoölogy
 Chemistry
 Physics
 Physical Geography
 Physiology and Hygiene
- 3.30-5.00 Fine and Practical Arts
 Drawing
 Manual Training
 Home Economics

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

Advanced and Special Students

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

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

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GENERAL INFORMATION

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.

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

Expenses

Registration fee. The sum of \$10 for each student is payable at the opening of the school on September 10.

All day students are required to pay a fee of \$1 per year to meet the expense of laundering the bath towels used by them in the gymnasium. This fee is payable at the opening of the school.

Board. Rates for board and room are fixed by the State Department of Education, and are intended to cover the actual cost of service rendered. The rate for this school year is \$325, payable promptly as follows:

At the opening of school in September	\$100
December 1	75
February 1	75
April 1	75

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

Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge.

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

Tuition. To residents of Massachusetts tuition is free. Residents of other States may be admitted upon the payment of tuition at the rate of \$100 a year, one-half of which amount is payable at the beginning of each half-year; provided that the admission of such students does not exclude or inconvenience residents of Massachusetts.

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

Students purchase their own notebooks, writing materials, drawing kits, gymnasium outfit, and all supplies carried away from the school for their future use.

Memoranda for gymnasium outfit. The required gymnasium uniform for women consists of special bloomers, blouses, and sweater, with black cotton stockings and low white sneakers (no heels). All entering women students are required to wear the regulation uniform. It is best to order the same upon the descriptive blanks supplied by the school. The required gymnasium suit for men consists of short, white running pants, white, sleeveless gymnasium shirt, maroon sweater, and sneakers. It is advisable to have two gymnasium shirts.

Shower bath equipment. (a) The school has been able to obtain at wholesale price large Turkish towels to serve as bathrobe going to and from shower, as curtain, and as towel. Each girl is asked to purchase two (\$2.70) at the same time that she acquires her gymnasium outfit. (b) A swimming cap.

Pecuniary Aid

The State makes an annual appropriation of \$4,000 for all of 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 to students from the town in which the school is located. Applications are to be made to the principal. 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.

Rooms

Rooms in the residence halls are supplied with furniture, including mattresses, pillows, and rugs. Students are required to bring napkin ring, two clothes bags for laundry, bath mat 36 inches by 24 inches, towels, window curtains, bureau covers and bed covering for single beds. The bed covering should include at least a mattress cover, four sheets, three pillow cases, two pairs of blankets, a spread, a couch cover, and two couch pillows. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

Students are not allowed to use electric irons or cooking equipment in their rooms. Special permission must be obtained for the installation of radios.

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 September. The order of choice is determined by lot.

Room assignments for men will be made by the dean of men only, from an approved list.

Absence

Regular and punctual attendance is required of every member of the school. Each case of prolonged absence on account of illness is dealt with individually. 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.

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 from the principal; otherwise he must not expect to receive any indorsement from the school.

The Student Cooperative Association

Students are expected to do, without compulsion, what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct. An association of the students, under the guidance of the deans, organizes the details of the plan of student cooperative government.

The object of the Student Cooperative Association is to regulate all matters pertaining to the student life of its members which do not fall under the jurisdiction of the faculty; to further in every way the spirit of unity among the students of the school; to increase their sense of responsibility toward each other; and to be a medium by which the social standards of the school can be made and kept high. The work of the association is divided into the following lines of activity:

The Student Council, composed of representatives from each of the classes, handles all matters which are of interest to the student body as a whole.

The Dormitory Council, made up of the officers living in the residence halls, has as its fundamental duty the oversight of student conduct in the dormitories.

The Day Students' Council is composed of students who commute, and is interested primarily in questions which concern the students who do not live in the dormitories.

The Social Activities Committee is also a representative group of students, and it initiates and directs the social affairs of the school. This committee consults with a faculty advisory committee.

The Association appoints a Hospitality Committee each year, whose primary duty is to welcome and assist new students upon their arrival at the school.

Conditions for Graduation

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

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CURRICULA

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

I. *Elementary Department.* A three-year elementary school teachers' curriculum, designed for students preparing to teach in the first six grades of the elementary schools.

II. *Kindergarten-Primary Department.* A three-year kindergarten-primary curriculum, designed for students preparing to teach in the kindergarten or first three grades of the elementary schools.

III. *Intermediate Department.* A three-year curriculum, comprising the first three years of the work of the Advanced Department, designed to prepare students for departmental teaching.

IV. *Advanced Department.* A four-year curriculum leading to the degree of BACHELOR OF SCIENCE IN EDUCATION, designed for students preparing to teach in an elementary school or in the junior or senior high school. Graduates of two and three-year courses in residence in Massachusetts Normal Schools may enter a third or fourth-year class. New students who plan to qualify for teaching in the junior or senior high schools enter at once on the four-year curriculum.

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 French, English and history, geography and history, mathematics and science, science and geography.

Elementary Department

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

FIRST YEAR

SECOND YEAR

COURSES	Semester Hour Credits	COURSES	Semester Hour Credits
Arithmetic 1	3	Arithmetic 2	2
Education:		Education:	
Psychology 1 (the learning process)	3	Psychology 2 (applied)	3
Personal Ethics	1	Pedagogy 1 (general method)	1
Directed Observation in Training School	1	English:	
English:		Reading 2 (dramatization)	2
Reading 1 (elementary)	4	English Expression 2 (methods)	2
English Expression 1	4	Library 2 (children's books)	1
Library 1 (use of library)	1	Literature 1 (poetry)	2
Penmanship	1	Penmanship	1
Fine and Practical Arts:		Fine and Practical Arts:	
Drawing 1 (introductory)	3	Drawing 2 (methods)	2
Handicrafts 1 (introductory)	1	Drawing 3 (blackboard)	1
Music 1 (introductory)	2	Music 2 (appreciation)	1
Physical Education 1	2	Physical Education 2	2
Science:		Science:	
Gardening 1	1	Biology 1 (survey)	2
Social Studies:		Social Studies:	
History 1 (survey)	3	History 2 (American)	3
Geography 1 (regional)	3	Geography 2 (continents)	3
	32	Teaching:	
		Training School (6 weeks)	5
			32

THIRD YEAR

COURSES	COURSES
Education:	Physical Education 3 2
Psychology 3 (advanced applied)	Science:
Pedagogy 2 (problems)	Gardening 2 1
History and Principles of Education	Elementary Science 1 2
Professional Ethics	Social Studies:
English:	Civics 1 (social problems) 2
Reading 3 (methods)	Geography 3 (organization of course) 2
Literature 2 (survey)	Teaching:
Fine and Practical Arts:	Apprentice Teaching (12 weeks) 10
Music 3 (methods)	
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Students of the KINDERGARTEN-PRIMARY DEPARTMENT follow the outline of the Elementary Department for the three years, with exception of kindergarten theory and practice. Practice in the kindergarten is included in the work of the second year.

DESCRIPTION OF COURSES AND SUBJECTS

Departments I and II

(*Taken only by the kindergarten-primary department.)

(**Omitted by the kindergarten-primary department.)

*Arithmetic***Arithmetic 1. Elementary course. First year. Mr. Durgin.**

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

Arithmetic 2. Second year. Mr. Durgin.

Coordination of previous year's work with knowledge gained in the training school. Individual study of problems of teaching arithmetic. Courses of study, textbooks, and materials.

*Education***Psychology 1. The learning process. First year. Mr. Hunt.**

An introductory course adapted to students just entering the normal school, aiming to acquaint them with significant facts about the learning process. This is partly to improve the quality of their own learning, but more particularly to lay a foundation for their work as teachers, in which they will direct the learning activities of children.

Psychology 2. Applied psychology. Second year. Mr. Hunt.

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

Psychology 3. Applied psychology, advanced course. Third year. Mr. Hunt.

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

Pedagogy 1. Second year. Miss Beal.

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; collateral reading.

Pedagogy 2. Third year. Miss Beal.

A study of current problems and practices in the elementary grades. Results of scientific investigation of teaching problems. Influences upon method of teaching exerted by contemporaries such as Dewey, Thorndike, Kilpatrick, Judd.

History and Principles of Education. Third year. Dr. Boyden.

The purpose of this course is to summarize the principles and methods of teaching in elementary schools by tracing their genesis and development, especially in the United States. Emphasis is placed on the history of education in New England. The aim is to broaden the horizon of the teacher through an acquaintance with the work of the leaders in education.

Personal Ethics. First year. Miss Pope.

This course deals with problems of student conduct and the development of personality. It aims to teach principles of social usage and personal conduct and to help in the creation of ideals of personality so that students may become sensitive to acts inconsistent with these ideals and be able to clearly distinguish between right and wrong.

Professional Ethics. Third year. Miss Pope.

This course deals with problems which the teacher is likely to meet in actual teaching situations. It includes a discussion of the obligations of teachers as

members of a profession and the ethical standards which should govern the relationships between a teacher and pupils, parents, school officers, community, etc.

***Kindergarten Theory and Methods.** Miss Wells.

First year.

A preliminary course in child study, with emphasis on the early stages of development, including methods and materials adapted to the pre-school and younger kindergarten child.

Second year.

A comprehensive study of the child's active nature and needs. Includes methods and means for physical development; mental, moral, and social culture; and expression through construction, language, and art. The theory is constantly illustrated and applied in observation and practice teaching.

Third year.

Program work: professional reading for a summary of principles and a comparison of methods. A study of educational reports and surveys, with selections from expert kindergarten authorities.

English

Reading 1. Elementary reading. First year. Miss Moffitt.

