



1948

State Teachers College at Bridgewater. 1948-50. [Catalog]

Bridgewater State Teachers College

Recommended Citation

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The Commonwealth of Massachusetts
State Teachers College

at

Bridgewater, Massachusetts



1948 - 1950



THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF EDUCATION

STATE TEACHERS COLLEGE

at

BRIDGEWATER

Founded in 1840



Accredited by: American Association of Colleges for Teacher Education

Member of: New England Teacher-Preparation Association
Eastern States Association of Professional Schools for Teachers

THE COMMONWEALTH OF MASSACHUSETTS

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CALENDAR

Second Semester—1949

January 24	Beginning of Second Semester
February 19 to February 28	Winter Recess
March 25	End of Third Quarter
April 15	Good Friday
April 16 to April 25	Spring Recess
May 30	Memorial Day
June 5	Commencement Day
June 8	Close of Second Semester

FACULTY

John J. Kelly, M.Ed., Ed.D., LL.D., President

Joseph I. Arnold, M.A., Ph.D.	History, Sociology
Mary I. Caldwell, M.A.	Physical Education
Julia C. Carter, B.A.	Librarian
Mary M. Crowley, M.S.	Art
Ruth E. Davis, M.A.	Director of Training, Education
John L. Davoren, M.Ed.	English
Lois L. Decker, M.A.	Physical Education
George H. Durgin, Ed.M.	Mathematics
Charles E. Foth, M.A.	History
Edith Bradford Frost, M.A.	French, Spanish
Bessie E. Goff, M.A.	Assistant Librarian, Education
E. Irene Graves, M.A.	Biological Sciences
D. Francis Harrigan, B.S.	Handwriting
M. Katherine Hill, B.L.I.	English
Paul Huffington, A.M.	Geography, Geology
T. Leonard Kelley, M.S., M.A.	Chemistry, Physical Science
Kendall, Eleanor, Ed.M.	Art
Olive H. Lovett, Ed.M.	English
Ruth I. Low	English
Iva V. Lutz, M.A.	Education
Charles B. McMullen, M.A., Ph.D.	Education
Clement C. Maxwell, M.A., Ph.D.	English, Sociology
Frederick A. Meier, Jr., M.S.	Acting Dean of Men, Phys. Ed., Science
Sally Merrow, B.S.	Physical Education
Mary J. Moriarty, M.S.	Physical Education
S. Elizabeth Pope, M.A.	Dean of Women, Education
Frieda Rand, B.A.	Music
Robert W. Rucker, M.A.	Education, Geography
Balfour S. Tyndall, Ed.M.	Physics, Physical Science

The Training School

Evelyn R. Lindquist, Ed.M.	Principal
Florence Raymond, B.S.E.	Grade Six
Barbara Poe'Sepp, B.S.E.	Grade Five
Louise H. Borchers, M.A.	Grade Five
Elizabeth Higgins, B.S.E.	Grade Four
Doris Sprague, Ed.M.	Grade Four
Helen E. Sleeper, B.S.Ed.	Grades Three and Four
Elizabeth Hollis, M.A.	Grade Three
Charlotte H. Thompson, B.S.Ed.	Grade Two
Gladys L. Allen	Grade Two
Gertrude M. Rogers, EdM.	Grade One
Grace E. Smith	Grade One
Mary L. Marks	Kindergarten

HISTORY

The story of Horace Mann is familiar to all in Massachusetts. He, more than any other one individual, was responsible for the ideal of "a trained teacher for every child." With the help of many who joined him, he succeeded in persuading the General Court to try the experiment of Normal Schools for the training of teachers.

Of the three schools thus opened, Bridgewater was one, and it has continued ever since, with no loss of time, in the place where it began its work. Normal School and Teachers College, Bridgewater, has had an uninterrupted tradition. Throughout its more than one hundred years of service to the children and youth of the Commonwealth, Bridgewater ideals, "the Bridgewater spirit," have had a very real existence and influence in the field of education.

In 1932, by act of the General Court, Bridgewater, together with the other State Normal Schools, became a State Teachers College. The change, which brought the teacher training institutions of Massachusetts into line with other similar institutions, gave them the needed prestige and the privilege of granting the degree now considered essential to graduates.

The State Teachers College at Bridgewater is modern in buildings and equipment. Its campus is occupied by Boyden Hall, built in 1926, which contains classrooms, library, laboratories, lockers and rest rooms for commuting students, the Horace Mann Auditorium, and administration offices; the Albert Gardner Boyden Gymnasium providing for modern physical education; Tillinghast Hall, with dining hall, large and small reception rooms, kitchen, and dormitory rooms for women students and employees; Woodward Hall, the larger of the dormitories, with reception rooms, kitchenette, and recreation rooms; the Training School, an elementary school under state control, where members of the junior class spend their first period of practice, working under critic teachers; Gates House, the President's residence; and the heating and lighting plant. Playing fields, a large garden and a greenhouse add to the usefulness and attractiveness of the college grounds.

Bridgewater is so near Boston that students share the cultural advantages of that city. Every year large groups visit the Flower Show, the Arboretum, the museums, operas, theatres, and symphony concerts; while smaller groups make various excursions to other points of interest in many places.

The number of students admitted to the college is limited by the Department of Education. Conditions of admission are designed to select, as far as possible, students who sincerely desire to live up to the college motto, "Not to be ministered unto, but to minister." The following quotation from the Bridgewater catalogue of 1844 still remains true:

"This institution . . . claims . . . to afford aid and encouragement to those faithfully striving to learn their duty. Such, only, are wanted at this School. It should be distinctly understood that this School has no power to make good teachers of the dull or the idle. . . . A teacher must educate himself. This institution will assist him."

The "Bridgewater spirit" has been a reality for more than a hundred years. It is a great heritage to carry into the next century.

STUDENT ACTIVITIES

General Statement—A varied program of activities is carried on at the college with a fourfold purpose: recreation, social enjoyment, cultural opportunities, and training in leadership. So many clubs and groups are meeting that every student should be able to find one from which he may derive pleasure and profit. Besides, he will find his experience valuable when he is expected to take responsibility, as a teacher, in the club program of his school.

The Student Co-operative Association
Women's Athletic Association
Men's Athletic Association
Campus Comment
Alpha—Year Book
Men's Club
Dramatic Club
Glee Club
Orchestra
Garden Club
Hobby Club
French Club
Science Club
Topics of the Day Club
Kindergarten-Primary Club
Library Club
Press Club

UNDERGRADUATE EXTENSION COURSES

The State Teachers College, in affiliation with the State Department of University Extension, offers credit courses of collegiate grade in order to provide for graduates of the two-year, three-year and four-year (without degree) curricula the opportunity of qualifying for the degree of Bachelor of Science in Education. Graduates of the two-year curriculum are required to pass satisfactorily courses aggregating sixty semester hours. Graduates of the three-year curriculum are required to pass satisfactorily courses aggregating thirty semester hours. Graduates of the four-year curriculum (without degree) are required to pass satisfactorily courses aggregating fifteen semester hours. The college reserves the right to withdraw any extension course with an enrollment of less than twenty.

Detailed information will be furnished, upon application, at the office of the registrar.

REQUIREMENTS FOR ADMISSION

I. **Application for Admission.** Every candidate for admission to a teachers college is required to fill out a blank entitled "APPLICATION FOR ADMISSION TO STATE STATE TEACHERS COLLEGES" and send it to the president of the teachers college which he desires to enter. This blank may be obtained at the high school or the teachers college and may be filed after January 1 of the candidate's senior year. The blank should be filed by June 1. Applications will be accepted after the first of June but, as explained in VI, candidates applying after this date will be placed on waiting lists following September examinations.

II. **Blank to be filed by the High School Principal.** The principal of the high school is expected to fill out a blank giving the "HIGH SCHOOL RECORD" for each year, and a "RATING OF PERSONAL CHARACTERISTICS" and send it to the president of the teachers college.

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

1. **Health.** The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences of satisfactory health.

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

3. **Completion of Fifteen Units of High School Work.** The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements, or the candidate must present evidence of equivalent preparation.

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

4. **Personal Characteristics.** The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in the judgment of the president of the teachers college, warrant the admission of the candidate.

IV. **Scholarship Requirements.** Of the 15 units presented for admission 12 must be selected from the list given under 3.g. of this section and must include the 7 units listed in this paragraph as "Prescribed." The additional 3 units required may consist of any work which the high school accepts in partial fulfillment of its graduation requirements.

Prescribed 7 Units

English	3 units
American History and Civics.....	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

1. Admission by certificate

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The teachers colleges will accept the certificating grade regularly established by the institution on the same basis as units of credit, subject to the restrictions herein stated.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the teachers colleges.

a. **Admission by certificate alone** is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list and five others from the list given under 3,g. following. The number of units offered is subject to the restriction of 3,g.

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of the 3 additional units.

b. **Admission by upper quarter standing:** Students in the upper quarter of the high school are eligible for admission without examination provided that they have completed fifteen units and have received passing grades in the seven units listed as "Prescribed."

