Miss Katherine Blunt,
Mrs. Edith Foster Flint,
Dr. F. A. Kingsbury,
Dr. H. C. Morrison,
Mr. W. A. Payne,
Dean E. M. Wilkins

I am asking you to meet at luncheon on Monday, November the tenth at 12:30 in the private dining room of the Quadrangle Club, Miss Mary Marot, who wishes to present for our consideration her plan of a University Junior College.

Miss Marot is a graduate of the University who has for many years conducted a successful school at Thompson, Connecticut and has already begun the development of this into a Junior College.

Sincerely yours,

JAMES H. TUFTS

JHT: H

[Signature]
November 5, 1924

Miss Katherine Hiltz
Miss Ethel Potter Hiltz
Dr. F. A. Kirkpatrick
Dr. H. C. Morrison
Mr. W. A. Eyre
Dean H. M. Wilkins

I am asking you to meet at the American on Monday, November the tenth at 12:30 in the private dining room of the Quadrangle Club, Miss Mary McCall, who makes a presentation on the Graduate School of the University. She has been a graduate of the University and has been connected with the development of the Junior College. She is interested in the Junior College.

Sincerely yours,

James H. Tuff

[Signature]
October 25, 1924.

My dear Mr. Tufts:

I am sending the attached letter with the President's inquiry as to Miss Marot's plan. Would you care to embody your opinion$ in a report?

Truly yours,

[Signature]

Mr. James H. Tufts.

WES:As
Encl.
October 26, 1924

Mr. Dean W. Tufts:

I am sending the attached letter with the President's inquiry as to Miss Maria's plan. Would you care to receive your duplicate in a report,

Sincerely yours,

[Signature]

Mr. James H. Tufts.
October 19 1924

My dear President Burton

Last spring when I was in Chicago I was not able to see you although I very much desired to do so to talk over what I have since evolved as a university junior-college idea. I have written in detail to Dean Tufts about the matter and I hope he will talk with you.

I am sending you an outline of the plan together with suggestions for its working out.

I shall be in Chicago early in November and I shall be very glad indeed to see you at that time.

The plan although simple seems to me to solve the present college problem not only for the University of Chicago but for other universities and colleges. Wellesley and Vassar are both full to 1929 and the situation is growing more extreme constantly.

I believe if the University takes over this plan they will point a way of immediate solution for other institutions.

Sincerely yours

[Signature]

President Ernest DrWitt Burton
University of Chicago
Chicago, Ill.
The Great Teacher Program

Dear President,

I am writing to express my intention to apply for the position of Assistant Professor at the University of Chicago. I have been impressed by the university's commitment to excellence in education and research, and I am confident that my background and experience make me a strong candidate for the position.

I have a PhD in History from Harvard University, and I have taught courses in American History at several universities. My research focuses on the history of race relations in the United States, and I have published several articles and book chapters on this topic.

I believe that I would be an asset to the University of Chicago, and I am eager to contribute to its academic community. I look forward to the opportunity to discuss this position with you further.

Sincerely,

[Signature]

Department Name

University of Chicago

Chicago, IL
Suggestions for the Organization of the
University Junior-college Plan

Plan

To relieve the college congestion by utilizing secondary schools
in sufficient number to take care of all freshmen and sophomores.

To maintain in Chicago a model junior-college unit under the
supervision of the department of education of the university for
observation, experiment and conference.

Scholastic relation of the University to the Junior-colleges

The University to:

Set standards of equipment, teaching and direction of courses;

Appoint the head of each school as dean of the junior-college;

Make each dean a member of the university faculty.

Financial relation of the University to the Junior-colleges

The University to:

Pay each dean a salary;

Make the dean responsible for the finances of his or her own
institution in the matter of salaries, upkeep and all other
expenses;

Give the dean freedom in the matter of collecting endowments
and tuitions.

Prearrangement with reference to this point to be decided
upon.

Mary E. Moran
Suggestions for the Organization of the University: Junior College Plan

To achieve the college committee's goal of utilizing the relevant course work in an efficient manner, to maintain the college's junior-college status, and to meet the requirements of the department of enrollment at the university, the following steps are recommended:

1. Rotation of the junior college's faculty
   - Select members of the university to be members of the university faculty.
   - Appoint the head of the junior college as head of the junior college.
   - Make each dean a member of the university faculty.

2. Proposals for the University to the Junior College
   - The university should not amend or modify any department of current interest in the junior college.
   - Make the dean responsible for the maintenance of the junior college.
   - Provide the dean with a position of excellence in the matters of enrollment and the department.
   - Give the dean freedom in the matters of college enrollment.
   - Express agreement with reference to this point to the dean.
THE UNIVERSITY JUNIOR COLLEGE IDEA

The first two years of college conducted by the University
In places geographically scattered
In comparatively small groups
In connection with the schools already established
Choice to be given to freshmen regarding location
All requirements for entrance and tuition to be uniform
A student entering one of these units would enter the University

ADVANTAGES OF THE UNIVERSITY-JUNIOR-COLLEGE IDEA

1. It solves a problem
   a. Of overcrowding leading to undue competition
   b. Of inadequate housing and laboratory facilities
   c. Of social irregularities

2. It does this by
   a. Scattering the student body geographically for the first two years
   b. Using facilities already established
   c. Educating the students in smaller groups socially supervised

3. It is better than the Junior-college idea because it eliminates irregularity and makes the two-year unit an integral part of the University and college system

ADVANTAGES OFFERED BY THE HOWE-MAROT JUNIOR-COLLEGE AS A UNIT

1. Grounds and facilities for outdoor sports

   Extensive grounds, tennis courts, hockey field, riding, a small lake, facilities for all summer and winter sports, room for growth on wooded lands on schoolgrounds and on adjoining grounds

2. Equipment

   A gymnasium 120 x 40 feet, a junior-college building containing a library 60 x 40 feet, a physical laboratory, facilities for immediate expansion, opportunities for rapid growth

3. Climate and water supply

   A healthful climate both summer and winter, altitude 500 feet, in the summer region of country homes; an abundant and pure water supply

4. Location

   A quiet New England village, a lovely rolling New England country, an opportunity to offer western girls an experience in the east before they finish their education.

Mary L. Smith
THE UNIVERSITY JUNIOR COLLEGE

The first two years of college work conducted by the University
In a course of specialized study
In connection with the School for Teachers
Opportunities for evening work
All requirements for entrance any student to full time
A resident one of these junior colleges not the University

ADVANTAGES OF THE UNIVERSITY-JUNIOR COLLEGE

1. It solves a problem
   + 1. accommodation for the student who wants to study
   + 2. of those persons who have not the facilities
   + 3. to study in the city

2. It goes far
   - 1. the student for the junior-college work because of its administrative
      facilities
   - 2. more than the two-year junior college at the University and college

ADVANTAGES OFFERED BY THE HOME-MOUNT JUNIOR COLLEGE

1. Close to his her college for foreign students

2. Residence rooms in summer and winter

3. Climate: sunny, mild winters, mild summers

4. Location: a corner near the college, convenient to the
   "Private" of all the services, in easy access to the
   "Private" of all the services.
October 25, 1924

My dear Miss Marot:

I have your note of the nineteenth. Possibly two letters which I wrote to you some weeks ago did not reach you or have been overlooked.

In those letters I explained that it seemed to me that all further correspondence and discussion regarding the relations between your school and the University of Chicago should be referred to Dr. James H. Tufts, Vice-President of the University. I am referring your letter of the nineteenth to him.

With all good wishes, I am

Very truly yours,

HAB-W

Miss Mary L. Marot
Thompson, Connecticut
The University of Chicago
The Colleges of Arts, Literature, and Science

October 23, 1924

Vice-President James H. Tufts
Harper Library

Dear Dr. Tufts:

I have read with interest the correspondence with Miss Marot, have talked the matter over with Mr. Payne, and have thought it over a good deal.

The outcome is that I do not recommend the actual taking over of this or any other Junior College, for I think the financial and administrative difficulties involved would be excessive; but I do recommend that the University appoint a committee to study the advisability of establishing with the Marot Junior College and with several other Junior Colleges in various parts of the country, a definite relationship of affiliation, in which some of the main features would be as follows:

The University would keep the Junior College fully informed of all improvements, experiments, and important changes of any sort made from time to time in its own Junior College.

A representative of the University would spend a week or more each year at the Junior College, studying its work and making suggestions for its improvement.

A representative of the Junior College would spend a week or more each year at the University, studying its work with a view to finding suggestions for the improvement of the work of the Junior College.

(In each case it is entirely possible that the Junior College might originate suggestions of value to the University, and through it to other Junior Colleges.)

Courses of the Junior College approved by the University should be accepted by the University as equivalent to its own corresponding courses.

The final course examinations of the Junior College might be planned or read by the University.

Appointments to the faculty of the Junior College should be approved by the University.
Dear Mr. Tuttle,

I have been with the University for many years, and have
never before had occasion to write a letter of this kind.

I have received a letter from a friend of mine who is now
working for the University of Chicago, and he has
mentioned your name in connection with some
important matters.

I am writing to ask if you would be willing to
consider the possibility of taking over the
management of the new college which is being
planned for the University. I understand that
there is a great deal of interest in this project,
and I believe that you would be well qualified to
undertake it.

I would be happy to provide more information if
you are interested. Please let me know if this
would be possible.

Sincerely,

[Signature]
Members of the faculty of the Junior College should receive the official publications of the University, and should be admitted without tuition fee to graduate work in our Summer Quarter.

A member of the faculty of each institution should serve nominally, and when possible, in fact, as a member of the faculty of the other institution so far as faculty, board, and committee meetings are concerned.

A member of the Board of Trustees of the University should serve nominally, and when possible, in fact, as a member of the faculty of the Junior College; and when the number of affiliated Junior Colleges warrants, one or more trustees of Junior Colleges should serve nominally, and when possible, in fact, as members of the Board of Trustees of the University.

The Junior College should regularly print after its name the words "Affiliated with the University of Chicago".

The University should appoint a Dean of Affiliated Junior Colleges, who should have general oversight of the relationships outlined above.

It is my opinion that such relationships would be of mutual advantage to the Junior College and to the University, and in particular, that the University would thus find an opportunity of extending educational influence throughout the country, that it would thus become still more widely and more favorably known, and that such Junior Colleges would presumably send many desirable students into our own Senior Colleges.

The committee studying this subject would naturally consider (1) the history of our earlier, and on the whole unsatisfactory, experience in various types of affiliation; (2) the similar types of affiliation now in effect, for instance, the relation between the University of Missouri and several Junior Colleges in that state; and (3) the published records of the National Association of Junior Colleges.

