

John W. Leonard

THE COMMONWEALTH OF MASSACHUSETTS

State Normal School
Bridgewater



1922



WOODWARD HALL.

TILLINGHAST.

NORMAL HALL.

ADMINISTRATION BUILDING.

SCHOOL.

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS

Established 1840



1922

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1922

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LOWELL TEXTILE SCHOOL.
NEW BEDFORD TEXTILE SCHOOL.

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ELIZABETH F. GORDON	Supervisor of physical education.
CORA A. NEWTON	Supervisor of observation and practice teaching; methods.
ADELAIDE MOFFITT	Reading. Dramatic Club.
FRILL G. BECKWITH	Handicrafts.
MARY A. PREVOST	Supervisor of drawing and handwork.
FRIEDA RAND, A.B.	Supervisor of music. Glee Club.
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EDITH H. BRADFORD, A.B.	Modern languages.
GERTRUDE F. PEIRCE, A.M.	English expression.
PRISCILLA M. NYE	Instructor in drawing.
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ETHEL M. KNAPP, A.B.	Children's literature and library organization.
PEARL MCCOY, A.M.	Biology and nature study.
ANNA E. ROTH, Ph.B.	History and social science.

Training School.

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Miss JEAN C. HAGGART	Resident Nurse.
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CALENDAR, 1922-1923.

March 18-26, 1922	Spring vacation.
March 27	School reopens.
April 19	Patriots Day, holiday.
May 30	Memorial Day, holiday.
June 6-7	First entrance examination.
June 19	Graduation day.
Sept. 11-12	Second entrance examination.
Sept. 11	Training school opens.
Sept. 13	Normal school opens.
Oct. 12	Columbus Day, holiday.
Nov. 29 (afternoon)-Dec. 3	Thanksgiving recess.
Dec. 4	School reopens.
Dec. 23, 1922-Jan. 1, 1923	Christmas recess.
Jan. 2	School reopens.

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

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

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

STATE NORMAL SCHOOL,

BRIDGEWATER, MASSACHUSETTS.

FUNCTION OF THE NORMAL SCHOOL.

This school is one of the ten normal schools maintained by the Commonwealth of Massachusetts for the preparation of teachers for the public schools of the State. The Commonwealth offers freely an educational training that will fit for one of the highest forms of public service.

Modern education is based on two principles: (1) The demand of society is for social efficiency. The school should reproduce life situations; the subject-matter should be chosen because of its life values; the methods of study and development should be socialized and at the same time individualized. (2) The nature of children and youth should be the teacher's guide. Work should start with the pupils' 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 the training school. The aim of the work is (1) to see that the students know the elementary subjects thoroughly; (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 advanced study as will lead to their own development, and prepare them to become useful members of society in the communities where they teach.

The work in observation and in practice teaching is done in the *training school*; that of apprentice teaching, in schools in near-by towns and cities.

The *library* of the school is well organized and equipped, and is in charge of a trained librarian. Its supply of books, magazines and pictures furnish material for research in all subjects. With bulletin boards for current events, clippings and pictures, exhibits of books, lists and helps for teachers, industrial material, notices of new books, it seeks to give information along all lines of educational endeavor.

The growing need of teachers who have a broad knowledge of the use of books and libraries, and a working knowledge of reference books and illustrative helps in teaching, has led to the introduction in the school of courses in library instruction.

ESSENTIAL QUALIFICATIONS OF PROSPECTIVE TEACHERS.

Young people who desire to enter upon this form of public service should be physically and temperamentally fitted for the work of teaching. "A real love for teaching, based on a genuine love of children, reasonable intellectual ability and good health are minimum essentials in the way of preliminary qualifications. To these should be added adaptability and tact, some degree of executive ability and the saving grace of common sense. Candidates lacking these qualifications can hardly hope to make a success of teaching."

REQUIREMENTS FOR ADMISSION.

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

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission; must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the

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

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification.

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

A. Prescribed Subjects. — Three units.

- (1) English literature and composition 3 units.

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

- (2) Algebra 1 unit.
 (3) Geometry 1 unit.
 (4) History 1, 2 or 3 units.
 (5) Latin 2, 3 or 4 units.
 (6) French 2 or 3 units.
 (7) German 2 or 3 units.
 (8) Physics 1 unit.
 (9) Chemistry 1 unit.
 (10) Biology, botany or zoölogy $\frac{1}{2}$ or 1 unit.
 (11) Physical geography $\frac{1}{2}$ or 1 unit.
 (12) Physiology and hygiene $\frac{1}{2}$ or 1 unit.
 (13) General science $\frac{1}{2}$ or 1 unit.
 (14) Drawing $\frac{1}{2}$ or 1 unit.
 (15) Household arts 1, 2 or 3 units.
 (16) Manual training 1 unit.
 (17) Stenography, including typewriting 1 or 2 units.
 (18) Bookkeeping 1 unit.
 (19) Commercial geography $\frac{1}{2}$ or 1 unit.
 (20) Arithmetic $\frac{1}{2}$ or 1 unit.
 (21) Community civics $\frac{1}{2}$ or 1 unit.
 (22) Spanish 2 units.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance.

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

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

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

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Department of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification in accordance with standards as defined by the Department of Education.

In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students

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

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Department, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

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

SCHEDULE OF ENTRANCE EXAMINATIONS.

TUESDAY, JUNE 6, 1922.

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

WEDNESDAY, JUNE 7, 1922.

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

MONDAY, SEPTEMBER 11, 1922.

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

TUESDAY, SEPTEMBER 12, 1922.

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

CURRICULA.

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

I. Elementary Department (Two Years). — For those preparing to teach in elementary schools, including the first six grades only, or in rural schools of all grades.

II. Kindergarten-primary Department (Three Years). — For those preparing to teach in the first three grades. This department prepares for teaching little children in the primary grades with a proper use of kindergarten methods.

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

IV. Advanced Department. — A course of four years leading to the degree of bachelor of education. Graduates of two and three year courses in residence in Massachusetts normal schools may enter a third or fourth year in September, 1922. New students may enter at once on the full four-year course.

I. Elementary Department.

[Designed primarily for students preparing to teach in the first six grades. Periods are sixty minutes in length, including time for directed study.]

	FIRST YEAR.		SECOND YEAR.	
	Weeks.	Periods.	Weeks.	Periods.
↓ Arithmetic 1 (content)	13	3	-	-
Arithmetic 2 (method)	-	-	13	1
Education:				
↓ Psychology 1 (the learning process)	13	3	-	-
Psychology 2 (applied psychology)	-	-	13	3
Pedagogy 1 (general method)	-	-	19	2
History of Education 1	-	-	13	2
English:				
↓ Reading 1 (elementary)	26	4	-	-
↓ English Expression 1 (content)	13	4	-	-
English Expression 2 (method)	-	-	13	2
↓ Library 1 (use of library)	13	3	-	-
Library 2 (children's books)	-	-	13	2
Literature 1 (elementary)	-	-	19	4
↓ Penmanship	38	1	13	1
Fine and Practical Arts:				
↓ Drawing 1 (introductory)	19	5	-	-
Drawing 2 (method)	-	-	19	2
Drawing 3 (practice teaching)	-	-	6	2
Drawing 4 (blackboard sketching)	-	-	13	1
↓ Handicrafts 1 (introductory)	19	5	-	-
↓ Music 1 (introductory)	38	2	-	-
Music 2 (appreciation)	-	-	13	1
Music 3 (practice teaching)	-	-	6	1
↓ History 1 and 2	13	4	13	4
↓ Physical Education 1 and 2	38	2	26	2
Professional Ethics	-	-	13	1

I. Elementary Department — Concluded.

[Designed primarily for students preparing to teach in the first six grades. Periods are sixty minutes in length, including time for directed study.]

	FIRST YEAR.		SECOND YEAR.	
	Weeks.	Periods.	Weeks.	Periods.
Science:				
General Science 1	13	4	-	-
Nature Study and Gardening 1 and 2	26	3	26	3
Geography 1 (physiography)	13	4	-	-
Geography 2 (elementary)	-	-	19	4
Teaching:				
Directed Observation	13	2	-	-
Intensive (training school)	-	-	6	15
Extensive (outside schools)	-	-	13	25

I. ELEMENTARY DEPARTMENT.**Arithmetic.****Arithmetic 1. Elementary course.** Mr. JACKSON.

First year. Thirteen weeks, three periods a week.

Review of the knowledge needed by students in preparation for the study of methods of teaching arithmetic: the system of numbering and of expressing numbers, the fundamental operations, common and decimal fractions, simple measurements, percentage and its simpler applications. 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. Method. Miss NEWTON.

Second year. Thirteen weeks, one period a week.

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

Education.

Psychology 1. The learning process. Mr. HUNT.

First year. Thirteen weeks, three periods a week.

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

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.

Education is studied as "connection forming," with special attention to building up useful educational and social habits. Under the technique of learning there is special study of the selective and concentrating process of attention and the laws governing memory and association. As far as possible, the work is based on measurements obtained from psychological experiments taken with the students, supplemented by those made by various expert investigators.

Psychology 2. Applied psychology and introductory study of measurement. Mr. HUNT.

Second year. Thirteen weeks, three periods a week.

This course aims to reinforce and enlarge the knowledge gained in the introductory course. In connection with the students' observation and practice, it aims to apply psychology to characteristic teaching problems of each subject.

The students are introduced to the need of measuring classroom products as a means of gauging the success of their own teaching. Some time is given to the study of standard scales and tests, the statistical handling of results, and how to improve methods in accordance with the results obtained.

A part of this course is given to the application of psychology to school management, testing methods and devices best adapted to promote easy control by the teacher and increasing self-direction by the pupils.

Pedagogy. Methods 1. Miss NEWTON.

Second year. Nineteen weeks, two periods a week.

The course includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching subjects of study in the elementary grades; collateral reading.

History of Education 1. Principal BOYDEN.

Second year. Thirteen weeks, two periods a week.

The purpose of this course is to summarize the principles and methods of teaching in elementary schools by tracing their genesis and development;

to broaden the horizon of the teacher through an acquaintance with the work of the modern leaders in education; to lay a foundation for future educational reading and discussion. Consideration is given chiefly to the movements represented by Pestalozzi, Herbart, Froebel and the more recent leaders.

English.

Reading 1. Elementary reading. Miss MOFFITT.

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

This course includes: (1) the study of the various reading systems used in the State; (2) the study of phonetics and its place in the teaching of reading, in teaching foreigners, and in correcting speech defects; (3) reading projects, involving the use of pictures, lesson plans for both sight reading and oral reading lessons, and dramatization; (4) story-telling, which includes (a) the study of books on story-telling, (b) the origin of the world's stories, viz., fables, myths, legends and fairy tales, (c) telling stories and dramatization.

English Expression 1. Miss PEIRCE.

First year. Thirteen weeks, four periods a week.

The aim of the course is to train students to express themselves effectively, with spontaneity, correctness and force. Practice is given in oral and written composition, including description, exposition, argument, narration, letter writing, and résumés of magazine articles. The course includes a study of the correct usage of English, the technicalities of written English, the use of reference books, word study, the minimum essentials of grammar, and the relation of grammar to composition. Co-operative, constructive criticism is constantly employed.

English Expression 2. Methods of teaching. Miss PEIRCE.

Second year. Thirteen weeks, two periods a week.

The course deals with the aims, subject-matter, and methods of teaching the following branches of English in the elementary grades: oral composition, written composition, associated grammar and spelling. Current courses of study and pedagogical literature concerning the teaching of English expression are made the basis of research work. Lesson plans are originated and discussed; games and other devices for eliminating common errors of speech are studied, originated and practiced; textbooks for the teaching of English expression are examined; composition papers written by pupils are criticized and corrected.

Library 1. Use of the library. Miss KNAPP.

First year. Thirteen weeks, three periods a week.

The course aims (1) to give a thorough 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) to discuss the helps which teachers may receive from the library: lists of books, pictures, pamphlets, magazines. This part of the course includes magazine study and organizing of pictures and clippings.

Library 2. Children's books. MISS KNAPP.

Second year. Thirteen weeks, two periods a week.

A course in the study of children's books: the beginnings of literature for children, and its development to the present time; a careful study of Mother Goose, fairy tales, legends, fables, myths, poetry and stories for story-telling. 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. A brief survey is made of books of history, travel, biography, science, art, fiction and poetry suitable for all the grades, in order to form a background of material which will make it possible to encourage and guide a taste for the best in children's reading.