2. **Admission by Examination**

Students who are not eligible for admission by certificate, as described in the foregoing, but who possess a high school diploma or its equivalent and are interested in teaching, may be admitted to the Teachers Colleges on the successful passing of aptitude tests prescribed by the Department of Education. Candidates applying under this provision will be personally interviewed at the Teachers College to which application is being made, and the impression made will have a bearing on the candidate's eligibility.

3. **Subject-matter Examinations**

a. Candidates not fully certified in one or more of the prescribed units listed in IV will be given subject-matter tests prepared by the Department of Education.

b. Candidates not fully certified in five units in addition to the prescribed which may be classified under 3,g. will be required to submit to a comprehensive scholastic aptitude test selected by the Department of Education.

c. Any candidate who is a graduate of a high school, which is not entitled to certification, may be permitted to secure credit toward admission by passing examinations in the prescribed subjects and by the satisfactory completion of a scholastic aptitude test.

d. Students coming from high schools having a certificating grade of less than 80% or B, whose grades satisfy the admission requirements both as to quality and content, may take teachers college entrance examinations in any of the prescribed subjects in which they hope to improve their scholastic grades. The grades made in these examinations, if higher than those achieved in the secondary schools, will be substituted therefor by the admissions committee of a Teachers College when selective admission is in effect. The grades of such examinations, if lower than those achieved in the secondary school, will not adversely affect the admission status of the applicant. Individuals desiring to avail themselves of this privilege must officially inform the President of the Teachers College. The purpose of this regulation is to

equalize opportunity for students who have received certificating grades from institutions which have established this grade at a percentage lower than is customary. This provides an opportunity for such students to raise the grades to the level of institutions having higher certificating grades so that they may not suffer in the mathematical computation described under VI.

e. Students in the junior class of the senior high school may take entrance examinations in Algebra, Geometry, American History and Civics, and Science.

f. Credits received in examinations of the College Entrance Examination Board and of the New York Regents may be accepted in lieu of Massachusetts State Teachers College subject-matter examinations.

g. The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Commercial Subjects, 2 units; Fine and Practical Arts, 2 units; and Physical Education, 1 unit.

V. **Waiting Lists.** If the number of applicants for admission who have applied by May 20, is, on July 1, in excess of the number that the facilities of Bridgewater will accommodate, the scholastic records and the ratings of the personal characteristics of **all** applicants will be evaluated in accordance with the method stated below. Candidates will then be admitted in the order of their total scores until the capacity of the teachers college has been reached. Waiting lists established on July 1 will remain in force until after the September examinations when new waiting lists will be established. Vacancies occurring between July 1 and the September examinations will be filled from the July list.

a. Scholarship will be allowed a maximum of 75 points for 15 units of work.

b. Personality will be allowed a maximum of 25 points.

As a basis of computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points, "B" 4 points; "C" 3 points; "D" 2 points.

As a basis for computing the personality record which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

A candidate's place on a waiting list, excepting for those described in IV, 3,d, is determined solely on the basis of his high school records in scholarship and personality.

VI. **Place, Time, and Division of Examination** Entrance examinations may be taken in February, June and September at any state teachers college (including the Massachusetts School of Art). A candidate may take all the examinations at one time or may distribute them. Candidates are reminded, however, that in a number of Teachers Colleges the full quota of students is admitted in June and that the number admitted in September is limited and depends upon the withdrawal of those admitted within the quota. Permanent credit will be given for any units secured by examination or certification.

VII **Admission as Advanced Students.** A graduate of a normal school or a college may be admitted as a regular or advanced student, under conditions approved by the Department.

SCHEDULE OF APTITUDE TESTS FOR 1949

(All day—beginning at nine o'clock)

Scholastic Aptitude Tests to be given at Bridgewater State Teachers College:
April and September 1949.

EXPENSES

Semester Fee. There is an annual fee of \$75. Of this amount \$37.50 must be paid in September, before registration in classes, and \$37.50 at the beginning of the second semester.

Board. Rates for board and room are established by the State Department of Education. The annual rate is \$380, payable promptly as follows, the first payment to be made before a room is assigned.

At the opening of the college year in September	\$110
December 1	90
February 1	90
April 1	90

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

Gymnasium Laundry Fee. All students participating in Physical Education Activities are required to pay a small fee annually to meet the expense of laundering the bath towels used by them in the gymnasium. This fee is due at the opening of the college year.

Freshmen and Sophomores	\$2.00
Juniors and Seniors	\$1.50

Physical Education Majors

Freshmen and Sophomores	\$4.00
Juniors and Seniors	\$3.00

Tuition. To residents of Massachusetts tuition is free. Residents of other states may be admitted upon payment of tuition at the rate of \$300 a year, one-half of which amount is payable at the beginning of each half year, provided that the admission of such students does not exclude or inconvenience residents of Massachusetts.

All payments must be made strictly in advance, without the presentation of bills. A diploma is not granted until all bills are paid.

Other Expenses. Certain student enterprises which are supported by all the students are financed by means of the Student Activities Fee, which is payable at the beginning of each college year. This fee may vary from year to year, but is approximately \$7 for women undergraduates and \$10 for undergraduate men.

Students purchase their textbooks, writing materials, art material, gymnasium outfit, and all supplies carried away for their future use.

The required gymnasium outfit for women, consisting of special uniform and shower equipment, costs approximately \$14. Full description, with blanks for ordering, is sent out with notification of admission.

The required gymnasium outfit for men, consisting of special uniform of pants, sweatpants, and sweatshirt, is ordered on blanks sent with notification of admission. The approximate cost is \$4. Soccer shoes and other necessary articles may be secured after college opens.

LOAN FUND

Alumni and friends of the college have at various times made contributions to the Students' Loan Fund at Bridgewater, established for the purpose of extending aid to needy members of the Junior and Senior classes. This fund is administered by a faculty committee, appointed by the president.

RESIDENCE HALLS

All women students who do not live at home are required to live in the dormitories. Exceptions to this rule may be made through the dean of women if a student wishes to live with relatives or to work for her room and board in some home approved by the college.

There are two residence halls for women on the campus. Woodward Hall has eighty-four double rooms and Tillinghast Hall has thirty-seven single rooms. The central dining room is located in Tillinghast Hall.

Each dormitory is heated by steam and lighted by electricity. In each there are attractive reception rooms as well as rooms set aside for general recreational purposes and for the enjoyment of the radio. Students are not allowed to use electric irons or cooking equipment in their rooms. Special rooms have been equipped for laundry and kitchenette purposes.

Rooms in these halls are supplied with furniture, including mattresses, pillows, and rugs. Students are required to bring a shoe bag or box, two clothes bags for laundry, a bath mat 36 inches by 24 inches, towels, window curtains, bureau covers and bed covering for single beds. The bed covering should include a mattress cover or pad, four sheets, three pillow cases, a spread, a couch cover, and two couch pillows.

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

Candidates for admission who have applied for rooms in advance may select their rooms on the day preceding the opening of the college, after the initial payment of \$99 at the Business Office. The order of choice is determined by lot.

Rooms for men are arranged for in private homes near the campus. Assignments are made by the dean of men only, from an approved list.



CURRICULA

Elementary Teachers Course. This comprises four years of study, and is designed for students preparing to teach in the first six grades; the degree of Bachelor of Science in Education is awarded for the successful completion of this course.

The Kindergarten-Primary Course is a division of the Elementary Teachers Course, with special emphasis on preparation for teaching in primary grades.

Junior-Senior High School Teachers Course. This is a four-year course of study designed for students preparing to teach in the junior or senior high school, and leading to the degree of Bachelor of Science in Education.

Within the Junior-Senior High School curricula, students may choose a particular field for concentration, so that they may major in that subject or combination of subjects for which they plan to prepare themselves as teachers.

Thus, one may elect an English major for either Junior High or Senior High; a combination of English and Arts; English and Library, French and Related Subjects; Science and Mathematics; General Science; Social Studies; Geography; History.