Very truly yours,

Ernest H. Wilkens
Dean of the Colleges

I am returning the heated material under separate cover.
Membership of the faculty of the junior college
should receive the official recognition of the
university, and should be admitted without condition.

The Transfer Committee
A member of the faculty of each institution
should serve on the committee, and the committee
should be composed of the faculty of the junior institution to
carry on the faculty, and be served with the

University's
A member of the board of trustees of the
university should serve on the committee, and
should, in the matter of the junior institution,
should be composed of the faculty of the
junior institution.

The transfer college...
My dear Professor Butler

I am sending you together with a copy of the university junior-college plan which I previously sent you detailed suggestion for the working of the plan.

I shall be in Chicago early in November and I shall be very glad indeed to see you at that time.

The plan although simple seems to me to solve the present college problem not only for the University of Chicago but for other universities and colleges. Wellesley and Vassar are both full to 1929 and the situation is growing more extreme constantly.

I believe if the University takes over this plan they will point a way of immediate solution for other institutions.

Sincerely yours

Mary A. Marot

Professor Nathaniel Butler
University of Chicago
Chicago, Ill.
Suggestions for the Organization of the
University Junior-college Plan

Plan

To relieve the college congestion by utilizing secondary schools in sufficient number to take care of all freshmen and sophomores.

To maintain in Chicago a model junior-college unit under the supervision of the department of education of the university for observation, experiment and conference.

Scholastic relation of the University to the Junior-colleges

The University to:

Set standards of equipment, teaching and direction of courses;

Appoint the head of each school as dean of the junior-college;

Make each dean a member of the university faculty.

Financial relation of the University to the Junior-college

The University to:

Pay each dean a salary;

Make the dean responsible for the finances of his or her own institution in the matter of salaries, upkeep and all other expenses;

Give the dean freedom in the matter of collecting endowments and tuitions.

Prearrangement with reference to this point to be decided upon.

May 2, 1927
THE UNIVERSITY JUNIOR COLLEGE IDEA

The first two years of college conducted by the University
In places geographically scattered
In comparatively small groups
In connection with the schools already established
Choice to be given to freshmen regarding location
All requirements for entrance and tuition to be uniform
A student entering one of these units would enter the University

ADVANTAGES OF THE UNIVERSITY-JUNIOR-COLLEGE IDEA

1. It solves a problem
   a. Of overcrowding leading to undue competition
   b. Of inadequate housing and laboratory facilities
   c. Of social irregularities

2. It does this by
   a. Scattering the student body geographically for the first two years
   b. Using facilities already established
   c. Educating the students in smaller groups socially supervised

3. It is better than the Junior-college idea because it eliminates irregularity
   and makes the two-year unit an integral part of the University and college
   system

ADVANTAGES OFFERED BY THE HOWE-MAROT JUNIOR-COLLEGE AS A UNIT

1. Grounds and facilities for outdoor sports
   Extensive grounds, tennis courts, hockey field, riding, a small lake,
   facilities for all summer and winter sports, room for growth on wooded
   lands on school grounds and on adjoining grounds

2. Equipment
   A gymnasium 120 x 40 feet, a junior-college building containing a library
   60 x 40 feet, a physical laboratory, facilities for immediate expansion,
   opportunities for rapid growth

3. Climate and water supply
   A healthful climate both summer and winter, altitude 500 feet, in the
   summer region of country homes; an abundant and pure water supply

4. Location
   A quiet New England village, a lovely rolling New England country, an
   opportunity to offer western girls an experience in the east before they
   finish their education.
My dear Professor Tufts

I am sending you together with a copy of the university junior-college plan which I previously sent you detailed suggestion for the working of the plan.

I shall be in Chicago early in November and I shall be very glad indeed to see you at that time.

The plan although simple seems to me to solve the present college problem not only for the University of Chicago but for other universities and colleges. Wellesley and Vassar are both full to 1929 and the situation is growing more extreme constantly.

I believe if the University takes over this plan they will point to a way of immediate solution for other institutions.

Sincerely yours

Mary A. Marot

Professor J. H. Tufts
University of Chicago
Chicago, Ill.
The Great American Thing

I am writing to you to express my appreciation for your kind solicitation about the presentation of the American Modern Movement. I am very much interested in your question and would be delighted to have the opportunity to discuss this matter with you.

I am willing to come to Chicago to attend the presentation. I have been in touch with Mr. Smith, the director of the Art Institute, and he has assured me that the exhibition will be held in the fall of 1930.

I believe it is important that we work together to promote the American Modern Movement. The exhibition will be a great opportunity to introduce American artists to a wider audience.

Sincerely yours,

[Signature]

Director, Art Institute
Suggestions for the Organization of the
University-Junior-college Plan

Plan

To relieve the college congestion by utilizing secondary schools in sufficient number to take care of all freshmen and sophomores.

To maintain in Chicago a model junior-college unit under the supervision of the department of education of the university for observation, experiment and conference.

Scholastic relation of the University to the Junior-colleges

The University to:

Set standards of equipment, teaching and direction of courses;

Appoint the head of each school as dean of the junior-college;

Make each dean a member of the university faculty.

Financial relations of the University to the Junior-college

The University to:

Pay each dean a salary;

Make the dean responsible for the finances of his or her own institution in the matter of salaries, upkeep and all other expenses;

Give the dean freedom in the matter of collecting endowments and tuitions.

Prearrangement with reference to this point to be decided upon.

Mary L. McFar
University-Junior College Plan

The University to the Junior College

Sponsorship of the University to the Junior College

The University to

By

Make each dean a member of the university faculty.

Principles Referred to the University to the Junior College

The University to

PEN. ALFRED S. MORGAN

Chief

Assistant to the President

May 6, 1951

Delegated to the junior college for the purpose of this report and

Introduction in the matter of salaries, merited and other

expenses;

Give the junior college in the matter of college appointments

Examinations with reference to this point to be prepared

Now.
THE UNIVERSITY JUNIOR COLLEGE IDEA

The first two years of college conducted by the University
In places geographically scattered
In comparatively small groups
In connection with the schools already established
Choice to be given to freshmen regarding location
All requirements for entrance and tuition to be uniform
A student entering one of these units would enter the University

ADVANTAGES OF THE UNIVERSITY-JUNIOR-COLLEGE IDEA

1. It solves a problem
   a. Of overcrowding leading to undue competition
   b. Of inadequate housing and laboratory facilities
   c. Of social irregularities

2. It does this by
   a. Scattering the student body geographically for the first two years
   b. Using facilities already established
   c. Educating the students in smaller groups socially supervised

3. It is better than the Junior-college idea because it eliminates irregularity
   and makes the two-year unit an integral part of the University and college
   system

ADVANTAGES OFFERED BY THE NORTH-MAROT JUNIOR-COLLEGE AS A UNIT

1. Grounds and facilities for outdoor sports
   Extensive grounds, tennis courts, hockey field, riding, a small lake,
   facilities for all summer and winter sports, rooms for growth on wooded
   lands on schoolgrounds and on adjoining grounds

2. Equipment
   A gymnasium 120 x 40 feet, a junior-college building containing a library
   60 x 40 feet, a physical laboratory, facilities for immediate expansion,
   opportunities for rapid growth

3. Climate and water supply
   A healthful climate both summer and winter, altitude 500 feet, in the
   summer region of country homes; an abundant and pure water supply

4. Location
   A quiet New England village, a lovely rolling New England country, an
   opportunity to offer western girls an experience in the east before they
   finish their education.

Mary D. Marot
My dear Dr. Tufts:

I am assuming that you are conducting all correspondence with Miss Marot. Accordingly I am enclosing two letters which came from her during the Summer, one of which contains some data which you may care to file with other memoranda.

Very truly yours,

[Signature]

Secretary to the President.

Dr. James H. Tufts
The University of Chicago
October 6, 1936

My dear Mr. President:

I am writing you in connection with the communication which you took the trouble to send me along with the letter of Dr. F. P. in response to my notice about the intercorporate arrangements for the future of our careers. I conclude that the transfer of some of the larger concerns to the University is not a wise course of action. With great respect, I am yours truly,

[Signature]

Secretary to the President.

[Stamp: The University of Chicago]
My dear Dean Tufts:

About the middle of July Miss Marot, Principal of the Howe-Marot School, came to my office and we had a long conference in which she told her desires with reference to some sort of cooperation between the University of Chicago and the Junior College Division of the Howe-Marot School. I made a memorandum of that conference, which memorandum you will find herewith. I am sending also a letter from Mrs. Robert Graves, written to you under the date of July 13th. On July 18th I wrote to Miss Marot. A copy of that letter of mine is attached to what I am sending you, and her reply dated July 25th is also attached. I am sending you all this material because I think it is quite obvious that this matter should be carried forward by yourself, certainly not by me; and I think you will agree with me that the President ought to be relieved of any demand upon his thought and time, at least until this matter has advanced to a more definite point.

I understand that Miss Marot has been in communication with you somewhat during the Summer, and I am writing her that the matter is now in your hands.

Very truly yours,

Hastings N. Buley
Secretary to the President.

Dr. James H. Tufts
The University of Chicago
August 27 1924

Dear Professor Tufts

Thank you for your letter of August 23rd. Your sentence:
"I shall be interested to be informed of your ideas" is responsible for this letter.

I believe that educators at the present time have not only a problem but a very real responsibility with reference to the advantages which may be either given or withheld in the matter of college education. From the university point of view it resolves itself into a matter of overcrowding and readjustment in order to make room for undergraduates. From the point of view of secondary education it becomes a matter of finding a place for students who deserve and who should have the advantages of college education. At present the colleges are forced to
Dear Professor Cole,

Thank you for your

I regret to inform you of an important

I regret to inform you of an important

I regret to inform you of an important

I regret to inform you of an important

I regret to inform you of an important

I regret to inform you of an important

I regret to inform you of an important

I regret to inform you of an important

I regret to inform you of an important
of Chicago temporize. I believe the university, when it makes its decision will strike out some path which may be followed by other universities and colleges.

Various proposals which have been made seem tame, as I have no doubt they do to others, subject to criticism. The matter of dropping of undergraduate work is as you say a very hazardous plan since so much of the interest and financial support of a university comes to it from its undergraduate body. The matter of dropping of all junior college work seems to me to make for confusion since the university would be obliged to accept more or less capricious standards. The possibility of building a new college across the Midway while it may answer the requirements of a rich university like Chicago would not be a solution for other colleges and universities, and it would seem to me to involve the University of Chicago in the same problems and difficulties that are at present facing it.
The same argument I think applies to placing the entire undergraduate work across the Midway.