Literature 1. Elementary course. MISS HILL.

Second year. Nineteen weeks, four periods a week.

The aim of this course is to give the student a working acquaintance with elementary school literature and with cultural literature for teachers. The work includes Norse, Greek and nature myths; legends and hero tales; poetry for the grades; cultural literature from the best modern and contemporary writers, — poems, novels, dramas and essays.

Methods of presenting literature are discussed in connection with subject-matter. A survey is made of current educational textbooks in elementary literature. Lesson plans are made and presented by the class. Students have opportunity to observe the teaching of literature in the training school, and, under supervision, to teach classes of children.

Penmanship. MR. DONER.

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

Second year. Thirteen weeks, one period a week.

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

Fine and Practical Arts.**Drawing 1. Introductory course.** MISS NYE.

First year. Nineteen weeks, five periods a week.

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

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

Second year. Nineteen weeks, two periods a week.

A definite, progressive series of lessons is developed in each subject, including demonstrations and lesson plans for each school grade, with discussions on the psychology of drawing. Courses used in neighboring towns and cities are studied.

Drawing 3. Practice teaching. Miss PREVOST.

Second year. Six weeks, two periods a week.

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. Miss NYE.

Second year. Thirteen weeks, one period a week.

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

Handicrafts 1. Introductory course. Miss BECKWITH.

First year. Nineteen weeks, five periods a week.

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

Music 1. Introductory course. Miss RAND.

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

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

Second year. Thirteen weeks, one period a week.

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

Music 3. Practice teaching conference. MISS RAND.

Second year. Six weeks, one period a week.

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.

History and Social Science.**History 1 and 2. Elementary history and citizenship.** MISS ROTH.

First year. Thirteen weeks, four periods a week.

Second year. Thirteen weeks, four periods a week.

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

The work includes: the selection of stories illustrating the stages of civilization and those dealing with important persons and events; a rapid survey of the development of civilization in Europe; and a study of American history through the period of discovery, settlement and struggle for independence to the establishment of government under the Constitution. The students become familiar with the use of elementary textbooks, maps, pictures and the sand board.

Reading of magazines of current history is required, in the belief that a teacher should be familiar with the problems of the day.

Attention is given to the study of what constitutes good citizenship, and how the ideals and habits of good citizenship may be developed in children.

Physical Education.**Physical Education 1.** MISS GORDON and MISS LANSLEY.

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

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

Physical Education 2. MISS GORDON and MISS LANSLEY.

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

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

Professional Ethics.

Professional Ethics. Miss POPE.

Second year. Thirteen weeks, one period a week.

The purpose of this course is to study the relationship which exists, or should exist, between a teacher and all persons with whom he comes in contact in his teaching capacity. It aims to help in the development of personal standards and the creation of such ideals as will be of value in training children toward right living.

Science.

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

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

Emphasis is laid upon home activities, agriculture and manufacturing. A study is made of the following subjects: some chemical operations 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; uses of nitrogen, fertilizers and explosives; uses of carbon dioxide in relation to plants and animals; the need of ventilation; flame and fuel, — how to start, control and extinguish fire; uses of a chimney; ventilation; characteristics of a good fuel; water, — simple tests for the purity of drinking water; location, protection and ventilation of wells; acids and alkalies, — relation to each other; common metals.

Nature Study and Gardening 1 and 2. Miss McCoy and Mr. STEARNS.*

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

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

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

Geography 1. Physiography. Mr. SHAW.

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

The course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to gravel hill, clay pit, ledge, quarry, foundry and mill.

The course includes: (1) The practical study of common minerals, building stones and typical kinds of soil as a basis for the study of geography and the industries. (2) Some effects of heat and chemicals upon minerals, with reference to the industries. (3) Decay of minerals, — simple study of specimens in all stages of change; consideration of the agents and forces operating to weather and transform minerals; also the action of wind, moving water and

ice in transporting, sorting and depositing the products of the change. (4) Soils, — mineral and other constituents of soil; texture in relation to agriculture; how soils deteriorate and how to prevent deterioration; how to improve soil.

Geography 2. Elementary course. Mr. SINNOTT.

Second year. Nineteen weeks, four periods a week.

The course includes (1) observational work to furnish geographical experience as a basis for further study; (2) geographical influences of the form and motions of the earth, climate, ocean, forms of land and water; (3) need and development of industry and commerce; (4) study of continents and countries; (5) map interpretation; (6) preparation of materials and exercises for teaching; (7) practice in conducting class exercises and in making and solving geographical problems; (8) the study of a graded course in geography to determine its adaptation to grade work; (9) geographical literature for grade work; (10) schoolroom appliances for teaching the subject.

Observation and Practice Teaching.

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

First year. Thirteen weeks, two periods a week.

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

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

Second year. Six weeks, forenoons.

After careful observation the students serve as assistants in 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. Miss NEWTON, Supervisor.

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

Second year. Thirteen weeks, all day.

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

II. Kindergarten-Primary Department.

[This department prepares for teaching children in the first three grades, with a proper use of kindergarten methods.]

	FIRST YEAR.		SECOND YEAR.		THIRD YEAR.	
	Weeks.	Periods.	Weeks.	Periods.	Weeks.	Periods.
Arithmetic 1 (content)	13	3	-	-	-	-
Arithmetic 2 (method)	-	-	13	1	-	-
Education:						
Psychology 1 (the learning process)	13	3	-	-	-	-
Psychology 2 (applied psychology)	-	-	13	3	-	-
Kindergarten Theory and Methods	13	2	38	6	13	1
Pedagogy 1 (general method) .	-	-	-	-	19	2
History of Education 1	-	-	-	-	13	2
English:						
Reading 1 (elementary)	26	4	-	-	-	-
English Expression 1 and 2 . . .	13	4	13	2	-	-
Library 1 (use of library) . . .	13	3	-	-	-	-
Library 2 (children's books) . .	-	-	13	2	-	-
Literature 1 (elementary) . . .	-	-	19	4	-	-
Penmanship	38	1	13	1	-	-
Fine and Practical Arts:						
Drawing 1 (introductory)	19	5	-	-	-	-
Drawing 2 (method)	-	-	19	2	-	-
Drawing 3 (practice teaching) . .	-	-	-	-	13	2
Drawing 4 (blackboard sketching)	-	-	13	1	-	-
Handicrafts 1 (introductory) . .	19	5	-	-	-	-
Music 1 (introductory)	38	2	-	-	-	-
Music 2 (appreciation)	-	-	13	1	-	-
Music 3 (practice teaching) . . .	-	-	6	1	-	-
History 1 and 2	13	4	13	4	-	-
Physical Education 1, 2 and 3 . . .	38	2	38	2	13	2
Professional Ethics	-	-	13	1	-	-

II. Kindergarten-Primary Department — Concluded.

[This department prepares for teaching children in the first three grades, with a proper use of kindergarten methods.]

	FIRST YEAR.		SECOND YEAR.		THIRD YEAR.	
	Weeks.	Periods.	Weeks.	Periods.	Weeks.	Periods.
Science:						
General Science 1	13	4	-	-	-	-
Nature Study and Gardening 1 and 2.	26	3	26	3	-	-
Geography 2	-	-	19	4	-	-
Teaching:						
Directed Observation	13	4	13	2	-	-
Intensive (training school)	-	-	26	15	13	15
Extensive (outside schools)	-	-	-	-	13	25

II. KINDERGARTEN-PRIMARY DEPARTMENT.

Arithmetic.

Arithmetic 1. Elementary course. Mr. JACKSON.

First year. Thirteen weeks, three periods a week.

This course is outlined in the elementary department.

Arithmetic 2. Method. Miss NEWTON.

Second year. Thirteen weeks, one period a week.

This course is outlined in the elementary department.

Education.

Psychology 1. The learning process. Mr. HUNT.

First year. Thirteen weeks, three periods a week.

An introductory course adapted to students just entering the normal school, aiming to acquaint them with significant facts about the learning process.

Psychology 2. Applied psychology. Mr. HUNT.

Second year. Thirteen weeks, three periods a week.

This course is outlined in the elementary department.

Kindergarten Theory and Methods. Miss WELLS.

First year. Thirteen weeks, two periods a week.

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



CONSTRUCTIVE WORK — KINDERGARTEN

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

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

Third year. Thirteen weeks, one period a week.

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

Pedagogy. Methods 1. Miss NEWTON.

Third year. Nineteen weeks, two periods a week.

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

History of Education 1. Principal BOYDEN.

Third year. Thirteen weeks, two periods a week.

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

English.

Reading 1. Elementary reading. Miss MOFFITT.

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

This course is outlined in the elementary department.

English Expression 1 and 2. Miss PEIRCE.

First year. Thirteen weeks, four periods a week.

Second year. Thirteen weeks, two periods a week.

This course is outlined in the elementary department.

Library 1. Use of the library. Miss KNAPP.

First year. Thirteen weeks, three periods a week.

This course is outlined in the elementary department.

Library 2. Children's books. Miss KNAPP.

Second year. Thirteen weeks, two periods a week.

This course is outlined in the elementary department.

Literature 1. Elementary course. Miss HILL.
Second year. Nineteen weeks, four periods a week.

This course is outlined in the elementary department.

Penmanship. Mr. DONER.

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

Second year. Thirteen weeks, one period a week.

This course is outlined in the elementary department.

Fine and Practical Arts.

Drawing 1. Introductory course. Miss NYE.

First year. Nineteen weeks, five periods a week.

This course is outlined in the elementary department.

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

Second year. Nineteen weeks, two periods a week.

This course is outlined in the elementary department.

Drawing 3. Practice teaching. Miss PREVOST.

Third year. Thirteen weeks, two periods a week.

This course is outlined in the elementary department.

Drawing 4. Blackboard sketching. Miss NYE.

Second year. Thirteen weeks, one period a week.

This course is outlined in the elementary department.

Handicrafts 1. Introductory course. Miss BECKWITH.

First year. Nineteen weeks, five periods a week.

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

Music 1. Introductory course. Miss RAND.

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

This course is outlined in the elementary department.

Music 2. Music appreciation. Miss RAND.

Second year. Thirteen weeks, one period a week.

This course is outlined in the elementary department.

Music 3. Practice teaching conference. Miss RAND.

Second year. Six weeks, one period a week.

This course is outlined in the elementary department.

History and Social Science.

History 1 and 2. Elementary history and citizenship. Miss ROTH.

First year. Thirteen weeks, four periods a week.

Second year. Thirteen weeks, four periods a week.

This course is outlined in the elementary department.

Physical Education.

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

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

This course is outlined in the elementary department.

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

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

This course is outlined in the elementary department.

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

Third year. Thirteen weeks, two periods a week.

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

Professional Ethics.

Professional Ethics. Miss POPE.

Second year. Thirteen weeks, one period a week.

This course is outlined in the elementary department.

Science.

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

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

This course is outlined in the elementary department.

Nature Study and Gardening 1 and 2. Miss MCCOY and Mr. STEARNS.

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

This course is outlined in the elementary department.

Geography 2. Elementary course. Mr. SINNOTT.

Second year. Nineteen weeks, four periods a week.

This course is outlined in the elementary department.

Observation and Practice.

Directed Observation. Observation in the training school.
Miss NEWTON and Miss WELLS, Supervisors.

First year. Grades, thirteen weeks, two periods a week; kindergarten, thirteen weeks, two periods a week.

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

Second year. Thirteen weeks, two periods a week.

Observing and assisting in the kindergarten.

Practice Teaching. Intensive teaching in the training school.
Miss NEWTON and Miss WELLS, Supervisors.

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

After careful observation the students serve as assistants in one or two grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises. In the kindergarten each student has her own group of children for the term.

Third year. Thirteen weeks, forenoons.