This course includes: (1) directed observation of demonstration lessons with children; (2) study of the leading reading methods used in the schools; (3) study of phonics; (4) development of good oral and silent reading; (5) story-telling.

Reading 2. Dramatization. Second year. Miss Moffitt.

1. Dramatization of different types of reading lessons in the first six grades, including history and related subjects.

2. Scenes suitable for Assembly Periods.

Reading 3. Reading methods. Third year. Miss Moffitt.

Acquaintance with books and magazines concerning methods of teaching reading. Lesson plans for both silent and oral reading. Diagnostic and standard tests.

English Expression 1. Grammar and composition. First year. Miss Davis.

In this course the sentence is studied from the standpoint of grammar and of rhetoric. Systematic instruction is given in the principles of oral and written composition. There is also opportunity for outside reading and creative writing.

English Expression 2. Methods. Second year. Miss Davis.

This course deals with the materials and methods for teaching English expression in the elementary grades. It includes methods of teaching spelling.

Library 1. Use of the library. First year. Miss Carter.

(1) A knowledge of the use of library tools: card catalogue, reader's guide, indexes to short stories and poems, reference books, and the making of bibliographies.

(2) Organization of the helps which teachers may receive from the library: lists of books, pictures, pamphlets, magazines.

Library 2. Children's books. Second year. Miss Carter.

(1) A course in the study of children's books; the beginning of literature for children, and its development to the present time; a careful study of Mother Goose, fairy tales, legends, fables, and myths. The purpose is to form standards for the choice of reading for children, and to give a knowledge of editions suitable for school and home use.

(2) A brief survey is made of books of history, travel, biography, science, art, fiction, and poetry suitable for all the grades, in order to form a background of material which will make it possible to encourage and guide a taste for the best in children's reading.

Literature 1. Poetry. Second year. Miss Davis.

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

Literature 2. Survey. Third year. Miss Davis.

This is a survey and general reading course for cultural purposes, with the specific aim of developing an increasingly conscious literary taste and judgment.

Penmanship. Mr. Doner.**First year.**

The aim is to train all students to write well, so that by their skill and example they will be prepared to teach others to write well. The Correlated Handwriting Method is used. Thorough training is given in correct posture, penholding, muscular relaxation, ease and fluency in writing. The constant aim is to correlate good handwriting with all written work.

Second year.

The "carry over" of satisfactory handwriting in all written subjects is made a stronger aim in this year. Blackboard practice; discussion of the current methods of teaching penmanship in the grades; use of standard tests for measuring rate and quality in handwriting; demonstration lessons before classes; supervised practice in the training school; are some of the essentials covered in this course.

*Fine and Practical Arts***Drawing 1. Introductory course. First year. Miss Nye.**

This course is planned with the aim of giving students: (1) a working knowledge of the principles which they will need in directing the work of children; (2) an acquaintance with many processes; (3) a chance to further their appreciation of nature and man made objects; and (4) ability to freely express themselves in graphic form on paper.

Drawing 2. Elementary methods and training course. Second year. Miss Prevost.

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.

Drawing 3. Blackboard sketching. Second year. Miss Nye.

Lettering for rapid work, calendar pads, and map enlargements. Quick sketches in outline of common objects and illustrations with the flat of the chalk, to aid in teaching nature study, geography, etc.

Drawing Conference. Second year. Miss Prevost.

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

Handicrafts 1. Introductory course. First year. Miss Beckwith.

This course aims to give the students sufficient technique in the following handicrafts to enable them to carry out the outlines or directions of a supervisor, or to plan work for a small community where there is no supervision. The work includes practice in the following industrial processes: paper folding, paper and cardboard constructions, box making, and bookbinding. The last seven weeks are given to weaving, basketry, and modeling. Considerable time is spent in working up sand table and theatre projects, using different handicrafts.

Music 1. Introductory course. First year. Miss Rand.

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 artistic and beautiful.

Lesson plans are made and discussed. Supervised observations are often made in the training school in order that students may, from the outset, be kept in close contact with children. During these exercises students are called upon to participate in the teaching.

Music 2. Music appreciation. Second year. Miss Rand.

This course includes the study of the most important musical forms, of the orchestra, and of the great composers. The aim is to suggest possibilities for

further study in order to understand the great world of music, and to give a background for successful teaching.

Music 3. Music in the grades. Third year. Miss Rand.

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

Music Conference. Second year. Miss Rand.

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

Physical Education

Physical Education 1. First year. Miss Decker and Miss Zimmerli.

Personal hygiene; seasonal activities on the field and in the gymnasium; methods and practice in teaching children's activities.

Physical Education 2. Second year. Miss Decker and Miss Zimmerli.

Principles and methods in health education, health supervision, and school hygiene; seasonal activities; further methods and practice in organizing and conducting physical education activities.

Physical Education 3. Third year. Miss Decker and Miss Zimmerli.

Special methods and practice in developing festivals, pageants, play days, and meets; first aid; more advanced work in sports, games, dancing, and apparatus.

Science

Gardening 1 and 2. First and third years. Mr. Stearns.

These courses aim to prepare students to plan, plant and cultivate a vegetable garden. They include a study of seed testing; plant structure and physiology; propagation from seeds, cuttings, bulbs, and roots; control of harmful insects and weeds; supervision of home and school gardens.

Biology 1. Second year. Miss McEachran.

The aim of the course is to aid students to select and present material suitable for the first six grades. The course includes first-hand studies of plants and animals that can be utilized in teaching.

Elementary Science 1. Third year. Mr. Shaw.

This course includes simple work in practical science; common minerals and rocks; physiographic phenomena as a basis for geography.

Social Studies

History 1. Origin and development of civilization. First year. Mr. Arnold.

The course includes a survey of bases and origins of culture, primitive society, early civilizations, medieval civilization, transition to modern society, development of contemporary society, and factors in social evolution. Consideration is given to the aims, materials, and methods in teaching the social studies in grades one to six.

History 2. American history. Second year. Mr. Arnold.

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

Civics 1. American problems. Third year. Mr. Arnold.

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

Geography 1. First year. Mr. Huffington.

A study of man's response to his physical and life environment through a consideration of type environment and geographic regions. The course aims to build up the background of principles of geography for the teaching of geography in the elementary school. In addition, analysis is made of a graded course of geography to determine its adaptation to grade work.

Geography 2. Second year. Mr. Huffington.

An intensive study of the continents of North America and Europe by geographic regions, with brief treatment of other continents. Emphasis is placed upon the more important human activities and the possibilities of further human utilization.

Geography 3. Third year. Mr. Huffington.

A study of the teaching of geography, including a study of the content, organization, and presentation of the materials for geography teaching in lower grades.

*Observation and Practice Teaching*****Directed Observation in the Training School. First year. Miss Beal, Supervisor.**

The aim is to give familiarity with schoolroom conditions and methods as a basis for practice teaching, and study of methods of teaching. It extends from the kindergarten through the grades in succession, under specific directions, with oral and written reports and discussion.

****Practice Teaching. Intensive teaching in the training school. Second year. Six weeks, all day. Miss Beal, Supervisor.**

After careful observation, the students serve as assistants in the 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. Third year. Twelve weeks, all day. Miss Beal, Supervisor.**

Extensive teaching, under supervision, in the schools in near-by towns and cities. The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student-teachers are visited and criticized by the supervisor of training and by teachers from different departments of the normal school. Systematic reports of their readings and work are made to the supervisor by the student-teachers and by the teachers with whom they are working.

***Directed Observation in the Training School. First year. Grades. Second year. Kindergarten. Miss Beal and Miss Wells, Supervisors.**

The aim of this observation is to give familiarity with schoolroom conditions and methods through participation in the work of the room in a variety of ways.

***Practice Teaching. Intensive teaching in the training school. Second year. Kindergarten, twelve weeks, forenoons. Primary grades, six weeks, all day. Miss Beal and Miss Wells, Supervisors.**

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. In the kindergarten each student has her own group of children for the term.

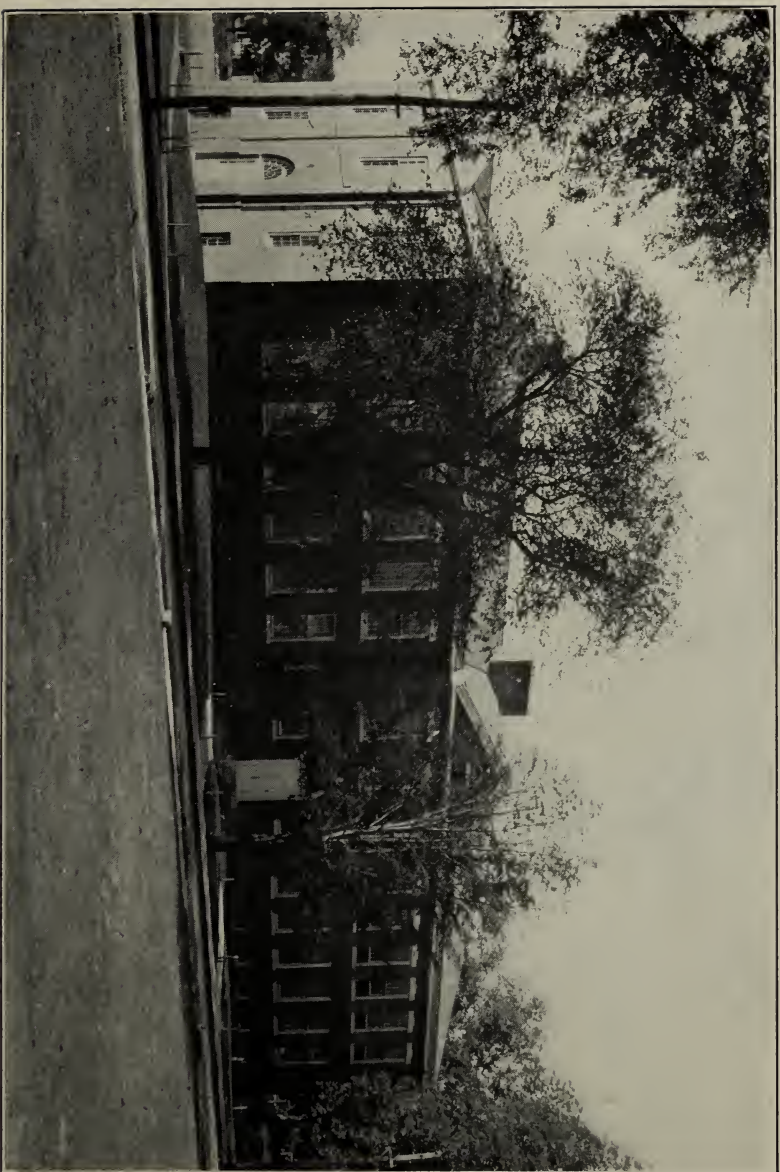
***Apprentice Teaching. Third year. Twelve weeks, all day. Miss Beal, Supervisor.**