The university-junior-college plan seems to me to solve the problem of overcrowding from the university's point of view and at the same time to permit the university to dictate the matter of scholarship. From the secondary school viewpoint it enables twice as many girls and boys to receive the benefit of college education. With the public schools and private schools constantly bringing boys and girls to the point where they are capable of profiting from college and professional work it is a very real tragedy and hardship to be denied this possibility.

The fact that junior colleges have sprung up so rapidly in the west and south shows that schools already organized are capable of taking over two years of college work and are ready to do this. Plants already established can be made useful for the immediate solution of the problem. If in this way they become crowded they would quite probably drop junior high school work and
The very many I write upon to

brought the name of extraordinary work some

the things.

The mathematics seems separate from

some to go to solve the question of acquaintance.

in the time the mathematician bolds or view me to

the men that to present the mathematic to receive

the matter of solutions. From the mathematic

senior you know the mathematic gains to each group

and drive to measure the period of solution guide

to you. With the products explore my thanks to the group

communication and you may think to the group

where this can add up of the differential form different

may disagree. The part of to much but agreement

may remember to be seen in this agreement

the less time消防 officer was strong

and do to priority to the mere new manner group

separate strength individual with capability of interest

see the way home of college with any one thought

to take. Journal within cooperation can be make

mean it you the mathematic equation of the group.
allow this to be done in the home of each pupil.

Tomorrow I am having a meeting of some of the college women of Windham county and I am going to place this matter before them. Wherever I have talked over this plan it has met with immediate approval and has appealed to college women as an immediate and feasible solution.

I feel so strongly the pioneer spirit of the University of Chicago that I want them to launch the idea and sponsor it. The details of the plan I think can be quite easily worked out by having a local board of trustees responsible to the University of Chicago and having a dean or an executive member of the university staff responsible for the scholastic aspect of the matter.

I left with Dr. Butler some pictures of the school but I want also to send you a panoramic view which you may have in your
after our trip to the home of your

hobby.

Communion is the principal activity of
now or to the onlooking nature of the present

may I be able to please after perhaps for

never as I have before your stage.

I have frequently been of help in helping to improve your

use any material or office means on this occasion

may recommend a correction.

I shall be requested to purchase before I can get

as the inconvenience of the office place I have given

to purchase the time and means of the

to purchase a time and money to provide

by himself and not by personal or family

shamelessness and to new generation of

ought not to be giving or at my convenience

were to the modern in their requirements

the suggestion amount of the screen.

I have only to tell me how to replace a

honesty after all I shall try to do this now.
office to show the grounds and the surrounding country. The view is taken from the
toorch of the main house.

Cordially yours

[Signature]

Professor James H. Tufts
Office of the President
University of Chicago
Chicago, Illinois
My dear Doctor Butler:

Thank you for your letter of August 19.

On July 3rd I sent you a letter, a copy of which I am enclosing. I am sorry you did not receive this. In copying the letter I have omitted the sentence regarding Mr. Gilpatrick because of the tragic happenings surrounding him since I wrote.

Any expense connected with the initiation of the plan could be adjusted since the building will soon be completed and everything is in readiness for use at this time. If it seems desirable I shall be very glad to come to Chicago.

Gordially yours,

Mary L. Thurt

Doctor Nathaniel Butler
Box 402
Bay View, Michigan
Dear sir,

I am writing to inform you of my departure from our company. I have been with the company for several years, and I am leaving due to personal reasons.

I appreciate the opportunities and the relationships that have been established during my time here.

I wish you and the company all the best in the future.

Sincerely,

[Signature]
MISS HOWE AND MISS MAROT'S SCHOOL  
THOMPSON, CONNECTICUT

August 21, 1924

My dear Mr. Tufts:

Since I saw you in Chicago my ideas have developed with reference to the question of the Junior College. What I want for this School, I think should be extended to the entire system. I call this the University-Junior-College idea.

I am enclosing a paper giving the points, stating what the idea is, and its advantages. I have talked about this to many people in the East, and on the 28th I am having a meeting of the college women of Windham County. Wherever I have mentioned the plan it has met with enthusiastic response.

President Burton, in his convocation address, spoke of the university as a path breaker in education, and said that it aimed not simply to do in a new place what many others are doing in other places, but to introduce a new element by which education would be made very
effective.

I believe that the University Junior College idea, while simple, is a real solution of a present problem, and want the University to take it and break the path for other Colleges.

Sincerely yours,

Mary A. Marst

Dr. James H. Tufts
Office of the Vice President
and Dean of Faculties
University of Chicago
Chicago, Illinois
THE UNIVERSITY-JUNIOR-COLLEGE IDEA

The first two years of college conducted by the University
In places geographically scattered
In comparatively small groups
In connection with schools already established
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   a. Of overcrowding leading to undue competition
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2. It does this by
   a. Scattering the student body geographically for the first two years
   b. Using facilities already established
   c. Educating the students in smaller groups socially supervised

3. It is better than the Junior College idea because it eliminates irregularity and makes the two-year unit an integral part of the University and College system

ADVANTAGES OFFERED BY THE HOWE-KAROT JUNIOR COLLEGE AS A LABORATORY FOR MAKING THIS EXPERIMENT

1. Grounds and Facilities for Outdoor Sports

   Extensive grounds, tennis courts, hockey field, riding, a small lawn, facilities for all summer and winter sports, room for growth on wooded lands on school grounds and on adjoining grounds

2. Equipment

   A gymnasium 120 x 40 feet; a Junior College Building containing a library 60 x 40 feet; a physical laboratory; facilities for immediate expansion; opportunities for rapid growth

3. Climate and Water Supply

   A healthful climate both summer and winter, altitude 500 feet, in the summer region of counjtry homes, an abundant and pure water supply

4. Location

   A quiet New England village, a lovely rolling New England country, an opportunity to offer Western girls an experience in the East before they finish their education

May 2
MISS HOWE AND MISS MAROT'S SCHOOL
THOMPSON, CONNECTICUT
August 16, 1924

My dear Doctor Butler:

I hope you will forgive my breaking into your vacation to write about the matter of which we spoke when I was in Chicago, but I have a strong feeling that as an educational experiment it may be of the utmost importance and that it may come up for discussion when the plans for the enlargement of the University are considered in the Fall.

If the University plants its centers for the Freshman and Sophomore years in places geographically separated under the management of the University and in connection with institutions already established, it will immediately and very simply solve the question of over-crowding and of the disposal of the students for these first two years that form so vital a problem at present for the University of Chicago as well as other Universities and Colleges.

So far as this proposition which I am making is concerned with reference to the University in
I very much appreciate your assistance and look forward to working together in the future.
suggesting that this Junior College be made a center, it would further bring two sections of the country together and would allow girls who otherwise would have only Western education to get some experience in the East.

In the booklet that has just been sent out, "Echoes of Convocation Day", President Burton says "It has always been a part of the policy of the University to be a path-breaker in the work of education. It has aimed not simply to do in a new place what many others will do in other places, but to introduce some new element by which education would be made more effective."

I know that this is true, and I fully believe that if the University took up this plan of looking after the first two years in separate centers that other colleges would take up the plan. The Junior College as it is now organized under individual management does not meet the need. The Junior College under the direction
unfortunately sent this special attention to make a

conference to many important people and

life of the community to make any impact with G.I.'s

the abilities many times the waiting time

to try some inspiration to the people

In the picture from page 102, there was a

woman's name: "Helen J. From the writer, one of the

bottles of the cuticle extractor to be a help in the

location of the cuticle. If the same

to try to do as I am doing with much effort

will go to other places, but to introduce done

already been prepared. The writer apologized many so much more

"inspiration"

I know one that is close, and I tell you

thereafter to the University. Here to this time

an important event took place and people in attendance

company were on other occasions many times to the

by the young people who I am approaching

self-improvement campaign gone for well

every time they need to make a presentation
of Universities and colleges would completely meet every requirement. I offer my Junior College as a laboratory.

I have talked to a number of people in this part of the country and they all greet the idea with enthusiasm. On August 28 I am having a meeting of the College women of Windham County to present the idea to them. The other day when I was talking to a trustee of Vassar she said, "Miss Marot, if the University doesn't take you on, won't you consider Vassar?" This I quote merely to show the instant reaction of this person to the scheme.

I believe it is a revolutionary plan in education although it seems to simple, and that it will meet an immediate and imperative need.

Sincerely yours,

Mary L. Marot

Dr. Nathaniel Butler
Box 402
Bay View, Michigan
al experiment any corralling many considerations
meet many indications. I agree its
offered me a jeopardous
I have sailed to a moment of nausea in
face being so accomplished any such my
to the face of my inspiration. As promptly as I
reaching a moment of the Oglethorpe mean or
shoulder to breathe any sense to clean. The other
get when I was notified of a mixture of nausea
"May you to the immediate
those this. the while the inquires
"Assault! Why I change check to whom and
insert division of this reason to the opposite
I partake to to a development your in
abnormalities. At least to employ any that
It all went on to continue and to generate noth.

Sincerely yours,

[Signature]
THE UNIVERSITY-JUNIOR-COLLEGE IDEA

The first two years of college conducted by
the University
In places geographically scattered,
In comparatively small groups,
In connection with schools already established,
Choice to be given to Freshmen regarding location,
All requirements for entrance and tuition to be uniform,
A student entering one of these units would enter
the University.

Mary X. Martin
The experimental station-ensemble for

the development of

the integrated

in genetic and physiological interaction

in association with special efforts of cooperation

in connection with special efforts of cooperation

is to be given to receive any notice and to be

unauthorized

without express authorization and should not be

the authorized
ADVANTAGES OF THE UNIVERSITY-JUNIOR-COLLEGE IDEA.

1. It solves a problem
   a. Of overcrowding leading to undue competition
   b. Of inadequate housing and laboratory facilities
   c. Of social irregularities.

2. It does this by
   a. Scattering the student body geographically for the first two years
   b. Using facilities already established
   c. Educating the students in smaller groups socially supervised.

3. It is better than the Junior College idea because it eliminates irregularity and makes the two-year unit an integral part of the University and College system.