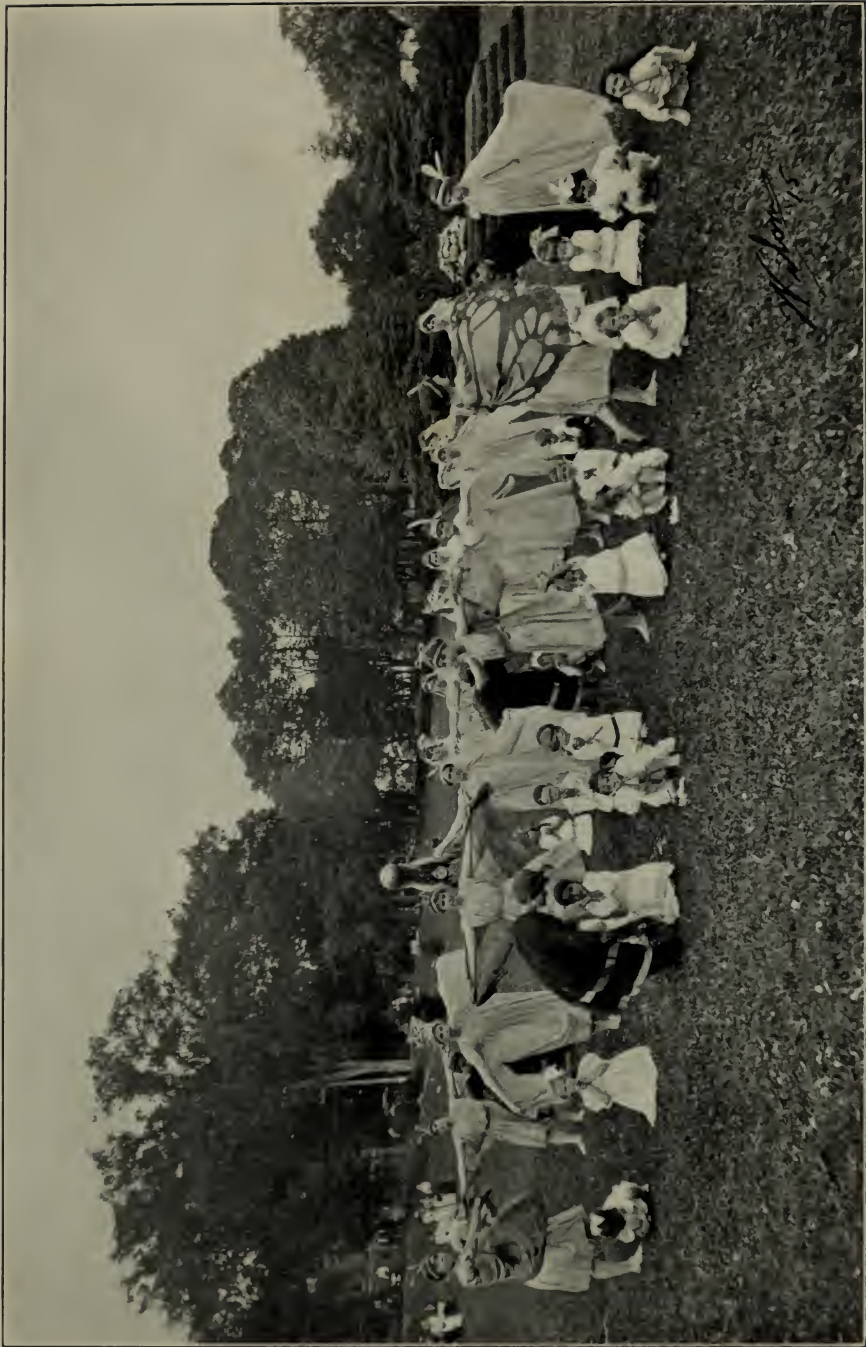
Extensive teaching in training school kindergarten, or outside kindergartens, to give experience in all phases of the work.

Apprentice Teaching. Miss NEWTON, Supervisor.

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

Third year. Thirteen weeks, all day.

This work is outlined in the elementary department.



KINDERGARTEN ; CHILDREN AS GROWING FLOWERS. (PAGEANT.)

III. Intermediate Department.

[This department prepares for departmental teaching in the upper grades and in junior high schools. A large number of elective courses are provided during the second and third years.

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

	FIRST YEAR.		SECOND YEAR.		THIRD YEAR.	
	Weeks.	Periods.	Weeks.	Periods.	Weeks.	Periods.
Education:						
Psychology 1 (the learning process)	-	-	13	3	-	-
Psychology 2 (applied psychology)	-	-	-	-	13	3
Psychology 3 (junior high)	-	-	-	-	13	3
Pedagogy 2 (general method)	-	-	-	-	26	3
History of Education 1	-	-	-	-	13	2
English:						
Reading 2 (advanced)	13	4	-	-	-	-
Reading 3 (dramatization)	-	-	-	-	(13)	(4)
English Expression 1 (content)	13	4	-	-	-	-
English Expression 3 (advanced)	-	-	26	3	-	-
English Expression 4 (junior high)	-	-	-	-	(13)	(3)
Library 1 (use of library)	13	3	-	-	-	-
Library 2 (administration)	-	-	(13)	(4)	-	-
Library 3 (practice teaching)	-	-	(26)	(4)	-	-
Library 4 (children's hour)	-	-	-	-	(13)	(3)
Literature 2 (junior high)	-	-	38	3	-	-
Literature 3 (modern)	-	-	-	-	(13)	(3)
Penmanship	38	1	13	1	(13)	(1)
Fine and Practical Arts:						
Drawing 1 (introductory)	19	5	-	-	-	-
Drawing 4 (blackboard sketching)	-	-	13	2	-	-
Drawing 5 (junior high)	-	-	26	2	-	-
Drawing 6 (art appreciation)	-	-	13	2	-	-
Drawing 7 (practice teaching)	-	-	-	-	13	2
Music 1 (introductory)	38	2	-	-	-	-
Music 2 (appreciation)	-	-	13	1	-	-

III. Intermediate Department — Continued.

	FIRST YEAR.		SECOND YEAR.		THIRD YEAR.	
	Weeks.	Periods.	Weeks.	Periods.	Weeks.	Periods.
Fine and Practical Arts— <i>Con.</i>						
Music 3 (practice teaching)	-	-	-	-	13	1
Music 4 (history)	-	-	-	-	(38)	[(2)
Household arts	-	-	(26)	(3)	-	-
Practical arts	-	-	(26)	(4)	-	-
Mathematics:						
Arithmetic 3 (content)	26	4	-	-	-	-
Advanced algebra	-	-	(38)	(3)	-	-
Geometry and trigonometry	-	-	-	-	(38)	(3)
Modern Languages:						
French 1 (introductory)	(38)	(4)	-	-	-	-
French 2 (advanced)	-	-	(38)	(4)	-	-
French 3 (method)	-	-	-	-	(13)	(4)
Physical Education 1 and 2	38	2	38	2	-	-
Physical Education 3 (methods)	-	-	-	-	13	2
Professional Ethics	-	-	13	1	-	-
Science:						
General Science 2 (applied)	13	4	-	-	-	-
General Science 3 (economic)	-	-	-	-	(38)	(4)
General Science 4 and 5 (applied physics).	-	-	(13)	(3)	(13)	(5)
Nature Study and Gardening 1	26	3	-	-	-	-
Gardening 3	13	1	-	-	-	-
Gardening 4	-	-	(38)	(2)	-	-
Civic Biology	-	-	-	-	13	4
General Biology	-	-	(38)	(4)	-	-
Human Physiology	-	-	-	-	(13)	(4)
Geography 1 (physiography)	13	4	-	-	-	-
Geography 3 (junior high)	-	-	26	4	-	-
Geography 4 (advanced)	-	-	-	-	13	3
Geography 5 (regional)	-	-	-	-	(38)	(3)

III. Intermediate Department — Concluded.

	FIRST YEAR.		SECOND YEAR.		THIRD YEAR.	
	Weeks.	Periods.	Weeks.	Periods.	Weeks.	Periods.
Social Studies:						
History 3 (junior high)	-	-	38	4	-	-
History 4 (community civics)	-	-	-	-	13	4
History 5 (modern American)	-	-	-	-	(13)	(3)
History 6 (modern European)	-	-	-	-	(13)	(3)
Teaching:						
Directed Observation	-	-	13	2	-	-
Intensive (training school)	-	-	-	-	13	15
Extensive (outside schools)	-	-	-	-	13	25

IV. Advanced Department.

A four-year curriculum, leading to the degree of bachelor of education, and designed for students preparing to teach in the elementary school and the junior and senior high schools.

COURSES OFFERED IN THE THIRD AND FOURTH YEARS.

Note. — For the work of the first two years see the two-year elementary course outlined above and in the catalogues of the several State normal schools.

20 units constitute one year's work.

COURSE.	Third Year.	Fourth Year.
Prescribed Courses (10 units each year).	<p style="text-align: right;">Units</p> Advanced English: — (a) Literature } 3 (b) Expression } General and Civic Biology 3 Educational Psychology: The Adolescent Age 3 Physical Training 1 Practice Teaching.	<p style="text-align: right;">Units</p> Principles of Sociology and Economics 3 (a) Modern Problems in Ed- ucation, (b) Psychology of School Subjects 3 School Hygiene and Sanita- tion 1 Educational Measurements 1 History of Education 1 Physical Training 1
Elective Courses (10 units each year).	In their elective work students are expected to select during the third and fourth years one major group of studies from the following groups, and to elect at least two courses in each subject of the group: — <i>Elective Groups.</i> — I. English and History. II. English and one foreign language. III. Two foreign languages. IV. History and Geography. V. Geography and Science. VI. Science and Mathematics. VII. Education and one other subject. The remainder of the required number of units may be elected freely from the courses for which the students have the necessary preparation.	

IV. Advanced Department — Concluded.

COURSE.	Third Year.	Fourth Year.
Art and Music	History of Art, and Art Ap- preciation 2 History of Music, and Music Appreciation 2	Design 2
Education	(a) Project Method of Teach- ing, (b) Socialized Recita- tion and Supervised Study 3 Advanced Kindergarten and Primary Theory 1 Ethics 2	Psychology of the Exceptional Child 2 Supervision and Administra- tion 2
English and Literature	Modern Literature 2 Junior High School English 1	Selected Prose and Poetry . 2 Methods of Teaching English 1
Geography	(a) Advanced Regional Ge- ography, (b) Correlation of Geography and History . 3	(a) Advanced Physical Ge- ography, (b) Economic Ge- ography, (c) Mathematical geography 3
Government and So- cial Science.	Social and Civil Problems . 2	Modern Tendencies in Gov- ernment 2
History	Study of Sources and the Se- lection of Material in Amer- ican History 3 Modern European History . 3	The Civilization of Ancient and Mediæval Times . . . 3 Industrial Development of the Nineteenth Century . . . 3
Foreign Language (French).	French 1 3 Advanced French 3 Methods of Teaching French 1	French 2 3 Selected French Prose and Poetry 3 French Conversation and Composition 2
Mathematics	Advanced Algebra 3 Solid Geometry and Plane Trigonometry 3	Methods of Teaching Junior and Senior High School Mathematics 1
Science	Plant and Animal Ecology . 3 General Chemistry 3 General Science 3	General Physics 3 Methods of Teaching Junior and Senior High School Science 1

III. INTERMEDIATE DEPARTMENT.

Education.

Psychology 1. The learning process. Mr. HUNT.

Second year. Thirteen weeks, three periods a week.

This course is outlined in the elementary department.

Psychology 2. Applied psychology and measurements. Mr. HUNT.

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

This course is outlined in the elementary department.

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

Third year. Thirteen weeks, three periods a week. One unit.

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

Psychology 4 and 5. Psychology of exceptional children. Mr. HUNT.

Fourth year. Thirty-eight weeks, three periods a week. Three units.

The course includes the following topics:

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

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

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

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

Pedagogy. Methods 2. Miss NEWTON.

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

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

History of Education 1. Principal BOYDEN.

Third year. Thirteen weeks, two periods a week.

This course is outlined in the elementary department.

History of Education 2. Principal BOYDEN.

Fourth year. Thirty-eight weeks, two periods a week. Two units.

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.

English.**Reading 2.** Miss MOFFITT.

First year. Thirteen weeks, four periods a week.

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

Reading 3. Dramatization (elective). Miss MOFFITT.

Third year. Thirteen weeks, four periods a week.

The course includes: harmonic gymnastics; principles of voice; pantomime; impersonations; public speaking; readings and staging of plays.

English Expression 1. Miss PEIRCE.

First year. Thirteen weeks, four periods a week.

This course is outlined in the elementary department.

English Expression 3. Miss PEIRCE.

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

The course consists of an intensive study of composition and the relation of content to form. Literary models are studied for form and for the artistic characteristics of selected writers of the past and present; readings and reports are criticized and compared. The study of functional grammar is continued. Practice is given in applying the principles of oral and written expression, with especial emphasis upon such forms as the short story, the playlet, the essay, the poem and the debate.

