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Bridgewater State Normal School Catalogs,
1859-1931

Catalogs

1931

Bridgewater State Normal School. Massachusetts. 1931 [Catalogue]

Bridgewater State Normal School

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BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS

Established 1840



1931



ADMINISTRATION BUILDING

Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION

PAYSON SMITH, *Commissioner of Education*

Members of Advisory Board

THE COMMISSIONER OF EDUCATION, *Chairman, Ex Officio*

Term expires

1930. ARTHUR H. LOWE, Fitchburg.
1930. WALTER V. McDUFFEE, Central High School, Springfield.
1931. A. LINCOLN FILENE, 426 Washington Street, Boston.
1931. THOMAS H. SULLIVAN, Slater Building, Worcester.
1932. SARAH LOUISE ARNOLD, Lincoln.
1932. MRS. ELLA LYMAN CABOT, 101 Brattle Street, Cambridge.

GEORGE H. VARNEY, *Business Agent*.
ARTHUR B. LORD, *Supervisor of Office Organization*.

Division of Elementary and Secondary Education and Normal Schools

FRANK W. WRIGHT, *Director*

BURR F. JONES	Supervisor of Elementary Education.
FRANK P. MORSE	Supervisor of Secondary Education.
ARTHUR B. LORD	Research and Statistics.
HARRY E. GARDNER	Registration of Teachers.
CARL L. SCHRADER	Physical Education.
ALMA G. PORTER	Assistant in Physical Education.

FACULTY

The Normal School

ARTHUR C. BOYDEN, <i>Principal</i>	<i>History and Principles of Education</i>
A.B., A.M., L.H.D., Amherst; Ed.D., Rhode Island Teachers College	
HARLAN P. SHAW	<i>Physiography and Science</i>
4 years Bridgewater; Lowell School of Science; Harvard	
CHARLES E. DONER	<i>Supervisor of Penmanship</i>
Zanerian College; Denison University	
BRENELLE HUNT	<i>Psychology and School Administration</i>
4 years Bridgewater; Harvard; Columbia	
LOUIS C. STEARNS	<i>Greenhouse and School Gardens; Garden Club;</i> <i>Civic Biology</i>
Bussey Institute, Harvard	
JOHN J. KELLY	<i>Dean of Men; Practical Arts</i>
Fitchburg Normal School; Boston University	
JOSEPH I. ARNOLD	<i>History, Sociology, and Economics</i>
A.B., Centre; A.M. Harvard, Columbia	
FRANK A. CROSIER	<i>Instructor in Physical Education</i>
Springfield College	
GEORGE H. DURGIN	<i>Mathematics and Science</i>
A.B., Ed.M., Harvard	
PAUL HUFFINGTON	<i>Geography</i>
B.E., Normal University, Illinois; A.M., Clark	
L. ADELAIDE MOFFITT	<i>Reading; Dramatic Club</i>
West Chester, Pennsylvania; School of Expression; Harvard; Columbia;	
Boston University	
FRILL G. BECKWITH	<i>Handicrafts</i>
Sloyd Training School; University of Michigan	
MARY A. PREVOST	<i>Supervisor of Drawing</i>
Industrial Art School; Museum of Fine Arts	
FRIEDA RAND	<i>Supervisor of Music; Glee Club; Orchestra</i>
A.B., Mount Holyoke	
S. ELIZABETH POPE	<i>Dean of Women; Ethics</i>
Framingham Normal School; B.S., A.M., Columbia	
EDITH H. BRADFORD	<i>French; French Club</i>
A.B., Tufts; Middlebury; Harvard; Paris	
PRISCILLA M. NYE	<i>Drawing</i>
Graduate of Massachusetts School of Art	

- M. KATHARINE HILL *Literature*
 B.L.I., Emerson
- JULIA C. CARTER *Supervisor of Librarian Course; Librarian; Library Club*
 A.B., Middlebury; New York State Library School; Bread Loaf School of English
- RUTH E. DAVIS *English Expression*
 Bridgewater; B.S., Boston University
- OLIVE H. LOVETT *English Expression*
 A.B., University of Montana; Ed.M., Harvard
- LOIS L. DECKER *Supervisor of Physical Education*
 A.B., University of Wisconsin; A.M., New York University
- ALICE B. BEAL... *Supervisor of Observation and Practice Teaching; General Method*
 Bridgewater; B.S., New York University
- CORA M. VINING *Library Assistant*
 B.S. in Ed., Bridgewater; Simmons
- MARY V. SMITH *History and Social Science*
 Worcester Normal School; B.S. in Ed., Ed.M., Boston University; Columbia
- MARY ISABEL CALDWELL *Instructor in Physical Education*
 B.S., University of Wisconsin
- E. IRENE GRAVES *Biology and Nature Study; Science Club*
 A.B., Elmira College; A.M., Columbia; Syracuse University; Cornell University
- IVA V. LUTZ *Elementary Methods and Practice*
 Gorham Normal School; B.S.E., Columbia

The Training School

MARTHA M. BURNELL, *Principal*

- | | |
|-----------------------------------|--------------------------------|
| NELLIE M. BENNETT, Grade 6 | LUCY B. BRALEY, Grade 3 |
| NEVA I. LOCKWOOD, B.S., Grade 6 | CHARLOTTE H. THOMPSON, Grade 3 |
| JANE BENNETT, Grade 5 | GLADYS L. ALLEN, Grade 2 |
| A. MABELLE WARNER, Grade 5 | GERTRUDE M. ROGERS, Grade 2 |
| LOUISE H. BORCHERS, B.S., Grade 4 | GRACE E. SMITH, Grade 1 |
| HELEN E. SLEEPER, Grade 4 | FLORA M. STUART, Grade 1 |
| MARY L. MARKS, Kindergarten | |

Administration

- CHARLES H. BIXBY, *Principal Clerk*
 BERNICE H. GEYER (MRS.), *Principal's Clerk and Registrar*
 HAZEL L. SHAW, *Senior Clerk*
 HARRIET F. BIXBY (MRS.), *Dormitory Matron*
 JEAN C. HAGGART, *Resident Nurse*
 THOMAS E. ANNIS, *Chief Engineer*

SCHOOL CALENDAR

1930-31-32

1930-31, Winter Term

December 8, Monday	Beginning of Winter Term
December 24-January 5, 9.30 A.M.	Christmas Recess
February 21-March 2, 9.30 A.M.	Winter Recess
March 13, Friday	Close of Winter Term

1931, Spring Term

March 16, Monday	Beginning of Spring Term
April 3, Friday	Good Friday
April 18-27, 9.30 A.M.	Spring Recess
June 4-5, Thursday and Friday	First Entrance Examinations
June 14, Sunday, 4.00 P.M.	Baccalaureate
June 15, Monday, 10.00 A.M.	Graduation Exercises

1931, Fall Term

September 9-11 (incl.)	Normal School Conference
September 14, Monday	Training School Opens
September 14-15, Monday and Tuesday	Second Entrance Examinations; Fresh-
	man Health Examinations; Registration
September 16, Wednesday, 9.15 A.M., Auditorium	Normal School Opens
October 12, Monday	Columbus Day
November 11, Wednesday	Armistice Day
November 25, Wednesday noon, to November 30, Monday, 9.30 A.M. .	Thanksgiving Recess
December 11, Friday	Close of Fall Term

1931-32, Winter Term

December 14, Monday	Beginning of Winter Term
December 24-January 4, 9.30 A.M.	Christmas Recess
February 20-29, 9.30 A.M.	Winter Recess
March 18, 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

HISTORICAL STATEMENT

1840-1930

The impulse toward Normal Schools in Massachusetts came from Prussia and France. The name, "Normal School", came from France (*école normale*). The impetus to their establishment was given by the heroic efforts of such men as James G. Carter, Reverend Charles Brooks, and Horace Mann. The gift of \$10,000 by Honorable Edmund Dwight of the Board of Education made possible the establishment of the first group of Normal Schools, Lexington and Barre in 1839, Bridgewater in 1840. These towns offered the use of certain buildings and model school opportunities. The first principal at Bridgewater was Nicholas Tillinghast (1840-53), a West Point graduate and professor, who developed a professional program for the preparation of teachers.