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

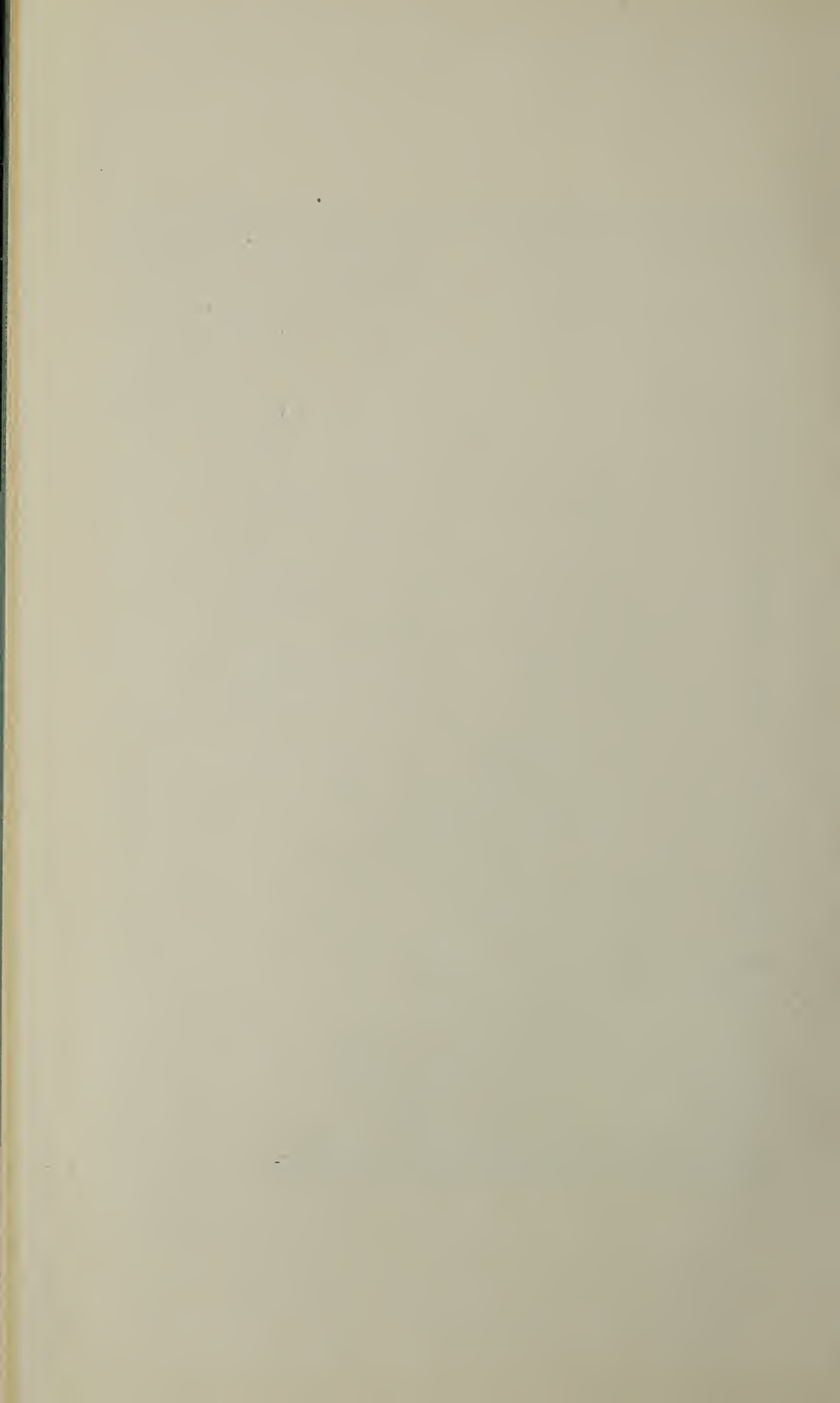
III and IV. Intermediate and Advanced Departments

An Intermediate Curriculum includes the first three years of work, for which a diploma is given.

FIRST YEAR		SECOND YEAR	
COURSES	Semester Hour Credits	COURSES	Semester Hour Credits
<i>Required</i>		<i>Required</i>	
Education:		Education:	
Personal Ethics	1	Psychology 1 (learning process)	3
Directed Observation (Training School)	1	English:	
English:		Expression 5 (methods)	3
Reading 4 (upper grades)	3	Literature 3 (junior high school)	3
Expression 3, 4 (composition)	3	Penmanship (methods)	1
Library 1 (use of library)	1	Fine Arts:	
Penmanship	1	Drawing 4 (blackboard)	1
Fine and Practical Arts:		Drawing 5 (junior high methods)	2
Drawing 1 (introductory)	3	Music 2 (appreciation)	2
Handicrafts 1 (introductory)	1	Physical Education	2
Music 1 (introductory)	2	Science:	
Mathematics (junior high school)	3	General Biology 1 (men)	3
Physical Education	2	Social Studies:	
Science:		History 4 (world)	3
Biology 1 (general) (women)		Geography 3 (content)	3
Applied Science and Physiography (men)	3	Teaching:	
Applied Physics (men)		Training School (6 weeks)	5
Physiography 1 (women)	2		
Social Studies:		<i>Elective</i>	
History 3 (background)	3	French 2 (methods)	3
<i>Elective</i>		Mathematics (algebra and geometry)	2
French 1 (introductory) or		Library 3 (practice)	1
Gardening 1 and Practical Arts 1	3	Economic Chemistry (men)	3
Minimum semester hours per year—32.		Gardening 3 (propagation)	1
		Practical Arts 2 (shop work)	1
		Minimum semester hours per year—32.	
THIRD YEAR		FOURTH YEAR	
<i>Required (10 hours each term)</i>		<i>Required (8 hours each term)</i>	
Education:		Education:	
Psychology 2 (applied)	3	Psychology 4	3
Administration	1	Modern Problems	2
Pedagogy 3 (general method)	2	History of Education 2	2
History of Education 1 (intermediate course)	2	Sociology and Economics	2
Professional Ethics	1	Physical Education	1
English:		<i>Elective</i>	
Public Speaking (men)	2	English:	
Fine Arts:		Expression 7 (high school)	3
Drawing 6 (appreciation) (women)	2	Library 5 (advanced)	2
Physical Education	2	Literature 5 (survey)	3
Science:		Fine Arts:	
Civic Biology	2	Drawing 8 (history of art)	2
Teaching:		Handicrafts 2 (advanced)	2
Apprentice Teaching (12 weeks)	10	Music 4 (history)	2
<i>Elective</i>		French 4 (history of literature)	3
English:		Mathematics (teaching)	3
Reading 5 (amateur play production)	2	Science:	
Expression 6 (junior high methods)	3	General Science (teaching)	2
Literature 4 (modern)	3	Biology 3 (botany)	3
Library 4 (library hours)	2	Social Studies:	
Penmanship	1	History 7 (advanced American)	3
Fine Arts:		History 8 (English)	3
Drawing 7 (design)	2	Geography 5 (physical and economic)	3
Handicrafts 2 (advanced)	2	Teaching (assistants in electives)	
Music 3 (creative music)	2	Minimum electives each term—8.	
Practical Arts 3 (printing)	2		
French 3 (survey)	3		
Mathematics:			
Solid Geometry, Trigonometry, Mathematical Analysis	3		
Science:			
Economic Chemistry (women)	3		
Biology 2 (zoölogy)	3		
Physiography 2 (women)	2		
Social Studies:			
History 5, 6 (modern, medieval)	3		
Geography 4 (industrial)	3		
Minimum electives each term—8.			



TRAINING SCHOOL.



DESCRIPTION OF COURSES AND SUBJECTS

Departments III and IV

*Education***Psychology 1. The learning process. Second year. Mr. Hunt.**

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

Psychology 2. Applied psychology. Third year. Mr. Hunt.

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

Administration. Professional course for teachers in the junior high school. Third year. Mr. Hunt.

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.

Psychology 4. Educational measurements and the psychology of exceptional children. Fourth year. Mr. Hunt.

The course includes the following topics:

Introductory study of the range of ability for any given age or grade. Survey of investigations as to the relative importance of heredity and environment in producing this variation. Psychology of the normal and subnormal studied to ascertain nature and causes of individual differences.