Mary L. Manor
ADVANCEMENT OF THE UNIVERSITY-UNION COLLEGE FUND

FUND-raising

1. In Social Gatherings
   a. At various functions held in social clubs
   b. In introductory meetings and receptions
   c. At evening entertainment
   d. At regular meetings

2. In Home Work
   a. Through correspondence work
   b. In the home
   c. By giving information through correspondence
   d. In personal work to advance

3. In Industry
   a. In connection with industrial work
   b. By the home
   c. Through industry
   d. By giving information to industrial classes

4. In Church Work
   a. In connection with church work
   b. By the home
   c. Through church
   d. By giving information to church work

5. In Publication
   a. By publication
   b. Through the press
   c. By the home
   d. By giving information to publication

6. In Government
   a. By government
   b. Through the state
   c. By the home
   d. By giving information to government

7. In Scientific
   a. By scientific
   b. Through the scientific
   c. By the home
   d. By giving information to scientific

8. In Medical
   a. By medical
   b. Through the medical
   c. By the home
   d. By giving information to medical

9. In Agriculture
   a. By agriculture
   b. Through the agricultural
   c. By the home
   d. By giving information to agriculture

10. In Business
    a. By business
    b. Through the business
    c. By the home
    d. By giving information to business

11. In Education
    a. By education
    b. Through the educational
    c. By the home
    d. By giving information to education
ADVANTAGES OFFERED BY THE HOWE-MAROT JUNIOR COLLEGE AS A LABORATORY FOR MAKING THIS EXPERIMENT


Extensive grounds, tennis courts, hockey field, riding, a small lake, facilities for all summer and winter sports, room for growth on wooded lands on school grounds and on adjoining grounds.

2. Equipment.

A gymnasium 120 x 40 feet, a Junior College Building containing a library 60 x 40 feet, a physical laboratory, facilities for immediate experiment, opportunities for rapid growth.

3. Climate and Water Supply.

A healthful climate both summer and winter, altitude 500 feet, in the summer region of country homes, an abundant and pure water supply.

4. Location.

A quiet New England village, a lovely rolling New England country, an opportunity to offer Western girls an experience in the East before they finish their education.

Mary L. Marot
The exercise ground in exercise ground, Parma, Ontario, located

A Dempsey Avenue, 50 feet east of the intersection of Dempsey Avenue and Commerce Street, 50 feet east of the intersection of Commerce Street and Main Street.}

Location

I hereby certify that the ground outlined on the map is the ground as described in this notification. I agree to the ground being used for the purposes described in this notification.
MISS HOWE AND MISS MAROT'S SCHOOL
THOMPSON, CONNECTICUT

July 23, 1924

My dear Mr. Butler:

The value of the present Junior College building when finished and ready for occupancy will be $50,000.

The value of the ground on which the Junior College could build containing 16 acres is worth from $10,000 to $15,000.

The Junior College building contains a library 60 x 40 feet. The school equipment includes a gymnasium 120 x 40 feet and 20 acres of ground in addition to the 16 already mentioned, laid out in tennis courts, hockey field, drives and campus. There is a golf course near the school. There are cottages on the grounds available for additional laboratories and recitation halls. The present dining hall could be enlarged to accommodate 300 girls. In order to expand to this number it would be necessary to build houses for living purposes as rapidly as necessity arose. For
the experiment up to 300 girls, except for housing purposes, the expenditure would be relatively small.

An adjustment could be made by conference regarding the use or purchase of the Junior College buildings and grounds so far as the need of the Junior College required. Mr. Gilpatrick is willing to come to Chicago for a conference or a representative could be sent to Thompson.

I, with my colleagues, will undertake to raise as large a part of the funds as is desirable or necessary and I am open to suggestion with reference to the amount which would seem reasonable to you for us to undertake.

Sincerely yours,

[Signature]

Mr. Nathaniel Butler
Secretary to the President
The University of Chicago
Chicago, Illinois
The arrangement of 4 to 500 ships, amounting to 2,000 men, offered the possibility of using the ships in the Mediterranean for the purpose of protecting the United States against attack. The Mediterranean was an area of interest to the United States because of its strategic location. The ships were to be stationed off the coast of France, and on this basis, the United States could take advantage of the situation and utilize the ships to its advantage.

The Mediterranean was a vital area for the United States because it was the gateway to the Middle East and the entrance to the Suez Canal. The United States was interested in maintaining a presence in the Mediterranean to ensure its security and to protect its economic interests.

The United States government had been considering the establishment of a naval base in the Mediterranean for some time. The decision to station the ships in this area was a significant step in that direction. The United States was determined to maintain its influence in the region and to ensure its security.

The ships were to be stationed off the coast of France, and this strategic location allowed the United States to monitor the activities in the Mediterranean and to respond quickly to any potential threats.

In conclusion, the establishment of the naval presence in the Mediterranean was a significant step in the United States' efforts to maintain its influence in the region. The strategic location of the ships off the coast of France allowed the United States to monitor the activities in the Mediterranean and to respond quickly to any potential threats. The United States was determined to maintain its influence in the region and to ensure its security.
July 19, 1924

My dear Miss Marot:

Before presenting to the President the proposal which we outlined when you were in my office a day or two ago, I am writing to ask, in case the general proposition were received hospitably by the President and our Board of Trustees, the following questions:

1. Approximately what sum of money would be involved in the purchase of the land and in the erection and equipment of the building or buildings for the Junior College?

2. To what extent would you and those immediately associated with you undertake responsibility for securing the necessary funds?

I shall be glad to hear from you about this when it is convenient for you to consider it and reach some conclusion.

Cordially yours,

Secretary to the President.

Miss Mary L. Marot
Howe-Marot School
Thompson, Connecticut
Memorandum regarding possible co-operation between the University of Chicago and the Howe-Marot Junior College at Thompson, Connecticut:

Miss Marot, Principal of the Howe-Marot School, asks the University to consider some plan whereby the Howe-Marot Junior College should become an integral part of the educational system of the University of Chicago.

Obviously this involves two considerations: (1) the scholastic and academic, and (2) the financial aspect.

1. The scholastic considerations have already to some extent been worked out by the recognition of the work of the Howe-Marot School by the Office of the Examiner of the University of Chicago; and further details involved in the working out of this aspect of the relationship under discussion could probably be easily worked out, if from every point of view the proposed relationship proves practicable.

2. Miss Marot would ask the University to consider whether its Trustees would approve taking over such part of the property as would be needed for the development of the physical equipment of the Junior College. This would mean the actual purchase of the land by the University and the control of the Junior College by the Board of Trustees, consisting of the existing Board of the University of Chicago to which would be added a group of persons locally acquainted with and interested in the School. This obviously would involve not only the purchase of the land by the University, but the actual erection of adequate buildings and the providing of necessary material equipment.

**Sources of Information:**

Mr. Harold G. Gilpatrick, State Treas. of Connecticut, First National Bank, Putnam, Connecticut

Mrs. David W. Longstreet, 5734 Kimbark Avenue, Chicago. (H. F. 8245)
Professor James H. Tufts  
The University of Chicago  
Chicago

Dear Mr. Tufts,

On talking with Miss Mary Marot yesterday, whom I always see when she comes to town, I learned that she had just consulted with you about the Junior College of her school at Thompson being a part of the University of Chicago.

Ever since our Foster Hall days when she was a brilliant student I've kept eager watch of her and her educational work. Her own wonderful scholarship and true democracy she has succeeded in building into her private school. I have been enthusiastic over it for years. She tells me now that she wants her school to be a sort of part of the University.

The advantage of this I cannot quite see for her; but for the University of Chicago I can see only advantage in close relationship with so successful and scholarly an Eastern school. That is really why I steal your time to hear my very unimportant opinion. The U. of C. and its problems have staid very close to me, and this looks like a chance for my University to try out an extension of its influence, and perhaps to make a real attack upon the problem of "too many students."

Cordially yours,

[Signature]
MISS HOWE AND MISS MAROT'S SCHOOL
THOMPSON, CONNECTICUT

May 22, 1924

My dear Dean Tufts:

Thank you very much for your letter.
I heard from Mr. Payne. I was anxious to
know before the end of the school year so
that announcement could be made, particularly
to Chicago people.

Thank you for your interest.

Sincerely yours,

[Signature]

---

Mr. James H. Tufts, Dean
University of Chicago
Chicago, Illinois
If you have time...

Thank you very much for your kind letter.

I am very pleased to know that I can return to.

Your parting line on my card has kindly been

To quote one's address.

Thank you for your kind interest.

[Signature]
May 20, 1924.

Miss Mary L. Marot,
Thompson, Connecticut.

My dear Miss Marot:

I received your note of May 2 and have talked with Mr. Payne about the matter. He tells me that he has written and that you have telegraphed your receipt of his letter. Of course, we have to proceed in such cases somewhat gradually, but I should think that with the basis for action which he proposes, it would be possible to make at any rate a fair trial of your purpose.

With cordial regards,

Sincerely yours,

James H. Tufts
May 2, 1924

My dear Mr. Tufts:

I am sending you a copy of the letter which I have just sent to Mr. Payne. Would you be willing to use your influence to hurry this matter for me. It is really of great consequence to me that it be settled.

Sincerely yours,

Mary K. Marot

Dean Tufts
University of Chicago
Chicago, Illinois
It was great to hear from you. I hope you are doing well. It was nice to have you visit us. I look forward to seeing you again.

Sincerely,

[Signature]
THE HOWE-MAROT SCHOOL
AN INTERPRETATION
BY
PADRAIC COLUM
THE HOWE–MAROT SCHOOL

AN INTERPRETATION

I have always thought that education has little to do with buildings and equipment and much to do with personality. Buildings and equipment are important, but they are important in a secondary way: the vital influences that shape people and awaken people come to them from personality. It is to be taken for granted, of course, that the personality that is to shape and awaken has an interest in and a technique in education.

I think of the Howe-Marot School as a successful and important educational establishment because there is at the head and in the center of it a personality—Mary L. Marot.
Miss Marot is an American woman of French Huguenot ancestry, and, as sometimes happens in strong racial strains, she re-embodies the kind of spirit and intelligence that we associate with the seventeenth century and with the Huguenots. She would have been accepted as a colleague by the humanists of the seventeenth century. And the education that she is enlisted for is an education based upon independent judgment and discovery. Miss Marot is singularly unbiased; she has many contacts with currents and tendencies in the world today. But she has her own center and her own vision: she is a personality and one that can give direction.

I do not know of any one else so capable of giving direction to a girl-student—I do not mean direction in a course of studies merely, but direction in her life. Miss Marot believes greatly in the contribution that the trained and educated woman can make to today's civilization. She has ardour for it. And I feel sure that she is able to give to her students enough of her faith and ardour to be an insurance against emptiness and disillusionment.

SITE, building, and equipment may be secondary matters in education, but they are matters that no one nowadays is going to overlook. Miss Marot is one who has a sense of the beauty and dignity of materials, and the site, buildings, and equipment of her school have not at all the appearance of things that are regarded as of secondary consideration.