The length of the course was at first variable—one year in 1846, one and one-half years in 1855, and two years in 1865. The Normal Schools were originally established to furnish teachers for the "Common Schools". In 1869-70 a four-year course was organized in the four schools to train teachers for the higher grades. This early course continued at Bridgewater with a slight interim (1917-21) till the degree courses were authorized in 1921.

In 1846, the State erected the first Normal School building at Bridgewater. Forty friends of Horace Mann had pledged themselves to furnish \$5,000, provided the State would furnish a like sum. At the dedication of this building (August 19, 1846), Horace Mann uttered these prophetic words: "Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres". Shortly afterward a similar building was dedicated at Westfield.

This school has gone through four rather definite periods of development. In the *first period*, 1840-60, the art of teaching was emphasized. Advanced subject-matter, carefully worked out plans for conducting class exercises, and skilful teaching under criticism, formed the program of the new "teaching institution".

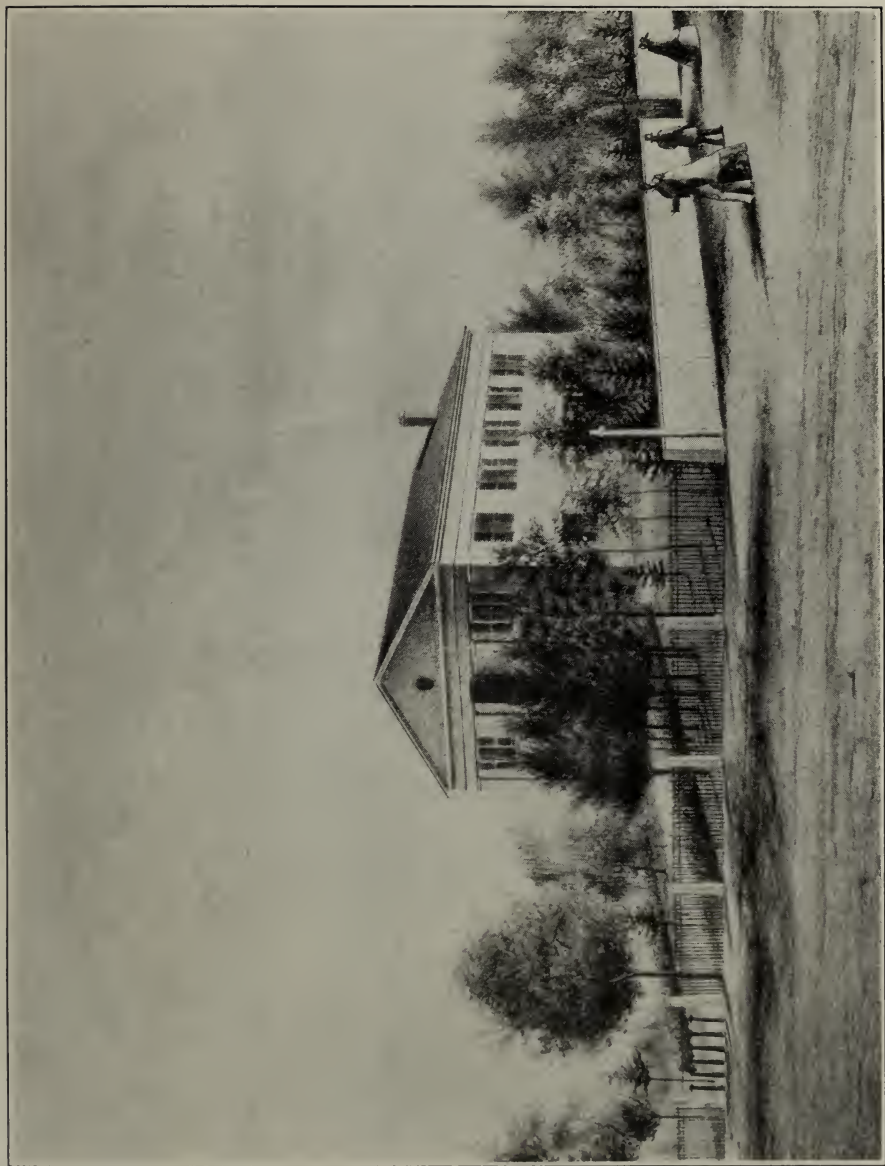
In the *second period*, 1860-90, psychology became the master science in the Normal Schools, and logical courses of study in all the branches naturally followed. New courses in music, drawing, and manual arts, laboratory science, and the social studies took their place with the older subjects. The four-year course took a leading position in the school, and a school of observation was established in 1880. A continuous building program followed the rapidly growing enrolment. This included three enlargements of the original school building in 1861, 1871, and 1881; a dormitory in 1869 and its enlargement in 1873; also an increase in the grounds from 1¼ to 14 acres, including a campus (Boyden Park), Normal Grove, and a sewage farm.

The *third period*, 1890-1909, opened with the new brick buildings adapted to the modern normal school with its fully organized training school. Large brick dormitories followed, and the new Albert Gardner Boyden Gymnasium building (1905) made possible the modern physical education. This was the active period of teachers' institutes, in which many of the faculty took leading parts. During this period the widespread nature study movement developed, culminating in the natural science garden (1907), and finally in the Stevens greenhouse (1910).

The *fourth period*, from 1910 onward, marks the rapid growth of the junior high school movement, with the consequent development of the four-year normal course, culminating in the degree-granting power (1921). In 1929, the minimum elementary course was extended to three years, and, in 1931, the minimum junior high course was made four years.

The increased enrolment and differentiation of courses led to a gradual raising of the entrance requirements, till a quota system and an evaluation entrance standard was established.

Following the disastrous fire of December, 1924, new buildings were erected which made possible a distinctively professional equipment. This building program included the Normal School building, a separate Training School building, Gates' dormitory, and the central heating and electrical plant.



FIRST SCHOOL BUILDING

The grounds cover 25 acres, on which are situated nine buildings of modern type. The campus and children's playground are equipped as an outdoor gymnasium.

During this period a comprehensive system of extra classroom activities has been organized to prepare teachers for similar work in the schools of the State. A well-organized student cooperative association, under the guidance of the deans, deals with the various activities of a large institution. A plan of annual graduate conferences has been in successful operation; these conferences aid the younger teachers in meeting their problems.

Fundamental Purpose of a Normal School

Modern education is based on two principles:

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

2. The nature of children and youth should be the teacher's guide. Work should start with the pupil's native instincts and capacities; subject-matter should be of the nature to prompt self-activity, that is, it should be motivated.

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

The aim of the work is distinctive:

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

Essential Qualifications of Prospective Teachers

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

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

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

ADMISSION REQUIREMENTS

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

I. **APPLICATION FOR ADMISSION.**—Every candidate for admission to a 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.

IV. SCHOLARSHIP REQUIREMENTS.

Effective in September, 1930 and 1931.—Of the 15 units presented for admission, at least 10 units must be selected from the list given below (cf. IV, 2, d) and must be of satisfactory grade as determined by certification or examination. Three of these units must be in English and one in American history.

Effective in September, 1932.—Of the 15 units that can be presented for admission in 1932, 10 must be selected as heretofore from the list given below (cf. IV, 2, d), but must include the 6 units listed below as "Prescribed" and 4 units from those listed as "Limited Electives"; the 5 additional units may as heretofore consist of any work which the high school will accept as meeting its graduation requirements.

Effective in September, 1933, and thereafter.—Of the 15 units presented for admission in 1933 and thereafter, 12 must be selected from the list given below (cf. IV, 2, d) and must include the 6 units listed below as "Prescribed" and 6 units from those listed as "Limited Electives"; the other 3 units may be "Free Electives".

PREScribed (6 units beginning in September, 1932)

English	3 units
United States History	1 unit
Mathematics	1 unit
Science	1 unit

LIMITED ELECTIVES (4 units in 1932; 6 units in 1933 and thereafter). To be selected from the following:

English	1 unit
Foreign Language	2, 3, or 4 units
History and Social Science	1 or 2 units
Mathematics	1 or 2 units
Science	1 or 2 units
Fine and Practical Arts	1 unit
Commercial Subjects	1 unit

(Typewriting not accepted without stenography)

FREE ELECTIVES (5 units in 1932; 3 units in 1933 and thereafter). These units may consist of any work which the high school accepts as meeting its graduation requirements.