Study of the development of the modern science of intelligence testing. Work of Binet and the Stanford Revision of the Binet method in America. Training in the application of the above method in actual practice. Study of the best known group tests, with practice in their use.

Study of statistical method of handling the data derived from these tests. Interpretation of results. Diagnosis of class and individual needs.

Survey of modern systems of grading and promotion. Problems of retardation and acceleration. Modifying the content and method of education for defectives. Provisions for the exceptionally bright pupil. Study of current problems of 6-3-3 reorganization, with special study of curricula and program-making in junior and senior high schools.

Pedagogy 3. Methods. Third year. Miss Beal.

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

History and Principles of Education 1. Third year. Dr. Boyden.

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

History of Education 2. Fourth year. Dr. Boyden.

A study of the sources and evolution of modern educational systems and methods. The social ideals of other civilizations and other centuries, as influencing education. Search is made for the permanent and universal principles of educational procedure, contemporary educational leaders and literature, edu-

cational systems in aristocracies and in democracies. A foundation is laid for future educational reading and research.

Modern Problems of Education. Fourth year. Miss Beal.

The curriculum. Objectives of education as dictated by personal and social needs; types of pupil activity and experience most effective in achieving the several objectives; principles underlying curriculum making. Analysis of three or more courses of study to distinguish characteristics of "subject-syllabus", "project-problem", and "border" types, and serve as a basis for classification. Research work to determine practical problems in formulating a course of study in a special subject or for a grade or group of grades. Determination of effective ways of using a "subject-syllabus" type in relation to the project-problem method of learning and teaching.

Personal Ethics. First year. Miss Pope.

This course deals with problems of student conduct and the development of personality. It aims to teach principles of social usage and personal conduct and to help in the creation of ideals of personality so that students may become sensitive to acts inconsistent with these ideals and be able to clearly distinguish between right and wrong.

Professional Ethics. Third or fourth year. Miss Pope.

This course deals with problems which the teacher is likely to meet in actual teaching situations. It includes a discussion of the obligations of teachers as members of a profession and the ethical standards which should govern the relationship between a teacher and pupils, parents, school officers, community, etc.

English

Reading 4. First year. Miss Moffitt.

This course includes the application of phonetics to work in the upper grades, or to those who have defects in speech; methods of teaching oral and silent reading in the upper grades, including supplementary reading, platform reading, and oral themes.

Reading 5. Amateur play production (elective). Third year. Miss Moffitt.

The aims of this course are: (1) to enable students to organize and direct junior and senior high school dramatic clubs; (2) to plan interesting and suitable programmes for assembly periods throughout the grades.

The work includes: (1) the study of the history of the drama; (2) the reading and selection of plays for junior and senior high schools; (3) the coaching of plays given by sophomores, junior high school pupils, and training school pupils; (4) stage craft; (5) costuming; (6) make-up.

English Expression 3. Content. First year. Miss Lovett.

1. The elementary principles of English composition. The place of grammar in correctness of expression. Emphasis on the importance of structure through themes, oral and written reports, informal discussions, and debating. The use of diagnostic tests and drills in spelling, capitalization, punctuation, pronunciation, and enunciation.

2. Detailed study of exposition. Use of standard collection of modern essays for vocabulary and paragraph study, outlining, and précis writing.

3. Practice in assembling materials from various sources, in organizing them, and in presenting them clearly and effectively; practice in leading class discussions.

English Expression 4. Content. First year. Miss Davis.

The general aim of this course is twofold: (1) to orient students with regard to standards of English expected in the school; (2) to stress structure and mechanics in so far as they add to effectiveness of thought and expression.

English Expression 5. Methods. Second year. Miss Lovett.

1. The examination and evaluation of current methods of teaching English expression in the first six grades, through discussion, research, and demonstration lessons in the training school. Various curricula are studied, both as to form and content, in connection with textbooks and teachers' manuals.

2. This course also stresses oral composition and includes a wide variety of tests and drills to establish correct habits of speech.

3. A composition project based upon the *Odyssey*, developed upon the normal school level, but designed for adaptation to a junior high school class. The course gives practice in research, in various types of expression, and familiarizes the students with Greek mythology.

4. A course in short story writing, to emphasize the qualities of good narration, and to develop them in the classroom. Practice in writing is given in small units, and one short story written under supervision is completed by each student.

English Expression 6. The English Language. (elective). Third year.
Miss Lovett.

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

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

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

English Expression 7. Journalistic writing. (elective). Fourth year.
Miss Lovett.

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

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

Library 1. Use of the library. First year. Miss Carter.

1. A knowledge of the use of library tools; card catalogue, reader's guide, indexes to short stories and poems, reference books, and the making of bibliographies.

2. Organization of the helps which teachers may receive from the library: lists of books, pictures, pamphlets, magazines.

Library 3. (elective). Second year. Miss Carter.

This course gives practice in the routine work involved in the administration of a school library. Training is given in the mechanics of preparation of books for circulation; in reference work; in the making of bulletin boards, exhibits of books and lists of reading; in methods of teaching library lessons. Illustrative material for school use (including pictures, clippings, pamphlets) is organized. Students act as assistants during library hours.

Library 4. (elective). Third year. Miss Carter.

The story-hour and the use of the library by grade children. Experience in planning and conducting library hours with the grades is gained by practice with classes from the training school. Practice work in the library.

Library 5. (elective). Fourth year. Miss Carter.

Advanced library work for those who have had the courses outlined above.

1. Methods of teaching the use of the library. Practice in Training School Library. 2. Library classes with children. 3. Book selection. 4. Cataloging and classification. 5. Reference and bibliography. 6. School library administration.

Literature 3. Junior high school literature. Second year. Miss Hill.

Part 1. Objectives and Materials.

Part 2. Practical Problems in Presentation.

Part 3. Dramatics; (a) Theory, (b) Practice.

Literature 4. Modern literature. (elective). Third year. Miss Hill.

Part 1. Victorian Prose and Poetry.

Part 2. The Modern Novel.

Part 3. Modern Poetry.

Literature 5. Selected prose and poetry. (elective). Fourth year. Miss Hill

Part 1. A Survey of World Literature.

Part 2. Twelve Plays of Shakespeare.

Part 3. Literary Criticism.

Public Speaking (for men). Third year. Miss Hill.

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

Penmanship 1. First year, for men and women; Second year, for women. Mr. Doner.

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. Requirements are: satisfactory paper practice, board writing, and notebook writing. 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. Improvement in rate and quality is recorded on individual progress cards.

Third or fourth year (elective).

Advanced blackboard writing, latest approved methods of teaching handwriting in the grades, Old English text lettering, rapid manuscript printing, Engrossers' Script writing, and writing for the special penmanship certificate. To qualify for this course the student should have at least a B rate in plain, rapid writing.

Fine and Practical Arts

Drawing 1. Introductory course. First year. Miss Nye.

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 the processes which they may use.

Drawing 4. Blackboard sketching. Second year. Miss Nye.

Lettering for rapid work and for programs, calendar pads and map enlargements. Quick sketches in outline of common objects used in teaching, illustrations with the flat of the chalk, and color decorations.

Drawing 5. Junior high school methods. Second year. Miss Prevost.

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.

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

Drawing 6. Art appreciation. Third year. Miss Prevost.

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 and 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. Conference. Second year. Miss Prevost.

The work includes two conference periods a week; preparation of lesson plans; demonstrations in teaching; and teaching, under direct supervision, in drawing, art crafts and elementary forms of handwork.

Drawing 7. Design (elective). Third or fourth year. Miss Nye.

Theory and principles of design. The application of original designs to textiles, boxes, etc., with block prints, textile dyes, etc.

Drawing 8. History of art and art appreciation (elective). Fourth year. Miss Prevost.

A general survey of the history of architecture, sculpture, and painting from

the Egyptian period to the Renaissance of modern times. The fundamental principles underlying great works of art are studied in order to increase the student's power to select and enjoy good examples of fine art. Required readings, notebooks, and discussions.

Handicrafts 1. Introductory course. First year. Miss Beckwith.

The course aims to give the students sufficient technique in the handicrafts to enable them to carry out the outlines or directions of a supervisor, or to plan work for a small community where there is no supervision.

Handicrafts 2. Advanced (elective). Third and fourth years. Miss Beckwith.

Fundamental principles in reed work for camp and playground; advanced work in book making and rebinding books; special work for library students; modeling, cementing, weaving, or any phase of handicrafts likely to interest junior or senior high school students.

Music 1. Introductory course. First year. Miss Rand.

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 artistic and beautiful.

Music 2. Music appreciation. Second year. Miss Rand.

The course includes the study of the most important musical forms, of the orchestra, and of the great composers. The aim is to suggest possibilities for further study in order to understand the great world of music, and to give a background for successful teaching.

Music. Conference. Second year. Miss Rand.

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

Music 3. Creative music in the grades (elective). Third year. Miss Rand.

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

Music 4. History of music and music appreciation (elective). Fourth year. Miss Rand.

The aim of the course is to give power in understanding in order to enjoy the greatest music.

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

Practical Arts 1. (elective). First year for men, required; for women, elective. Mr. Kelly.

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

Practical Arts 2. Shop work (elective). Second or third year. Mr. Kelly.

Shop work in a variety of industries. The purpose of the course is to give a practical knowledge of a number of lines of useful handwork for teachers. Articles are made that are required for school use. Repair work that can easily be done by teachers is emphasized. Advanced students are afforded an opportunity for practice teaching with groups from the training school.

Practical Arts 3. Printing (elective). Third or fourth year. Mr. Kelly.

Principles of printing. Orderly procedure in practical shop work in printing by students, affording excellent opportunity for correlation with English

department and other departments of school. Each student is required to direct a project selected by a group before completing course.