Health and Physical Education Major Curriculum for Women. This curriculum prepares teachers and supervisors for Elementary, Junior, and Senior High Schools,

Following are outlines of courses:

CURRICULA OFFERED AT THE STATE TEACHERS COLLEGE, BRIDGEWATER

Junior-Senior High School, Elementary, and Kindergarten-Primary

Freshman Year	Sophomore Year	Junior Year	Senior Year	Cr.
Eng. Comp. 6	Literature 6	Applied Psych. 3	Hist. & Phil. Ed. 4 1/2	
World History 6	Am. Hist. & Con. 6	Economics 2	Tests & Meas. 3	
General Biology 4	Prin. of Geog. 6	Sociology 2	Jr. H. Org. 3	
General Psych. 3	Phys. Science * 4	Speech 1	or	
Intro. to Art 3	Intro. to Ed. 3	Training School 4	Elem. Curr. 1 1/2	
Music 3	Speech 1	Meth. in Sp. Sub. 2	Speech 1	
Speech 1	Phys. Ed. 1	Phys. Ed. Act. 1	Health & P. Ed. 1 1/2	
Handwriting 1			Outside Training 4	
Phys. Ed. Act. 1				

REQUIRED COURSES FOR MAJORS

Elementary				
Literature 6	Library 6	Reading 4	Choose 1 from **	4 1/2
	Crafts 3	El. Sch. Prob. 2	Free Electives	10
	Music 3	El. Sch. Sci. 3		
		Geography 3		
		Free Electives 5		
Kindergarten-Primary				
Literature 6	Same as above	Same as above	K. P. Theory	3
		plus	Free Elective	3
		K. P. Theory		
		Free Elective		
English				
Literature 6	Creative Writ. 6	Composition 4 1/2	Composition	4 1/2
		Literature 4 1/2	Literature	4 1/2
		Free Electives 8	Free Electives	4 1/2
English-Arts				
Literature 6	Crafts 3	Composition 4 1/2	Composition	4 1/2
	Music 3	Literature 4 1/2	Literature	4 1/2
		Choose 2	Choose 2	
		Art. Apprec. 3	Hist. of Art	3
		Art Workshop 3	Modern Design	3
		Harmony 3	Hist. Music	3
		Free Elective 3		

English-Library

Literature	6	Library	6	Composition	4 1/2	Literature	4 1/2
				Library	4 1/2	Library	4 1/2
				Free Electives	8	Free Elective	4 1/2

French and Related Subjects

French	6	French	6	French Comp.	4 1/2	French 101	4 1/2
Literature	6	French	6	French Lit.	4 1/2	French 103	4 1/2
(Art & Music substitute)				Free Electives	8	Free Elective	4 1/2

Science-Mathematics

Chem. 1 or Phys. 23	6	Chem. 1 or	6	Choose 2	1 1/2	Math.-Phys. Sci. Seminar	1 1/2
Mathematics	6	Phys. 23*	6	Botany or Gen.	Choose 3	Choose 3	
(Art & Music Exemption)		Mathematics	6	Chem. 51	4 1/2	Botany or Genetics	4 1/2
				Problems in Science	4 1/2	Chem. 101	4 1/2
				Mathematics	4 1/2	Prob. in Sci.	4 1/2
				Free Electives	8	Mathematics	4 1/2

General Science

Chem. or Phys.	6	Chme. or Phys.	6	Botany or Gen.	4 1/2	Choose 3	
Mathematics	6	Zoology	6	Chemistry	4 1/2	Botany or Gen.	4 1/2
(Art & Music Exemption)				Free Electives	8	Chemistry	4 1/2
						Prob. in Sci.	4 1/2
						Geology	4 1/2

Social Studies

Free Elective	6	Econ. Hist.	6	Europe & Asia	4 1/2	Political Geog.	3
				History	4 1/2	Geog. of S. Amer.	1 1/2
				Free Electives	8	Free Electives	4 1/2
						History	4 1/2

History

Free Elective	6	Econ. Hist.	6	History	4 1/2	History	4 1/2
				Amer. Gov't	4 1/2	Political Geog.	3
				Free Electives	8	Geog. of S. Amer.	1 1/2
						Free Elective	4 1/2

Geography

Recommended Literature	6	Recommended Econ. Hist.	6	Europe and Asia	4 1/2	Political Geog.	3
# subst.				Meteorology	4 1/2	Geog. of S. Amer.	1 1/2
				Free Electives	8	Free Elective	4 1/2
						Geology	4 1/2

FREE ELECTIVES

Freshman Year	Cr.	Sophomore Year	Cr.	Junior Year	Cr.	Senior Year	Cr.
Literature	6	Library	6	Composition	4 1/2	Composition **	4 1/2
French	6	French	6	Literature	4 1/2	Lit. (Drama) **	4 1/2
Chemistry	6	Spanish 1	6	Library	4 1/2	Lit. (Amer.) **	4 1/2
Physics 23	6	Zoology	6	French 51	4 1/2	Rem. Rdg.	4 1/2
Mathematics	6	Chemistry 1	6	French 53	4 1/2	Library	4 1/2
Crafts	6	Physics 23	6	Spanish 1	4 1/2	Dramatization	4 1/2
		Mathematics	6	Spanish 21	4 1/2	French 101 A. B.	4 1/2
		Music	3	Chemistry 51	4 1/2	French 103	4 1/2
		Crafts	3	Prob. in Sci.	4 1/2	Spanish 21	4 1/2
				Botany or Gen.	4 1/2	Chemistry 101	4 1/2
				Europe and Asia	4 1/2	Prob. in Sci.	4 1/2
				Meteorology	4 1/2	Bot. or Genetics	4 1/2
				History	4 1/2	Political Geog. J.H.S.	3
				Government	4 1/2	Geog. S. Amer. J.H.S.	1 1/2
				Mathematics	4 1/2	Regional Geog.	4 1/2
				Art Appreciation	3	Geology	4 1/2
				Art Workshop	3	Meteorology	4 1/2
				Music	3	History **	4 1/2
				Handwriting	3/4	Mathematics	4 1/2
						Sociology-Adv.	3
						History of Art	3
						Modern Design	3
						Music	3
						Teaching Arith.	2
						Handwriting	3/4

An elective may be substituted for required Lit. if Lit. was elected Fr. Yr. except for English Majors.

* An elective may be substituted if Chem. or Physics was elected in Freshman Year.

PHYSICAL EDUCATION MAJOR CURRICULUM

REQUIRED COURSES

ELECTIVES

Freshman Year

	Cr.
General Psychology	3
Biological Science	4
English Composition	6
Anatomy	6
Speech	1
Art in Physical Education	3
Music in Physical Education	2
Introduction to Physical Education	2
	34

Cr.

Sophomore Year

Introduction to Education	3
American History and Constitution	6
Chemistry	6
Coaching	4
Physical Education Activities	4
Physiology	6
Elective	6
	35

Geography	6
Zoology	6

Junior Year

Applied Psychology	3
Introduction to Sociology	2
Methods in Physical Education	2
Methods in Health Education	2
Applied Anatomy and Kinesiology	3
Physical Education Activities	3
First Aid	2
Methods in Special Subjects	2
Training School	4
Officiating	2
Posture	2
Elective	4½
	31½

Genetics	4½
Government	4½

Senior Year

History and Philosophy of Education	4½
Test and Measurements	3
Speech	1
Nutrition	2
Organization and Administration of P. E.	3
Physical Education Activities	3
Training	4
Elective	7½
Tests and Measurements in P. E.	2
	30

Political Geog.	3
Geology	4½
History	4½
Sociology	3
Bacteriology	4½
Botany	4½

PHYSICAL EDUCATION MAJOR CURRICULUM DESCRIPTION OF COURSES

The courses offered are listed in alphabetical order according to departments. The numbering of these courses accords strictly with the following plan:

1. Courses for Freshmen only are numbered from 1 to 19.
2. Courses for Sophomore only are numbered from 20 to 49.
3. Courses for Juniors only are numbered from 50 to 79.
4. Courses for Juniors and Seniors are numbered from 80 to 99.
5. Courses for Seniors only are numbered from 100 to 199.
6. Courses for Graduate Students only are numbered from 200-299.
7. Courses for Graduate Seminar and Research are numbered from 300 to 400.

The letters, R and E, used in the description of the courses, indicate the words "Required" and "Elective", respectively.

DEPARTMENT OF ART

Misses Mary M. Crowley, Eleanor Kendall

Art 1. R Introduction to Art

A course planned to arouse interest in the need for appreciation in contemporary Art activities; to give understanding of the use of Art in the student's personal, home, school, and civic activities; and to foster the student's creative ability.

Three periods weekly for one semester.

Three semester hours credit.

Art 3. E Crafts

Creative experimentation in a variety of mediums so that the student may gain understanding of their possibilities.

Three periods weekly for two semesters.

Four semester hours credit.

Art 21. R Elementary Crafts

Instruction in the fundamental craft processes valuable to the classroom teacher.

Two periods weekly for two semesters.

Three semester hours credit.

Art 23. E Secondary Crafts

Similar to Art 21 R with emphasis on correlation with secondary subjects.

Two periods weekly for two semesters.

Three semester hours credit.

Art 25. E Art Work Shop

Course offered to those who wish to do creative work or to develop their individual abilities in mastering the techniques of drawing and painting. Trips to galleries and museums, outdoor sketching trips are scheduled.

Two periods weekly for two semesters.

Three semester hours credit.

Art 51. E Appreciation of the Minor Arts and American Architecture

Groups of illustrated lectures by the teacher and students, followed by participation in solving art problems in the home, school and community.

Two periods weekly for one and one-half semesters.

Three semester hours credit.

Art 55. R Adaptation and Application

This course is given during the period of practice teaching under direct supervision in the Training School to acquaint the student with the ideals to be sought after and the resulting growth desired in the children of today and tomorrow.

Eight conference periods.

Credits are included with those of Education 57.

Art 101. E Advanced Crafts

Sculpture, metal work, weaving, pottery, leather work, and other crafts.

Three periods weekly for one and one-half semesters.

Three semester hours credit.

Art 103. E History of Art

Art History made vital by the study of comparison between the Art expressions of today and those of the past. Special emphasis is given to the social value of each cultural epoch from prehistoric ages to the present.

Two periods weekly for one and one-half semesters.

Three semester hours credit.

Art 105. E Modern Interior Design

Study in selection and arrangement of furnishings for home and school, particularly with relation to social and educational trends. This course offers practical experience in solving decoration problems, supplemented by trips to workshops, stores and model buildings.