All units of credit for admission may be secured either by certification by the high school or by examination by the normal school.

1. *Certification* may be granted for work of B or A grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate is a graduate of a Class A high school or is in the upper half of the graduating class of a Class B high school. To be admitted by certification alone, the candidate must present work of B or A grade as follows: in 1930, 1931, 1932, 10 units; in 1933 and thereafter, 12 units.

2. *Examination*

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

b. Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units, provided the 5 additional units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

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

d. Examinations for this purpose will be offered by the Normal School in the following subjects.

ENGLISH

English Literature and Composition	3 units
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SOCIAL STUDIES

American History and Civics	1 unit
Community Civics	$\frac{1}{2}$ or 1 unit
History to about 1700	1 unit
European History since 1700	1 unit
Economics	$\frac{1}{2}$ unit
Problems of Democracy	$\frac{1}{2}$ or 1 unit
Ancient History	1 unit
English History	1 unit
Medieval and Modern History	1 unit

SCIENCE

General Science	$\frac{1}{2}$ or 1 unit
Biology, Botany, or Zoology	$\frac{1}{2}$ or 1 unit
Chemistry	1 unit
Physics	1 unit
Physical Geography	$\frac{1}{2}$ or 1 unit
Physiology and Hygiene	$\frac{1}{2}$ 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	$\frac{1}{2}$ or 1 unit
Commercial Law	$\frac{1}{4}$ unit

FINE AND PRACTICAL ARTS

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

V. 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 Freshman 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.

Schedule of Examinations for 1931

JUNE 4 AND SEPTEMBER 14

8.30-10.30	English Literature and Composition
10.30-12.30	Latin; Commercial Subjects
1.30- 4.30	Social Studies

JUNE 5 AND SEPTEMBER 15

8.30-10.30	Mathematics
10.30-12.30	French, Spanish, German
1.30- 3.30	Science
3.30- 5.00	Fine and Practical Arts

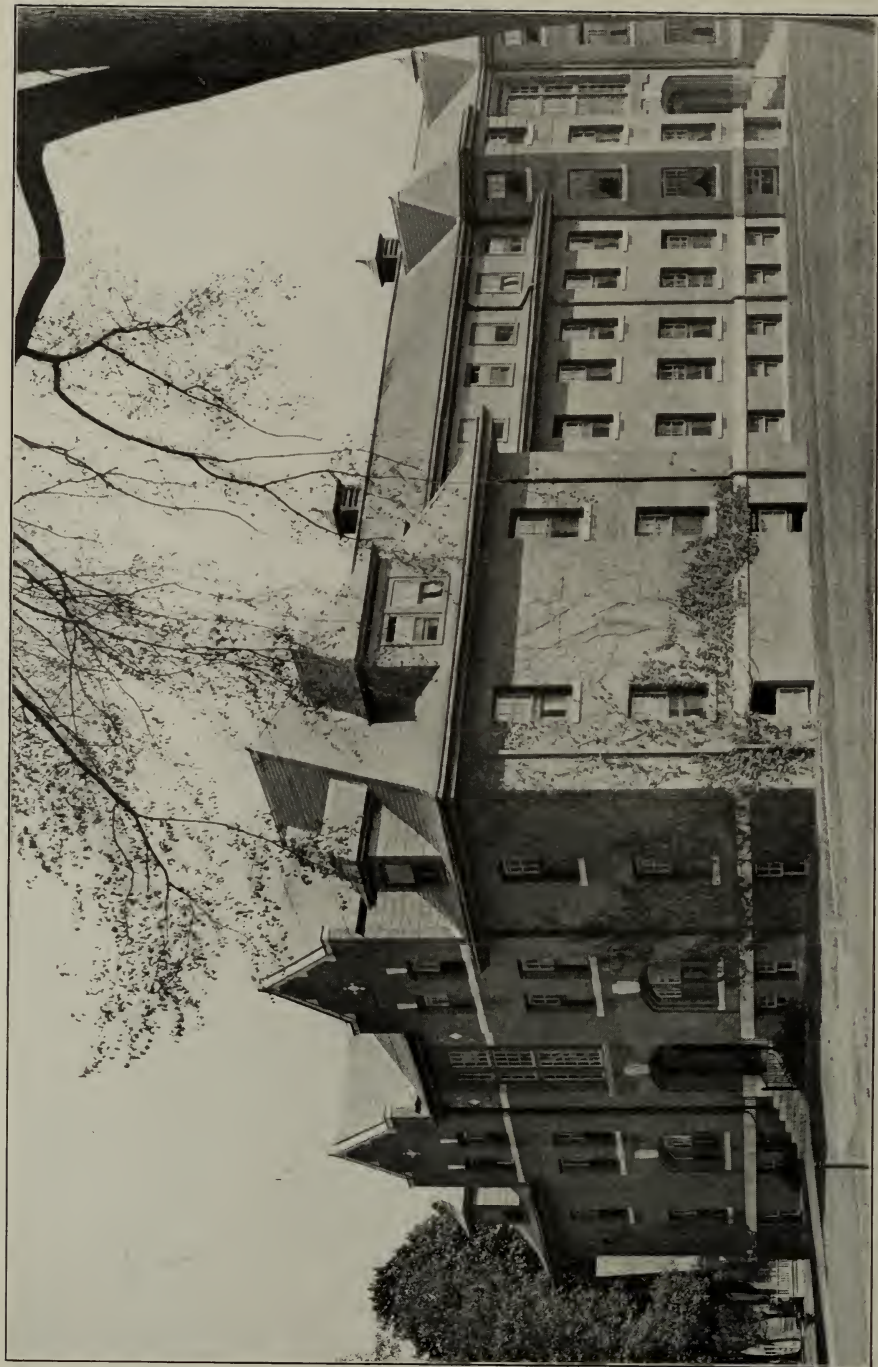
(Candidates are not required to register at the school earlier than the hour of the first examination they wish to take.)

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.

*To be accepted for admission to the Practical Arts course at Fitchburg and the Massachusetts School of Art only.



WOODWARD HALL

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 in September. Students withdrawing from the school after the first week cannot obtain a refund of this fee.

All students are required to pay a fee of \$2 per year to meet the expense of laundering the bath towels used by them in the gymnasium. This fee is 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, art materials, gymnasium outfit, and all supplies carried away from the school for their future use.

The required gymnasium outfit for women, consisting of special uniform and shower towels, costs approximately \$17. Full description, with blanks for ordering, is sent out by the school with notification of admission. *Shower bath equipment* consists of special, large Turkish towels, to be used as bathrobe and towel; bathing cap; soap and soap dish.

The required gymnasium outfit for men consists of short, white running pants, white, sleeveless gymnasium shirt, maroon sweater, and sneakers. It is advisable to have two gymnasium shirts.

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.

Residence Halls

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

Each dormitory is heated by steam and lighted by electricity. There are attractive reception rooms as well as rooms for recreational purposes in each. *Students are not allowed to use electric irons or cooking equipment in their rooms, but special rooms have been equipped to be used for laundry and kitchenette purposes. Special permission must be obtained for the installation of radios.*

Rooms in these halls are supplied with furniture, including mattresses, pillows, and rugs. Students are required to bring napkin ring, two clothes bags for laundry, bath mat 36 inches by 24 inches, towels, window curtains, bureau covers, and bed covering for single beds. The bed covering should include at least a mattress cover, four sheets 60 inches by 108 inches, three pillow cases, two pairs of blankets, a spread, a couch cover, and two couch pillows. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

A reassignment of rooms is made at the end of each 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.

Rooms for men are arranged for in private houses near the campus. Assignments are made by the dean of men only, from an approved list. Men who wish to take their meals in the central dining hall may make arrangements to do so.

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.

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.

Student Activities

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

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

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

School Publications. Two regular publications have been established: "Campus Comment", which is issued monthly, and "The Normal Offering", a year book of all school activities.

CURRICULA

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

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

The Kindergarten-Primary division of this department includes kindergarten theory and practice in preparation for teaching in primary grades.

Advanced Department. A four-year curriculum leading to the degree of BACHELOR OF SCIENCE IN EDUCATION, designed for students preparing to teach in an elementary school or in the junior or senior high school. Graduates of three-year courses in residence in Massachusetts Normal Schools may enter a fourth-year class.