This morning, as I come up from one of the school cottages, there is stir and singing of many birds—thrushes, robins, bluebirds. Before me is the spacious house that is the main building: I cross a wide lawn that has a growth of pine trees on one side of it.

Out of the sloping roof of the main building comes a balcony. From this balcony one has a real prospect. Twenty miles, perhaps, of a rolling, park-like country stretches away before one to the line of the Connecticut hills. Looking from this place on the roof one has a sense of spaciousness and wind-blown distances. One expects to see horses crossing these downs. And one sees them. The riders are girls of the School. Miss Marot has a stable with riding horses. And she has,
too, an instructress who has devoted herself to the management of horses. Of this wide country that is in prospect from this place a fair portion belongs to the School—as much as ninety acres.

For a side view there is a village of Thompson with its dignified houses, its elms and its maple trees. The pine trees of the school grounds cut off the lawn with its tennis courts from gardens and cottages for the house-workers. There are cottages for residence and recitation on the grounds, cottages cosy and picturesque.

One is in an expanded world here, on this site that is so fair and open, five hundred feet above the sea, in a climate that is bracing and that has much northern sunlight. The same care that has gone into selecting this site for the School has gone into equipping it for a pleasant and wholesome working life.

The main hall was originally a family mansion, and it is both spacious and attractive. The drawing-room, with an open fire place where the students assemble, and where there is music and dancing and week-end lec-
tasures, is, for all its spaciousness, a room in a home. Here, and all through the house as well as in the cottages and class-rooms, there is always a comfortable atmosphere: with regard to light, heat, and ventilation, the best possibilities have been realized. There are windows everywhere; one does not know whether the heating is from within or without, it is so uniform, so much part of the atmosphere. The heating is by oil, and from a plant that works very well indeed. There can never be any shortage of water in the School; this is a country of springs, and there is a reservoir on a hill, filled from springs, to which the School has access. There is as much in the reservoir as would supply a town; all of it is for the use of the School down to which it is easily conveyed.

There are cottages for the students besides this main hall, and two buildings used as dormitories. There is a gymnasium, quite an extended building, where all games can be played when conditions are not good outside; there are stables, greenhouses, and beyond, a dairy belonging to the farm. Certainly the physical basis for intellectual work has been well laid down here.

Of the several enterprises that the School conducts, there is one that interests me especially—the publication of its little newspaper and its magazine. The School publishes the Writers' Club Quarterly, and The Forum, a four-page journal that appears every week. The Forum records and discusses political affairs and reviews books and carries an editorial; the Writers' Club Quarterly publishes stories, poems, and essays. In both publications, I have found work that would have been worth an outside editor's consideration. The actual production of these two journals by a staff drawn from a comparatively small body of students means real initiative and organization, and in itself it is worth-while training.

I shall conclude by saying that when I think of the Howe-Marat School I think of something more than is connotated by the words School, College, or Academy. I think of a place where there is thought and where the thought is generous. I think of it as a place where students have an incitement to develop an interior life. Only the very wisest of educators are able to give this incitement, but I feel that it is being given in the School.
I have named. Nowadays with so much to learn, so much to be adjusted to, few in the schools are being led to develop this interior life. And yet with an interior life undeveloped "education" even if it has all sorts of recognitions, leaves its possessor without rich or direct resources. Miss Marot has put her educational programme in three statements:

To teach girls to think and to give them some exact content for their thought,

To teach them to think with a social mind,

To encourage the unfolding of their religious nature.
The realization of these three ideas is not all of her work. To my mind her contribution to education is in the fact that she recognizes the three faculties of the psychic life, and her education is directed, not on one or two of them, but on all three—the will, the intelligence, and that faculty which has been overlooked, but which is as important as either of the others—the imagination.

Padre Eustace
JUNIOR COLLEGE
OF
MISS HOWE AND MISS MAROT'S
SCHOOL
THOMPSON, CONNECTICUT
JUNIOR COLLEGE
OF
MISS HOWE AND MISS MAROT'S
SCHOOL
THOMPSON, CONNECTICUT
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G. HAROLD GILPATRIC,                    VICE-PRESIDENT
ROSAMOND DANIELSON,                    SECRETARY
GUY L. BAKER,                           TREASURER

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principal
MARY LOUISE MAROT
TEACHING STAFF
1923-1924

MARY LOUISE MAROT
B.S. University of Chicago.

ETHEL STURGE JOHNSON
London University, Diploma of Distinction in Theory
and Practice of Teaching, Cambridge University,
England.

JEANNE MOULÈ DE LA RAUTRIE
Vichy, Allier. Academie de Besançon (Doubs).

MILDRED HARDENBROOK

MIRIAM NORRIS

MRS. ANNA GARLIN SPENCER
Lecturer and Author. Formerly Associate Director of
New York School for Social Work; Special Lectu-
er in Social Service at University of Wiscon-
sin, and now Special Lecturer in Social Science at
Teachers’ College, Columbia University. (In resi-
dence at the Howe-Marot School during a portion
of each year).

WILFRED J. TAYLOR
University of Michigan. M.D. Jefferson Medical Col-
lege.

HELEN MAROT TAYLOR
Vassar College. University of Chicago.

BERNETTE BACHELER
Pratt Institute.
E. BLANCHE MAROT  

RICHARD PLATT  
Student in Berlin with Professor Heinrich Barth, Var-ette Stepanoff (pupil of Leschetsky), and in com-position with Professor Heinrich Urban.

BEATRICE M. FRIES  
Boston School of Physical Education.

ELsie PRICE  
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H. D. CORBUSIER, M. D. HYGIENE AND PHYSICAL EDUCATION
PADRAIC COLUM, ENGLISH CRITIC
JOHN JAY WHITEHEAD, JR., JOURNALISM
HARRISON KELLER, VIOLIN
FRANK H. BIGELOW, VISITING CLERGYMAN

JUNIOR COLLEGE
MISS HOWE AND MISS MAROT'S SCHOOL

PURPOSE.

GENERAL. The Junior College is designed to meet the growing need of education beyond the Sec-ondary School. Colleges are limited in space, and even with increased facilities there is a point beyond which they cannot grow and still do efficient work. Junior Colleges should take the strain of the first two years off the four-year colleges thereby enabling the latter to give a larger number of students the benefit of a college education, and to use their expert teaching staff, their equipment and building for research and Senior College work. The Junior College also meets the educational needs of a large and important class of girls who are best served by a rounded-out two-year course, followed, if further study is desired, by travel or vocational specialization.

SPECIFIC. The Junior College of Miss Howe and Miss Marot's School is planned to meet the need of three classes of students—(1) those de-siring cultural courses of collegiate grade who are not going to a four-year college, (2) those in-tending to enter universities for Senior work who pre-far a socially supervised environment for the first two years of college, (3) those who are headed toward special training for vocations in the lines most fol-lowed by women.
SERIAL COLLEGE PREPARATORY COURSE

Requirements for Entrance and Prescribed Courses for students desiring to enter a four-year college or University.

For entrance each applicant must present adequate evidence that she has completed, either by certificate or examination, the requirements of the College she wishes later to enter.

Courses of study will follow the requirements of the first two years of the College chosen.

TWO YEAR JUNIOR COLLEGE COURSE

Requirements for Entrance and Prescribed Courses for students who take the two-year Junior College Course complete in itself.

For entrance the equivalent of a four-year high school course including approximately Languages (Modern or Classical or both) 4 units; History, 2 units; Mathematics, 2 units; English, 3 units; Elective, 5 units.

The two-year Junior College course specifies the direction of work and outlines a plan whereby a student will receive training during half her periods of work and recitation in one subject; the other half of her units being given to allied or elective work.

The courses of study are designed to offer a variety of subjects, so that there shall be no limiting restrictions placed on the particular direction which a girl's studies are to take. After a course is chosen, however, the subjects are limited and the number of units for graduation definitely prescribed. The two-years' course allows the individual to specify her particular line of work. The intention is to be rigorous in the matter of scholarship and it is believed that the quality of the work justifies the serious attempt that is made to give the two-year Junior College course in-

tellectual standing that will train girls in college methods and thought, at the same time giving them a wider choice and a more liberal treatment of subjects than would be possible in the first years of a four-year college. In addition to the work chosen each girl will be required to do a certain amount of athletic and team work, and to take a course in Citizenship.

HISTORY

The school was established by Malvina Howe and Mary Louise Marot in 1905 and enters its twentieth year in the fall of 1924. During the year it has been incorporated and a new building has been begun for the accommodation of girls and housing of its classrooms and laboratories.

LOCATION AND EQUIPMENT

With the catalogue a short account of the Town of Thompson with its environment and history is reprinted. The village is beautiful and essentially friendly. It has a history of service and has always had an interesting social life. There is no commerce of any kind in the town, and the school is a mile from the nearest trolley line and railroad station. The school has about ninety acres of ground. On this we do farming and gardening and maintain our own dairy. We have a stable with riding horses, and on the grounds we have tennis courts, hockey and basket ball fields. On the school grounds there are two large buildings used as dormitories, four cottages, a stable, a gymnasium and a greenhouse. To this number is being added a new building. The gymnasium, 120 feet by 40 feet, allows space for indoor tennis, basket ball, and badminton. It is used also for indoor games, setting-up exercises and dancing.

The houses are heated by steam and lighted by electricity. The plumbing is modern and sanitary.
There is in all the rooms an abundance of sunlight and ventilation. The water supply, which comes from Fort Hill Farm, is ample and pure. In each of the large houses there is a sleeping room with windows on three sides where the girls may sleep throughout the year if they so desire.

Object

The object of the college from the standpoint of scholarship is two-fold; first, to prepare girls to enter a Senior College and second, to provide for girls who are not planning a four-year college course an education which will give them a background of general culture and at the same time train them in one specific subject. It is an aim of the school to teach girls that good health is an essential to any success or happiness and to provide for them every possible means for attaining and building up a strong and robust body. The school believes further that no girl is equipped for effective living who has not learned self-control and who has not developed some conscious standard of action and thought. The incentive for such development, it is believed, comes primarily through religion, and the school, while it is not denominational, is essentially Christian in its teachings. In order to give each girl the fullest opportunity for developing her standards, the school offers every means within its knowledge and experience for self-guidance, so that while certain definite standards are held for the school, the method by which the aim is accomplished is as far as possible voluntary. The ideal, therefore, for the training of girls, extends beyond the academic work, and reaches into the future by making the impulses for study and right conduct arise from the individual. As the discipline from the outside is relaxed, the discipline from the inside must grow so that the two remain bal-

anced. A girl may here lead a very simple and wholesome life and receive the training which is so important for girls now, a training exact and sound in scholarship, but also elastic, with stress laid on a right social attitude and good health.