Three periods weekly for one and one-half semesters.

Three semester hours credit.

DEPARTMENT OF EDUCATION

Misses Mary Crowley, Ruth E. Davis, Lois Decker, Bessie E. Goff, Evelyn R. Lindquist, Ruth I. Low, Iva V. Lutz, Dr. Charles MacMullen, Misses Mary L. Marks, Mary J. Moriarty, S. Elizabeth Pope, Frieda Rand, Mr. Robert W. Rucker.

Education A College Orientation

The purposes of this course are: to help the student interpret his new environment; to aid him in making more efficient use of the tools and methods essential for study; to encourage the development of a personal and professional philosophy.

No credits are given in this course.

Education 1. R General Psychology

An introductory course to acquaint the beginning student with the value of psychological knowledge in relation to vital problems of everyday living through a study of (a) Psychology and People; (b) The Background of Behavior; (c) Psychological Problems of Society; (d) Personality; (e) The Management of Learning.

Three periods weekly for one semester.

Three semester hours credit.

Education 21. R Introduction to Education

The purpose is to give an over-view of the yield of education and the function of the teacher as an integral part of the educative process.

Three periods weekly for one semester.

Three semester hours credit.

Education 25-55 E The Use of Audio-Visual Aids in Teaching

An introduction to audio-visual education through the laboratory method. The following devices for improved teaching will be studied: still pictures, motion pictures, slides, film strips, exhibits, models, field trips, radio, and recordings.

An analysis of the sources of teaching aids and supplementary materials will accompany the laboratory procedures.

Three periods weekly for one semester.

Two semester hours credit.

Education 51. R Applied Psychology

A study of those phases of Psychology which furnish the psychological basis for good general method, good specific techniques, and the preservation of good mental health.

Three periods weekly for one semester.

Three semester hours credit.

Education 53. R Elementary School Problems

This course deals with modern trends in education, diagnosis and remedial work; types of school organization; unit teaching and the activity program; selection of material and methods; criteria for judging procedures and method.

Two periods weekly for one semester.

Two semester hours credit.

Education 57. R Supervised Student Teaching in the Training School

The Training School serves as a laboratory where students engage in the scientific study of children and of teaching and learning situations as they are encountered in a modern elementary school.

As the study progresses, students participate in problems of increasing difficulty to the point where they can undertake the duties of the room teacher.

Included in this course are several hours weekly devoted to group study of teaching problems.

Eight full academic school weeks.

Six semester hours credit.

Education 59. R. Kindergarten-Primary Theory and Methods.

This course deals with the development of young children, the kindergarten curriculum and program, together with special study of physical education and the fine arts as they are used in the education of young children.

One period weekly for one semester, three periods for the second semester

Three semester hours credit.

Education 63. E The Teaching of Reading and the Language Arts

The purposes of this course are as follows: to acquaint students (1) with outstanding problems that arise in the teaching of reading in the elementary grades; and (2) with general and specific procedures in this field. The course also deals with the teaching of other language arts, in so far as they correlate with the teaching of reading.

The required work includes (1) observation and discussion of reading activities, (2) assigned readings in texts and manuals, comparing and evaluating material, (3) acquaintance with the practical use of texts and supplementary materials, and (4) examination and evaluation of modern procedures and texts in the field of language and spelling in the elementary grades.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

Education 102. R The Elementary Curriculum

A consideration of problems relating to the curriculum of the elementary schools; the principles and process of making or revision; the procedure for

setting up objectives, guiding principles, course of study units and the contribution of research to the selection and arrangement of materials.

Three periods weekly for one-half semesters.

One and one-half semester hours credit.

Education 103A. R Junior High School Organization and Techniques

A study of the function of the Junior High School in the modern educational system and its underlying philosophy. The following topics are considered: the curriculum and organization of subject matter; the modification of teaching procedures to provide for differences in abilities, interests, and needs; supervised study; the socialized recitation; exploratory courses; guidance; extra curricular activities; and the social and emotional adjustment of the junior high school pupil to his environment.

Three periods weekly for one semester.

Three semester hours credit.

Education 105. R Educational Measurement

This introduces the senior to the use of standard tests for the measurement of mental maturity and educational progress, and to the statistical procedures necessary for the intelligent interpretation of test results and for the preparation of helpful reports on measurement projects.

Three periods weekly for one semester.

Three semester hours credit.

Education 107. R History and Philosophy of Education.

This course is divided into three major divisions: a survey of the history of philosophy, a consideration of several of the more common philosophical theories, and a study of the history of education in the United States including personalities, problems, and policies in effect today.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

Education 109. R Supervised Student Teaching in the Public Schools

This period provides opportunities in the public schools for continuous experience in all classroom activities under regular class-room conditions. Experience is gained in the study of individual differences, teaching techniques, and effective school management. Supervision is given by the class-room teacher and members of the college faculty.

Eight full academic school weeks.

Four semester hours credit.

Education 111. E Methods of Teaching Arithmetic

This course aims to present the place of arithmetic in the modern elementary school curriculum, the best teaching procedure for the develop-

ment of adequate mathematical concept, for growth toward efficient computation, and for development of judgment in quantitative situations.

Two periods weekly for one semester.

Two semester hours credit.

Education 113. E Special Problems in the Teaching of Reading

The membership of this course is limited to a designated number of students who wish to do extensive work in the field of reading. These students must be willing and able to give considerable outside time and self-directed effort to the problems involved. In admitting students to the course, the advisers give preference to those who have already shown, either in English or in Practice Teaching, an aptitude for this kind of work.

The course includes extensive readings and a definite program of remedial work with recommended children. Each student gives from two to four hours each week, during parts of the course, to such directed work.

Informal class and individual conference clarify and unify the work of the course.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

Education 115. R Kindergarten-Primary Theory and Methods

This course includes the history and philosophy of the kindergarten, and special problems in the primary curriculum and program.

Three periods weekly for one and one-half semesters.

Three semester hours credit.

Education 203. R Principles and Practices in Secondary Education

This course attempts to develop an understanding of recent trends in principles and practices of secondary education, and to evaluate these in terms of the educational objectives of a democratic society.

Two to three hours weekly for one and one-half semesters.

Four semester hours credit.

Education 205. R Philosophy of Education

A consideration of such problems as the meaning of education, educational aims, education and democracy, the nature of thinking, the nature of method.

Two periods weekly for one semester.

Two semester hours credit.

Education 301. R Method of Educational Research

This course presents methods of educational research in preparation for the writing of a thesis.

Two periods weekly for one semester.

Two semester hours credit.

Education 303. R Thesis and Conferences

Six semester hours credit.

Education 306. R Supervised Practice Teaching in the Public Schools

An opportunity for the concrete contacts and experiences that vitalize the theory and the principles of the courses in Education.

Conference, Discussions, Reports.

Eight full academic school weeks.

Four semester hours credit.

DEPARTMENT OF ENGLISH

Mrs. Edith H. Frost, Misses M. Katherine Hill, Olive H. Lovett,
Ruth I. Low, Mr. John L. Davoren, Dr. Clement C. Maxwell

English 1. R Freshmen Composition

A thorough examination of the student's general ability in English; it provides language training in studying, writing, speaking, and thinking.

Three periods weekly for two semesters.

Six semester hours credit.

English 3. E The Study of Literary Types

This course gives a grounding in the accepted literary types, illustrating them with selections from the literature of the Western World.

Three periods weekly for two semesters.

Six semester hours credit.

English 5. R Speech

This is a platform course in those fundamentals of speech upon which depends the ability to communicate ideas effectively, with clarity, courage, poise, and resourcefulness in a formal speech situation.

One period weekly for one semester.

One semester hour credit.

English 23. R Speech

This is a course in conversational speaking, giving opportunity for close contact, give and take, the development of spontaneity and effortlessness in a more or less informal speech situation.

One period weekly for one semester.

One semester hour credit.

English 25. R The Survey of English Literature

This course approaches English Literature through the study of historical

and social backgrounds. The student supplements class lectures with reading and criticism.

Three periods weekly for two semesters.

Six semester hours credit.

English 27. E Creative Writing

This course, open only to English Majors, attends to the practical and creative forms of prose and verse composition in accordance with the interests of the individual members of the class.

Prerequisite: An average of B in previous English courses.

Three periods weekly for two semesters.

Six semester hours credit.

English 51. R Public Speaking

Three types of speech are considered; impromptu, extemporaneous, memoriter; choric speaking is emphasized, and the fundamental speech processes are studied in all exercises.

Two periods weekly for one semester.

Two semester hours credit.

English 53. E Grammar and English Composition for Teaching in Junior High School

This course provides systematic instruction in the nature and use of the sentence and develops the power of the student to apply his knowledge in speaking, writing and thinking.

History of the English Language—The second part of the course covers the history of the English language, and provides a necessary background for an understanding of the nature of language, the place of English, and the historical development of the English language.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

English 55. E a1. Victorian Poetry

2. Contemporary British and American Poetry

The spiritual significance of nineteenth century poets, and the changed attitude of today's poetry in theme, form, and diction.

b1. The Victorian Novel

2. The Contemporary Novel

Cultivating an intelligent appreciation of the novelist's craft, good taste in the choice of fiction, and the habit of rapid reading.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.