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 library, 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 Hours	COURSES	Semester Hours
Education:		Education:	
Introduction to Teaching	1	Psychology 2 (applied)	3
Psychology 1 (the learning process)	3	Pedagogy 1 (methods)	1
Personal Ethics	$\frac{1}{2}$	English:	
English:		Reading 2 (dramatization)	2
Reading 1 (elementary)	4	English Expression 2 (methods)	2
English Expression 1 (content)	4	Library 2 (children's books)	$\frac{1}{2}$
Library 1 (use of library)	$\frac{1}{2}$	Literature 1 (poetry)	2
Penmanship	$\frac{1}{2}$	Penmanship	$\frac{1}{2}$
Fine and Practical Arts:		Fine and Practical Arts:	
Drawing 1 (introductory)	3	Drawing 2 (methods)	2
Handicrafts 1 (introductory)	1 $\frac{1}{2}$	Drawing 4 (blackboard)	1
Music 1 (introductory)	2	Music 2 (appreciation)	1
Mathematics:		Mathematics:	
Arithmetic 1	3	Arithmetic 2	2
Physical Education 1	2	Physical Education 2	2
Science:		Science:	
Gardening 1	1	Nature Study	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)	3	Science:	
Pedagogy 2 (methods)	1	Gardening 2	1
History and Principles of Education	2	Elementary Science	2
Professional Ethics	1	Social Studies:	
English:		Civics 1 (social problems)	2
Reading 3 (methods)	2	Geography 3 (organization of course)	2
Literature 2 (survey)	3	Teaching:	
Fine and Practical Arts:		Apprentice Teaching (12 weeks)	10
Music 3 (methods)	2		33

Special Notice

Students who desire to teach in the first six grades of the elementary school and who also desire to secure the degree of Bachelor of Science in Education may, upon graduation from the Three-Year Curriculum, as outlined above, return for a fourth year and qualify for the degree by the satisfactory completion of courses as follows:

FOURTH YEAR

(For graduates of Elementary Curriculum only)

Required:

Psychology 6
 Modern Problems
 History of Education 2
 Sociology
 Curriculum Construction in the Elementary Grades
 Physical Education

Elective:

English
 Literature 5 (survey)
 English Expression 4 (The English language)
 Fine Arts
 Handicrafts 2 (advanced)
 Drawing 7 (history of art)
 Music 5 (history of music)
 Science:
 Nature Study and Gardening
 Social Studies:
 History 7 (advanced American)
 History 8 (English)
 Geography 5 (advanced)

Advanced Department

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

EXTENSION COURSES

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

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

Required: 30 semester hours, as outlined below for graduates of three-year course, and, in addition, one year of residence.

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

Required: 30 semester hours.

		Semester Hours
I. <i>Education</i> (not to exceed 8 semester hours).		
Psychology of Adolescence		2
Junior and Senior High School Education		2
Measurements		2
Elective (if desired to make total of 8)		2
II. <i>Subject-matter Courses.</i>		
Advanced English Expression		2
Advanced English Literature		2
Sociology		2
History (to be selected)		2
Elective (select Option A or Option B)		14
Option A:		
10 semester hours in one of the following: English, French, Geography, Mathematics, and History (including Economics and Government);		
6 semester hours, free electives.		
(See rule 2.)		
Option B:		
6 semester hours in each of any two of the same fields;		
4 semester hours, free electives.		
(See rule 2.)		
		30

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

(See rules 1 and 2.)

Required: 15 semester hours.

		Semester Hours
I. <i>Education.</i>		
Psychology of Adolescence		2
Junior and Senior High School Education		2
Measurements		2
II. <i>Subject-matter Courses.</i>		
Advanced English Expression		2
Advanced English Literature		2
Sociology		2
Elective		3
		15

Rule 1. The amount of work which has been or may be completed under other auspices than the State Department of Education, that may be accepted for credit toward this degree, shall, in the aggregate, not exceed 12

semester hours for graduates of the Two-Year Course and the Three-Year Course, or 6 semester hours for graduates of the Four-Year Course.

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

- (a) If it duplicates work included in the Normal School course which a candidate offers for credit toward the degree.
- (b) If it covers work more elementary than the courses in the same field as given by the school from which the degree is sought.
- (c) If it makes the total credits in education to exceed 8 semester hours out of the 30 semester hours required.
- (d) If it is not approved by the school from which the degree is sought.
- (e) If it was taken previous to 1920.
- (f) If it makes either the number of courses taken during any one semester to exceed a total of two courses, aggregating four semester hours of credit, or the number of courses taken during any summer session to exceed a total of three courses, aggregating six semester hours of credit. (This rule is effective September 1, 1929, and thereafter.)

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

THE COURSES OF INSTRUCTION

(Courses offered to students of Elementary Department *only* are marked "Elementary"; those offered to students of Advanced Department *only* are marked "Advanced". Courses not indicated in this way are taken by students of both departments.)

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

EDUCATION

Introduction to Teaching. First year. Miss Beal.

This course is based on definite periods of directed observation and reading. It extends from the kindergarten through the grades in succession, with oral and written reports. The aim is to give familiarity with schoolroom conditions and methods as a basis for understanding the professional purpose of a Normal School. The class discussions deal with the aims and principles of education which influence the methods of teaching the different subjects in the curriculum.

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.

Psychology 1. The learning process (elementary). First year. Mr. Hunt.

An introductory course adapted to students 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 (elementary). 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 (elementary). 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.

Psychology 4. The learning process (advanced). 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 5. Applied psychology (advanced). 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.

Psychology 6. Educational measurements and the psychology of exceptional children (advanced). 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.

Administration. Professional course for teachers in the junior high school (advanced). Fourth 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.

Pedagogy 1. Methods. Second year. Miss Lutz.

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

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

Pedagogy 2. Methods (elementary). Third year. Miss Lutz.

Modern trends in education, their causes and resultant methods are studied. Progressive systems of education, including the Dalton, Winnetka, and others, are discussed. Diagnosis and remedial work with children of elementary school age is conducted. Study is made of platoon and other types of school organization; problem-project method; ways of stimulating and directing the best study methods and habits; supervised study; criteria for judging procedures and methods; visual education; and group and individual reports of modern educational writings, including texts as well as professional books, are included.

Field trips to various school systems are conducted.

Pedagogy 3. Methods (advanced). Third year. Miss Beal.

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

Pedagogy 4. Curriculum Construction in the Elementary Grades (advanced, elective). Fourth year. Miss Lutz.

This course includes a consideration of problems relating to the curriculum and subject-matter fields of the elementary school subjects; the principles of curriculum construction; the process of curriculum making or revision; the bearing of

current social factors upon curriculum construction; the procedure for setting up objectives, guiding principles, course of study units, and units of instruction; significant educational points of view and their application to curriculum making; and the contribution of research and experimental studies to the selection and arrangement of materials in the curriculum.

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

Modern Problems of Education (advanced). 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.

History and Principles of Education 1 (elementary). 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 (advanced). Men, third year; women, 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, educational systems in aristocracies and in democracies. A foundation is laid for future educational reading and research.

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 relationships between a teacher and pupils, parents, school officers, community, etc.

Kindergarten Theory and Methods (primary). Second year. Miss Lutz.

A study of the origin, evolution, and growth of the kindergarten; life and influence of Froebel, Pestalozzi, Montessori, and others; present status of the kindergarten in the United States; and influence upon the kindergarten of the changing conceptions of education.

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

Kindergarten-Primary Theory and Methods (primary). Second year. Miss Lutz.

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

Classes visit the training school to observe, diagnose, and determine procedure and methods to employ in actual classroom situations noted. This course prepares for training in the primary grades.

ENGLISH

Reading 1 (elementary). 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; (6) preparation of devices, graphs, and informal tests.

Reading 2. Dramatization (elementary). 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 and for anniversaries.

Reading 3. Reading methods (elementary). 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.

Reading 4 (advanced). 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. Attainment of good habits and skill in reading.

Reading 5. Amateur play production (advanced, elective). Fourth 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.

Public Speaking (for men) (advanced). 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.

English Expression 1. Content. First year. Miss Davis and 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.