Mathematics

Junior High School Mathematics. First year. Mr. Durgin.

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

Algebra (elective). Second year. Mr. Durgin.

Review of high-school algebra, with some emphasis on methods of teaching. Such advanced topics as time will permit.

Plane Geometry (elective). Second year. Mr. Durgin.

Review of plane geometry, with special emphasis on original problems, numerical computations, and methods of teaching geometry in the junior and senior high schools.

Solid Geometry and Trigonometry (elective). Third year. Mr. Durgin.

Mathematical Analysis (elective). Third or fourth year. Mr. Durgin.

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

The Teaching of Mathematics (elective). Fourth year. Mr. Durgin.

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

Modern Languages

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

French 1. Introductory (elective). First year. Miss Bradford.

This course offers an opportunity to develop a reading ability for cultural purposes and a basis for teaching French. It stresses a thorough knowledge of vocabulary and pronunciation, an inductive analysis of grammar principles, and practice in oral and written self-expression. The authors studied are Molière, Daudet and LaFontaine. French is the language of the classroom.

French 2. Methods (elective). Second year. Miss Bradford.

First term, phonetics and systematic grammar review. Second term, methodology of modern language teaching, special emphasis on the oral and reading methods; study of syllabi; examination of textbooks; methods of teaching pronunciation; songs, games, and use of realia, such as imported charts, maps, posters, children's books, and victrola records; study of college entrance board questions and new-type tests. Third term, conversation on classified subjects relating to every-day life in France.

French 3. Advanced French for cultural purposes (elective). Third year. Miss Bradford.

The aim of this course is to gain, by means of a correlated survey of the literature and history and study of the geography of France, together with the other factors of French civilization, a general cultural background, with a view to application of the fundamentals thereof in the work with junior and senior high school pupils. This is supplemented by a short course in letter-writing and study of noted French letter-writers. French is the language of the classroom.

French 4. History of French literature (elective). Fourth year. Miss Bradford.

First term, the novel; second term, the drama; third term, poetry and further prose.

Intensive study of the works of representative authors of all the periods, with the chief aims of appreciation of the literature and the establishing of a first-hand knowledge of the life and ideas of another people, with a view to use



GYMNASIUM

in the senior high school; extensive outside reading and the writing in French of a paper on the development of a phase of French literature. French is the language of the classroom.

Physical Education

The purpose of the department of physical education is twofold:

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

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

The first purpose stated is worked out by means of (a) class work covering a broad program of physical education activities, which includes games, group contests, sports (hockey, basket ball, baseball, tennis, archery, winter sports, hiking, dancing (folk, character, and group), apparatus work, tumbling, marching, and gymnastics); (b) the extra-curricular program conducted by the Women's Athletic Association, under the direction of student leaders, and including inter-group and inter-class contests in many of the above listed activities; (c) courses in personal hygiene and first aid, with special application to individual health habits; (d) individual conferences and follow-up work with students needing advice as to the removal of defects or changes in habits of living; (e) individual corrective work for those having defects correctible by exercise.

The second purpose is worked out through courses in (a) physical education activities for children, including problems of selecting activities, adapting them to the age, sex, and individual needs of the children, and to the varying situations of playground, gymnasium, and schoolroom; (b) methods in teaching these activities, with practice in applying the method in the student's own class and also in the training school; (c) methods in teaching health; (d) the principles of physical education and health education as integral parts of the whole educative process; (e) school hygiene, or the protective function of the school in providing safe and healthful schoolrooms and buildings, the teacher's part in examinations and tests to discover defects and in the effort to secure adequate correction and prevention.

Physical Education 1. (for women). First year. Miss Decker and Miss Zimmerli.

Personal hygiene; seasonal activities on the field and in the gymnasium; methods and practice in teaching children's activities.

Physical Education 2. (for women). Second year. Miss Decker and Miss Zimmerli.

Principles and methods in health education, health supervision, and school hygiene; seasonal activities; further methods and practice in organizing and conducting physical education activities.

Physical Education 3. (for women). Third year. Miss Decker and Miss Zimmerli.

Special methods and practice in developing festivals, pageants, play days, and meets; first aid; more advanced work in sports, games, dancing, and apparatus.

Physical Education 4. (for women). Fourth year. Miss Decker and Miss Zimmerli.

Seasonal activities, with emphasis on student's own recreation needs.

Physical Education 5. (for men and women). (elective). Four year. Miss Decker and Mr. Crosier.

Special opportunities for teaching in various situations (special work in the training school and in the Bridgewater Junior High School, and assisting in freshman classes in the normal school); a conference for discussion of assigned readings in education and physical education, with particular application to problems arising in the immediate teaching experiences; developing special units of work in physical education and health.

Physical Education 6. (for men). Four years. Mr. Crosier.

The purpose is twofold:

1. Personal—(a) To develop body control in gymnastics, games, and sports;

to establish health habits. (b) To develop ideals of sportsmanship and team work. (c) To develop initiative and leadership.

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

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

The second purpose is worked out through (a) a study of methods of teaching health; (b) selection of schoolroom and playground activities for boys of different ages; (c) methods of presenting activities (giving commands, organizing groups, coaching, etc.), using the normal class for practice teaching; supplemented by practice teaching in near-by schools.

First and second years—reviews the work as given in up-to-date school systems and affords an opportunity for personal development in muscular development and control which will make the men better fitted to present the subject of physical education to the boys and girls in the schools.

Third and fourth years—a study of methods of organization and promotion, coaching and officiating. Emphasis is placed upon practice teaching, initiative, and leadership.

Science

Applied science (for men). First year. Mr. Shaw.

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

Economic chemistry (elective). Second and third years. Mr. Shaw.

The purpose of the course is to prepare to teach general science and high school chemistry. The first part includes so much of chemical analysis as is essential to an intelligent study of industrial and economic chemistry. The student learns how to organize chemical facts for a definite purpose, gains insight into chemical processes and procedures, and acquires a useful mastery of laboratory technique. The second part affords opportunity to elect work in water analysis, milk analysis, soil and fertilizer analysis, food inspection and mineral analysis.

Applied physics (for men). First year. Mr. Durgin.

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

Methods in science teaching (elective). Fourth year. Mr. Shaw.

Familiarity with current methods and courses by visits to several junior high and senior high schools, and by critical study of recent textbooks and published courses.

Working out of projects and lesson plans.

History of high school science teaching.

Gardening 1. (elective). First year. Mr. Stearns.

The aim of the 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; control of harmful insects and weeds; supervision of home and school gardens.

Gardening 3. Gardening, care of orchard, supervision (elective). Second year. Mr. Stearns.

This course is planned for students who are preparing to help in increasing



NATURAL SCIENCE GARDEN

the number and the value of home and school gardens. It includes propagation of plants from seeds, bulbs, cutting, layering, root-division; cleft grafting, budding, pruning, and spraying fruit trees; landscape gardening; construction and use of cold-frames; garden plans; supervision of children's gardening.

Civic Biology. Third year. Mr. Stearns.

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

General Biology 1. First year, women; second year, men. Miss McEachran.

The course starts with field work which gives opportunity for (1) the study of life in its natural habitat; (2) collecting and preserving of materials for future use; (3) stocking and maintaining a balanced aquarium.

Biological principles associated with protoplasm, the cell, genetic continuity and genetic continuity with modification are studied.

The course is planned to suggest materials and methods which will be helpful in teaching biological science work to children.

Biology 2. Zoology (elective). Third year. Miss McEachran.

This course gives an opportunity for a more detailed study of biological principles than is possible in the general course. First term—Field work to study invertebrate forms in their natural habitat and to collect protozoa, hydra, flat worms, earthworms, insects, etc., for laboratory study. Second and third terms—The work centers around a comparative study of vertebrate forms.

Biology 3. Botany (elective). Fourth year. Miss McEachran.

A more detailed study of plants than is possible in the general course. First term—Evolution of plants, types of lower plants, development of sex, division of labor, specialization of structure, economic importance of the lower plants to agriculture and health. Second term—Review and a more detailed study of the flowering plant, with emphasis upon the physiological activities and economic use. Third term—Field work. A study of the spring flowers and the classification of plants.

The courses in Zoology and Botany are planned to aid students who wish to teach general science and biology and also build a foundation for further study along biological lines.

Physiography. First year, men; part of course for women; third year, for women (elective). Mr. Shaw.

The course includes the practical study of common minerals, building stones and soils, with constant application to the study of geography and to the industries; effects of heat and chemicals upon minerals, with reference to the industries.

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

Social Studies

History 3. First year. Mr. Arnold.

A study of the development of American institutions and ideals in the political, social, and economic worlds, through European history to the present time. The aims and methods of teaching history and community civics in junior and senior high schools are discussed.

History 4. World history. Second year. Miss Smith.

A survey of human progress from the earliest time to the present.

History 5. Modern European history (elective). Third year. Miss Smith.

A study of the political, social, and economic movements in Europe from 1815 to the present time.

History 6. Medieval European history (elective). Third year. Miss Smith.

A study of the political, social, and economic movements in Europe from 1492 to 1815.

History 7. Advanced American history (elective). Fourth year. Mr. Arnold.

A study of the historical documents and material of American history for a more intelligent interpretation of the economic, political, and social development

of the United States. The course is designed for those preparing to teach history in the junior and senior high schools.

History 8. English history (elective). Fourth year. Miss Smith.

Geography 3. Second year. Mr. Huffington.

A study of the teaching of geography, including a study of the content, organization, and presentation of the materials for geography teaching in upper grades.