English 101. E Advanced English Composition

The course provides theory and practice in writing for school publications and provides the necessary background for teaching free and formal writing in secondary schools, together with a complete review of the fundamentals and mechanics of writing.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

English 103. E a. Ancient Classical and European Drama

b. Plays of Shakespeare

c. Contemporary European, British, and American Drama

Plays of historic and intrinsic values reflecting national distinction and characteristics with opportunity for oral and written criticism expressing "the reaction of the literary material upon the reader's taste and susceptibility."

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

English 105. E Dramatics

This course includes (a) a study of the history and evolution of the drama; (b) the theory and practice of dramatics, with stress on the subjects of acting, lighting, and costuming.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

English 107. R Speech

- a. Bible Reading for classroom and auditorium purposes.
- b. Oral reading of poetry.
- c. Group work in program building and presentation for educational purposes.

One period weekly for one semester.

One semester hour credit.

English 109. E American Literature

This course considers the national aspects, the special qualities, and the significance of American literature, prose, poetry, and drama. It follows the course of American writing from the early days of the Virginia and the Plymouth plantations to the present day.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

English 201. E English Composition for Teachers

This course reviews the subject matter of junior and senior high school English composition and gives a modern background of theory and information necessary for teaching the subject in junior and senior high schools.

Two to three periods weekly for one and one-half semesters.

Four semester hours credit.

English 203. E World Literature

A survey of the great periods of literary growth and development in the countries of the western world. The members of the course read widely in the classics of each period and present semester papers in keeping with the graduate nature of the course.

Two to three hours weekly for one and one-half semesters.

Four semester hours credit.

English 205. E The Novel in English

This course reviews the history of the novel in English from its genesis to the achievements of Galsworthy, Bennett and others of the twentieth century. The growth and progress of the novel; the introduction of different types; the advance in technique; its position in English Literature: These and kindred points are studied.

Frequent outside reading and critical reports.

Two to three periods weekly for one and one-half semesters.

Four semester hours credit.

DEPARTMENT OF HANDWRITING

Mr. D. Francis Harrigan

Handwriting 1. R Preliminary Course

A course to improve the personal writing ability of all Freshmen. The essentials of good writing, standard letter forms, techniques, are applied and developed and individual difficulties are adjusted. Standard Testing and Diagnostic Scales are used in developing the skill.

One period weekly for two semesters.

One semester hour credit.

Handwriting 21. R Preliminary Course

All Freshmen failing in Handwriting 1. R must participate in this course until they give evidence of satisfactory skill.

One period weekly.

Handwriting 81. E Blackboard Writing and Teaching Methods

Since the ability to write well on the Blackboard is a necessary qualification for any teacher, one aim of this course is to develop the technique of blackboard writing and arrangement. Various Handwriting Methods, Courses of Study, Objectives and Manuscript and Standard Letter Forms are also discussed and evaluated so that students may have a good workable knowledge for teaching purposes.

One period weekly for one and one-half semesters.

Three-fourths semester hours credit.

Handwriting 101 E Text Lettering and Elementary Engrossing

For students who wish to learn the art of lettering and engrossing. Various forms and styles for diploma filling and resolution work are developed and an application of text lettering to every day teaching is made.

One period weekly for one and one-half semesters.

Three-fourths semester hours credit.

DEPARTMENT OF LIBRARY SCIENCE

Misses Julia C. Carter, Ruth I. Low

Library 21 E Children's Literature

The topics covered are: Illustrators of children's books; Mother Goose; first interests in reading; folk tales; children's poetry; modern writers of fairy tales, of folk tales; fiction for the elementary grades; books in special fields.

Three periods weekly for two semesters.

Six semester hours credit.

Library 51. E Books for the Junior High School Library

Reading interests of the upper elementary grades and of junior high school are considered.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

Library 53. E Use of the Library in the Secondary School, Part 1

This course aims (1) to give a knowledge of reference books, the catalog, the classification, and other aids to the effective use of school and public libraries, so that students will be prepared to teach a library unit as part of an English course and to guide pupils in their use of library resources; (2) to give a knowledge of books that meet the reading interests of junior high school boys and girls so that the student will be prepared to direct pupil's reading and to inspire more and better reading.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

Library 101. E School Library Techniques

This course deals with organization, equipment, book selection, and administration of a school library.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

Library 103. E Use of the Library in the Secondary School, Part II

This course, which is a continuation of the special library course offered in the junior year, is open to the students who have taken that course. Emphasis is placed on school library administration in order to prepare stu-

dents who have taken this course and the junior special library course for assisting in a school or public library and for teaching a library unit in connection with English courses.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

DEPARTMENT OF MATHEMATICS

Mr. George H. Durgin

Mathematics 1. R and E College Algebra and Trigonometry

Three periods weekly for two semesters.

Six semester hours credit.

Mathematics 21. E Analytic Geometry. Graphical Analysis and Elementary Calculus

Three periods weekly for two semesters.

Six semester hours credit.

Mathematics 51. E Differential and Integral Calculus

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

Mathematics 101. E Advanced Calculus Including Differential Equations

Three periods weekly for one semester.

Three semester hours credit.

DEPARTMENT OF MODERN FOREIGN LANGUAGES

Mrs. Edith H. Frost

The French courses are open to those who have passed three years of High School French, or, in special cases, two years. Students majoring in French should elect all the French courses. Other students may elect any French course for cultural and linguistic values, etc. Modern foreign language-speaking tables are provided in the dining-room, and there is a French Club.

French 1. E Introduction to the Advanced Study of French

The development of rapid reading ability in the study of basic literary forms; vocabulary building; functional grammar review; aural-oral practice; study of principles of French pronunciation; survey of French civilization and culture.

Three periods weekly for two semesters.

Six semester hours credit.

French 21. E Survey of French Literature from the Beginnings Through Contemporary Works

Reading of classics and study of the historical and social development of French literature; oral and written reports.

Three periods weekly for two semesters.

Six semester hours credit.

French 51. E Literary Masterpieces in French Literature

Intensive study of out-standing works; appreciation of French literary values.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

French 53. E Composition and Conversation. Advanced Grammar.

Systematic review of grammar principles and development of skill in oral and written expression.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

French 101A. E Methods of Teaching Modern Foreign Languages

Place in the curriculum, aims and objectives, course content, representative courses of study, tests, texts, realia, preparation of the teacher, analysis and demonstration of methods, lesson planning, units, activities, etc.

Three periods weekly for one semester.

Three semester hours credit.

French 101B. E Stylistics

Scientific influences of the Latin language and French artistic contributions; practice in writing idiomatic French and acquiring a finer feeling for linguistic style and nuances of expression.

Three periods weekly for one-half semester.

One and one-half semester hours credit.

French 103. E Aural-Oral French

This course aims to prepare the student for the enjoyment of French broadcasts, films, lectures and operas through ear-training, recognition of sounds in isolation and in combination, dictation, phonetics, learning of songs, poems, and prose selection, conversation and study of diction. Each student makes a victrola recording, coaches a play, and attends lectures and plays.

Open to qualified students.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

Spanish

Spanish 1. E Elementary Spanish

Reading of elementary texts. Vocabulary building. Essentials of grammar. Realia of, and reports on, Spanish speaking peoples. Language as an instrument in fostering better understandings.

Three periods weekly for two semesters.

Six semester hours credit.

Spanish 21. E Intermediate Spanish

Reading of texts of intermediate difficulty, grammar review, conversation, vocabulary building for practical needs, letter-writing.

Three periods weekly for two semesters.

Six semester hours credit.

Spanish 53. E Advanced Spanish

Reading of basic forms of Spanish and Spanish-American literature. Composition and conversation, stressing idiomatic usages and Mexican vocabulary.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

DEPARTMENT OF MUSIC

Miss Frieda Rand

Music E. R Elementary Theory

The content of this course is theoretical subject matter of moderate difficulty, with its application in singing, conducting, and written work.

Three periods weekly for one semester.

Three semester hours credit.

Music 21. E Music Appreciation

The aim of this course is to develop the ability to listen to music with pleasure and intelligent discrimination in order to discover mood, rhythm, melody, harmony, counterpoint, style and form; and to study the great composers from Bach to Stravinsky, with emphasis on the nationality of the composer, his place in music, and his best compositions.

Two periods weekly for two semesters.

Four semester hours credit.

Music 53. R Music Conference on Practice Teaching

A general class conference for discussion of problems common to all, for the demonstration of lessons which have been especially successful, and for constructive criticism.

Twelve conference periods.

Credits are included with those of Education 57.

Music 81. Elementary Harmony

The content of this course consists of a review of music theory and a study of the principal triads and the dominant seventh chord with their inversions. Emphasis is placed on ear training and creative writing.

Two periods weekly for one and one-half semesters.

Three semester hours credit.

Music 83. E History and Appreciation of Music

This course consists of a detailed study of music history in order to gain an understanding of the historical background of great musical masterpieces. Periods from primitive to modern are studied.

Two periods weekly for one and one-half semesters.