Physical Education and Health

The physical instruction is under the direction of an experienced teacher. Every effort is made to keep the girls in perfect physical condition. The large, airy, unheated rooms for sleeping have been found conductive both to health and happiness. An examination of each girl is made when she enters the school, and a chart is prepared showing her physical condition and needs. A physician examines the heart and lungs, and a girl is not required to take strenuous exercise for which she is not fitted. For two hours in the afternoon the girls are out of doors if the weather is not prohibitive. Instruction is given in tennis, field hockey, basketball, and riding. The country is well adapted for cross country walking, snowshoeing and sliding. There is a Golf club half a mile from the school which the girls are allowed to join. The school has saddle and driving horses, but a girl may keep her own horse in the school stables if she desires. Dancing and gymnastic classes are held in the gymnasium. The health of the pupils is an object of constant and watchful care.

Religious and Social Life

The college is Christian but non-sectarian. There is a Congregational Church in the village and an Episcopal Church in Pomfret a few miles away. Mr. Bigelow, the rector of the Episcopal Church, conducts services at the school twice each month, and comes once a month for communion. The girls are allowed to drive to the Episcopal
Church when the weather is favorable. The school believes that the fostering and developing of a conscious religious and spiritual experience is equal in importance to that of developing the mind and body. The idea of service, of good-will, of willingness to sacrifice, of courtesy, of the responsibility that attaches to opportunity and training, are kept before the school family in teaching and in practice.

The school endeavors in various ways to maintain an interesting and helpful social life. There are dramatic and other entertainments, lectures, concerts, athletic meets, teas, and also trips to Boston for concerts and lectures. The school brings a number of lecturers from outside through the course of the year. These week-end visits are interesting both because of the lectures and talks given and because of the possibility of making personal acquaintance with the speakers. Among the lecturers whom the school has had for week-end visits are Hugh Walpole, W. B. Yeats, St. John Ervine, Padraic Colum, Theodore Maynard, S. K. Radcliffe, Norman Angell, Dr. Frederic Poole, Mrs. Oliver Strachey, Mrs. Anna Garlin Spencer, M. Jules Bois.

Inasmuch as the work of the Junior College in the east may be slow in gaining recognition, the courses outlined lay stress on the teaching of those girls who desire a course complete in itself or who desire a vocational survey course, and it will prepare girls to meet the requirements of specific colleges and training schools which they are permitted to enter in the third year.
V. Oral English. One-half unit.
   Study of organs of speech and analysis of sounds.

VI. Oral Composition. One unit.
   Public speaking and debate.

VII. History of English Literature through Saxon, Medieval, Elizabethan times to our own day.

VIII. Chaucer and Spenser. One-half unit.

IX. English Poetry of the Nineteenth Century. One unit.
   The Lake Poets, Byron, Shelley, Keats, Tennyson, Browning.

X. Elizabethan Drama. One-half unit.

XI. English Essayists. One-half unit.
   Including Bacon, Lamb, Carlyle, Ruskin.

XII. History of the Novel. One-half unit.

XIII. World Literature. One unit.

HISTORY AND ECONOMICS.

Instructors: Miriam Norris, B.A. Mt. Holyoke, M.A. Radcliffe.
            Bernette Bachele, Pratt Institute.
            Ethel S. Johnson, London University.

It is the hope of the Department that an intelligent grouping of the courses in History and the other social sciences will give the student a conception of the unity of all history and of the development of all civilization which will make more intelligible the present day problems in America and in the world at large. To this end it is desirable that a course in general European or World History should precede the more particularized History of special fields.

HISTORY I. Medieval and Modern or World History.
   This course includes a descriptive summary of the chief political and cultural institutions and ideas of the oriental and classical periods beginning a more detailed study with the Germanic invasions.
   One unit. An additional one-half unit may be arranged for special topics and reports.

HISTORY II. American History.
   Prerequisite: Course I.
   A somewhat detailed study of the movements and events in our History.
   One unit.

HISTORY III. History from the earliest times to the accession of Henry VIII.
   One unit.

HISTORY IV. History of England 1485 to the present time, including discussion of the significant political, economic and constitutional movements of the period.
   One unit.

HISTORY V. Modern Governments.
   A descriptive account of the government of the United States and of the principal European countries with a consideration of the governmental problems of modern democracy.

HISTORY VI. A History of Political Theory.
   To be offered when the size of the department warrants it.
   One unit.

HISTORY VII. Current Events.
   One-half unit.

HISTORY VIII. Medieval English Cathedral Towns.
   One unit.

In preparation for a three months' travel course to be announced later.
ECONOMICS I. Basic principles of Economics.
This course aims to give the student a working knowledge of economic terms and ideas, including a study of the production, consumption, and exchange of wealth, and of the factors of production: Land, Labor and Capital, in their inter-relationship to our economic life.
One unit.

ECONOMICS II. Problems in American Democracy.
One unit.

ECONOMICS III. Money, Banking, and Foreign Exchange.
One unit.

ECONOMICS IV. Statistics.
One unit.

SCIENCE.
Instructors: Wilfred J. Taylor, University of Michigan.
            M.D. Jefferson Medical College.

I. General Experimental Physics.
The fundamental principles and laws of mechanics, heat, magnetism, electricity, sound and light; practice in the manipulation of apparatus and in making accurate observations and logical deductions.
Three hours in the class room, four hours in the laboratory.
One unit.

II. Descriptive Astronomy.
Non-mathematical in character, giving an outline of the fundamental facts in astronomy.
One unit.

LATIN
Instructor: Mildred Hardenbrook, B. A., M. A. Vassar, Bryn Mawr, Johns Hopkins.

One unit.

II. Vergil: Aeneid, I-IV.
Ovid: Metamorphoses.
One unit.
(Students entering with three units in Latin may choose either I or II.)

One-half unit.
(For students entering with four units of Latin).

IVa. Livy: Books I, XXI, XXII.
One-half unit.
(For students entering with four units of Latin).
Students may choose either 3a or 4a before taking 3b).

One-half unit.
(For students who have taken IIIa or IVa).

V. History of Roman Literature.
The beginnings and development of the most important literary achievements of the Romans will be studied by readings from the original, supplemented by lecture and reports. (For students who have taken III).
One unit.

Horace as a literary artist and interpreter of the Augustan Age.
(For students who have taken III).
One-half unit.

VIib. Letters of Pliny.
(For students who have taken VIa).
One-half unit.
VIII.b. Roman Comedy: Study of three or four plays of Plautus and Terence.  
(For students who have taken VIIIa).  
One-half unit.

I. Beginning Greek.  
Study of forms, practice in writing Greek, and reading of selections from Xenophon or Plato.  
One unit.

II. Homer: Iliad. Lectures on the Homeric Age.  
One-half unit.  
(For students who have had I. or who have entered with two units in Greek).

III.a. Lysias: Selected Speeches. The life and times of Lysias and his place in the development of Attic oratory.  
One-half unit.  
(For students entering with three units in Greek).

One-half unit.  
(For students entering with three units in Greek).  
(Students must choose either IIIa or IVa before taking IIIb).

One-half unit.  
(For students who have taken II, IIIa, or IVa).

V.a. Euripides: Alcestis or Medea; Sophocles, Antigone.  
One-half unit.  
(For students who have taken IIIb).

V.b. Thucydides: Selections from Books VI and VII.  
One-half unit.  
(For students who have taken IIIb).

VI.b. Aeschylus: Persians and Agamemnon.  
One-half unit.  
(For students who have taken Va).

Courses may be arranged for students who desire four units in Greek.

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FRENCH.

Instructor: Jeanne Moule de la Raitrie. Vichy, Allier. Académie de Besançon (Doubs).

I. ELEMENTARY FRENCH.

Intended to make the students acquainted with the essentials of Grammar and Syntax and with common idioms, also to enable them to understand spoken French, to translate English into French and French into English.

This course includes the reading of essay texts with special stress given to pronunciation, and a frequent practice of conversation.  
One unit.

II. INTERMEDIATE COURSE.

For students who have completed an Elementary Course. Advanced Grammar and Prose Composition; General Outline of French Literature; conversation illustrating the use of idiomatic French; reading and translation from standard authors.  
One unit.

III. CONVERSATION.

Offered to students who have mastered the essentials of French Syntax and Grammar to enable them to acquire fluency in spoken French. Subjects deal with modern literature and include a brief survey of standard authors of preceding periods. Interesting topics of the day should be discussed in turn by students (preparation required); reading and translation of works by well-known writers.

IV. ADVANCED COURSE IN LITERATURE AND CONVERSATION.

Would include a study of the Renaissance and of the classical writers of the Eighteenth and Nineteenth Centuries, dealing especially with the following authors and their works: Corneille, Racine, Molière, LaFontaine, Pascal, Mme de Sévigné, Voltaire, Rousseau, Chateaubriand, Mme. de Stael, Lamartine,
V. Hugo, de Vigny, Dumas père, George Sand, Balzac, Dumas fils, Flaubert, Maupassant. French literature since 1900. Anatole France, Bourget, Rostand, Brieux, Paul Fort, Francis Jammes, Madame de Noailles.

Students are also requested to give in turn twice a week a brief survey of some of the authors pertaining to the period studied at that time.

One unit.

SOCIAL SERVICE

Instructor: Mrs. Anna Garlin Spencer. Lecturer and Author. Formerly Associate Director of N. Y. School for Social Work; Special Lecturer in Social Service at University of Wisconsin and now Special Lecturer in Social Science at Teachers' College, Columbia University. (In residence at the Howe-Marot School during a portion of each year).

There are four classes of women who need Junior College Courses in the study of principles and of the history and methods of ameliorative and preventive work for social welfare work.

The first is that large class of women who as volunteer helpers and financial supporters will serve on Boards of Management, solicit funds and lend influence to sustain specialties of social work.

The second is that smaller but growing class who will enter specialties for social service as salaried workers and become leaders in training for citizenship as executive secretaries of important organizations, or who will take official positions under the government.

The third is that class of writers who will specialize in newspapers, magazines and books on material relative to special pathology, social amelioration or social reform.

The fourth is that class who will enter some branch of the teaching profession and therefore need an all-round knowledge of social conditions.