Geography 4. (A) Industrial geography. (B) Correlation of geography and history (elective). Third year. Mr. Huffington.

(A) To give the student an understanding of the rapid industrial progress of the last century as influenced by such factors as: the invention of machinery; division of labor; growth of education; application of science to industry; improvements in methods of transportation; new areas of production; organization of labor and capital; new economic policies.

(B) A consideration of the operation of geographic factors upon the political, economic, and social development of peoples; the influences of location, area, land forms, water bodies, and climate.

Geography 5. (A) Advanced physical geography. (B) Meteorology. (C) Economic geography (elective). Fourth year. Mr. Huffington.

(A) A study of the facts of physiography and geology as influencing human development.

(B) A study of the meteorological elements which go to make up climates; classification of climates and their operation as human controls.

(C) A study of the physical basis of commerce and industry: foodstuffs, raw materials, power, manufactures, markets, transportation; distribution of industries; laws of trade; routes of trade; place of the United States in commerce and industry.

Sociology and Economics

Sociology 1. Principles of sociology. Fourth year. Mr. Arnold.

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

Sociology 2. Applied sociology. Fourth year. Mr. Arnold.

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

Economics. Principles of economics. Fourth year. Mr. Arnold.

Industrial expansion in the United States; consumption of wealth; production; distribution; monopolies; the tariff; monetary system of the United States; credit and banking; taxation; economic progress; and plans of economic reform.

Observation and Practice Teaching

Directed Observation in the Training School. First year. Miss Beal, Supervisor.

The aim is to give familiarity with schoolroom conditions and methods as a basis for practice teaching, and study of methods of teaching.

Practice Teaching. Intensive teaching in the training school. Second year, six weeks, all day. Miss Beal, Supervisor.

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. Third year. Twelve weeks, all day. Miss Beal, Supervisor.

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

REGISTER OF STUDENTS

1929-1930

I. Elementary Department

FIRST-YEAR STUDENTS (CLASS ENTERING 1929)

Absalom, Grace Hutchinson	Norfolk Downs
Arenberg, Maccabeah	Rochester
Barnes, Gertrude Anna	Dedham
Booth, Dorothy Alice	New Bedford
Burke, Mary Ellen	Brockton
Chuckran, Mary Katherine	Bridgewater
Cohen, Henrietta	Fall River
Davis, Mary Delphina	Stoneham
DeMello, Sara	New Bedford
Gannon, Eleanor Mary	South Braintree
Giberti, Marie Elizabeth	Whitman
Green, Queenie May	Athol
Hanrahan, Marion Ethel	Falmouth
Hathaway, Muriel Alexander	North Cambridge
Hockenberry, Reta Louise	Springfield
Jaworek, Sophia	New Bedford
King, Marjorie Louise	Pottersville
Larkin, Etta Eleanor	Andover
Lawrence, Elizabeth	Quincy
MacKeen, Hilda Grace	Rock
McCusker, Grace Evelyn	Taunton
Nawrocki, Helena Wanda	Brockton
Parsons, Eloise Lucy	East Bridgewater
Sullivan, Mary Alice	Bradford
Tattersall, Helen Cornelia	Haverhill
Taylor, Sophie	New Bedford
Thurston, Marguerite Davis	Gloucester

Women, 27

SECOND-YEAR STUDENTS (CLASS ENTERING 1928)

Ahola, Sylvia Esther	Maynard
Borghi, Olga Doris	Plymouth
Borsari, Jennie Rose	Bridgewater
Dashoff, Grace	Fall River
Doane, Wilhelmina	Harwich
Duggan, Alice Mary	Fall River
Duncan, Helen Livingston	Wollaston
Dutra, Evelyn Marie	Fall River
Fuller, Murielle Isabelle	Stoughton
Gallagher, Eileen Elizabeth	Taunton
Galvani, Amedea Doris	Plymouth
Ghiorse, Marie Katherine	Weymouth
Giberti, Frances Elsie	Whitman
Griffin, Katherine Dorothy	Norwood
Grigas, Annie Julia	Brockton
Hannigan, Ethel Cecelia	Milton
Hathaway, Genevieve Regina	Fall River
Hiltz, Edna Caroline	Mansfield
Howard, Katharine Isabelle	South Attleboro
Johnson, Gunhild Ingeborg	North Easton
Johnson, Martha Christine	North Easton
Kershaw, Dorothy Elma	Fall River

Lacey, Ione Patricia	Wollaston
Larameé, Jeanne Florence	Palmer
Mahanna, Rose Anna	Avon
Malone, Mildred Henrietta	Fall River
Mintz, Bessie	Fall River
Mitchell, Margaret Louise	East Weymouth
Murphy, Agnes Leonora	Middleboro
O'Connor, Eleanor Frances	Brockton
Pangraze, Frances	Quincy
Pokross, Edith Frances	Fall River
Rand, Mary Ellen	East Braintree
Roche, Alma Marie	East Braintree
Ryan, Mary Agnes	Fall River
Rydgren, Esther Matilda	East Weymouth
Saulenas, Victoria Magdalen	North Abington
Seamans, Alice Bennett	Whitman
Shaughnessy, Madeleine Mary	Brockton
Smith, Ann Marion	Fall River
Sollis, Bettina	Kingston
Stevenson, Bernice Lawrena	Brockton
Sullivan, Grace Joanne	South Braintree
Thibault, Beatrice Delia	Fall River
Wacks, Helen	Norwood
Walsh, Rose Anne	Fairhaven
Washburn, Florence Whitford	New Bedford
Westgate, Hazel May	Fairhaven
White, Jennie Agnes	Rockland

Women, 49

II. Kindergarten-Primary Department

FIRST-YEAR STUDENTS (CLASS ENTERING 1929)

Bryant, Blanche Amelia	Brockton
McNeill, Gertrude Laticia	Haverhill
Randlett, Barbara	Newton Centre
Smith, Alice Chase	Bradford

Women, 4

SECOND-YEAR STUDENTS (CLASS ENTERING 1928)

Bromley, Winifred Evelyn	Myricks
Corey, Mary Agnes	New Bedford
Hopkins, Annie Elfred	Brockton
Manley, Marjorie May	Taunton
Santos, Mary Calma	Edgartown
Seaver, Beatrice Louise	Chicopee Falls

Women, 6

THIRD-YEAR STUDENTS (CLASS ENTERING 1927)

Goddard, Nellie	New Bedford
Russell, Esther May	Leominster
Schenck, Ruth Harriet	Longmeadow
Sheehan, Helen Louise Mary	Falmouth
Webster, Louise Madeline	Bradford
Wihry, Jeannette Georgine	Haverhill

Women, 6

III. Intermediate Department

FIRST-YEAR STUDENTS (CLASS ENTERING 1929)

Abbott, Dorothea Elizabeth	Weymouth
Adamczyk, Mary Salomea	Taunton
Alm, Agnes Elizabeth	Taunton
Barker, Helen Madeline	Leominster
Biscoe, Evelyn Louise	East Norton
Brooks, Isabelle Patricia	Cambridge
Chace, Pamela Hartley	New Bedford
Chase, Evelyn Chaplin	Brockton
Chassé, Evelyn Catherine	Brockton
DeCastro, Helen Marjorie	Taunton
Denly, Vivian Alberta	Brockton
Doyle, Catharine Louise	Fall River
Fitts, Beatrice Vinton	Quincy
Foye, Catherine Mary	Brockton
Fredette, Ena	Atlantic
Giles, Elizabeth Gertrude	Springfield
Glidden, Doris Blackstone	South Weymouth
Godwin, Elizabeth Frances	Campello
Grogan, Lucille Philomene	Turners Falls
Hedin, Helen Lillian	Brockton
Horsin-Déon, Marie Louise	Middleboro
Howland, Virginia Stewart	Brockton
Kershner, Rose	New Bedford
LeMaire, Alma Sarah	Taunton
Marder, Sarah Bessie	Taunton
McKenney, Helen Frances	Brockton
Meal, Ellen Elizabeth	Fairhaven
Monahan, Mary Elizabeth	Brockton
Moynihan, Alice Catherine	Brockton
Nickerson, Sarah Jeannette	East Harwich
O'Keefe, Mary Jean	Taunton
Plaza, Angeline Sophie	New Bedford
Quigley, Honora Teresa	Milton
Reardon, Margaret Louise	South Braintree
Ring, Marion Helen	Haverhill
Ryan, Frances Ellen	South Braintree
Ryan, Gladys Mae	East Braintree
Sheinuk, Rose Bertha	Taunton
Sherman, Doris Zelda ¹	Attleboro
Sherman, Elouise Gwendolyn	South Easton
Stub, Jane	East Weymouth
Swanson, Ruth Olga	Brockton
Taylor, Elsie Hildegard	South Dartmouth
Tynan, Anna Theresa	Fall River
Weber, Edna Elizabeth	Easthampton
Weston, Virginia Margaret	Bridgewater
Winning, Helen Eunice	Lowell

Women, 47

SECOND-YEAR STUDENTS (CLASS ENTERING 1928)

Anderson, Kathleen Bonnie	Atlantic
Anger, Cora Alfreda	Holyoke
Aulbach, Mary Teresa	Quincy

¹Present part of first term.