English Expression 4. Methods of teaching in the junior high school (elective). Miss PEIRCE.

Third year. Thirteen weeks, three periods a week. One unit.

The course includes a brief survey of the aims, subject-matter and methods of teaching English expression in the elementary grades, and intensive preparation for departmental teaching of English expression in the junior high school.

English Expression 5. Methods of teaching in the senior high school (elective). Miss PEIRCE.

Fourth year. Thirteen weeks, three periods a week. One unit.

The course deals with the aims, subject-matter and methods of teaching English expression in the senior high school.

Library Instruction 1. Miss KNAPP.

First year. Thirteen weeks, three periods a week.

This course is outlined in the elementary department.

Library Instruction 2 (elective). Miss KNAPP.

Second year. Thirteen weeks, four periods a week.

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 accessioning, classification and cataloguing of books. Illustrative material for school use (including pictures, clippings, pamphlets) is organized. Students act as assistants during library hours.

Library Instruction 3 (elective). Miss KNAPP.

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

A continuation of Library Instruction 2. Practice work in the library is required. Some library hours are conducted with children from the training school. As much time as possible is given to the discussion of children's literature.

Library Instruction 4 (elective). Miss KNAPP.

Third year. Thirteen weeks, three periods a week.

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

Library Instruction 5 (elective). Miss KNAPP.

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

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

Literature 2. Junior high school literature. Miss HILL.

Second year. Thirty-eight weeks, three periods a week. One unit.

The aim of the course is to give students a working knowledge and appreciation of the literature appropriate to the junior high school, and to acquaint them with methods of teaching literature to children in these grades. The course includes narrative and lyric poetry, — short poems and longer masterpieces, prose fiction, — short stories and novels; biography; the drama.

Methods of presenting literature are discussed in connection with subject-matter. A survey is made of current educational textbooks in upper-grade literature.

Literature 3. Modern Literature (elective). Miss HILL.

Third year. Thirteen weeks, three periods a week. One unit.

The course includes the study of literature onward from the year 1830 — representative prose, poetry and drama. It aims to give the student an understanding of modern times, and an appreciation of their intellectual, artistic and spiritual ideals as reflected in literature. Extended supplementary reading is required.

Literature 4. Selected prose and poetry (elective). Miss HILL.

Fourth year. Twenty-six weeks, three periods a week. Two units.

This is a laboratory course in literary criticism: principles of criticism; analytic study of the work and methods of the leading critics and reviewers; applied criticism; study of contemporary fiction, essay, biography, poetry and drama; comparative literature. It aims to develop a discriminating taste and a keen, sane appreciation of relative values in literature.

Penmanship. Mr. DONER.

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

Second year. Thirteen weeks, one recitation period a week.

Third year. Thirteen weeks, one period a week (elective). Preparation for the departmental teaching of penmanship in the upper grades.

This course prepares students to teach penmanship in the upper grades or in the junior high school, with special reference to methods of correlating the work in writing with the daily written work. Students who have a special aptitude for penmanship and who desire to specialize in the subject will find the course well suited to their needs.

Fine and Practical Arts.**Drawing 1. Introductory course.** Miss NYE.

First year. Nineteen weeks, five periods a week.

This course is outlined in the elementary department.

Drawing 4. Blackboard sketching. Miss NYE.

Second year. Thirteen weeks, two periods a week.

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

Drawing 5. Junior high school methods. Miss PREVOST.

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

Methods of teaching drawing, with especial emphasis upon the work in the upper grades. A definite, progressive series of lessons is developed, including demonstrations and lesson plans, with discussions on the psychology of drawing.

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

Drawing 6. Art appreciation. Miss PREVOST.

Second year. Thirteen weeks, two periods a week.

A study is made of fine art in relation to the home and to the community. A background of culture for appreciation is given by studying historic forms of architecture 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 7. Junior high school training course. Miss PREVOST.

Third year. Thirteen weeks, two periods a week.

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

Drawing 8. Advanced free-hand drawing (elective). Miss PREVOST.

Third year. Nineteen weeks, two periods a week. One unit.

Drawing from nature and still life, principles of angular perspective. Mediums: pencil, crayon, water colors.

Drawing 9. Design (elective). Miss PREVOST.

Third year. Nineteen weeks, two periods a week. One unit.

Theory and principles of design. Color harmony, conventionalization of flowers, fruits and animals. The application of original designs to posters, book covers, textiles.

Drawing 10. History of art and art appreciation (elective).
Miss PREVOST.

Fourth year. Thirty-eight weeks, two periods a week. Two units.

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 students' power to select and enjoy good examples of fine art. Required readings, notebooks and discussions.

Music 1. Introductory course. Miss RAND.

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

This course is outlined in the elementary department.

Music 2. Music appreciation. Miss RAND.

Second year. Thirteen weeks, one period a week.

This course is outlined in the elementary department.

Music 3. Practice teaching. Miss RAND.

Third year. Thirteen weeks, one period a week.

This course is outlined in the elementary department.

Music 4. History of music and music appreciation (elective).
Miss RAND.

Third or fourth year. Thirty-eight weeks, two periods a week. Two units.

The aim of this course is to give power in understanding, and thereby enjoyment of 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; suggestions as to ways in which music appreciation may be taught in the schools.

Domestic Science (elective). Miss POPE.

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

The aim of the course is to give students practical knowledge of food values and the fundamental principles of cookery. It includes instruction in the processes involved in the growth, production, manufacture and preservation of foods that appear on the table in the home; cooking and serving of typical foods which can be ordinarily prepared by children; correlation of cookery with other subjects in the curriculum; use of cookery to motivate other school activities; management of the noon lunch.

Practical Arts. Shop work (elective). Mr. Kelly.

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

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.

Mathematics.**Arithmetic 3. Junior high school course.** Mr. JACKSON.

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

This course includes commercial and industrial arithmetic adapted to pupils of the upper grammar or junior high school grades.

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

Advanced Algebra (elective). Mr. JACKSON.

Second or third year. Thirty-eight weeks, three periods a week. Three units.

Such review of the algebra which students have had previously as may be necessary for the successful continuation of the work, with special reference to the reasoning involved in the processes employed. Study of the topics ordinarily included in a course in advanced algebra, with practice by the students in the demonstration of principles and processes, as well as in applying them.

Geometry and Trigonometry (elective). Mr. JACKSON.

Third or fourth year. Thirty-eight weeks, three periods a week. Three units.

Solid Geometry. — Study of lines and planes in space, and of geometric forms. Attention given to the observational and intuitional approach to technical geometry. Study of the more important theorems usually included in the subject. Much practice in the application of geometrical truths in the solution of problems in mensuration.

Trigonometry. — Principles and formulas commonly included in the subject. Much work on problems involving the applications of trigonometrical truths in surveying and otherwise.

Analytical Geometry. — The topics usually included in a course in plane analytical geometry. Designed to enlarge, enrich and co-ordinate the ideas of algebra and geometry, and to promote the more effective teaching of both subjects.

Methods of Teaching Mathematics (elective). Mr. JACKSON.

Fourth year. Thirteen weeks, two periods a week. One unit.

Examination of recent courses in mathematics, especially those prepared for use in junior high schools, to discover the common elements and the variant features. Study of current literature on the teaching of mathematics. Study and use of effective methods of presenting selected topics.

Modern Languages.

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

French 1. Introductory (elective). Miss BRADFORD.

First year. Thirty-eight weeks, four periods a week. Three units.

This course aims to establish a thorough working knowledge of the language. It includes a systematic review of the principles of grammar, with exercises in translation and composition; careful study of phonetics and phonetic symbols; augmentation of vocabulary, classified lists, synonyms, homonyms and antonyms; and conversation based on material in textbooks and in French newspapers and on everyday experiences. Preliminary discussion of methods of adaptation to junior high school needs is introduced. French is the language of the classroom.

French 2. Advanced French for cultural purposes (elective).

Miss BRADFORD.

Second year. Thirty-eight weeks, four periods a week. Three units.

The aim of this course is to gain, by means of a correlated course in the literature and history, and some study of the geography and commerce of France, a general cultural background, with a view to application of the fundamentals in the work with junior high school pupils. To this end more careful study is made of the authors whose works are appropriate to the junior high school. Conversation and a review of phonetics are also included. French is the language of the classroom.

French 3. Methods (elective). Miss BRADFORD.

Third year. Thirteen weeks, four periods a week. One unit.

This course deals with the various methods of teaching modern languages. Special emphasis is placed on the so-called "direct method" for use in the junior high schools; study of syllabi; examination of textbooks; project work; lesson plans.

French 4. Selected French prose and poetry (elective). Miss

BRADFORD.

Fourth year. Thirty-eight weeks, four periods a week. Three units.

Intensive study of representative authors. French is the language of the classroom.

Correspondence with pupils of France is encouraged. A French club is organized in which opportunity is given to "s'instruire en s'amusant" by means of games, songs and plays. A table in the dining room, at which French is spoken, gives further opportunity for conversation.

Similar courses in German and Spanish will be given if desired.

Physical Education.

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

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

This course is outlined in the elementary department.

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

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

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

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

Third year. Thirteen weeks, two periods a week. One unit.

The content of the courses of the previous years is used by students as a basis for their work in practice teaching, and it is the special aim to afford opportunity to develop initiative and leadership.

The students are associated with classes of children for the purpose of making direct application of the fundamental theory and practice of gymnastics to the specific needs of the individual, as shown by the results of the health charts and anthropometrical tests, and to motivate the projects used in the various grades. They go with children on short hikes, aid them in organizing simple pageants, conduct athletic meets, umpire games of hockey, basket ball and baseball.

The "Out and In Club," to which all classes are eligible, encourages the student to select some form of sport which will furnish vigorous recreation and lead to the formation of the habit of daily exercise, preferably in the open air.

Physical Education 4. Miss GORDON and Miss LANSLEY.

Fourth year. One unit.

This course includes: intensive gymnastic, athletic and æsthetic work for the students' personal benefit; organization, by students, of essential gymnastic material into simple serial lessons suitable for the various grades in the schoolroom and playground; directing playground work; coaching and umpiring junior team games; making programs suitable for the celebration of holidays. Original health projects. Community hygiene and pageantry.

Professional Ethics.

Professional Ethics. Miss POPE.

Second year. Thirteen weeks, one period a week.

This course is outlined in the elementary department.

Science.

General Science 2. Applied science. Mr. SHAW.

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

The chemistry of human activity in the home, school, industries and farming. In this course attention is given to the orderly study of chemical facts, with their simple interpretation and application to human needs. Considerable attention is also given to laboratory procedure, to furnish the basis for the later courses in industrial chemistry.

General Science 3. Economic chemistry (elective). Mr. SHAW.

Third or fourth year. Thirty-eight weeks, four periods a week in the laboratory.

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

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

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

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

The aim is to develop power to interpret common phenomena in the light of the principles that underlie them; also to prepare the student to use the laws of physics as illustrated in other subjects.

General Science 5. Applied physics (elective). Mr. JACKSON.

Third year. Thirteen weeks, five periods a week, including laboratory exercises and accompanying discussions.

Physics in some of its simpler relations to home and community life. Individual laboratory work in mechanics, heat, light, sound and electricity, for experience in the use of apparatus, for some appreciation of the way in which scientific truths are learned, and for answering specific questions in regard to household interests and the experiences of common life. In large measure the method of units and projects is followed.

Nature Study and Gardening 1. Miss McCoy and Mr. STEARNS.

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

This course is outlined in the elementary department.



NATURAL SCIENCE GARDEN

Gardening 3. Mr. STEARNS.

First year. Thirteen weeks in greenhouse and garden, one period a week.

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

Gardening 4. Gardening, care of orchard, supervision (elective). Mr. STEARNS.

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

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

Civic Biology. Miss McCoy and Mr. STEARNS.

Third year. Thirteen weeks, two class periods and two laboratory periods a week. One unit.

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

General Biology (elective). Miss McCoy.

Second year. Thirty-eight weeks, two class periods and two laboratory periods a week. Three units.

This course is a study of the fauna and flora of this and other communities, with emphasis on environment and succession, with factors concerning them. Lectures, laboratory work and field trips.

Human Physiology (elective). Miss McCoy.

Third or fourth year. Thirteen weeks, two class periods and two laboratory periods a week. One unit.