Three semester hours credit.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR WOMEN

**Misses Mary Isabel Caldwell, Lois L. Decker, Sally M. Merrow
Mary J. Moriarty**

The objectives of the department of Physical Education for Women are twofold: 1. personal—to help the student to develop a wholesome philosophy of health, physical activity and recreation and to develop skills and understandings necessary for expressing this philosophy in every day living. 2. professional—to aid the student in becoming an effective teacher or leader in home, school, playground, camp or in other common situations in which the public school teacher or college graduate may be of service.

Physical Education 1. R Activities

This is an introductory course, the purpose of which is to give the student a basis for selection of activities for her own recreation, in subsequent courses, and in teaching. It includes brief units in: body mechanics and conditioning activities; three seasonal team sports; two individual sports; two types of rhythmic activities.

Physical Education 3. R Personal Hygiene

The content of this course includes:

- 1) a study of fundamental principles of healthy adult living.
- 2) an analysis of anatomical, physiological and psychological factors underlying health laws.
- 3) a special emphasis on individual improvement in habits of living.

One period weekly for two semesters.

Credits are included with P. E. 1.

Physical Education 21. R Activities

A continuation of Physical Education 1. with increased emphasis on the individual student's needs. The course provides; continued aid in body

mechanics as needed; one or more new activities in the field of sport and dance and further experience in certain activities selected by the student.

Two periods weekly for two semesters.

One semester hour credit for 21 and 23.

Physical Education 23. R Leadership in Physical Education

In this course experience and guidance are given in the teaching and directing of a variety of physical education and related activities, such as games and sports, dancing and active social recreation. An analysis is made of the fundamental principles of effective leadership in varied situations, such as school, playground, camp and other centers of recreation.

One period weekly for one semester.

Credit is included with Physical Education 21.

Physical Education 51. Activities

Further experience in activities chosen by the student or class; additional activities useful for children in elementary and junior high schools; some First Aid practice activities in conjunction with P.E. 53.

Two periods weekly for one and one-half semesters.

One semester hour credit for 51 and 53.

Physical Education 53. R First Aid

Red Cross Standard First Aid Course, with emphasis on the responsibility of the teacher and recreation leader. The Red Cross Standard Certificate is given to those who successfully complete this course.

One period weekly for one semester.

Credit is included with Physical Education 53.

Physical Education 55. R Conference on Physical Education Practice Teaching.

This is a group conference for the discussion of problems of teaching physical education in the Training School. Demonstration lessons are observed and discussed, aims and objectives studied, plans made and analyzed, and results evaluated.

Two periods weekly for one-half semester.

Credit is included with Education 57.

Physical Education 101. R School Health Education

A brief study is made of human growth and development with special reference to the resulting needs of the child in relation to health and physical activity. The responsibility of the school in meeting these needs is analyzed and the total school health program is studied with emphasis on the part

played by the classroom teacher. Methods and materials for teaching health at all age levels are studied in the light of educational philosophy, principles and objectives.

One period weekly for one and one-half semesters.

One and one-half semester credit.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR MEN

Mr. Frederick A. Meier, Jr.

The purpose of this department is twofold:

1. Personal—to provide an intelligent understanding of, and practice in, correct health habits; to develop ideals of sportsmanship, teamwork, and leadership.

2. Professional—to train students adequately in methods of teaching games, sports, gymnastics, and in coaching; to develop skills in the individual sports and in group games.

Physical Education 1. R First Aid and Hygiene

A study of methods in applying First Aid to the injured, as outlined by the American Red Cross; and applied study of the functions and care of the vital system of the human body.

One period weekly for two semesters.

Credits are included with Physical Education 3.

Physical Education 3. R Activities

A laboratory course taken in conjunction with Physical Education 1.

Two periods weekly for two semesters.

One semester hour credit for Physical Education 1 and 3.

Physical Education 21. R School Health Administration

Practice procedures in the organization of school health programs.

One period weekly for one and one-half semesters.

Credits are included with Physical Education 23.

Physical Education 23. R Activities

A laboratory course taken in conjunction with Physical Education 21.

Two periods weekly for two semesters.

One semester hour credit for Physical Education 21 and 23.

Physical Education 51. R Athletics in Education

This course considers the place of varsity and intramural athletics in the secondary school program.

One period weekly for one and one-half semesters.

One semester hour credit.

Physical Education 101. E Organization Procedures in Athletics

An insight into organization and coaching procedures in the secondary school.

Two periods weekly for one and one-half semesters.

Two semester hours credit.

**DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION FOR WOMEN
MAJOR CURRICULUM**

**Misses Mary Isabel Caldwell, Lois L. Decker, Sally M. Merrow,
Mary J. Moriarty**

The aim of this course is to provide professional preparation for students who wish to become teachers and leaders in Health, Physical Education, and Recreation. The curriculum provides for sound technical training with practical experience in the elementary and secondary schools. Courses in history, English and in other academic fields are required to provide for cultural growth. A minor in such fields as Social Studies, Science, or English is encouraged.

Curriculum requirements for the major course may be found on page 13. M indicates Major.

Physical Education M 5. R Anatomy

This is a fundamental study of the human body and its parts, with special emphasis on tissues, bones, ligaments, and muscles.

Three periods weekly for two semesters.

Six semester hours credit.

Physical Education M 7. R Introduction to Physical Education

This is a comprehensive course in Physical Education. It is given to the freshmen so that they may better understand the scope and significance of Physical Education.

Two periods weekly for one semester.

Two semester hours credit.

Physical Education M 9. R Personal and Community Hygiene

This course is designed to give the student the fundamental bases and principles of health, which she may apply to her daily life and teaching. Community health opportunities and problems are studied in their relation to personal health.

Three periods weekly for one semester.

Three semester hours credit.

Physical Education M 25. Coaching

Comprehensive analysis of basic techniques of team sports and specific methods for presenting them in teaching situations.

Three periods weekly for two semesters.

Four semester hours credit.

Physical Education M 27. R Physiology

This course includes the functions of the human being in the normal state. The organs and systems of the body are analyzed and discussed.

Three periods weekly for two semesters.

Six semester hours credit.

Physical Education M 51. R Officiating

Specific training for officiating in major sports is given. Actual practice in refereeing and umpiring intramural and local interschool games is required as a part of the course. Opportunities are offered to attend clinics and to take examinations for local and national ratings in Field Hockey, Basketball, and Swimming.

Two periods weekly for one semester.

Two semester hours credit.

Physical Education M 53. R Methods in Physical Education

The aims and objectives of physical education are reviewed to form a basis for studying methods in planning and teaching. The procedures in organization and conduct of activities in relation to the grade levels are considered. This includes planning, class management, motivation, discipline, special methods in relation to age, sex, activities, space and equipment. Practical application of this material is carried on at the same time on the elementary level.

Two periods weekly for one semester.

Two semester hours credit.

Physical Education M 55. R Methods in Health Education

A study is made of human growth and developments with an analysis of the resulting needs of the child in relation to health. The responsibility of the school in meeting these needs is discussed, and the total school health program is studied with emphasis on the part played by the classroom teacher and the teacher of physical education. Methods and materials for teaching health education at all age levels are studied in the light of educational philosophy, principles, and objectives.

Two periods weekly for one semester.

Two semester hours credit.

Physical Education M 57. R Applied Anatomy and Kinesiology

A detailed analysis and application of anatomical knowledge to fundamental muscular movements in athletic activities.

Three periods weekly for one semester.

Three semester hours credit.

Physical Education M 59. R First Aid

The combined Standard and Advanced First Aid Course of the American Red Cross is given with emphasis upon the care of injuries likely to occur in

the gymnasium or swimming pool, on the athletic field, school playground or at the summer camp. Satisfactory completion of the course entitles the student to American Red Cross Standard and Advanced Certificates... Opportunity to take the Instructors's rating is offered.

Two periods weekly for one semester.

Two semester hours credit.

Physical Education M 61. R Fundamentals of Posture

In this course an analysis is made of the fundamental principles of body mechanics, the typical body alignments and common variations in the child and adult. A study is made of remedial procedures, suitable for school programs.

Two periods weekly for one semester.

Two semester hours credit.

Physical Education M 105. R Nutrition

This course is an introduction to the fundamentals of the Science of Nutrition with special application of nutrition principles to health education, the establishment of good food habits, including a study of daily food requirements and good food selection. Problems discussed will include the school lunch, budgeting, purchasing, meal planning, community problems, nutrition in education and methods of dealing with nutritional deficiencies and the standards of the well nourished school child. Emphasis is given to modern methods of teaching nutrition.

Two periods weekly for one semester.

Two semester hours credit.

Physical Education M 107. R Organization and Administration of Physical Education

This course describes the activity policies, procedures and standards of the various divisions of health and physical education, explaining the relationships existing between them. Special attention is given to the pertinent problems which face administration today.

Three periods weekly for one semester.