Prace, Grace Mary	Brockton
Bridges, Mary Rita	Somerville
Bridges, Ruth Mary	Somerville
Brown, Florence Hortense	Bridgewater
Burns, May	East Braintree
Carr, Muriel Amelia	Fall River
Cleary, Helen Theresa	Whitman
Coakley, Loretta Mary	Norwood
Cobb, Dora Louise	Middleboro
Cushman, Ruth Hester	Wollaston
Dahlberg, Hazel Linnea	Quincy
Danahy, Mary Denise	Canton
Doran, Grace Rita	Fall River
Eddy, Claire Frances	Webster
Ekstrom, Doris Evelyn	Wollaston
Furlong, Margaret Mary	Fall River
Gaudette, Delia	Rockland
Hart, Winifred Brenda	Campello
Johnston, Frances Norma	Whitman
Kelleher, Ella Ruth	Fall River
Leighton, Gertrude Isabelle	Kingston
Lennon, Olive Winnifred	Quincy
Lovell, Esther May	Rockland
Marshall, Catherine Louise	Bridgewater
Mazzotta, Jane	Haverhill
McGrath, Lucy Gloria	West Quincy
Mitchell, Bertha Mae	Plymouth
Nelson, Helen Grace	Springfield
Noel, Dorothy Rosamond	East Bridgewater
Riley, Mary Rosabelle	Taunton
Simmons, Kathryn Rita	Plymouth
Slattery, Mary Isabel	Taunton
Southwick, Doris Eunice	Athol
Tarr, Barbara Isabelle	Taunton
White, Dorothy	Rochester

Women, 38

THIRD-YEAR STUDENTS (CLASS ENTERING 1927)

Bettencourt, Julia	New Bedford
Blankinship, Lillian Conrad	Marion
Cody, Catherine Mae	Taunton
Dwyer, Alice Anthony	Fall River
Eldridge, Alice	Plymouth
Ellershaw, Dorothy Esther	Abington
FitzGibbons, Anne Marie	Fall River
Foristel, Claire Evelyn	Fall River
Fountain, Bernice Amelia	Raynham
Garvey, Mary Frances	West Concord
Granville, Barbara Muriel	Haverhill
Gustavson, Agnes Elizabeth	Quincy
Hadden, Helen Albertine	South Braintree
Hutchinson, Geraldine Winifred	Medford
Hutchison, Helen Marion	Bradford
Johnston, Laura Helen	Whitman
Keefe, Marjorie Veronica	Brockton
King, Dorothy May	Montello

Lawrence, Gertrude Borst	Haverhill
Lindquist, Evelyn Ruth	Orange
McCarthy, Kathryn Howard	Plymouth
McCarthy, Margaret Mary	Brockton
McLeod, Christine Robertson	Fairhaven
Mello, Theresa	New Bedford
Membrino, Bena Columba	West Somerville
Morrill, Mary Dorothy	Avon
Murphy, Catherine Marie	West Quincy
Murphy, Nora Gertrude	Whitman
Newcomb, Bertha Anna	Deerfield
Odabashian, Isabelle Rose	East Bridgewater
Robinson, Evelyn Hinckley	Brockton
Ryan, Beatrice Pearle	East Braintree
Sawyer, Merle Crawford	Atlantic
Schreiber, Mary Etta	Plymouth
Scribner, Enid Folkins	Haverhill
Slye, Helen Irene	Brockton
Sullivan, Esther Pauline	South Braintree
Tryman, Isabelle Canter	Haverhill
Twohig, Julia Mae	Brockton
Vera, Clothilde Frances	New Bedford
Zinck, Margaret Leola	Quincy

Women, 41

IV. Advanced Department

FIRST-YEAR STUDENTS (CLASS ENTERING 1929)

Avitabile, Albert	Braintree
Breil, Kendall Allen	Brookville
Deane, Walter Ekton ¹	Hanover
Ford, Paul	Brockton
Johnson, Clifford Bertram	Waltham
Johnson, William George	Provincetown
Lerner, Louis	Dorchester
Lewis, Chester Weldon	North Middleboro
Linehan, Urban Joseph	Bridgewater
Lowder, George Philip	Arlington
McMahon, Francis Joseph	Pittsfield
Milici, Louis Victor	Roxbury
Nagle, Robert James	Fall River
Nardelli, Walter	Brockton
Naverouskis, Vincent	Brookville
Nelson, Ralph Henderson	Waltham
Parris, Frank Earle	South Hanson
Perry, George Everett	Orleans
Sweeney, John Francis	Bridgewater
Welch, Edward Francis	North Abington
Allen, Mary Elizabeth	Marion
Baker, Florence Geneva	Gloucester
Baranowski, Leocadia Teresa	Easthampton
Bell, Clarece Dunham	Wellfleet
Bisbee, Ruth Garfield	Brookville
Boland, Mary Josephine	Brockton
Borsari, Helen	Bridgewater
Brettell, Ruby Elaine	Melrose

¹Present part of first term.

Burrill, Harriet	Bridgewater
Carey, Ruth Eleanor ¹	Taunton
Carle, Edith Louise	Bridgewater
Carroll, Mary Agnes	Bridgewater
Chatterton, Dorothy Catherine	Lynn
Collins, Marion Burnham	Gloucester
Dick, Alice	West Warren
Doane, Doris Madelyn	Harwichport
Donovan, Pauline Cecilia	Stoughton
Dunn, Verda Florence	Hingham
Dyer, Mary Elizabeth	Taunton
Evans, Mary Elizabeth	Quincy
Faszczewska, Alice Alexa	Brockton
Fish, Dorothy Ellen	Milton
Glidden, Ruth Verna	North Middleboro
Gregory, Ruth Madeline	Winchendon
Gurney, Margaret Eleanor	North Adams
Hannon, Elizabeth Alvina	South Boston
Harrington, Marjorie Violet	Stoughton
Hartshorn, Miriam Thurley	Raynham Center
Heikkila, Hilda Helen	West Quincy
Henderson, Elise May	Norwell
Hewitt, Louise	Pembroke
Higgins, Ruth Frances	Greenwood
Hunt, Beatrice Alice	Plymouth
Keith, Marion Irene	East Bridgewater
King, Mary Catherine	Attleboro
Krupka, Stella Helena	Randolph
Laird, Gertrude Louise	Montello
Laramée, Mabel Helene	Palmer
Larkin, Cecilia Agnes	Brockton
Leary, Anna Katherine	Fall River
Lewis, Mary Cecilia	Provincetown
MacDonald, Mildred Kidder	Gloucester
MacGinnis, Doris Vivian	Marlboro
MacLeod, Myrtle Ruth	Atlantic
Martin, Eleanor	Marlboro
Michel, Grace Evelyn Bryant	East Longmeadow
Mitchell, Aloyse Veronica	New Bedford
Morris, Mona Elizabeth	Norwood
Murley, Helen Elizabeth	Fairhaven
Murray, Ethel Frances	Brockton
Nisula, Miriam Elizabeth	West Quincy
Norton, Frances Anaclea	Amesbury
Nugent, Ruth Anne	Winthrop
Pratt, Louise Mildred	Whitman
Raffin, Helen	Brockton
St. Laurent, Lucy	Fall River
Sangster, Edna Beatrice	West Hanover
Sarson, Marie Gertrude	Brockton
Schreiber, Eleanor Elizabeth	Plymouth
Smith, Jane Mary	Marion
Spellman, Doris Helen	Somerville
Stewart, Phyllis Muriel	Barre
Stroud, Elinor	Pembroke

¹Present part of first term.

Tarr, Esther	Gardner
Tinsley, Rose Alma	Bridgewater
Vaughn, Dorothy Ellen	Whitman
Vinal, Barbara Blakeney	Middleboro
Virta, Martha Onerva	Gardner
Waaranen, Irma Ilona	Gardner
White, Emma Story	Brockton
Wightman, Alice Annette	Melrose
Wright, Amy Florence	Groton

Men, 20; women, 72

SECOND-YEAR STUDENTS (CLASS ENTERING 1928)

Ash, John Leo	Rockland
Bozoian, Kacher	Avon
Bulotsky, Nathan	Taunton
Carey, William Bernard	Rockland
Carreiro, John Anthony	Fall River
Carroll, Patrick Francis	Bridgewater
Clough, Charles Irving	Whitman
Coté, Ernest Harlow	East Bridgewater
Cullen, Thomas Patrick	Fall River
Curley, William Edward	East Bridgewater
Desmond, Frank	Fall River
Heney, Hugh William	Randolph
Osborne, Ralph William	Brockton
Pimentel, Alfred	Plymouth
Pratt, Charles Eugene	East Carver
Reckards, Herbert Charles	Holbrook
Shockley, John Alden	Bridgewater
Trafton, Walker Burt	New Bedford
White, Franklyn Oscar	Avon
Alm, Cerise Matilda	East Walpole
Atwood, Alice Louise Hibbard	Bridgewater
Averill, Dorothea	Edgartown
Benson, Dorothea Pearl	Bridgewater
Borden, Louise	Fall River
Clarke, Anne	Methuen
Cobb, Florence	Hyde Park
Comeau, Priscilla Greeley	Haverhill
Conathan, Helen Josephine	Brockton
Creeden, Dorothy Agnes	Brockton
Davis, Esther	Worcester
Doran, Catherine Elizabeth ¹	Norwood
Duffy, Ethel Mary	Taunton
Fall, Ruth Mary	Watertown
Farrar, Margaret	South Lincoln
Ferguson, Jean Catherine	Canton
Flaherty, Mary Frances	South Braintree
Gould, Sadie Mae	Fall River
Gove, Helen Rosetta	Taunton
Gray, Lillian Irene	Brockton
Hart, Barbara Elizabeth	Milton
Hartt, Florence Esther	South Weymouth
Hern, Katherine Marie	Taunton
Jackson, Louise Dorothea	Fall River

¹Present part of first term.