This course is a comprehensive study of the physiological functions of the human body, with special emphasis on those phases pertaining to the welfare of school children. Lectures, reports, laboratory work.

Geography 1. Physiography. Mr. SHAW.

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

The course includes the practical study of common minerals, building stones and typical kinds of soil, with constant applications to the study of geography and to the industries; some effects of heat and chemicals upon minerals, with reference to the industries.

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

Geography 3. Junior high school methods. Mr. SINNOTT.
Second year. Twenty-six weeks, four periods a week.

The material of this course is organized to serve as a basis for departmental teaching in the upper grades, and includes (1) the work as outlined in Geography 2; (2) a study of the natural regions of our own country; (3) a comprehensive study of America and Europe; (4) a careful study of a few of the typical industries to determine their importance and the geographical factors that have influenced their development, together with their influence upon other industries.

Geography 4. Advanced course. Mr. SINNOTT.
Third year. Thirteen weeks, three periods a week.

The course is designed to prepare for work in the junior high school, and includes: (1) a general study of commerce and industry; (2) a detailed study of the leading nations, including the United States, with special emphasis upon international relationships.

Geography 5. (A) Advanced regional geography. (B) Correlation of geography and history. (Elective.) Mr. SINNOTT.
Third year. Thirty-eight weeks, three periods a week. Three units.

(A) Selected regions are studied to determine: (1) basis upon which the selection of the region is made; (2) geography of the region; (3) how the region has affected local activities; (4) contribution of the region to the world.

(B) A study of specific examples designed to show the operation of geographic factors in history.

Geography 6. (A) Advanced physical geography. (B) Economic geography. (C) Mathematical geography. (Elective.) Mr. SINNOTT.

Fourth year. Thirty-eight weeks, three periods a week. Three units.

(A) A study of physical environment as an influence in human development.

(B) A study of the 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.

(C) A study of astronomical phenomena as factors influencing the distribution and activities of men; effects of earth's form and motions; determination of latitude and longitude; measurement of time; calendars; seasons; distribution of heat; map projection and construction; government surveys.

Geography 7. The industrial development of the nineteenth century (elective). Mr. SINNOTT.

Fourth year. Thirty-eight weeks, three periods a week. Three units.

A course designed 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; improvement in methods of transportation; new areas of production; organization of labor and capital; new economic policies.

Principles of Economics. Mr. SINNOTT.

Fourth year. Thirteen weeks, two periods a week. One unit.

The course is designed to give a comprehension of the underlying conditions of national prosperity. It covers the usual ground of elementary economics, including such topics as: production, exchange, distribution of wealth, consumption of wealth, public finance, economic progress.

Social Studies.

History 3. Miss ROTH.

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

This course covers the aims and methods of teaching history in the junior high school. It includes a study of the development of American institutions and ideals in the political, social and economic worlds through European history to the present time. The end in view is the ability to interpret the great movements of history as a means of understanding the social problems of to-day.

History 4. Community civics. Miss ROTH.

Third year. Thirteen weeks, four periods a week.

The purpose of this course is to render the students efficient in promoting good citizenship among the children in the schools. Special attention is given to the development of a course in community civics suitable for a junior high school. A study is made of the factors which tend to promote the welfare of the community, and of the means by which children may aid in the work. A direct application to the problems of the community is made through trips of investigation and a study of government reports, and the knowledge gained in this way is supplemented by reading from magazines, newspapers and the books of the social science library.

History 5. United States history (1885-1921) (elective). Miss ROTH.

Third year. Thirteen weeks, three periods a week. One unit.

A study of the development of the United States during the last thirty-five years, with a view to interpreting present conditions in this country. The larger part of the time is given to the investigation of fundamental economic and political problems. The genesis and growth of trust, railroad and labor problems and their relation to the government; the trend toward centralization of

power; the movement for more direct popular participation in government; the growth of the United States as a world power and her present status among the nations are made the subjects of special study.

History 6. Modern European history (elective). Miss ROTH.

Third or fourth year. Thirteen weeks, three periods a week. One unit.

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

History 7. Advanced American history (elective). Miss ROTH.

Third or fourth year. Thirty-eight weeks, two periods a week. Two units.

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. It is designed for those preparing to teach history in the junior and senior high schools.

History 8. The Civilization of Ancient and Mediæval Times (elective). Miss ROTH.

Fourth year. Thirty-eight weeks, two periods a week. Two units.

A study of the development of the political, social and economic life of ancient and mediæval times as a basis for an appreciation of the achievements of modern civilization.

Observation and Practice Teaching.

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

Second year. Thirteen weeks, two periods a week.

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

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

Third year. Thirteen weeks, forenoons.

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

Apprentice Teaching. Miss NEWTON, Supervisor.

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

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

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.

Advanced Students.

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

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

Register of Graduates.

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

GENERAL INFORMATION.

Location.

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 Plymouth Division of 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.

Buildings and Equipment.

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

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

The Albert Gardner Boyden gymnasium serves the school not only for physical training but also as a place for indoor sports, social gatherings and banquets.

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

tricity and thoroughly ventilated. The halls are in charge of the principal of the school and the dean.

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

The natural science garden, the gift of Mr. Albert Gardner Boyden, the former principal of the school, serves as an out-of-door laboratory for biology, geography and school gardening. The greenhouse, the working laboratory of the natural science garden, is the gift of Mrs. Elizabeth R. Stevens, a graduate of the school.

The Campus.

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

Expenses.

Tuition. — To residents of Massachusetts tuition is free. Residents of other States may be admitted upon the payment of tuition at the rate of \$50 a year, one-half of which amount is payable at the beginning of each term, or half year; provided that the admission of such students does not exclude or inconvenience residents of Massachusetts.

Board. — Rates for board are fixed by the State Department of Education, and are intended to cover the actual cost of food and service. The rate for the school year beginning in September, 1922, will be \$250. This rate is payable in quarterly installments of \$62.50 each at the opening of school in September, and on December 1, February 1 and April 15. It is made on the basis of two students occupying one room and taking care of their room, except for those occupying Normal Hall, in which there are forty single rooms for stu-

dents. An extra charge is made for board during the regular Christmas and Easter vacations.

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.

Memoranda for Gymnasium Outfit. — (1) Three *all white, long-sleeved* middy blouses. The blouse is hygienic and may be worn to classes of other departments and in the dining room. (2) A black Windsor tie. (3) A pair of full-plaited, black bloomers of cotton poplin or woolen material. (4) Three pairs of heavy black cotton stockings. (5) Two heavy-weight undervests. The undervest is worn over the union suit, in gymnasium, instead of corsets. (6) The right kind of shoe is essential in training posture and gait, and students are requested not to purchase gymnasium shoes until they have received instruction with reference to this matter.

Bath Equipment. — (1) A curtain, 30 inches wide and 54 inches long, with 2-inch loops of tape attached, one on either side, at top of curtain. It may be made of any white cotton material, such as unbleached muslin. The curtain serves also as a bathrobe to and from the bath compartment. Many students use a large towel for this purpose. At least two curtains are necessary in order that they may be laundered. (2) A pair of cloth moccasins. (3) A bathing cap. (4) A small bath mat. (5) Four bath towels, medium size.

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

Rooms in the Residence Halls.

Rooms in the residence halls are supplied with furniture, including mattresses and pillows. Students are required to

bring towels, napkin ring, clothes bag for laundry, and bed covering for single beds, which should include at least four single sheets and three pillow cases. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

A laundry has been equipped in one of the dormitories, which may be used by the students free of charge. Students are not allowed to use electric irons in their rooms.

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 in the order of the date of their application.

Pecuniary Aid.

The State makes an annual appropriation of \$4,000 for the normal schools to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given 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.

Government.

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

Regular and punctual attendance is required of every member of the school. The advantages of the school, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use.

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

The Student Government Association.

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

The Executive Council, made up of twenty students chosen by, and representing, the groups living in the three residence halls and the day students group, has, as its fundamental duty, the oversight of student conduct outside the classroom. The dean and a member of the faculty act in an advisory capacity to this council.

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

The Young Peoples' Union is a voluntary, non-sectarian organization. From its members a hospitality committee is chosen to welcome all new students who come to the school. Three members of the faculty serve as advisers to the union.

OFFICERS OF THE STUDENT GOVERNMENT ASSOCIATION, 1921-22.

President	Flora G. Douglas.
Vice-President	Beatrice M. Marble.
Secretary-Treasurer	Louise Bachelder.

Woodward Hall.

House President	Flora G. Douglas.
House Vice-President	Grace K. Fletcher.
Secretary-Treasurer	Mary M. Phillips.
Head Proctors	{ Lucy A. Hinsdale.
	{ Rhoda P. Ivers.
	{ Jane G. Broderick.

Tillinghast Hall.

House President	Gladys L. Axtell.
House Vice-President	Miriam H. Davee.
Secretary-Treasurer	Grace G. Galvin.
Head Proctors	{ Clara L. Rogers.
	{ Emily D. Fernandes.

Normal Hall.

House President	Adelaide H. Huard.
House Vice-President	Gertrude R. Cunningham.
Secretary-Treasurer	Mary Terry.
Head Proctor	Gladys M. Brothers.

DAY STUDENTS' COMMITTEES.

Chairman	Katherine M. Hayes.
Secretary	Catherine H. Ryan.

SOCIAL ACTIVITIES COMMITTEE.

Chairman	Alice M. Groden.
Vice-Chairman	Mildred M. Mahoney.
Secretary	Louise L. Ivers.

YOUNG PEOPLE'S UNION.

President	Olive L. Minott.
Vice-President	Katharine H. Daniels.
Secretary	M. Amanda Guptill.

Other School Organizations.

These organizations are open to all students with the requisite qualifications to make effective use of their activities. They supplement the classroom activities in a very definite manner.

ATHLETIC ASSOCIATION.

President	W. Kenneth Burke.
Vice-President	Murray G. Maclauchlan.
Secretary	James H. Butler, Jr.
Treasurer	William D. Jackson (faculty).

DRAMATIC CLUB.

Director and Treasurer	Miss Adelaide Moffitt (faculty).
President	Helen Jackson.
Vice-President	Catherine Finn.
Secretary	Frances M. Nash.
Librarian	Olive M. Minott.
Property Mistress	Rose M. McIsaac.
Wardrobe Mistress	Edna Yates.

GIRL SCOUTS.

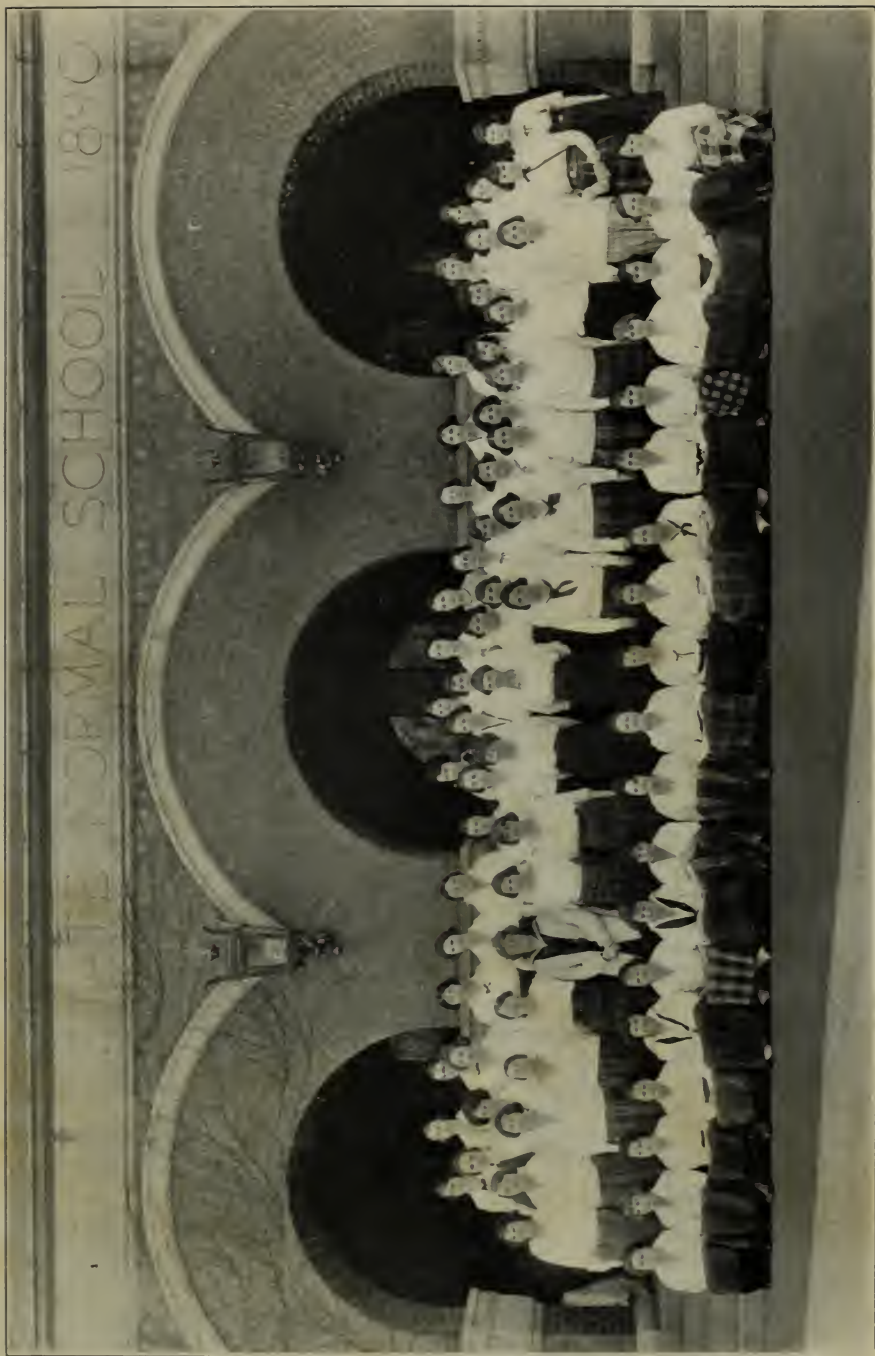
Councillor	Miss S. Elizabeth Pope (faculty).
Captain	Elizabeth Shaw.
First Lieutenant	Lillian E. Shapiro.
Second Lieutenants	{ Elizabeth S. Sampson. Miriam H. Stearns. Charlotte L. Hall.
Scribe	Beatrice M. Marble.
Treasurer	Minetta B. Decoster.