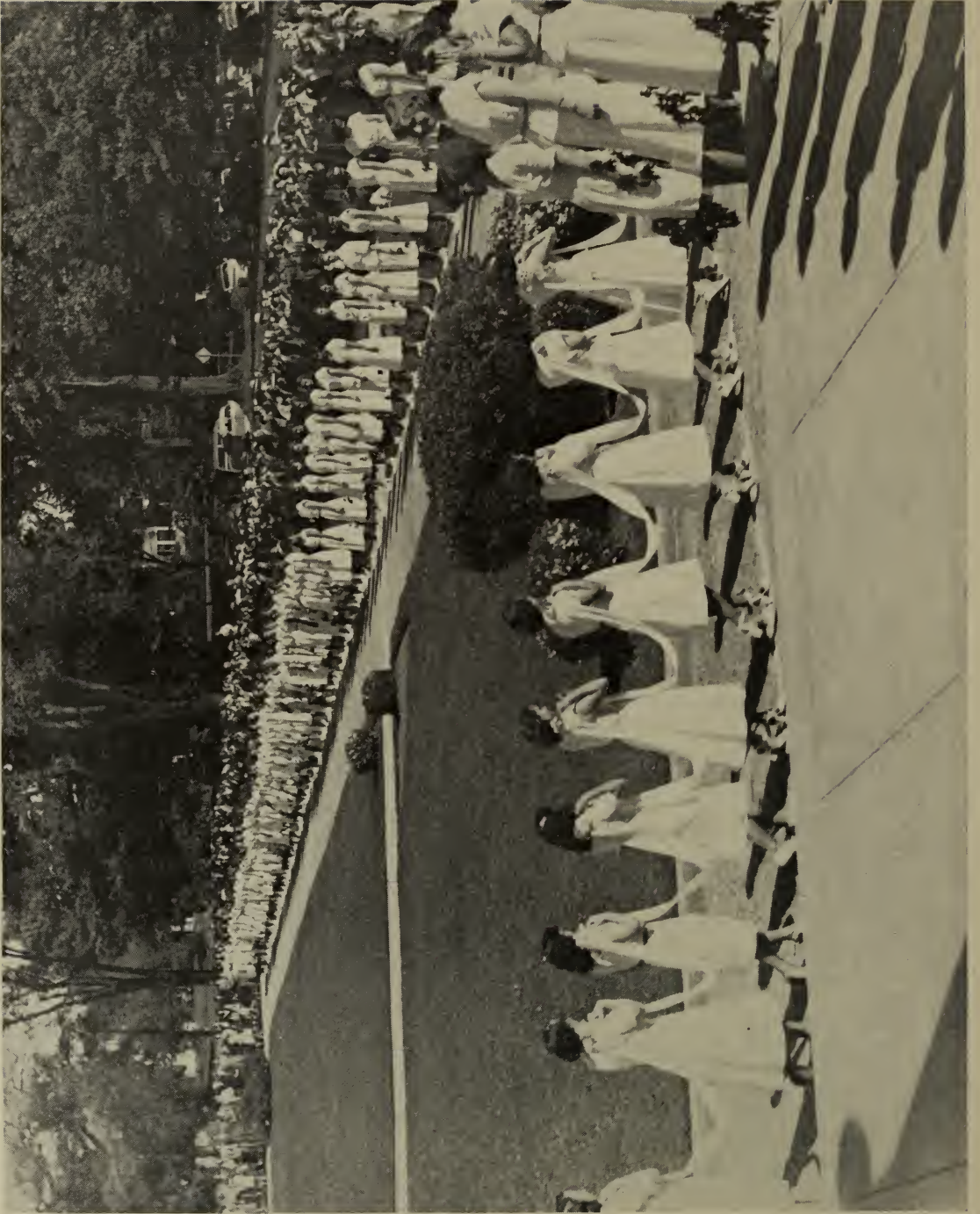
Three semester hours credit.

Physical Education M 109. R Tests and Measurements in Physical Education

In this course the student learns to apply the fundamental principles of measurement in the field of health and physical education. Various tests and testing programs are studied and evaluated. Experience in administering and scoring certain tests is provided, and a study is made of the interpretation and use of the results obtained.

Two periods weekly for one semester.

Two semester hours credit.



DESCRIPTION OF REQUIRED ACTIVITY COURSES

Physical Education M 1 R

Folk Dance I

This comprises a study and practice of the dances which may be taught in elementary grades. Demonstration lessons are arranged with the Training school.

Physical Education M 2 R

Social Dancing

In this course the student is aided in understanding the fundamental forms of social dance, their relation to musical rhythm and to the current popular modifications. Method of teaching, directing large groups and encouraging good social standards are discussed. Opportunity is given for improvement of personal techniques and for experience in teaching others.

One period weekly for one semester.

One-quarter semester hour credit.

Physical Education M 4 R

Games I

Practical experience in what to teach and how to teach games for elementary grades.

Physical Education M 11 R

Apparatus and Tumbling

This course includes work on heavy apparatus such as the box, buck, parallel bars, flying rings, Swedish ladders, stall bars, and other types of apparatus. The fundamentals of tumbling and pyramids are also taught.

One period weekly for two semesters.

One half semester hour credit.

Physical Education M 15 R

Folk Dance II

Country dances which include round, square and contra are covered. Practice in "calling" square dances is stressed.

Physical Education M 17 R

Tap Dancing

Fundamental tap steps are taught which are developed into rounds, buck, waltz and soft shoe routines.

Two periods weekly for one semester.

One-half semester hour credit.

Physical Education M 21 R

Advanced Apparatus and Tumbling

The object of this course is to give advanced work in both Tumbling and Apparatus and to present methods of teaching these activities.

One period weekly for two semesters.

One half semester hour credit.

Physical Educational M 31 R

Folk Dance III

This course presents a wide range of European folk dances with special emphasis on those used for secondary schools.

One period weekly for three semesters.

Three-fourths semester hours credit.

Physical Education M 35 R

Games II

This course gives a thorough study to modified team and lead-up games, to such sports as Field Hockey, Volleyball, Basketball, Soccer, etc.

One period weekly for two semesters.

One-half semester hour credit.

Physical Education M 37 R

Community Recreation

This emphasizes participation as well as leadership in the various activities which may be carried on in Community Centers, at social functions, Army centers, holiday celebrations and special school functions.

One period weekly for one semester.

One-quarter semester hour credit.

Physical Education M 41 — 71 R

Advanced Tap Dancing

This includes more intricate routines and a study of the technique of creating tap steps.

Two periods weekly for one semester.

One-half semester hour credit.

Physical Education M 3 — 23 — 63 — 103 R

Team Sports

Rules and skills and officiating are taught and practiced in the following sports: Field Hockey, Soccer, Speedball, Fieldball, Basketball, Softball.

Two periods weekly for six semesters.

Three semester hours credit.

Physical Education M 6 — 36 — 66 R

Modern Dancing

The course in Modern Dance includes: (a) rhythmic fundamentals, (b) movement fundamentals, (c) dance composition. Emphasis is placed upon large, free, vigorous movements which are of value for relaxation and body building and also upon composition themes which are of interest and of value to the students. Methods of teaching are included.

Two periods weekly for two and one-half semesters.

One and one-quarter semester hour credit.

Physical Education M 8 — 38 — 68 R

Gymnastics

The experience of learning to do and to teach a wide variety of fundamental exercise. The advantages and disadvantages of the Swedish, Danish, and German systems, as well as the modern theories of exercising are discussed.

One period weekly for four semesters.

One semester hour credit.

Physical Education M 13 — 33 — 73 — 113 R

Individual Sports

Sports are offered according to the season and include the following: Archery, Badminton, Tennis, Shuffleboard, Track, Deck Tennis, Horseshoes, Handball, and Bowling.

One period weekly for four semesters.

One semester hour credit.

Physical Education M — 19 — 29 R

Swimming

Instruction in swimming is given in accordance with the National Red Cross requirement. Every girl must learn to swim. Opportunity is offered for acquiring Senior Life Saving and Instructor's certificates. Special emphasis is placed on methods of teaching swimming.

One period weekly for three semesters.

Three-fourths semester hours credit.

Ten elective hours.

One and one-quarter semester hours credit.

CAMP

Miss Mary Moriarty, Director

Miss Sally Merrow

Camp Howes, which is conducted in conjunction with the Major Physical Education Department, is situated on Lewis Bay in Hyannis, Massachusetts. There are twelve sleeping cabins and a large Community Building used as a dining hall and recreation room. Camp is held in June and September of each year, and all students majoring in Physical Education are required to attend.

These sessions include such activities as swimming, boating, sailing, archery, tennis, softball, track and field, volleyball, soccer, and speedball.

All organization and instruction of classes are carried on by the upperclassmen under the personal supervision of the camp director.

**DEPARTMENT OF SOCIAL SCIENCE
ECONOMICS**

Dr. Joseph I. Arnold

Economics 21. E Economic History

Chief emphasis is placed on recent developments. The relation of Economic institutions to, and their effect on, political and social institutions are explored.

Three periods weekly for two semesters.

Six semester hours credit.

Economics 51. R Principles of Economics

In this course the chief emphasis is placed on problems rather than on economic history or theory.

Two periods weekly for one semester.

Two semester hours credit.

Economics 201. E Contemporary Economic Problems

This course comprehends a wide range of problems from the fields of consumption, production and distribution.

Two to three periods weekly for one and one-half semesters.

Four semester hours credit.