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 2. Methods (elementary). 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.

English Expression 3. Methods (advanced). Second year. Miss Lovett.

1. The examination and evaluation of current methods of teaching English expression. 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 4. The English Language (advanced, elective). Third year. Miss Lovett.

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

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

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

English Expression 5. Journalistic writing (advanced, 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 2. Children's books (elementary). 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, fictions, 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.

Library 3 (advanced, 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. The story-hour is taken up in connection with the Training School Library. Children's literature, based on the State Certificate Reading Lists, is stressed.

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

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

1. Reports on books from the State Certificate Reading List, and from other standard lists, for the elementary grades.

2. Collecting material about children's books and authors.

3. Practice work in the Training School Library.
4. Methods and devices for library hours in the elementary grades.

Library 5 (advanced, elective). Third year. Miss Carter.

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

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

Library 6 (advanced, elective). Fourth year. Miss Carter.

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

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

Literature 1. Poetry (elementary). 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 (elementary). 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.

Literature 3. Junior high school literature (advanced). 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 (advanced, elective). Third year. Miss Hill.

- Part 1. The Modern Novel.
- Part 2. Victorian Poetry.
- Part 3. Modern Poetry.

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

- Part 1. A Survey of World Literature.
- Part 2. Twelve Plays of Shakespeare.
- Part 3. Literary Criticism.

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, pen-holding, 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.

Third or fourth year (advanced, 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 grade in plain, rapid writing.

FINE AND PRACTICAL ARTS

Drawing 1. Principles of drawing. 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. Junior high school methods (advanced). 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 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.

Drawing 4. 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 5. Art appreciation (advanced). 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 6. Design (advanced, elective). Third year. Miss Nye.

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

Drawing 7. History of art and art appreciation (advanced, 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.

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.

Handicrafts 2 (advanced, elective). Fourth year. Miss Beckwith.

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

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 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. Music in the grades (elementary). 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 4. Creative music in the grades (advanced, 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 5. History of music and music appreciation (advanced, 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 (advanced). For men, required; for women, elective. First year. 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 (advanced, 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 (advanced, elective). Third or fourth year. Mr. Kelly.

Principles of printing. Orderly procedure in practical shop work in printing by students, affording excellent opportunity for correlation with English department and other departments of school. Each student is required to direct a project selected by a group before completing course.

MATHEMATICS

Arithmetic 1 (elementary). 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. Methods (elementary). 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.

Junior High School Mathematics (advanced). 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 (advanced, 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 (advanced, 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 (advanced, elective). Third year. Mr. Durgin.

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

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

The Teaching of Mathematics (advanced, 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 in the Advanced Department 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,



GYMNASIUM

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 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 for women is twofold:

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

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

The 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, basketball, 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 Caldwell.

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 Caldwell.

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 Caldwell.

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) (advanced). Fourth year. Miss Decker and Miss Caldwell.

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

Physical Education 5 (for men and women) (advanced, elective). Fourth 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 exercise, gymnastic dancing, group contests and games; (c) The Men's Athletic Association, which conducts athletic contests (soccer, basketball, volleyball, baseball, track and tennis) and supervises the 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 nearby 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

Gardening 1 and 2 (elementary). 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.

Gardening 3 (advanced, 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 4. Gardening, care of orchard, supervision (advanced, elective). Second year. Mr. Stearns.

This course is planned for students who are preparing to help in increasing the number and the value of home and school gardens. It includes propagation of plants from seeds, bulbs, 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.

Nature Study (elementary). Second year. Miss Graves.

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.

Civic Biology (advanced). 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 (advanced). First year, women; second year, men. Miss Graves.

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 (advanced, elective). Third year. Miss Graves.

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

Biology 3. Botany (advanced, elective). Fourth year. Miss Graves.

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.

Elementary Science (elementary). Third year. Mr. Shaw.

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

Physiography. First year, men; part of course for women; third year, for women (advanced, 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.

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 (advanced, 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 (advanced, 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.

SOCIAL STUDIES

History 1. Origin and development of civilization (elementary). 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 (elementary). 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.

History 3 (advanced). 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 (advanced). Second year. Miss Smith.

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

History 5. Modern European history (advanced, 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 (advanced, 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 (advanced, 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 (advanced, elective). Fourth year. Miss Smith.

Civics. American problems (elementary). Third year. Mr. Arnold.

The most important problems arising out of our economic, social, and political life are studied, including industrial relations, banking, communication, consumption

of wealth, the family, recreation, immigration, race, crime, poverty, public health, and local, state, and national governments. There is selection and adaptation from these problems of material suitable for grades one to six. The creation of attitudes is emphasized as strongly as the acquisition of knowledge.

Geography 1 (elementary). 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 (elementary). 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 (elementary). 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.

(advanced). 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 (advanced, 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 (advanced, 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 (advanced). 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 interpretation of, society; social evolution; freedom, conflict, adaptation and cooperation; heredity and eugenics; values.

Sociology 2. Applied sociology (advanced). 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 (advanced). 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.

PRACTICE

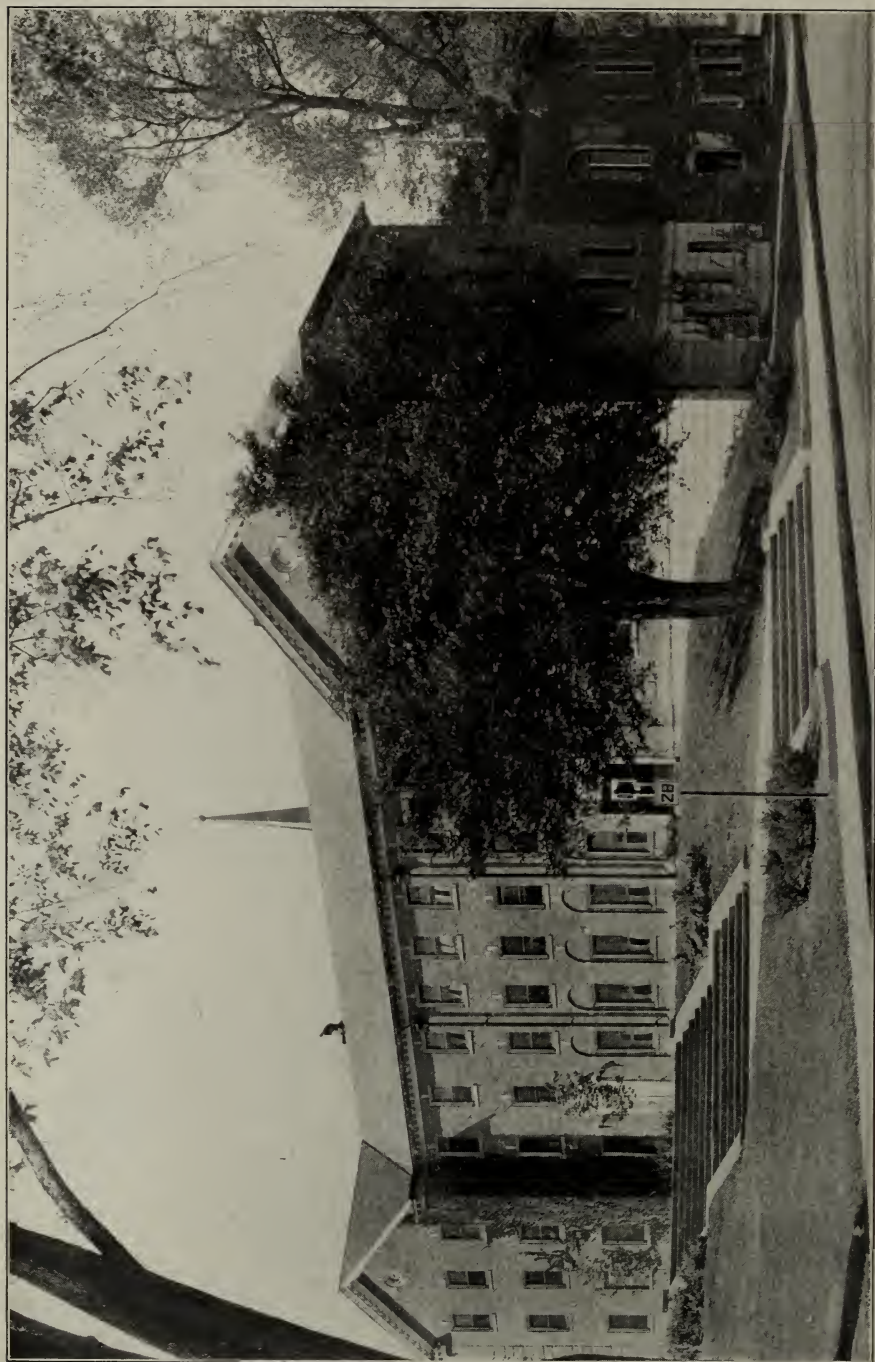
Practice Teaching. Intensive teaching in the training school. Second year.