GLEE CLUB.

Director	Miss Frieda Rand (faculty).
Accompanist	Miss Ethel Boyden.
President	Adelaide H. Huard.
Vice-President	Helen G. Northrup.
Secretary-Treasurer	Alice B. Vadeboncoeur.
Librarian	Jane G. Broderick.

LIBRARY CLUB.

Director	Miss Ethel M. Knapp (faculty).
President	Alice J. Story.
Vice-President	Helen C. Reddy.
Corresponding Secretary	Helen A. Pray.
Recording Secretary	Ella V. DesLandes.
Treasurer	Katharine H. Daniels.



GLEE CLUB.

Current Events Group.

Adviser	Miss Anna E. Roth (faculty).
Chairman	Muriel H. McDonald.

Fiction Group.

Adviser	Miss Cora A. Newton (faculty).
Chairman	Katharine H. Daniels.

Poetry and Drama Group.

Adviser	Miss Ethel M. Knapp (faculty).
Chairman	Mary T. Sartori.

LE BUREAU DU CERCLE FRANÇAIS.

La Directrice	Miss Edith H. Bradford (faculty).
La Presidente	Helen E. Morrison.
La Vice-Présidente	Rose M. Quallins.
La Secrétaire	Katherine M. Hayes.
La Trésorière	Ruth M. Greene.
La Bibliothécaire	Ethel G. Huntress.

O. I. C.

The Out and In Club is an athletic and recreative organization.

Directors	Miss Elizabeth Gordon and Miss Louise Lansley (faculty).
President	Catherine Finn, social leader.
First Vice-President	Anna W. Jones, leader of minor sports.
Second Vice-President	Mary H. Benson, leader of hockey.
Third Vice-President	Helen G. Northrup, leader of basketball.
Secretary	Madeline Shaw.
Treasurer	Katherine A. Lysaght.

ORCHESTRA.

Director	Miss Frieda Rand (faculty).
Leader	Edna E. Butterworth.
Secretary-Treasurer	Eleise B. Doran.
Librarian	Genevieve M. Kane.

"T. C." GARDEN CLUB.

Director	Mr. Louis C. Stearns (faculty).
Honorary Member	Miss Pearl McCoy (faculty).
President	Lucy A. Hinsdale.
Secretary	Edith M. Gilliatt.
Treasurer	Mary H. Benson.

HISTORICAL SKETCH.

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

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

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

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

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



FAMILIAR SCENES AROUND NORMAL SCHOOL.

The present principal was appointed in 1906.

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

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

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

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

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

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

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the center district public school near by was made a school of observation for the students of the normal school; in 1891 this school, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school. In 1907 the apprentice system of practice teaching in adjoining cities and towns was organized. In 1916 the first steps were taken toward forming a junior high school department in both the normal and training schools.

REGISTER OF STUDENTS.

1921-1922.

ADVANCED STUDENTS.

Culhane, Mrs. Florence Prentice ¹	Brockton, 21 Forest Avenue.
Gammons, Mrs. Lucy Leonard	Middleborough, 9 Oak Street.
Gilpin, Hazel Elvira	Westfield, Vt.
Gross, Katheryne Elaine	Abington, 176 High Street.
Hulbert, Dorothy Abbie ¹	Lexington, 80 Bedford Street.
Marshall, Mary Page	Wellesley, 3 Midland Road.
Meyer, Anne Nichols	Brockton, 31 Fern Street.
Morrill, Eleanor May	Bridgewater.
Pease, Fannie Maude	Springfield, 148 Washington Street.
Shaughnessy, Caroline ²	Wareham, 615 Main Street.

Women, 10.

I. ELEMENTARY DEPARTMENT.

FIRST-YEAR STUDENTS (CLASS 151, ENTERING 1921).

Alden, Marion Frances	Whitman, 25 Charles Street.
Allen, Hazel Bertha	Brewster.
Andrews, Florence Elizabeth	Plymouth, 4 Lewis Street.
Aylward, Nora Farrell	New Bedford, 90 Kenyon Street.
Balboni, Louise Mary	Bridgewater, 58 Spring Street.
Barrett, Beatrice Emma	Nantucket, 20 Fair Street.
Barrows, Janette Ellwyn	Quincy, 81 Putnam Street.
Bartelli, Alice Arline	Kingston, Maple Street.
Bartlett, Marie Phillips	Nantucket, Ocean View Farm.
Bates, Jae Arline	Brockton, 391 Ash Street.
Berman, Sadye Anita	Quincy, 44 Edison Park.
Blass, Valeria Charlotte	West Roxbury, 2219 Center Street.
Bolster, Hilda Gertrude	Taunton, 17 Pine Street.
Brask, Signe Maria	Attleborough, 23 Twelfth Street.
Brennan, Alice Dorothy	Whitman, 52 Lake View Street.
Buckley, Margaret Ellen	Bridgewater, 535 Main Street.
Campbell, Marion Evelyn	East Taunton, 2 Nemasket Street.
Cappabianca, Grace Marie	Haverhill, 33 Altamont Street.
Carney, Dorothy Mary	Randolph, 56 Cottage Street.
Claffin, Mabelle Katherine	Quincy, 24 Winthrop Terrace.
Clark, Catherine Constance	Holyoke, 190 East Dwight Street.
Cleary, Catherine Helen	Bridgewater, 384 Oak Street.
Collins, Lillian	Hingham, Fresh River Avenue.
Conroy, Catherine Marie	Vineyard Haven, Box 533.
Coyne, Catherine May	South Wareham, 824 Main Street.

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

Coyne, Grace Elizabeth	South Wareham.
Crocker, Myriam	Waltham, 131 High Street.
Cronan, Florence Gertrude	Middleborough, 33 Arch Street.
Crowley, Marcella Coyle	Monson, Bridge Street.
Darcy, Jane Veronica	Fall River, 271 Kilburn Street.
Deady, Marion Catherine	Quincy, 17 Glenwood Way.
Decoster, Minetta Bradley	Hopedale, Box 64.
Desmond, Mary Louise	Fall River, 930 Plymouth Avenue.
DeWitt, Harriet Isabelle	Milton, 221 Eliot Street.
Donahue, Margaret Hope	Franklin, 38 Oak Street.
Dyke, Mary Elizabeth	Dorchester, 18 Fessenden Street.
Fallon, Mary	Lawrence, 191 Abbott Street.
Fernandes, Emily Dorothea	New Bedford, 292 Orchard Street.
Fitcher, Margaret Angela	Fall River, 866 Locust Street.
FitzGerald, Anna R. ¹	Holyoke, 334 Sargent Street.
FitzGibbons, Mary Alice	East Taunton, 477 Middleboro Avenue.
Flood, Dorothea Agnes	Brockton, 70 Woodland Avenue.
Flynn, Madeleine Eugenia	Somerville, 57 Franklin Street.
Foley, Irene Regina	Fall River, 101 Whipple Street.
Ford, Elsie May	Dalton, 65 Central Avenue.
French, Marion	Salisbury, 2 Elm Street.
Galligan, Louise Margaret	Taunton, 123 Washington Street.
Galvin, Helen Frances	Weymouth, 237 Front Street.
Gannon, Anna Elizabeth	East Weymouth, 510 Broad Street.
Gauthier, Diane Madeleine	Fall River, 904 Middle Street.
Goeres, Myrtle Frances	Holbrook, 7 Chandler Street.
Griffin, Mary Clotilda Basilia	Fall River, 266 East Main Street.
Hall, Marion Lothrop	Harwich.
Harrington, Mae Louise	Fall River, 192 Haffards Street.
Harrington, Mary Louise	Fall River, 522 Plymouth Avenue.
Hart, Anna Shaw	Taunton, 198 County Street.
Heald, Margaret Bradbury	Dedham, 475 Washington Street.
Hirons, Ruth Mountford	Attleborough, Tyler Street.
Hoernlein, Adeline Ursula	Taunton, 15 Second Street.
Holdeman, Rosalie	Springfield.
Kelly, Florence Elizabeth	Whitman, 41 Star Street.
Keyes, Marjorie Mae ¹	South Wareham, 871 Main Street.
Kiley, Gertrude Louise	Fall River, 1010 Middle Street.
Kirby, Doris Mildred	Braintree, 81 School Street.
Knowles, Myra	New Bedford, 12 Parker Street.
Kramer, Fannie Sylvia	Fall River, 165 County Street.
Lawlor, Margaret Mary	Taunton, 53 Park Street.
Leary, Helen Frances	Fall River, 292 Seabury Street.
Leland, Florence Mae	Plymouth, 30 Bay View Avenue.
Lopes, Lily Raulino	New Bedford, 32 Sagamore Street.
Lovell, Violet Evelyn	Marion, South Lodge, Great Hill.
Lynch, Elizabeth Marie	Fall River, 650 Cherry Street.
Lynch, Jennie Mary	Randolph, 123 North Street.
Macdonald, Evelyn	Somerville, 50 Bromfield Road.
McCaffrey, Rose Margaret	Taunton, 70 Barnum Street.
McCarthy, Katherine Rita	Taunton, 254 Washington Street.
McDonald, Alice Mary	Palmer, 44 Park Street.
McDonald, Lillian May ¹	Whitman, 39 Gold Street.
McGillicuddy, Florence Josephine	Quincy, 28 Atherton Street.
McKinnon, Eleanor Christine	Quincy, 10 Euclid Avenue.
McLaughlin, Mary Jane	South Weymouth, 147 West Street.

¹ Present part of first term.