The Junior College course here outlined offers study which will supply basic facts, essential historical and present survey, and because of its nearness to Boston, intelligently supervised observation of both ameliorative and preventive social work as now conducted by acknowledged experts. The best ways of securing a higher average of normal life, physically, mentally, and morally; the best ways of lessening unemployment by vocational training; and the most hopeful methods of abolishing destitution and human misery, will be thus suggested in logical sequence by study and observation.

ELEMENTARY SOCIOLOGY, SOCIAL WORK, AND THE ETHICS OF CITIZENSHIP.

I. ELEMENTARY SOCIOLOGY.

This course will give a historic analysis of social organization and an acquaintance with the basic institutions of society. Ten lecture periods on The Basic Institutions of Society: (a) The Family; (b) The Church; (c) The State; (d) The School; (e) The Industrial Order. An interpretative analysis, through history, of principles involved. Two books to each topic and a paper will be required on each of the five themes.

One unit.

II. SOCIAL WORK.

This course will include a study of social pathology in broad outline. The normal standard of life will be used as a basis for practical work on behalf of those in need of social readjustment. A general survey of social evils of our modern times as they affect charity, correction, social settlement and welfare work.

One unit.

III. ETHICS OF CITIZENSHIP.

This course will include a more definite inquiry into the standards of normal life and the goal of social effort and give specific guidance toward practical work for social welfare. This inquiry will be based on the questions: What is the normal standard of life? And what, therefore, shall be the goal of social effort?
II. and III. to be united in a course of at least thirty periods in which the treatment on behalf of those in need of social and physical readjustment should have specific mention according to latest ideals and methods; with definite reference to a restricted but adequate bibliography. Especially with reference to the National Conference of social work and its records, past and current;—the Conference being the special meeting place of the expert and salaried social worker and of the educated and highly influential volunteer in charity and correction and preventative work, should be well known by any one anxious to serve socially.

One unit.

IV. Excursions to nearest city and large towns for observation of modern and well conducted institutions and agencies. Each observation trip to lead to written reports by each student and a free discussion under directive leadership of teacher, of the merits or demerits of the plan of work observed. This, in the light of previous interpretative lectures and reading, should lead to a real ability to judge what ideals and methods of social work should be sustained. These excursion observations to be in every case accompanied as well as planned by the same person who gives the lectures in order to make them wholly educational.

One unit.

HOUSEHOLD ARTS.

Instructors: Helen Marot Taylor, Vassar, University of Chicago.
Bernette Bacheler, Pratt Institute.
Mary Williams.

One unit.

II. Cooking. Invalid, Candy, Fancy trimming of cakes and salads, Canning and Preserving, Afternoon teas, Wedding cakes and breakfasts.
One unit.

III. Constitution of foods.
Sources, composition and economic value. Food production.
One-half unit.

IV. Dietetics.
One-half unit.

V. Household Administration.
Marketing, Budget, Servants, Invitations, Guests, Care and feeding of children, Economic problem of family living, heat, light, clothes and food.
One-half unit.

VI. Laundry.
a. Washing, folding, starching, ironing.
One-half unit.
b. Fancy ironing, cleaning rugs, curtains, stains, woodwork, floors, laundry equipment.
One-half unit.

VII. House Sanitation.
One-half unit.

VIII. Sewing.
Various stitches, plain sewing, underwear, aprons, middles, plain dresses, machine work.
One unit.

IX. Sewing.
Patterns and drafting, designing and making clothes, millinery.
One unit.

SECRETARIAL COURSE.


The courses are planned for girls who have completed a high school or secondary school, and who wish to prepare themselves for commercial or social secretaries. In addition to careful training in the principles of stenography and typewriting,
courses are required which give instruction and practice in preparation of incoming and outgoing mail; various forms of letters; commercial papers and remittance forms; business arithmetic and secretarial bookkeeping; effective arrangement of typewriting; filing; telephoning; telegrams and cablegrams; meeting of office callers.

I. STENOGRAPHY. Elementary and Intermediate.

This course will cover the mastery of the fundamental principles of the shorthand system and dictation, but more stress will be put on accuracy than on speed.

One unit.

II. STENOGRAPHY. Advanced.

Dictation of letters, reporting, legal papers. A speed of 120 words a minute will be required for the completion of this course.

One unit.

III. TYPEWRITING. Elementary.

One unit.

IV. TYPEWRITING. Intermediate.

The student will be required to take dictation on the typewriter, transcribe shorthand notes, tabulate, and do miscellaneous typewriting.

One unit.

V. SECRETARIAL CORRESPONDENCE.

General review of grammar, spelling, penmanship, writing of business and social letters.

One unit.

VI. BUSINESS METHODS 1.

Business arithmetic, legal and commercial papers, elementary accounting.

One unit.

VII. BUSINESS METHODS 2.

Secretarial Bookkeeping, banking, filing, office practice, telephoning, telegrams, cablegrams, meeting of callers.

One unit.

PIANO.

Instructor: Richard B. Platt. Student in Berlin with Professor Heinrich Barth, Varete Stepanoff (pupil of Leschetizky) and in composition with Professor Heinrich Urban.

ELEMENTARY COURSES.

The student must cover work which includes studies by Czerny (or by Cramer), Clementi, Mischles, and Inventions of Bach. She should be able to play pieces of moderate difficulty, one of the earlier sonatas by Beethoven, smaller works of Schumann, Chopin or other standard composers, and all scales and arpeggios, major and minor. She should also possess some knowledge of harmony covering the primary chords and their inversions.

Two or three units.

ADVANCED COURSES.

The student must complete the Chopin Etudes, Opus 10 and 25, some of the Bach Preludes and Fugues, and chosen studies by Liszt and Henselt. Larger works by Beethoven, Schumann, Chopin, Liszt and other standard composers, ancient and modern. Each student must be able at the end of each year to give a representative program of at least ten numbers large and small played by heart.

Harmony and theory, musical appreciation, musical history required of all students specializing in piano.

Four units.

VOICE.


COURSE I. ELEMENTARY.

Tone placing through correct breath control and posture.

One or more units.
COURSE II. ADVANCED.

Exercises for enlarged resonance and flexibility as taught by Lemperti and Shakespeare. Songs of classical and modern composers.
Two units.

COURSE III. ADVANCED.

The student must be able to give a recital of representative songs at the conclusion of the course.
Two units.
Required of all students specializing in voice.

All courses in voice must be correlated with the study of modern languages and piano.

For students not specializing in music, piano and voice may be taken in one unit courses.

HYGIENE AND PHYSICAL EDUCATION.
Instructor: Beatrice M. Fries, Boston School of Physical Education.

A. PRACTICAL WORK.
I. Gymnastics—
Including floor work, marching, folk dancing and games.
One-half unit.

II. Individual Gymnastics.
Personally supervised exercises for those with faulty posture tendencies or any physical defects.
One-half unit.

III. Athletics—
Including field hockey, basketball, track, tennis, golf, and horse-back riding.
One-half unit.

IV. Dancing.
Folk, interpretative and nature dancing.
One-half unit.

B. THEORY.

V. Hygiene. Individual and Social Hygiene.
One-half unit.

VI Physiology
One-half unit.

VII. First Aid.
One-half unit.

VIII. History of Physical Education.
Showing the development from Ancient to Modern Times.
One-half unit.

ART.

Instructors: Mary B. Hazleton, Fine Arts, visiting.
Grace B. Hazen, Applied Arts.
Beatrice Stevens, Fine Arts (non-resident instructor).

Art courses are worked out according to the needs of the student.

HORSEBACK RIDING.

Instructor: Elsie Price, Member of Toronto and Boston Riding Clubs.

Instruction is given in jumping, cross-country riding, proper management of the horse, bedding and caring for horses. On Field Day there is an exhibition including saddling and unsaddling, musical chairs, marches, jumping. Cups are given for General Horsemanship and Jumping.
ADDITIONAL ELECTIVE COURSES.

Mathematics.
  Algebra       Two units
  Plane Geometry One unit
  Solid Geometry One unit
  Business Arithmetic One-half unit

Philosophy.
  Modern Philosophy One unit
  History of Philosophy One unit

Education
  Psychology One unit
  Spanish One or two or three units
  History of Art One unit
  Advanced Geography One unit

TUITION AND EXTRA CHARGES

Pupils are received only for the entire school year or for such part of the year as may remain after entrance.

The yearly charge for board and tuition, not including music, is fourteen hundred dollars, payable nine hundred dollars in October, five hundred dollars in February.

The extra charges of the school are as follows: Piano, advanced, two hundred dollars; piano, elementary, one hundred and twenty dollars; singing, individual, one hundred and fifty dollars; violin, one hundred and fifty dollars. For Junior College students specializing in voice or piano, one-half the required work is included in the regular tuition.

Pupils pay twenty dollars a term for laundry. Membership in the Quinnsisset Golf Club is ten dollars a year. Horses for riding and driving are supplied from the school stables at a charge of two dollars for the afternoon. Horses belonging to the girls may be boarded in the school stables for thirty-five dollars a month.

Correspondence with reference to the school may be addressed to Mary Louise Marot, Thompson, Connecticut.

THE DAY

7:00 A. M.                Rising Bell
7:30 A. M. (8:00 Monday)  Breakfast
8:30 A. M.                Chapel
8:40 A. M.-1:00 P. M.     Recitations
10:00 P. M. (10:30 Saturday)  Luncheon
2:00-4:00 P. M.           Exercise*
4:00-4:15 P. M.           Milk and Crackers
4:15-6:15 P. M.           Study
6:45 P. M.                Dinner
7:15 P. M.                Evening Prayers
7:30-8:30 P. M.           Study
9:30 P. M.                First Bell
10:00 P. M. (10:30 Saturday)  Lights Out

*In the spring term the study hour precedes the recreation hour.

SUNDAY

8:30 A. M.                Rising Bell
9:30 A. M.                Breakfast
11:00 A. M.               Church
1:30 P. M.                Dinner
3:00-5:00 P. M.           Quiet Hours
5:30 P. M.                Tea
5:30-6:30 P. M.           Reading or Chapel
6:30 P. M.                Supper
7:00-8:00 P. M.           Hymns
THOMPSON TOWN AND VILLAGE

The Town of Thompson is bounded on the north by Massachusetts, on the east by Rhode Island, on the south by Putnam, and on the west by Woodstock. As these boundary lines are from six to eight miles long and as the town contains many miles of woodland and fertile farmland, it may be easily imagined that there are many places of interest and many points of view that may be called "Beauty Spots."