GEOGRAPHY

Messrs. Paul Huffington, Robert W. Rucker

Geography 21A. R Fundamentals of Geography

In this course the student learns the principles of geography and applies them to a study of Economic Geography.

Three periods weekly for 22 weeks.

Four semester hours credit.

Geography 21B. R Geography of North America

A regional study of the continent of North America.

Three periods weekly for 10 weeks.

Two semester hours credit.

Geography 51. E Regional Geography

In this course the environmental background of current social, economic and political problems of selected regions from Europe and Asia are studied.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

Geography 53. E (R-Elementary) Regional Geography of Europe

A course designed to treat the Regional Geography of Europe for those majoring in the Curriculum for Teaching in the Elementary School.

Three periods weekly for one semester.

Three semester hours credit.

Geography 55. E Meteorology and Climatology

This course develops the principles of meteorology and deals with their application to a study of the climatic regions of the world.

Three periods weekly for one semester.

Three semester hours credit.

Geography 57. E Workshop in Geography

A course in planning, constructing, and using geographic materials. It includes mapping, planning field trips, and outlining units.

Three laboratory periods per week with some outside preparation.

One-half semester.

One semester hour credit.

Geography 101. E Political Geography

This course studies the environmental background of the present political problems of the world powers.

Three periods weekly for one semester.

Three semester hours credit.

Geography 103. E South America

The geography of South America is studied from a regional point of view.

Three periods weekly for one-half semester.

One and one-half semester hours credit.

Geography 107. Elementary Regional Geography

Regional geography of selected world regions. Emphasis is placed on Latin America.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

GOVERNMENT

Dr. Joseph I. Arnold

Government 51. E American Government and Politics

The nature and activity of the national, state, and local governments, and the forces which play upon them.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

HISTORY

Dr. Joseph I. Arnold, Mr. Charles E. Foth

History 1. R History of Civilization

A survey of the more meaningful features of human culture from primitive times to the present.

Three periods weekly for one semester.

Six semester hours credit.

History 21. R American History and Constitutions

This course includes a survey of American History and the study of the constitution of the United States and the Constitution of the Commonwealth of Massachusetts.

Three periods weekly for two semesters.

Six semester hours credit.

History 53. E Modern European History with Methods

A history of Europe from 1500 to 1914. A beginning is made with history methods.

Prerequisite: An average of B in History 21.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

History 105. E Modern European History

European History from 1914 to the present. The last quarter of the year is given to a survey of current affairs.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

History 107. E Seminar in Teaching American History in the Senior High School

A review of American History is made as each student works out a teaching plan suitable for use in the senior high school.

Three periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

History 201. E Contemporary History

This course begins with the first World War and comes up to the present day. Some methods are introduced.

Two to three periods weekly for one and one-half semesters.

Four semester hours credit.

SOCIOLOGY

Dr. Joseph I. Arnold, Dr. Clement C. Maxwell

Sociology 51. R

This course attempts to orient the student culturally toward the nature and subject matter of Sociology. It serves as an introduction to the vast, expanding field of Sociology and social Service.

Two periods weekly for one semester.

Two semester hours credit.

Sociology 101. E Advanced Sociology

The first half of the course includes social problems; the second half a study of social progress and social reform.

Two periods weekly for one and one-half semesters.

Three semester hours credit.

DEPARTMENT OF SCIENCE

BIOLOGY

Miss E. Irene Graves, Mr. Frederick A. Meier, Jr.

Biology 1. R General Biology

This is a fundamental core course in which the basic principles of general biological science are developed and applied for personal and professional use.

Two lecture periods, one laboratory period weekly, for two semesters.

Four semester hours credit.

Biology 21. E Zoology

This course presents a comprehensive review of animal biology.

Two lecture periods, and one double laboratory period weekly, for two semesters.

Six semester hours credit.

Biology 51. E Botany

This course presents a survey of the fundamental facts and principles of plant life, together with their economic importance to man.

Two lecture periods, and one double laboratory period weekly, for one and one-half semesters.

Four and one-half semester hours credit.

Biology 101. E Genetics

This course deals with the fundamental principles of heredity and variation as applied to plants and animals in general, and to man in particular.

Two lecture periods, and one double laboratory or problem period weekly, for one and one-half semesters.

Four and one-half semester hours credit.

CHEMISTRY

Mr. T. Leonard Kelley

Chemistry 1. E 1. R Required for Sophomores in Physical Education

This course is a survey of the chemical elements with emphasis on the physical chemistry of them along with their structure and chemical properties.

Two lecture periods, one laboratory period weekly, for two semesters.

Six semester hours credit.

Chemistry 51. E (Offered in even numbered years). Analytical Chemistry

This is a course in both qualitative and quantitative analysis. The qualitative uses semi-micro procedures to teach the physical chemistry of solutions and chemical equilibrium. The quantitative includes the principles and practice of both volumetric and gravimetric analysis.

Chemistry 1 and Physics 23 are prerequisites.

Three lecture periods, one three hour laboratory period weekly for one and one-half semesters.

Six semester hours credit.

GEOLOGY

Mr. Paul Huffington

Geology 108. E Dynamic and Historical Geology

This course deals with the evolution of the earth and the development of its plants and animals. It should be taken by those students who wish to teach Geography.

Three lecture periods weekly for one and one-half semesters.

Four and one-half semester hours credit.

PHYSICS

Messrs. T. Leonard Kelley, Balfour S. Tyndall

Physics 21. R Physical Science

A lecture and demonstration survey course accenting the cultural and practical aspects of modern science.

Three periods weekly for two semesters.

Four semester hours credit.

Physics 23. E General Physics

Phenomena in the fields of mechanics, heat, and sound are studied from three points of view: their occurrence in everyday life, their development in theory, and their practical uses in the home and industry.

Two lecture periods, one laboratory period weekly, for two semesters.

Six semester hours credit.

Physics 51. E General Physics

A continuation of Physics 23. in the fields of light and electricity.

Two lecture periods, one laboratory period weekly, for two semesters.

Six semester hours credit.

Physics 101. E Advanced Physics

The relationship of energy and matter are discussed and interpreted on the basis of present day discoveries. Special consideration is given to the phenomena of light.

Prerequisite: special permission of the instructor for those not majoring in science.

Two lecture periods, one laboratory period weekly, for one and one-half semesters.

Four and one-half semester hours credit.

Physics 103. E Mathematics—Physical Science Seminar

Students majoring in mathematics or the physical sciences meet with the instructors of those subjects in a weekly discussion. The group co-operates individually and as a whole in reporting new and unusual developments in the fields of mathematics and science.

Prerequisites: Full-time students in mathematics and/or physical science.

One meeting a week for one and one-half semesters.

One and one-half credits.

THE GRADUATE SCHOOL

**(Graduate Committee: President, John J. Kelly,
Dr. Joseph I. Arnold, Dr. Clement C. Maxwell)**

In the Fall of 1937, by virtue of the power vested in it by the General Court of the Commonwealth, the State Department of Education established at the College a graduate school of education, with a full-time curriculum leading to the degree of Master of Education. It has been the plan of the Graduate Committee to restrict the number of accepted candidates each year to a maximum of fifteen. Selection is based upon the position attained by the candidate during his senior year at college, together with an unqualified letter of recommendation from the dean of the college, indicating ability to pursue successfully work in the graduate field.

Requirements for Admission

A college or university graduate will be admitted to tentative standing as a candidate for the degree of Master of Education upon presentation of a scholarship record of undergraduate work, indicating that the applicant ranked in the first half of his or her class in college. Admission for the Master's degree will depend upon the quality of the work done by the candidate.

Requirements for Degree

To qualify for the degree, each candidate shall complete thirty semester hours of graduate study, including the preparation of a thesis upon some approved subject in the field of Education, or the candidate may complete thirty-two hours of academic course work as a substitute for the twenty-four hours of academic course work and a thesis.

Two curricula have been established here at Bridgewater, so that the individual needs of the liberal arts college graduate and those of the teachers college graduate may be fully met.

For the liberal arts college graduate the thirty semester hours are distributed as follows:

Education—26 semester hours

General Methods and Observation	4
Advanced Educational Psychology	4
Philosophy of Education	2
Research	2
*On-Campus Practice Teaching	4
*Off Campus Practice Teaching	4
Thesis and Conferences	6

Elective Field

4

It requires one and one-quarter years to complete the above.

For the teachers college graduate, the thirty semester hours are distributed as follows:

Education—14 semester hours

Problems of Administration	2
Advanced Educational Psychology	4
Research	2
Thesis and Conferences	6

Elective Fields

16

It requires one year to complete the above.

Approved work for the Master's degree shall be at least of **B** grade.

Work for the Master's degree may be pursued in residence or through extension courses. The requirements must be met within a period of six years.

Not more than four semester hours of extension work a semester, nor eight semester hours a summer, may be offered for credit.

A candidate may offer not more than eight semester hours of work completed under accredited auspices other than the Massachusetts Department of Education.

General

The present offerings of Bridgewater are in the fields of Education, English and Social Studies.

* Teachers in service who are pursuing extension courses for the Master's degree will substitute for practice teaching eight additional hours in elective fields.