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 nearby towns and cities. The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student-teachers are visited and criticized by the supervisor of training and by teachers from different departments of the 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



NORMAL HALL

REGISTER OF STUDENTS 1930-1931

I. Elementary Department

FIRST-YEAR STUDENTS (CLASS ENTERING 1930)

Brown, Harriet Hill	Lynn
Burr, Ruth Wadleigh	South Hingham
Chace, Carol Esther	South Attleboro
Connell, Helen Mary	Hingham Centre
Davis, Helen Burton	Taunton
Dionne, Rolande Anita	Rehoboth
Fitzpatrick, Bertha Ann	Foxborough
Fleishman, Sadie	Quincy
Foye, Helen Louise	Brockton
Guy, Alice Louise	Plymouth
Keith, Marjorie Priscilla	New Bedford
Kelsey, Yvonne Thelma	Brockton
Kimball, Ida Bernice	Springfield
Knight, Lois Phillips	South Hanover
Libbey, Barbara French	North Weymouth
Madden, Alice Johanna	Brockton
Maxim, Hazel Mabel	Middleborough
Maxwell, Elsie Lillian	Assinippi
McCusker, Agnes Genevieve	South Groveland
Mendelson, Dorothy Mildred	Brockton
Meyer, Elinor Harriet	North Attleborough
Morgan, Eleanor Mary Aileen	Haverhill
Parker, Eleanor	Bradford
Peterson, Natalie Violet	Medford
Roberts, Miriam Elizabeth	Rockland
Shea, Ruth Bernadine	Rockland
Siitonen, Signe Selinda	Quincy
Smith, Harriet Lucille	Fall River
Starke, Phyllis Hulda	Reading
Vickers, Margaret Doris	New Bedford
Wilson, Elsie Wilhelmina	Falmouth
Wilson, Mae Sylvia	South Barre

Women, 32

SECOND-YEAR STUDENTS (CLASS ENTERING 1929)

Absalom, Grace Hutchinson	Norfolk Downs
Arenberg, Maccabeah	Rochester
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
Giberti, Marie Elizabeth	Whitman
Green, Queenie May	Athol
Hanrahan, Marion Ethel	Falmouth
Hockenberry, Reta Louise	Springfield
Jaworek, Sophia	New Bedford
King, Marjorie Louise	Pottersville
Larkin, Etta Eleanor	Andover
Lawrence, Elizabeth	Quincy
MacKeen, Hilda Grace	Rock
Nawrocki, Helena Wanda	Brockton
Parsons, Eloise Lucy	East Bridgewater
Sullivan, Mary Alice	Bradford
Tattersall, Helen Cornelia	Haverhill
Taylor, Sophie	New Bedford

Women, 22

II. Kindergarten-Primary Department**FIRST-YEAR STUDENTS (CLASS ENTERING 1930)**

Ferguson, Mildred Margaret	.	.	.	.	.	New Bedford
Godfrey, Elois	.	.	.	.	.	Bridgewater
Taber, Ruth Evelyn	.	.	.	.	.	Canton

Women, 3

SECOND-YEAR STUDENTS (CLASS ENTERING 1929)

Bakeman, Margaret Stuart	.	.	.	.	.	Malden
Bryant, Blanche Amelia	.	.	.	.	.	Brockton
Randlett, Barbara	.	.	.	.	.	Newton Centre

Women, 3

THIRD-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

III. Intermediate Department**FIRST-YEAR STUDENTS (CLASS ENTERING 1930)**

Beane, Evelyn Gertrude	.	.	.	.	.	Brockton
Beede, Ethel May	.	.	.	.	.	Lynn
Capuano, Helen	.	.	.	.	.	Somerville
Castro, Helen Mary	.	.	.	.	.	Taunton
Clark, Marjorie Phyllis	.	.	.	.	.	Weymouth
Crowley, Mary Elizabeth	.	.	.	.	.	Haverhill
Darche, Eldora Roseanna	.	.	.	.	.	Brockton
Drohan, Alice	.	.	.	.	.	Brockton
Dunlavy, Elizabeth Whipple	.	.	.	.	.	Wollaston
Field, Arlene Louise ¹	.	.	.	.	.	Orange
Gabriel, Isabel Dorothy	.	.	.	.	.	West Quincy
Goff, Jeannette Evelyn	.	.	.	.	.	Rehoboth
Hadro, Alice Adeline	.	.	.	.	.	Easthampton
Hawes, Jeannette Fairbanks	.	.	.	.	.	East Weymouth
Johnson, Edna Mae	.	.	.	.	.	Orange
Johnson, Helene Dolores	.	.	.	.	.	Wollaston
Lewis, Ella Kenworthy	.	.	.	.	.	Pottersville
Lucey, Bernice	.	.	.	.	.	Brockton
McKee, Ruth Josephine	.	.	.	.	.	Hingham
Nash, Marion Elizabeth	.	.	.	.	.	Norwood
Nocivelli, Mary Rose	.	.	.	.	.	Somerville
Norton, Alice Marguerite	.	.	.	.	.	Brockton
Rant, Rose Jean	.	.	.	.	.	Westfield
Sibley, Mildred Cameron	.	.	.	.	.	Waltham
Smith, Ethel Weston	.	.	.	.	.	South Hanson
Sullivan, Helen Kathrine ¹	.	.	.	.	.	East Bridgewater
Wanelik, Marion Rose	.	.	.	.	.	Lynn

Women, 27

SECOND-YEAR STUDENTS (CLASS ENTERING 1929)

Abbott, Dorothea Elizabeth	.	.	.	.	.	Weymouth
Adamczyk, Mary Salomea	.	.	.	.	.	Taunton
Alm, Agnes Elizabeth	.	.	.	.	.	Taunton
Barker, Helen Madeline	.	.	.	.	.	Leominster
Chace, Pamela Hartley	.	.	.	.	.	New Bedford

¹Present part of first term.

Chase, Evelyn Chaplin	Brockton
Chassé, Evelyn Catherine	South Easton
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
Grogan, Lucille Philomene	Turners Falls
Hedin, Helen Lillian	Brockton
Horsin-Déon, Marie Louise	Middleborough
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
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
Stub, Jane	East Weymouth
Swanson, Ruth Olga	Brockton
Taylor, Elsie Hildegard	South Dartmouth
Tynan, Anna Theresa	Fall River
Weston, Virginia Margaret	Bridgewater
Winning, Helen Eunice	Lowell

Women, 39

THIRD-YEAR STUDENTS (CLASS ENTERING 1928)

Anger, Cora Alfreda	Holyoke
Benson, Dorothea Pearl	Bridgewater
Borsari, Jennie Rose	Bridgewater
Brace, Grace Mary	Brockton
Brown, Florence Hortense	Bridgewater
Cleary, Helen Theresa	Whitman
Cobb, Dora Louise	Middleborough
Cushman, Ruth Hester	Wollaston
Dahlberg, Hazel Linnea	Quincy
Danahy, Mary Denise	Canton
Davis, Margaret Catherine	South Braintree
Doran, Grace Rita	Fall River
Duncan, Helen Livingston	Wollaston
Dutra, Evelyn Marie	Fall River
Eddy, Claire Frances	Webster
Ekstrom, Doris Evelyn	Wollaston
Flaherty, Mary Frances	South Braintree
Furlong, Margaret Mary	Fall River
Gaudette, Delia	Rockland
Gove, Helen Rosetta	Taunton
Grigas, Annie Julia	Brockton
Hart, Winifred Brenda	Campello
Hern, Katherine Marie	Taunton
Holmes, Harriett	Plymouth