McMahon, Eileen Clare	Taunton, 391 Somerset Avenue.
Medeiros, Othylia Amelie	New Bedford, 316 Dartmouth Street.
Morrison, Marion Cecelia	Whitman, 52 Lazel Street.
Morton, Alice	Quincy, 42 Bennington Street.
Mulvey, Alice Mary	Taunton, 11 Presbrey Avenue.
Murphy, Charlotte Frances	East Weymouth, 101 Hawthorne Street.
Murphy, Grace Marie	Fall River, 473 Walnut Street.
Nickerson, Virginia Frances	Eastham.
Noyer, Matilda	Fairhaven, Wingtown Road.
O'Brien, Miriam Teresa	Abington, 115 Rockland Street.
O'Meara, Dorothy Marie	Atlantic, 10 Atlantic Street.
Porter, Dorothy Louise ¹	Onset.
Reid, Elizabeth Jessie	Taunton, 28 James Street.
Rogers, Anna Clark	Vineyard Haven.
Rogers, Clara Lena	Vineyard Haven.
Rose, Mary	Taunton, 42 Highland Street.
Rounds, Doris Eva	Attleboro, 49 West Street.
Roust, Verdia Mary	Quincy, 137 Quincy Street.
Santos, Clara	New Bedford, 70 Lindsey Street.
Savary, Blanche Clifton	Wareham, 441 Main Street.
Scott, Isabel Adams	Franklin, 4 Garfield Street.
Shankle, Louise Cora	Haverhill, Whittaker Avenue.
Shapiro, Lillian Evelyn	Fall River, 456 Hope Street.
Shea, Helen Doherty	Franklin, 64 Dean Avenue.
Shepard, Dorothy Winifred	Onset, 11 Union Street.
Simpson, Marguerite Gertrude	Edgartown, Summer Street.
Sullivan, Catherine Madeline	Fall River, 496 Third Street.
Sweeney, Louisa Vencentia	Fall River, 986 South Main Street.
Tarrant, Louise Hazel	West Roxbury, 36 Manthorne Road.
Tattersall, Dorothy	New Bedford, 29 Buttonwood Street.
Teachman, Doris Ruth	New Bedford, 144 Purchase Street.
Tolan, Elizabeth Constance	Fall River, 770 Walnut Street.
Trainor, Elizabeth Margaret	Fall River, 336 Bank Street.
Twiss, Evelyn	Bedford.
Wadden, Dorothy	Cambridge, 325 Harvard Street.
Walsh, Florence Cecelia ¹	Holyoke, 398 Sargent Street.
Warren, Beatrice Collier	East Weymouth, 288 Middle Street.
Williams, Martha Ann	Fall River, 934 Middle Street.
Witherell, Louise Colburn	Taunton, 369 Tremont Street.

Women, 120.

SECOND-YEAR STUDENTS (CLASS 150, ENTERING 1920).

Abbiatti, Ruth Jennie	Quincy, 99 Verchild Street.
Ames, Esther Jane	North Easton, 11 Mechanic Street.
Andrews, Ruth Boyd	Vineyard Haven.
Axtell, Gladys Laura	Fairhaven, 33 Main Street.
Barry, Mary Rosalie	Haverhill, 5 Fountain Street.
Bell, Grace Ackland	Haverhill, 43 Sheridan Street.
Benson, Mary Howard	Bridgewater, 214 Park Avenue.
Booth, Eleanor Elizabeth	New Bedford, 133 Reynolds Street.
Boynton, Dorothy Mable	State Farm.
Bradley, Bernice Gaynelle	Wareham, 609 Main Street.
Brady, Constance	Brockton, 228 Pleasant Street.
Brennan, Mary Madelyn	New Bedford, 194 Clinton Street.
Brightman, Bertha Mildred	Fall River, 1693 Meridian Street.

¹ Present part of first term.

Broderick, Jane Gertrude	Fall River, 518 Birch Street.
Brothers, Gladys Mabel	Hinesburg, Vt.
Buckley, Eleanor Una	Stoughton, 35 Walnut Street.
Butterworth, Edna Eloise	Attleboro, Pike Avenue.
Cahoon, Doris Mertis	Harwich, Oak Street.
Callahan, Mary Natalie	Norwood, 97 Vernon Street.
Chace, Myrtle Mae	New Bedford, 400 Earle Street.
Coffey, Cecilia Dorothea	Holyoke, 183 Suffolk Street.
Copeland, Dorothy Maude	Fall River, 173 Purchase Street.
Cronk, Gertrude Miriam	Methuen, 251 Hampstead Street.
Daniels, Katharine Holt	Newtonville, 7 Gibson Road.
Davee, Miriam Howland	Plymouth, 53 Allerton Street.
Davis, Florence Emmeline	West Wareham, R. F. D. No. 60.
Des Landes, Ella Violet	New Bedford, 113 Robeson Street.
Driscoll, Helen Frances	Fall River, 904 Middle Street.
Dunn, Lillian Mae	Kingston, R. F. D.
Dwyer, Mary Roche	Fall River, 168 Brownell Street.
Finn, Catherine	Holyoke, 68 East Street.
Flaherty, Julia Anna	Hadley, Box 84.
Fleming, Catherine Crawford	Fairhaven, 141 Adams Street.
Galvin, Grace Genevieve	Boston, 8 Batavia Street.
Gardner, Florence Edna	West Bridgewater, West Street.
Geiger, Marion	South Braintree, 38 Union Street.
Gelotte, Katherine Engeborge	Quincy, 26 Bennington Street.
Gilliatt, Edith Mae	Wellfleet.
Gonsalves, Evelyn	New Bedford, 60 Dartmouth Street.
Groden, Alice Margaret	Cambridge, 45 Garfield Street.
Guptill, Mary Amanda	Newburyport, 34 Summer Street.
Hall, Helen Silsby	Taunton, 120 Hart Street.
Hammond, Doris Irene	East Wareham.
Harding, Edith Frances	Minot, Me.
Harrington, Julia Agnes	New Bedford, 310 Summer Street.
Hayden, Lucille Catherine	New Bedford, 511 County Street.
Hayes, Angela Josephine	New Bedford, 268 Arnold Street.
Haynes, Isabella Dorothy	Haverhill, 4 Carleton Street.
Hennessey, Phyllis Mary	Middleborough, 4 Forest Street.
Hinsdale, Lucy Anna	St. George, Vt.; P. O. Shelburne, Vt.
Holloway, Helen Savery	Middleborough, 6 Taunton Street.
Holloway, Mildred Leavitt	Middleborough, 6 Taunton Street.
Horan, Catherine Mary	Fall River, 560 Broadway.
Hosp, Louise	New Bedford, 138 Aquidneck Street.
Hoxie, Beatrice Packard	Brockton, 77 Hillcrest Avenue.
Hulton, Cora ¹	New Bedford, 1 Hemlock Street.
Isham, Marion Comstock	Williston, Vt.
Isherwood, Sarah May	Fall River, 35 Lester Street.
Ivers, Louise Loretta	Fall River, 186 Oliver Street.
Ivers, Rhoda Phyllis	Fall River, 611 Walnut Street.
Jones, Anna Wright	Bridgewater, 95 Park Avenue.
Jones, Dorothy Flint ²	East Pembroke, Elm Street.
Jongleux, Alberta Lucy	New Bedford, 428 West Elm Street.
Kane, Genevieve Marie	Holyoke, 1024 West Hampden Street.
Kelly, Grace Marie	Holyoke, 29 Woods Avenue.
Kelly, Margaret Mary	Taunton, 11 Union Street.
Kenworthy, Hazel Elsie	Fall River, 30 Hirst Street.
Kling, Edith Linnea	Brockton, 331 North Cary Street.
Leary, Mary Dolorita	Holyoke, 155 Oak Street.

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

Levering, Olive Marnoch	Brockton, 133 Boylston Street.
Lewis, Helen Barnard	North Easton, North Main Street.
Lyons, Helen Gertrude	Weymouth, 55 Summit Street.
Lysaght, Katherine Agnes	Fall River, 215 Ridge Street.
Mahoney, Mildred Marie	Lawrence, 42 Washington Street.
Mahoney, Nora Louise	Rockland, Reed Street.
Manley, Teresa Hanora	North Abington, 85 Lincoln Street.
Marshall, Doris Frances	Wellesley, 3 Midland Road.
Marvel, Louise Nelson ¹	Swansea, R. F. D. No. 1, Box 107.
Mason, Dorothy	Wollaston, 70 Kemper Street.
McDonald, Muriel Hopedale	New Bedford, 59 James Street.
McFadden, Johanna Gertrude	West Bridgewater, East Street.
McGinness, Julia Cecilia	New Bedford, Acushnet Station.
McGough, Ailene May	Holyoke, 10 Clinton Avenue.
McIsaac, Gladys Helen	Taunton, 35 Briggs Street.
McPhee, Beatrice	Lawrence, 188 Bailey Street.
Meagher, Elizabeth Margaret	Fall River, 2 Osborne Street.
Minott, Olive Louise	Halifax, River Street.
Morrissey, Catherine Monica	Lawrence, 48 Exeter Street.
Myles, Hilda Eleanor	Fall River, 153 Hunter Street.
Norris, Dorothy Holden	Hyde Park, 217 Fairmount Avenue.
Northrup, Helen Gilson	Somerville, 53 Walnut Street.
Norton, Evelyn Anna	Vineyard Haven.
Norton, Mora Ellington	Oak Bluffs, 13 Commonwealth Avenue.
O'Connell, Mary Elizabeth	Taunton, 94 Caswell Street.
Phillips, Mary Margaret	Bradford, 99 Elm Street.
Pierce, Cecelia Elizabeth	Wellfleet, Box 6.
Powell, Frances Eleanor	Brockton, 27 Ellis Street.
Pray, Helen Adams	Weymouth, 97 Broad Street.
Quinn, Anna Elizabeth	Lawrence, 356 South Union Street.
Regan, Helen Dorothy	Taunton, 134 Broadway.
Reynolds, Gladys Church	New Bedford, 88 Park Street.
Rigby, Ruth	New Bedford, 12 Reynolds Street.
Riley, Evelyn Maud	Fall River, 555 Whipple Street.
Ripley, Eleanor Marion	Oak Bluffs, New York Avenue.
Roderick, Flora Mae	New Bedford, 464 Allen Street.
Roza, Mary Olive	Mattapoisett, Barstow Street.
Ryan, Catherine Helena	Brockton, 15 Annis Court.
Sampson, Elizabeth Sargent	Quincy, 35 Greenleaf Street.
Shaw, Madeline	Center Carver.
Shaw, Mildred Covell	South Dartmouth, Prospect Street.
Sherman, Beatrice May	Quincy, 44 Greenleaf Street.
Shields, Mary Elizabeth	West Somerville, 332 Summer Street.
Simpson, Bertha Marion	Norton, Main Street; P. O. Box 124, Attleboro.
Slattery, Margaret Mary	Taunton, 37 Briggs Street.
Sloat, Ethel May	South Easton, Purchase Street.
Smith, Mary Elizabeth	Dedham, 86 Harvard Street.
Standish, Lillian Gladys	Middleborough, Wareham Street.
Sullivan, Esther Josephine	Brockton, 27 Elm Avenue.
Sullivan, Mary Dolores	Fall River, 86 Buffington Street.
Taylor, Helen Louise	Taunton, 835 Cohannet Street.
Taylor, Lauretta Blackman	Wellfleet, Box 218.
Terry, Annie Coleman	Nantucket, 10 Darling Street.
Thomas, Esther Miriam	Harwichport, Box 196.
Tobin, Catherine Margaret	Wellfleet.

¹ Present first term.

Tubman, Margaret Hazzard	North Brewster.
Turnquist, Clara Swanhild	Quincy, 40 Station Street.
Unsworth, Mary Teresa	Taunton, 480 Weir Street.
Vadeboncoeur, Alice Beatrice	Haverhill, 21 Willey Street.
Veazie, Winifred Martha	Bridgewater, 33 Clarence Street.
Ward, Alma Loretta	Billerica, Boston Road.
Webster, Lela Christine	Hyde Park, 231 Fairmount Avenue.
White, Estelle Angela	Fall River, 515 William Street.
White, Mildred Dolores	Taunton, 33 Plain Street.
Woods, Geraldine	Epping, N. H.
Worthing, Carrie Mae	Chatham, Main Street.
Wright, Gertrude Elizabeth	Billerica, Pond Street.
Young, Lillian	Raynham, King Philip Street.

Women, 137.

II. KINDERGARTEN-PRIMARY DEPARTMENT.

FIRST-YEAR STUDENTS (CLASS 151, ENTERING 1921).

Archibald, Edith Muriel	Dedham, 308 Mount Vernon Street.
Baker, Esther Marion	Marshfield, P. O. Box 72.
Dame, Marjorie May	Atlantic, 78 Botolph Street.
Fahey, Marion Elizabeth	Fall River, 409 Middle Street.
Falk, Audrey Arabell	Easton, Poquanticut Avenue.
Mackie, Doris Mildred	Brockton, 409 Spring Street.
McLaughlin, Sara Beatrice	Bridgewater, 17 Pearl Street.
Stearns, Miriam Howland	Bridgewater, 206 Park Avenue.

Women, 8.

SECOND-YEAR STUDENTS (CLASS 150, ENTERING 1920).