Kenneally, Helen Theresa	Whitman
Kerness, Florence June	Fall River
King, Bettina	Melrose
Kravif, Rose Elinor	Fall River
Lemaire, Mildred Irene	Taunton
Logan, Genevieve Irene	South Somerset
Lonergan, Ruth Marie	East Braintree
Lord, Ruth Frances	Brockton
Lord, Virginia	Melrose
MacFarland, Marguerite Frances	Bridgewater
Manning, Catherine Agnes	Taunton
Marsden, Ruth	Monson
McNearney, Mary Elizabeth	Taunton
Nelson, Beatrice Martha	Haverhill
Ney, Margaret Cecelia	Fall River
Parmenter, Harriette Elizabeth	Rockland
Petluck, Ruth Beverly	Chicopee
Pickering, Camilla Chatburn	Fall River
Post, Effie Morton	Fall River
Pray, Barbara Hoffses	Weymouth
Quartz, Elizabeth Harrison	Plymouth
Roberti, Irene Mary	Sandwich
Roberts, Laura May	Bryantville
Rosen, Sarah Mollie	Whitman
Rousseau, Theresa Dolores	Fairhaven
Rousseau, Marie Claire	Fairhaven
Schaier, Mildred Anna	Norwood
Silva, Viola Constance	Provincetown
Stetson, Ruth Swan	Marshfield Hills
Sullivan, Helen Josephine	Lawrence
Sullivan, Margaret Mary	Randolph
Suttill, Sara Helen	Belmont
Tiihonen, Aileen Martha	Peabody
VanHouten, Margaret	Amesbury
Viglione, Clara	Framingham
Whittier, Eunice Evelyn	Haverhill

Men, 19; women, 60

THIRD-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1931)

Altier, William John	Bridgewater
Averill, Alfred Augustus, Jr.	Edgartown
Bearse, Osborne Warren, Jr.	Cotuit
Buckley, Bartholomew Paul	Bridgewater
Butkeiwicz, Peter John	North Abington
Costello, Thomas Joseph	Fall River
Evans, John Aubrey	Quincy
Goeres, Harold Bismark	Abington
Goodfield, Alvin Granger	New Braintree
Landy, Edward	Dorchester
Montibello, Cincinnati Leo	Brockton
Murphy, Francis Maurice ¹	Brockton
Najarian, Albert	Rockland
Palopoli, Leonard Gaetani	North Abington
Sawyer, Charles Prescott, Jr.	New Bedford
Balboni, Marian Rose	Bridgewater

¹Present part of first term.

Beesley, Barbara	Chicopee
Bicknell, Doris Mae	Greenfield
Boothby, Dorothy Elizabeth	Randolph
Bottomley, Edith	Fall River
Buker, Dora Louise	South Braintree
Childs, Mary Grace	Bridgewater
Church, Constance Aileen	South Braintree
Clapp, Barbara Evelyn	Brockton
Connors, Annie Adelaide	Springfield
Copp, Elizabeth Erna	Brockton
Cunningham, Virginia	Middleboro
Dillon, Catherine Alice	Fall River
Dinegan, Dorothy Jean	Quincy
Dowd, Lucy Swift	Wareham
Doyle, Elizabeth Pope	Randolph
Dunham, Barbara Elizabeth	Brockton
Fitch, Marjorie Darling	Haverhill
Fogg, Helen Augusta	Brockton
Gallant, Dorothy Elizabeth	North Abington
Giguere, Cecile Edile	New Bedford
Gleason, Hazel Mary	Springfield
Goody, Irene Frances	Randolph
Guinea, Alice Margaret	Cochesett
Halloran, Clare Edith	Fall River
Harris, Mabel Eastman	Fall River
Havener, Gretchen Edna	Waltham
Hayes, Mary Elizabeth	Plymouth
Hazeltine, Eleanor Louise	Chicopee Falls
Hickey, Margaret Isabelle	Fall River
Hutchinson, Margaret Anna	Springfield
Jacob, Mildred Silvey	Holyoke
Jacobson, Tillie Linnea	North Easton
Kelley, Eleanor Marie	Randolph
Kelly, Mary Teresa	Quincy
Knight, Ruth Madaline	Plymouth
Larkin, Teresa Josephine	Brockton
Lavelle, Mary Elizabeth	Clinton
Lees, Ruth Elizabeth	Abington
Lilly, Rena Evelyn	Shelburne Falls
Lussier, Lillian Marie Anne	Fall River
Maxfield, Thais Bayley	Fairhaven
McCarthy, Florence Gordon	Brockton
McCloskey, Margaret Eileen	Fall River
McConarty, Elizabeth Mary	Wollaston
Meacham, Florence Elizabeth	Springfield
Mooney, Mae Edith	Fall River
Mosher, Marjorie Leonard	Nonquitt
Mulloy, Mary Elizabeth	Winthrop
O'Donnell, Elizabeth May	Bridgewater
O'Neil, Kathleen Mary	Randolph
Ransom, Louise Pickering	Mattapoisett
Raymond, Mrs. Florence Joyce	Kingston
Robbins, Helen Matilda	Harwich
Shortall, Margaret Gould	Rockland
Standish, Helen Gwendolyn	Stoughton
Sullivan, Katherine Maureen	Fall River

Sullivan, Leonora Ruth	Fall River
Swenson, Alice Margaret	Northboro
Tarbox, Eleanor Collins	East Braintree
Tilden, Miriam	Scituate
Tournier, Florence Adella	East Windsor
Warr, Ida	Wareham
Wiitanen, Ina Ellen	Sandwich
Wilkie, Gladys Pearl	Middleboro

Men, 15; women, 65

FOURTH-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1930)

Elmes, Albert Frank	Medfield
Farren, Leo Joseph	Fall River
Ford, Albert Francis	East Marion
Genaitis, Charles Philip	Gardner
Hill, Benjamin Jacob	Hanover Center
Jenness, Raymond Nathaniel	Hanover
Kilgrew, Francis Joseph	Whitman
Longmore, Walter Ernest	Mattapoisett
Mantyla, Lawrence John	North Carver
Martin, Ralph James	Bridgewater
O'Connell, Emmett Michael	Brockton
Purdon, Alexander	Quincy
Sullivan, Francis Bernard	Fitchburg
Sweeney, Joseph Edward	Bridgewater
Toole, Edward Wallace	Bridgewater
White, Martin Francis	Wheelwright
Baird, Margaret Dickison	Whitinsville
Beesley, Dorothy Mabel	Chicopee
Birge, Amy Spafard	Provincetown
Bowley, Mary Willie	Provincetown
Capell, Lois Jewett	Brockton
Cook, Doris Elizabeth	Whitman
Cox, Eileen Claire	New Bedford
Crowell, Annette Snow	Somerville
DeLaura, Lena Alice	North Easton
Easton, Marion Louise	Rockland
Flood, Isidora Mary	Brockton
Froeberg, Margaret Camilla	Brockton
Gervais, Elinor Anna	Abington
Hayes, Mildred Agnes	New Bedford
Haynes, Evelyn Isabella	Haverhill
Healy, Helen Marie	Dorchester
Hilliker, Una Dean	Springfield
Howard, Helen White	South Hanson
Laberee, Alberta Gould	Fitchburg
Leary, Sarah Teresa	Fall River
Litchfield, Ruth Curtis	Whitman
Mahoney, Agnes Katherine	Rockland
Maxfield, Hilda Louise	New Bedford
Mayers, Ethel Mae	Holbrook
Mayo, Esther Grace	Randolph
Meschicovsky, Esther Evelyn	Easthampton
Minard, Oella	Milton
Mullock, Elizabeth Harding	Melrose Hlds.
O'Gara, Mary Elizabeth	Fall River

Quigley, Veronica	Fall River
Revane, Bertha Catherine	North Brookfield
Riley, Elizabeth Josephine	Randolph
Schutt, Eugenie Mildred	Leominster
Small, Marguerite Ethel	Yarmouth
Summers, Phebe Margaret	Provincetown
Taylor, Josephine Elizabeth	Provincetown
Tuttle, Marjorie Ray	Mattapoisett
Vander, Wenonah Linnie	East Longmeadow
Varney, Dorothy Louise	Melrose
Watt, Agnes Elizabeth	Brockton
Webber, Leslie Noll	Kingston
Young, Edith Mildred	Fall River

Men, 16; women, 42

COLLEGE GRADUATES

Sternberg, Anna Leah (Emerson)	Quincy
Women, 1	

Summary

Department I, Elementary:

	Men	Women	Total
Class entering 1929 (first year)	—	27	27
Class entering 1928 (second year)	—	49	49

Department II, Kindergarten-Primary:

Class entering 1929 (first year)	—	4	4
Class entering 1928 (second year)	—	6	6
Class entering 1927 (third year)	—	6	6

Department III, Intermediate:

Class entering 1929 (freshmen)	—	47	47
Class entering 1928 (sophomores)	—	38	38
Class entering 1927 (juniors)	—	41	41

Department IV, Advanced (Degree):

Class entering 1929 (freshmen)	20	72	92
Class entering 1928 (sophomores)	19	60	79
Candidates for degree, 1931 (juniors)	15	65	80
Candidates for degree, 1930 (seniors)	16	42	58

College Graduates	—	1	1
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Totals for the year	70	458	528
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Admitted this year	22	164	186
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Graduated, 1929:			
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Degree	15	38	53
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Diploma	1	136	137
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Whole number admitted from the beginning	1,675	8,326	10,001
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Whole number of graduates:			
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Degree	62	155	217
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Diploma	971	5,771	6,742
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Whole number receiving certificates for special courses	40	245	285
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Number enrolled in Training School, September, 1929	—	—	395
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