Johnston, Frances Norma	Whitman
Kelleher, Ella Ruth	Fall River
Kravif, Rose Elinor	Fall River
Leighton, Gertrude Isabelle	Kingston
Lennon, Olive Winnifred	North Weymouth
Logan, Genevieve Irene	South Somerset
Lovell, Esther May	Rockland
MacFarland, Marguerite Frances	Bridgewater
Manning, Catherine Agnes	Taunton
Marshall, Catherine Louise	Bridgewater
Mazzotta, Jane	Haverhill
McGrath, Lucy Gloria	Wollaston
Mitchell, Bertha Mae	Plymouth
Murphy, Agnes Leonora	Middleborough
Murphy, Inez Rosella Margaret	Onset
Nelson, Helen Grace	Springfield
Noel, Dorothy Rosamond	East Bridgewater
O'Connor, Eleanor Frances	Brockton
Pangraze, Frances	Quincy
Riley, Mary Rosabelle	Taunton
Rosen, Sarah Mollie	Whitman
Rousseau, Theresa Dolores	Fairhaven
Rousseau, Marie Claire	Fairhaven
Saulenas, Victoria Magdalen	North Abington
Schreiber, Mary Etta ¹	Plymouth
Silva, Viola Constance	Provincetown
Simmons, Kathryn Rita	Plymouth
Slattery, Mary Isabel	Taunton
Southwick, Doris Eunice	Athol
Sullivan, Grace Joanne	South Braintree
Tarr, Barbara Isabelle	Taunton
Testoni, Eleanor	Plymouth
Walsh, Rose Anne ²	Fairhaven
White, Dorothy	Rochester

Women, 58

IV. Advanced Department

FIRST-YEAR STUDENTS (CLASS ENTERING 1930)

Aherne, Charles Frederick	North Abington
Bennett, Warren ²	Charlton City
Cadwell, Harvey Graham	Kingston
Cameron, Kenneth Allen	North Plymouth
Copeland, Chauncey Jerome	Bridgewater
Curley, Richard Kent	East Bridgewater
Deane, Walter Elston	Hanover
Duffy, Charles William	Weymouth
Dunn, Edward	Bridgewater
Fanning, Francis James	Fall River
Lynch, Clement	Bridgewater
MacDonald, Minot Bernard	South Boston
Moore, Simon Henry	Bridgewater
Morey, Joseph Foley	East Bridgewater
Small, Frederick Alberto	Yarmouth
Smith, John Joseph	Plymouth
Spracklin, Harry Edward	Chelsea
Sukeforth, Earle Benjamin	East Bridgewater
Wood, Alfred Lovell	Middleborough
Abbott, Helen	Gardner
Alexander, Dorothy May	Holyoke

¹ Entered second term.

² Present part of first term.

Anderson, Olga	Maynard
Bariteau, Kathryn Mary	Maynard
Beach, Madeline	West Springfield
Bernier, Eva Cecelia	North Weymouth
Bianchi, Sylvia Anna	Quincy
Bliss, Phyllis Edythe	Fall River
Boucher, Mildred Catherine	Taunton
Bowman, Mildred Kathryn	Middleborough
Brittan, Olive Compton Pearson	Newton Centre
Bulger, Virginia Mae	Malden
Caswell, Madeline Gertrude	Middleborough
Clarner, Doris Buffinton	Swansea
Colby, Dorothy Pearl	Attleboro
Cullen, Mary Angela	Fall River
Curley, Grace	East Bridgewater
Davidian, Gladys Arsen	New Bedford
Davis, Margaret Louisa	Needham
Deplitch, Marion Middleton	Fall River
Dix, Barbara Tellier	Melrose
Drevinsky, Polly Veronica	Middleborough
Dymowska, Bertha	Mattapan
Fenton, Alice Louise	Taunton
Ferris, Ruth Knight	East Lynn
Fisher, Miriam Doris	East Bridgewater
Flynn, Mary Gertrude ¹	Stoughton
Ford, Virginia Alice	Rockland
Freitas, Bessie Trigueiro	Fairhaven
French, Ruth Elizabeth	South Vernon
Galipeau, Lucienne Jeanne	Taunton
Gammon, Marjorie Doris	Gardner
Gavin, Glenda Gertrude	Randolph
Gillen, Edith Althea	Merrimac
Ginnetty, Anna Elizabeth	Randolph
Henriksen, Gunvor Nella	Milton
Henry, Ruth Gardam	Waltham
Hixon, Dorothy Minnetta	Melrose
Homer, Alice Marie	Brockton
Hunken, Marjorie Ada	Attleboro
Johnson, Marie Catherine	Quincy
Kimball, Margaret	Newburyport
Knox, Grace Louise	Easthampton
Koss, Ruth Olive	Quincy
Lamm, Phyllis Graceley	Hull
Larchar, Carolyn Tisdale	Webster
Leary, Elizabeth Helen	Fall River
Levering, Mary Edna	Brockton
Lindberg, Esther Irja Linnea	Quincy
Lindstrom, Alice Louise	Brockton
Magnant, Alice Louise	Atlantic
Mason, Dora Beatrice	Bridgewater
Mattson, Helen Josephine	Norwood
McEnelly, Ethel	Lynn
McHugh, Loretta Mary	Taunton
McKenna, Susan Gertrude	Taunton
McMahon, Doris Helen	Brockton
McManus, Marguerite Zita	Taunton
McMurdie, Olga Johanna Elizabeth	Needham
Mitchell, Laura Gertrude	Waltham
Mock, Clara Althea	North Falmouth
Molloy, Margaret Mary	Haverhill

¹ Present first term.

Moran, Mary Marcella	Longmeadow
Moren, Mildred	Hyde Park
Morse, Marion Elizabeth	Canton
Murray, Charlotte Winnifred	Arlington
Nolan, Mildred Arleen	Middleborough
Norton, Frances Anacleta	Amesbury
Olson, Alice Emilia	North Weymouth
Pickens, Anna	Stoneham
Reynolds, Dorothy Marion	Somerville
Robie, Muriel Elizabeth	Fayetteville
Saley, Geraldine Lois	Brockton
Sampson, Dorothy Mary Jane	Dalton
Sanford, Ruth Adeline	Chestnut Hill
Shaffner, Emily Louise	Newburyport
Shaw, Dorothy Miner	Huntington
Shea, Maureen Madeleine	Chicopee Falls
Sia, Vera May	Hull
Sizer, Ruth Miriam	Melrose
Smith, Olive	Springfield
Stafonwic, Anna Mary	Taunton
Stromdahl, Freeda Elizabeth	Lynn
Thibault, Nathalie Inez	Middleborough
Tilton, Mildred Aurelia	Vineyard Haven
Tosi, Louise Edvige	Plymouth
Trulson, Bernice Elsie	Norwood
West, Louise Irvén	North Pembroke
Westgate, Dorothy Alberta	Taunton
Whittaker, Dorothy Lillian	Pottersville
Young, Mildred Swan	Scituate

Men, 19; women, 91

SECOND-YEAR STUDENTS (CLASS ENTERING 1929)