Arringdale, Mary Velora	Dorchester, 62 Minot Street.
Baldwin, Martha Augusta	Waterbury, Conn., 75 Woodside Avenue.
Farr, Elizabeth Alexandra	New Bedford, 107 Chestnut Street.
Fitts, Dorothy Elizabeth	Quincy, 64 Bigelow Street.
Karl, Gertrude Elizabeth	Fairhaven, 75 Fort Street.
Mosgrove, Beatrice Cassie	Fairhaven, 21 Green Street.
Reddy, Helen Carmelita	Fall River, 26 Stockton Street.
Richardson, Ellyn Sherburn	Belmont, 268 Washington Street.
Rogers, Vivian Arnold	Hudson, 20 Florence Street.
Worthing, Elizabeth Augusta	West Bridgewater, 117 Spring Street.

Women, 10.

THIRD-YEAR STUDENTS (CLASS 149, ENTERING 1919).

Boutwell, Jenny Trull	Andover, 67 Shawsheen Road.
Fletcher, Grace Katharine	Burlington, Vt., 76 Bank Street.
Marble, Beatrice Markley	Brockton, 47 Highland Terrace.
Rogers, Doris	Braintree, 507 Elm Street.
Sartori, Mary Theresa	Sharon, Washington Place.
Yates, Edna	New Bedford, 276 Collette Street.

Women, 6.

III. INTERMEDIATE DEPARTMENT.

FIRST-YEAR STUDENTS (CLASS 151, ENTERING 1921).

Boutilier, Maggie Hazel	Taunton, 20 Crapo Street.
Byrne, Catherine Rose	Brockton, 7 Owens Avenue.
Carr, Edna Gertrude	Fall River, 65 Oxford Street.
Collins, Waltrude Kathryn	Andover, 15 Union Street.
Doherty, Eileen Elizabeth	New Bedford, 270 Allen Street.
Duffy, Hazel Mae	New Bedford, 634 Cottage Street.
FitzGerald, Clare Beatrice	Rockland, 603 Union Street.
Fitzgibbons, Johanna Eileen	Rockland, 421 Union Street.
Fournier, Jeannette Alice	New Bedford, 186 Cove Street.
Gida, Mary Victoria	New Bedford, 24 Morton Court.
Gizarelli, Esther Rita	Brockton, 166 School Street.
Griffith, Marjorie	South Carver.
Hall, Sylvia Annie	West Harwich.
Holmes, Annie Alice	Bridgewater, 827 High Street.
King, Margaret Marcellina	Brockton, 812 North Montello Street.
Lanman, Frances May	Abington, 595 Washington Street.
Lannin, Mabel Elizabeth	Rockland, 38 Exchange Street.
Lynch, Anna Louise	Stoughton, 144 Canton Street.
McKenney, Norine Gertrude	Brockton, 61 Wyman Street.
McLaughlin, Margaret Monica	Lawrence, 52 Cambridge Street.
Monks, Florence Louise	Brockton, 201 Copeland Street.
Newell, Gladys Jeanett	Watertown, 42 Stuart Street.
Nugent, Celia Agnes	Brockton, 78 Forest Avenue.
O'Hara, Lucy Ursula	Fall River, 786 Walnut Street.
Papineau, Florence Katherine	Brockton, 124 Copeland Street.
Pierce, Mabel Elizabeth	North Brookfield, 18 Summer Street.
Podgorska, Helen Louise	New Bedford, 16 Warren Street.
Savage, Elizabeth Belle	Springfield, 40 Cliftwood Street.
Siranossian, Sartenig	Bridgewater, 63 Oak Street.
Sylvaria, Emily Frances	Mattapoisett, Baptist Street.
Turner, Katharine	Assinippi.

Women, 31.

SECOND-YEAR STUDENTS (CLASS 150, ENTERING 1920).

Maclauchlan, Murray Gustavus	State Farm, 59 Cook Street.
Bachelor, Louise	Malden, 32 Dodge Street.
Bearman, Esther	Brockton, 24 Crescent Place.
Dalton, Mildred Frances	Brockton, 602 Warren Avenue.
Fitzpatrick, Ellen Beatrice	Stoughton, 53 Capen Street.
Flynn, Rose Catherine	Bridgewater, 410 High Street.
Fraser, Hazel Spooner	Abington, 816 Plymouth Street.
Good, Anna Katherine	Randolph, 11 Fair View Avenue.
Gottholm, Florence Katherine	Malden, 16 Rockwell Terrace.
Gurney, Marion Roosevelt	Atlantic, 17 Walker Street.
Hargreaves, Blanche Evelyn	North Abington, 6 Plymouth Street.
Hayes, Katherine Mary	Brockton, 123 Riverview Street.
Hickey, Kathryn Mae	Rockland, 294 Plain Street.
Hunt, Ruth Elizabeth	Bridgewater, 57 Spring Hill Avenue.
Kelleher, Una Margaret	Brockton, 156 Auburn Street.
Kinniery, Mary Paula	New Bedford, 877 Brock Avenue.
McPhee, Elsie Gertrude	Malden, 31 Talbot Street.
Medeiros, Vera Marie	Avon, Page Street.

Russell, Marieta Frances	West Medford, 65 Sagamore Avenue.
Ryan, Helen Mildred	Rockland, 122 Myrtle Street.
White, Anna Magdalen	Rockland, 273 Reed Street.

Men, 1; Women, 20.

THIRD-YEAR STUDENTS (CLASS 149, ENTERING 1919).

Cunningham, Gertrude Rita	Cambridge, 86 Oxford Street.
Currier, Pearl Ida	North Andover, 103 Prescott Street.
Dix, Lucile Mabelle	Brockton, 48 North Pearl Street.
Doran, Eleise Benedict	New Bedford, 91 Atlantic Street.
Douglas, Flora Gillespie	Milton, 650 Canton Avenue.
Flood, Mabel Helen	Brockton, 26 Kingman Avenue.
Gattrell, Ida Louisa	Newburyport, 93 Curzon Mill Road.
Göeres, Ruth Thelma	Avon, 53 East High Street.
Greene, Ruth Matilda	Brockton, 555 West Chestnut Street.
Griffin, Margaret Hyacinth	North Abington, 33 Brookline Street.
Huard, Adelaide Howell	Fall River, P. O. Box 525.
Huntress, Ethel Gertrude	Brockton, 38 Edson Street.
Jackson, Helen	North Andover, Parker Street.
Kenney, Helen Gertrude	North Abington, 27 Brookline Street.
MacNamara, Florence Beatrice	North Brookfield, North Main Street.
Martenson, Ruth Mildred	Middleborough, Plymouth Street.
McIsaac, Rose Mary	Haverhill, 62 Franklin Street.
Morrison, Helen Elizabeth	New Bedford, 42 South Emerson Street.
Quallins, Rose May	Taunton, 158 Broadway.
Reece, Mary	Brockton, 166 Summer Street.
Renaud, Leda Avilena	Brockton, 223 Winthrop Street.
Shaw, Elizabeth	Bridgewater, 93 South Street.
Sladen, Ruth Edith	East Weymouth, 8 Church Street.
Smith, Katherine Lauretta	Brockton, 283 Forest Avenue.
Story, Alice Josephine	Watertown, 317 Common Street.
Unsworth, Nora Winifred	Taunton, 234 Weir Street.

Women, 26.

IV. ADVANCED DEPARTMENT.

FIRST-YEAR STUDENTS (CLASS 151, ENTERING 1921).

Balfe, John Joseph	Cambridge, 377 Norfolk Street.
Davidson, James Edward	Abington, 20 Chapel Street.
Morey, Richard Francis	East Bridgewater, 109 Bedford Street.
O'Neill, George Meade	Wakefield, 22 Franklin Street.
Bacon, Mary	Spencer, 36 Cherry Street.
Carter, Inez Mildred	Quincy, 1207 Sea Street.
Conner, Dorothy Beatrice	Rockland, 159 Union Street.
Coulson, Rosina Ruth	Whitman, 154 Cedar Street.
Dickinson, Alice Eldora	Bridgewater, 83 Deane Street.
Ellis, Mildred Phipps	Brockton, 29 Huntington Street.
Ferguson, Jessie	Brockton, 53 Richmond Street.
Hall, Charlotte Louisa	West Upton.
Hammond, Ruth Doris	Wareham, 261 Main Street.
Harvey, Eunice Rita	North Easton, North Main Street.
Heacock, Florence Edith	Brockton, 857 Warren Avenue.
Holland, Lillian Mary	Bradford, 83 Haseltine Street.
Keenan, Grace Doris	Bridgewater, Main Street.
Kelleher, Margaret Denise	Brockton, 15 Moraine Street.
Lawson, Amy Gertrude	Brockton, 280 Copeland Street.

Leonard, Edna Sanborn	East Bridgewater, 445 Plymouth Street.
Marshall, Isabella Agnes	Warren, 8 Hillside Avenue.
McHugh, Margaret Anne	Rockland, 24 Dublin Row.
McKenzie, Christina Mayvette	North Billerica, Carlisle Road.
Murphy, Mary Dolores	Haverhill, 7 Macon Avenue.
Schifino, Rose	Avon, 12 Main Street.
Terry, Mary	Nantucket, 10 Darling Street.
Veazie, Rosalind	Bridgewater, 180 Summer Street.
Wood, Alice	State Farm, 220 Conant Street.

Men, 4; Women, 24.

SECOND-YEAR STUDENTS (CLASS 150, ENTERING 1920).

Goodwin, Henry Russell	Brookfield, 10 Lincoln Street.
Annis, Harriette Ethel	Bridgewater, 131 Grove Street.
Barlow, Marion Annie	Fall River, 106 Buffinton Street.
Beaton, Dora Perkins	Abington, 27 Everett Street.
Bird, Margaret Andrews	East Bridgewater, 89 Central Street.
Boardman, Dorothy Mae	Holbrook, Union Street.
Brady, Anna Morgan	New Bedford, 85 Chancery Street.
Buzzell, Enid Lucille	Bridgewater, 5 Library Place.
Dickinson, Sarah Louise	Bridgewater, 83 Deane Street.
Gay, Helen Virginia	Woburn, 225 Washington Street.
Gilman, Jennie Berenice	North Abington, 1039 Washington Street.
Harris, Myrtle Felsie	Brockton, 637 Crescent Street.
Kent, Marguerite Mary	West Bridgewater, South Main Street.
Nash, Frances Meriel	Abington, 38 Everett Street.
Perkins, Dorothy	Somerville, 34A Tower Street.
Randall, Margaret Elizabeth	Randolph, 315 Main Street.
Ripley, Louise Howard	Westdale, East Centre Street.
Tuckwell, Lora Elizabeth	Merrimacport, 22 High Street.

Men, 1; Women, 17.

THIRD-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1923).

Butler, James Henry, Jr.	Norwood, 69 Prospect Avenue.
Doyle, John Joseph	Foxborough, Sherman Street.
Leavitt, George David	Boston, 99 Myrtle Street.
Hunt, Marion Augusta	Bridgewater, 28 School Street.
White, Alice Marion	Weymouth, 38 Vine Street.

Men, 3; Women, 2.

FOURTH-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1922).

Burke, Walter Kenneth	New Bedford, 508 Cottage Street.
Clish, Herbert Celestus ¹	Brockton, 643 North Main Street.
Holder, Leverett Thomas, Jr.	Swampscott, 19 Elmwood Road.

Men, 3.

¹ Present part of first term.

Summary.

	Men.	Women.	Totals.
Advanced students	-	10	10
Department I:			
Class entering 1921	-	120	120
Class entering 1920	-	137	137
Department II:			
Class entering 1921	-	8	8
Class entering 1920	-	10	10
Class entering 1919	-	6	6
Department III:			
Class entering 1921	-	31	31
Class entering 1920	1	20	21
Class entering 1919	-	26	26
Department IV:			
Class entering 1921	4	24	28
Class entering 1920	1	17	18
Candidates for degree, 1923	3	2	5
Candidates for degree, 1922	3	-	3
Totals for the year	12	411	423
Admitted this year	8	196	204
Graduated, 1921	3	144	147
Number receiving certificates for special courses, 1921	-	2	2
Whole number admitted from the beginning . . .	1,519	6,727	8,246
Whole number of graduates	963	4,534	5,497
Whole number receiving certificates for special courses	40	244	284
Number enrolled in training school, 1921-22 . . .	-	-	458