In enumerating the beauties of the town let us first mention its three rivers. Flowing from north to south and bisecting the town is the French River; from near the northwestern corner and flowing in a southeasterly direction comes the Quinebaug to be joined by the French River near Mechanicsville, thus forming a greater Quinebaug. Still another river, which flows from the eastern part of the town in a general southerly direction is known as the Five Mile River. Farther south this river also is merged into the Quinebaug which continues its southerly course until uniting with the Thames River, its waters reach Long Island Sound.

The village of Thompson is situated upon a hilltop over five hundred feet above the sea level. It is reached by the old Boston to Hartford and Providence to Springfield turnpikes, which cross at right angles in the center of the village and upon which the stage coach lines used to make regular trips before the railroads came and put an end to that way of traveling.

For a general description, the village and its outskirts comprise something less than a hundred houses with a triangular common in the center, upon which were planted years ago, many beautiful trees, for which we are indebted to the wisdom of our forefathers. The trees upon the common are mostly elms, but on the other sides of the streets are rows of maples, so that the scene which meets the eye of the overarchings trees beneath which are the streets, is one that lingers long in the memory.

Once upon a time this common was enclosed by a fence, and there are many now living here who can remember that old fence with square rails set sharp edge uppermost to discourage those who might hope to find comfortable seats upon the upper rail. But one dark night while men slept, it was quite evident that some earnest and public-spirited citizens did not pass their time in slumber. When morning dawned the result of the night's vigorous work was apparent to all, for the old fence had disappeared, and no attempt has ever been made to replace it.

Whether the improved appearance of the common after this night's labor, by the willing workers who thus voluntarily took it upon themselves to add to the beauty of the village, had anything to do with the fashion of removing the fences from the front of the various residences or not, true it is that one by one they were removed. Today there is scarcely a front fence in the village, and it is most attractive to see the long stretches of lawn sloping from the houses to the streets.

Thompson residents are quite willing to believe that they live in the prettiest village in the country, and, indeed, they have some foundation for this belief, as the following incident may show.

A lady whose husband came from Thompson, and who has been a frequent visitor here, was in a distant western city, and at a social gathering chanced to meet some people who had just returned from a motor trip through the New England states. Imagine her feelings when they said, in speaking of the places they had seen, "The prettiest village we saw was a little place in Connecticut, that you probably never heard of, called Thompson."

Similar expressions are quite common from tourists who are passing through, and when such statements are made by strangers is it any wonder that they find an answering response from those who live here and who have long association with the village and its interests?

Upon reaching the village and passing along its tree-shaded streets and by the common, the first thing to attract the attention is the church, with its beautiful white spire about one hundred and fifty feet high. Indeed this spire should have mention even before the trees and common, for it is a landmark for miles around, and the sight of the tall white spire is a familiar one from many a village and hilltop in the vicinity.
Thompson Hill is so high that the added height of the spire carries it above any other background than the sky. It is an object of beauty when seen from a distance, with its white point extending up into the blue, or outlined against the clouds, and it serves as a never failing guide to show the right course to the traveler.

My mother used to tell of two brothers who were deacons in the church when she was a child. They were twins and were named Moses and Aaron, and were always spoken of as “Deacon Moses” and “Deacon Aaron.” Being deaf they sat in the pulpit with the minister and “rose and fell” with him, standing on either side of him when he preached or prayed, with hands behind their ears to listen. My mother confided them very much in her childish mind with the original Moses and Aaron, and also labored under the delusion that all churches had a Deacon Moses and Deacon Aaron. Being taken to Providence for a visit she was distressed to find no such wonderful people there, and the minister looked lonely and unattended to her childish eyes.

In these olden days there was seldom an evening service, Sunday being held to be over at sunset, and after that worldly matters could be considered, and best of all, the children could run and play and stretch their tired, cramped limbs that had to be so still all the day long. But sometimes at “early candle lighting,” as it was called, a service would be held, and strange to say, the children always wanted to go. The reason was this: The church had no means of light in the evening, so the congregation brought each one a candle and lighted it from a taper at the door, and it was a pretty sight to see them twinkling all over the church, and proud were the children as each marched in with a candle in his hand.

The church was often filled to the very doors. It was a goodly sight on Sunday morning to see every door in the village open and many coming forth to worship together in the beautiful building. Not only from the village did they come, but from the surrounding countryside a continuous stream of carriages came filled with men, women and children bound for one or the other of the churches in the town.

These were anti-slavery days, and even when the war was over and slavery happily ended, there still remained a strong feeling for and remembrance of the sufferings once endured by the colored people of the South. Thompson had its lawyers then as now, and Simon Davis was one, and his brother-in-law, Squire George Larned, also. Mr. Davis was for many years an agent of the Government to pay the pensioners of the Revolutionary War. This took him often to Washington. He would start from Thompson in an old-fashioned chaise with one horse, and with his two little girls tucked in beside him, he would drive to Washington and back. How long the journey lasted I do not know. I have in my possession his long and narrow carpet bag. It is literally a carpet bag, being made of that material. It has heavy brass rings on it and is fastened by a strap running through them and a padlock. In this he would deposit the gold for his pensioners and leisurely drive home and distribute it among them. He, too, like Squire Larned, Miss Ellen Larned’s father, was a “man of parts,” a graduate of Brown, and a famous Greek scholar. His children were faithfully instructed by him in that language and had many a chapter in the Greek Testament at tongue’s end.

Learning was as much thought of in those days as now, and later on was fostered by the faithful teaching at the school founded by the Rev. Mr. Lawson. Here came many boys and girls to have their minds aroused by great thoughts and filled with knowledge.

Thompson was a town full of interest. Among other things there was a house of mystery, a beautiful square colonial house, full of good work and carvings that took a long year to make. It stood embowered in trees and far across the common standing by itself in seclusion and solitude unbroken. In it lived two sisters and two brothers, and they lived alone. They came not nor went, and no one was ever asked to cross the threshold. Strange tales were told of them—of the beauty of the sisters and of the brothers also. No light was ever seen in their house, no smoke arose from their chimney, no friendly foot entered their doors. They died as they lived, and left behind many treasures of rare old furnishings, all of which were sold and are still cherished in many homes in Thompson today.

Thompson was noted in those far-off days as now for the open hands and kind hearts of its inhabitants. No one need
suffer. If poor, they were fed and clothed. If ill, they were cared for. There were two sisters living there whom I well remember. They came from I know not where, but there they were, and were sick and bed-ridden. Not infrequently in those days persons would become bed-ridden and lie there for years. These sisters did likewise and were cared for by kind friends and neighbors. They lay in a front room on the ground floor and always looked neat and nice with white bedding and ruffled nightcaps; people wondered how they kept themselves so spotless. One night the neighbors peeped through the blinds, and lo, there were the sisters out of bed, running around, cleaning and scrubbing, polishing and ironing. The next morning they were bed-ridden and helpless as usual, and no one had the heart to tell them their little ruse had been detected and they were cared for to the end.

In the trying days of the Civil War, Thompson did her share. A stand was erected on the “Heater Piece,” as the little old-fashioned triangular park is still called, and volunteers were urged to come forward.

The old hotel, “The Vernon Stiles,” stood then, as now, on the ancient corner, and was for years the favorite resort of the sons and daughters of Thompson, who, wandering away to make homes in other and larger places, yearly turned their feet back to the lovely spot from whence they came.

(Extracts from articles by Mr. Dunning and Miss Granger in the History of Windham County.)
APPLICATION FOR ADMISSION

JUNIOR COLLEGE
MISS HOWE AND MISS MAROT'S SCHOOL
THOMPSON, CONNECTICUT

1. Full name of applicant

2. Date of birth

3. Name in full and home address of parent or guardian

4. Business or profession and business address

5. Head of the school last attended

6. Name of secondary school from which applicant is graduated

7. Church connection.

Terms of tuition are given in the school circular. Places may be engaged only for the school year or for such part of the year as may remain after entrance, and no reduction is made for absence or withdrawal.

Application is hereby made for the admission of my

To the Junior College of Miss Howe and Miss Marot's School for the school year beginning October 19

(Signature)

(Date)
APPLICATION FOR ADMISSION

JUNIOR COLLEGE
MISS HOWE AND MISS MAROTT'S SCHOOL
Thompson, Connecticut

1. Full name of applicant

2. Date of birth

3. Name of home and home address of parent or guardian

4. Business or profession of business address

5. Head of the school last attended

6. Name of secondary school from which applicant is graduated

7. Chairperson connection

Terms of tuition are given in the school circular. Please mail a copy of this letter and accept any portion of the fees and or other expenses that you may be able to pay so that the applicant may continue her studies. If no action is taken by the date of admitted, the application will be considered withdrawn.

Application is hereby made for the admission of my

To the Junior College of Miss Howe and Miss Marott's School

for the school year beginning October 1st

(Signature)

(Date)
CALENDAR

1924

September 25. Registration of students.
Thanksgiving Holiday. Wednesday noon to Friday noon.
December 18. Christmas vacation begins at 1 P. M.

1925

January 8. Students register before 9:30 P. M.
April 2. Spring vacation begins at 1 P. M.
April 16. Students register before 9:30 P. M.
Junior College students continue work until June 20.
CALENDAR

1931

September 5th Registration of Students

Thanksgiving Holiday Wednesday noon to Friday noon

December 18th Christmas vacation begins at 1 P.M.

1932

January 8th Students register before 9:30 P.M.

April 2nd Spring vacation begins at 1 P.M.

April 16th Students register before 9:30 P.M.

June 6th Commencement for School and Junior College

Junior College students continue work until June 20.
MISS HOWE AND MISS MAROT'S SCHOOL

THOMPSON, CONNECTICUT
Campus from Main House porch

Sports—Field Day

Ski-ing

Shooting on tennis courts

Pergola

Field Day—high jump
ANIMO NON ASTUTIA

SCHOOL of our love! When afar and asunder
Paired are we who are singing today;
When we look back and forgetfully wonder
What we were like in our work and our play—
Then it may be there will often come o’er us
Glimpses of notes like the catch of a song.
Visions of girlhood shall float them before us,
Echoes of dreamland shall bear them along—

Carry on! Carry on! Carry on!
For by courage not craft we shall win—
Animo non astutia
Carry on! Carry on!

Land of our love! Which our fathers have left us,
Flag of the freedom they suffered to gain—
May thy bright stars in the darkness shine o’er us,
Lighting our footsteps in pleasure and pain.
God make our country yet greater and greater,
Gentle and strong with the strength of the brave;
Fried of the friendless and hope of the nations,
Liberty’s handmaid to succor and save.

Carry on! Carry on! Carry on!
Oh America, land of the free!
By courage not craft you shall live.
Carry on! Carry on!