Avitabile, Albert	Braintree
Ford, Paul	Brockton
Johnson, Clifford Bertram	Waltham
Johnson, William George	Provincetown
Lerner, Louis	Dorchester
Lewis, Chester Weldon	North Middleborough
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
Solmer, Samuel	Taunton
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
Biscoe, Evelyn Louise	East Norton
Boland, Mary Josephine	Brockton
Borsari, Helen	Bridgewater
Brettell, Ruby Elaine	Melrose
Burrill, Harriet	Bridgewater
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
Faszczewska, Alice Alexa	Brockton
Fish, Dorothy Ellen	Milton
Glidden, Ruth Verna	North Middleborough
Gregory, Ruth Madeline	Winchendon
Harrington, Marjorie Violet	Stoughton
Heikkila, Hilda Helen	West Quincy
Henderson, Elsie May	Norwell
Hewitt, Louise	Pembroke
Higgins, Ruth Frances	Greenwood
Horton, Barbara Tucker	Canton
Hunt, Beatrice Alice	Plymouth
Keith, Marion Irene	East Bridgewater
King, Mary Catherine	Attleboro
Krupka, Stella Helena	Randolph
Laird, Gertrude Louise	Montello
Laramie, Mabel Helene	Palmer
Larkin, Cecilia Agnes	Brockton
Leary, Anna Katherine	Fall River
Lewis, Mary Cecilia	Provincetown
Loneragan, Ruth Marie	East Braintree
MacDonald, Mildred Kidder	Gloucester
MacGinnis, Doris Vivian	Marlborough
MacLeod, Myrtle Ruth	Atlantic
Martin, Eleanor	Marlborough
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
Nugent, Ruth Anne	Winthrop
Pratt, Louise Mildred	Whitman
Rafkin, Helen	Brockton
St. Laurent, Lucy	Fall River
Sarson, Marie Gertrude	Brockton
Schreiber, Eleanor Elizabeth	Plymouth
Sherman, Elouise Gwendolyn	South Easton
Smith, Jane Mary	Marion
Spellman, Doris Helen	Somerville
Stewart, Phyllis Muriel	Barre
Stroud, Elinor	Pembroke
Tarr, Esther	Gardner
Tinsley, Rose Alma	Bridgewater
Vaughn, Dorothy Ellen	Whitman
Vinal, Barbara Blakeney	Middleborough
Waaranan, Irma Ilona	Gardner
White, Emma Story	Brockton
Wightman, Alice Annette	Melrose
Wright, Amy Florence	Groton

Men, 18; women, 67

THIRD-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1932)

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
Cote, Ernest Harlow	East Bridgewater
Cullen, Thomas Patrick	Fall River
Curley, William Edward	East Bridgewater
Daly, John Francis	Worcester
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
Ahonen, Olga Emma	East Sandwich
Alm, Cerise Matilda	East Walpole
Anderson, Kathleen Bonnie	Atlantic
Atwood, Alice Louise Hibbard	Bridgewater
Aulbach, Mary Teresa	Quincy
Averill, Dorothy	Edgartown
Borden, Louise	Fall River
Bridges, Mary Rita	Somerville
Bridges, Ruth Mary	Somerville
Burns, May	East Braintree
Clarke, Anne	Methuen
Coakley, Loretta Mary	Norwood
Cobb, Florence	Hyde Park
Comeau, Priscilla Greeley	Haverhill
Conathan, Helen Josephine	Brockton
Creeden, Dorothy Agnes	Brockton
Duffy, Ethel Mary	Taunton
Fall, Ruth Mary	Watertown
Farrar, Margaret	South Lincoln
Ferguson, Jean Catherine	Canton
Gould, Sadie Mae	Fall River
Gray, Lillian Irene	Brockton
Hart, Barbara Elizabeth	Milton
Hartt, Florence Esther	South Weymouth
Jackson, Louise Dorothea	Fall River
Kenneally, Helen Theresa	Whitman
Kerness, Florence June	Fall River
King, Bettina	Melrose
Kuwaski, Jennie Florence	New Bedford
Lemaire, Mildred Irene	Taunton
Lord, Ruth Frances	Brockton
Lord, Virginia	Melrose
Marsden, Ruth	Monson
McNearney, Mary Elizabeth	Taunton
Nelson, Beatrice Martha	Haverhill
Ney, Margaret Cecelia	Fall River
Parmenter, Harriette Elizabeth	Rockland
Petluck, Ruth Beverley	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
Schaier, Mildred Anna	Norwood
Stetson, Ruth Swan	Marshfield Hills
Sullivan, Helen Josephine	Lawrence
Sullivan, Margaret Mary	Randolph
Suttill, Sara Helen	Belmont
Terry, Rosamond	Nantucket
Tiihonen, Aileen Martha	Peabody
VanHouten, Margaret	Amesbury
Viglione, Clara	Frammingham
Whittier, Eunice Evelyn	Haverhill

Men, 20; women, 54

FOURTH-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1931)

Altier, William John	Bridgewater
Averill, Alfred Augustus, Jr.	Edgartown
Bearse, Osborne Warren, Jr.	Cotuit
Buckley, Bartholomew Paul	Bridgewater
Buckley, John Joseph	Bridgewater
Burke, Peter John	North Abington
Costello, Thomas Joseph	Fall River
Evans, John Aubrey	Quincy
Geary, Joseph Francis	West Somerville
Goeres, Harold Bismark	Abington
Goodfield, Alvin Granger	New Braintree
Landy, Edward	Dorchester
Maloney, Willard Thomas	Pittsfield
Monfredo, Dominic John	Worcester
Montibello, Cincinnati Leo	Brockton
Najarian, Albert	Rockland
Palopoli, Leonard Gaetani	North Abington
Sawyer, Charles Prescott, Jr.	New Bedford
Talbot, George Cadigan Lawrence	West Somerville
Balboni, Marian Rose	Bridgewater
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
Crane, Mrs. Ella Hastings Lewis	Amherst
Cunningham, Virginia	Middleborough
Dillon, Catherine Alice	Fall River
Dinegan, Dorothy Jean	Quincy
Doyle, Elizabeth Pope	Randolph
Dunham, Barbara Elizabeth	Brockton
Eldridge, Alice	Plymouth
Fitch, Marjorie Darling	South Braintree
Fogg, Helen Augusta	Brockton
Fountain, Bernice Amelia	Raynham
Gallant, Dorothy Elizabeth	North Abington
Giguere, Cecile Edile	New Bedford
Gleason, Hazel Mary	Springfield
Goody, Irene Frances	Randolph
Guinea, Alice Margaret	Cochesett
Harris, Mabel Eastman	Fall River
Havener, Gretchen Edna	Waltham
Hayes, Mary Elizabeth	Plymouth

Hazeltine, Eleanor Louise	Chicopee Falls
Hutchinson, Margaret Anna	Springfield
Jacob, Mildred Silvey	Holyoke
Jacobson, Tillie Linnea	North Easton
Johnston, Laura Helen	Whitman
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
Lindquist, Evelyn Ruth	Orange
Lothrop, Louise	Fall River
Lussier, Lillian Marie Anne	Fall River
Makemson, Mrs. Shirley Eno ¹	New Bedford
Maxfield, Thais Bayley	Fairhaven
McCarthy, Florence Gordon	Brockton
McCloskey, Margaret Eileen	Fall River
McConarty, Elizabeth Mary	Wollaston
Meacham, Florence Elizabeth	Springfield
Mosher, Marjorie Leonard	Nonquitt
Mulloy, Mary Elizabeth	Winthrop
O'Donnell, Elizabeth May	Bridgewater
Raymond, Mrs. Florence Joyce ²	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	Northborough
Tarbox, Eleanor Collins	East Braintree
Tilden, Miriam	Scituate
Tournier, Florence Adella	East Windsor
Warr, Ida	Wareham
Wiitanen, Ina Ellen	Sandwich
Wilkie, Gladys Pearl	Middleborough

Men, 19; women, 66

Summary

	Men	Women	Total
Department I, Elementary:			
Class entering 1930 (first year)	—	32	32
Class entering 1929 (second year)	—	22	22
Department II, Kindergarten-Primary:			
Class entering 1930 (first year)	—	3	3
Class entering 1929 (second year)	—	3	3
Class entering 1928 (third year)	—	6	6
Department III, Intermediate:			
Class entering 1930 (freshmen)	—	27	27
Class entering 1929 (sophomores)	—	39	39
Class entering 1928 (juniors)	—	58	58
Department IV, Advanced (Degree):			
Class entering 1930 (freshmen)	19	91	110
Class entering 1929 (sophomores)	18	67	85
Candidates for degree, 1932 (juniors)	20	54	74
Candidates for degree, 1931 (seniors)	19	66	85
Totals for the year	76	468	544
New admissions this year	25	162	187

¹ Entered second term.² Present first term.

Graduated, 1930:	Men	Women	Total
Degree	16	44	60
Diploma	—	95	95
Whole number admitted from the beginning	1,700	8,488	10,188
Whole number of graduates:			
Degree	79	199	278
Diploma	971	5,860	6,831
Whole number receiving certificates for special courses	40	245	285
Number enrolled in Training School, September, 1930	—	—	394

PUBLICATION OF THIS DOCUMENT APPROVED BY THE COMMISSION ON ADMINISTRATION AND FINANCE
2200. 1-31. Order 1038.

