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Catalogs

1895

State Normal School at Bridgewater, Mass. Catalogue and Circular. Fifty-fifth Year, ending Aug. 31, 1895. Terms 124 and 125

Bridgewater State Normal School

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STATE NORMAL SCHOOL

At Bridgewater, Mass.

CATALOGUE AND CIRCULAR.

Fifty-fifth Year, ending Aug. 31, 1895.

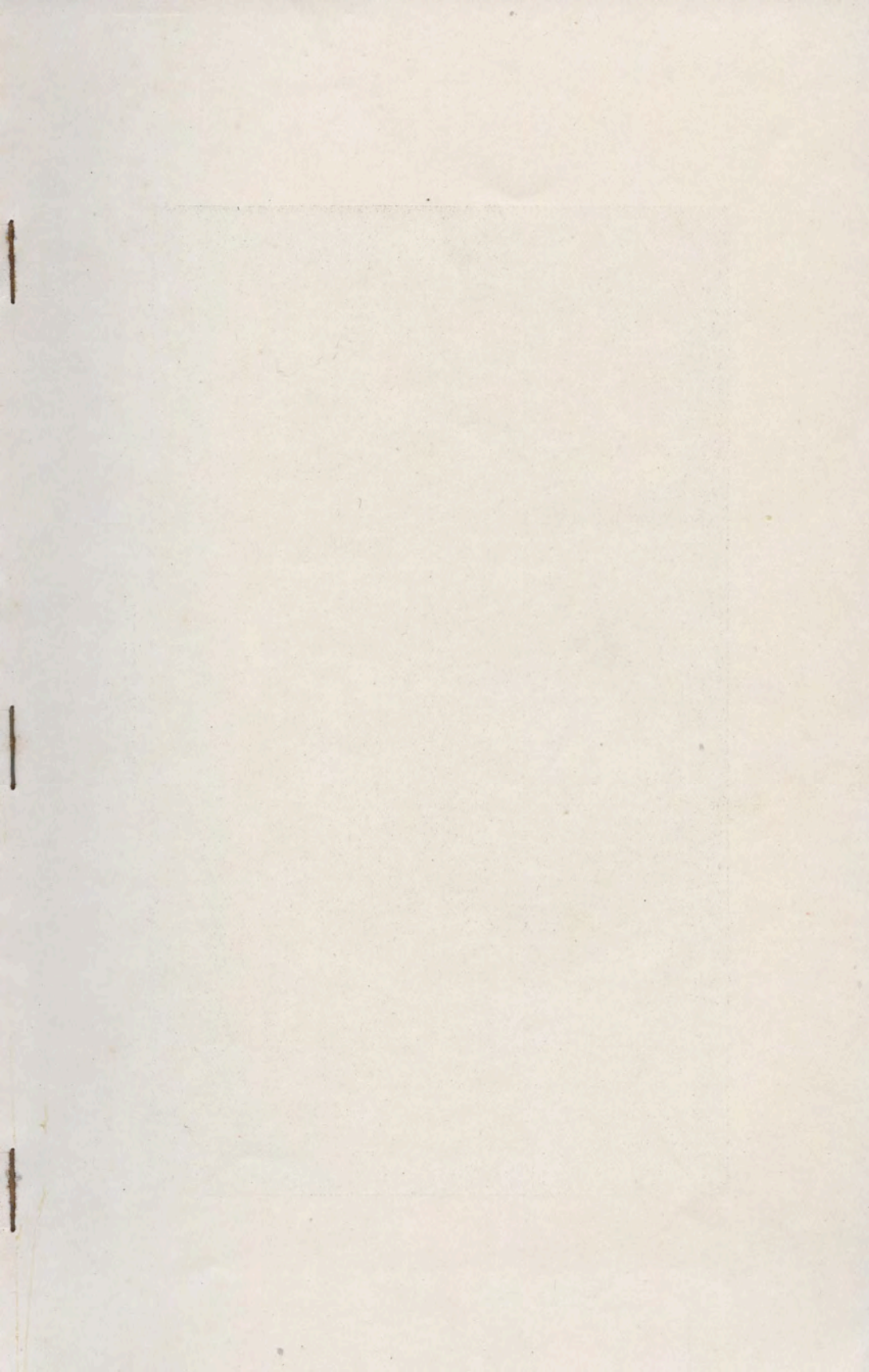
Terms 124 and 125.

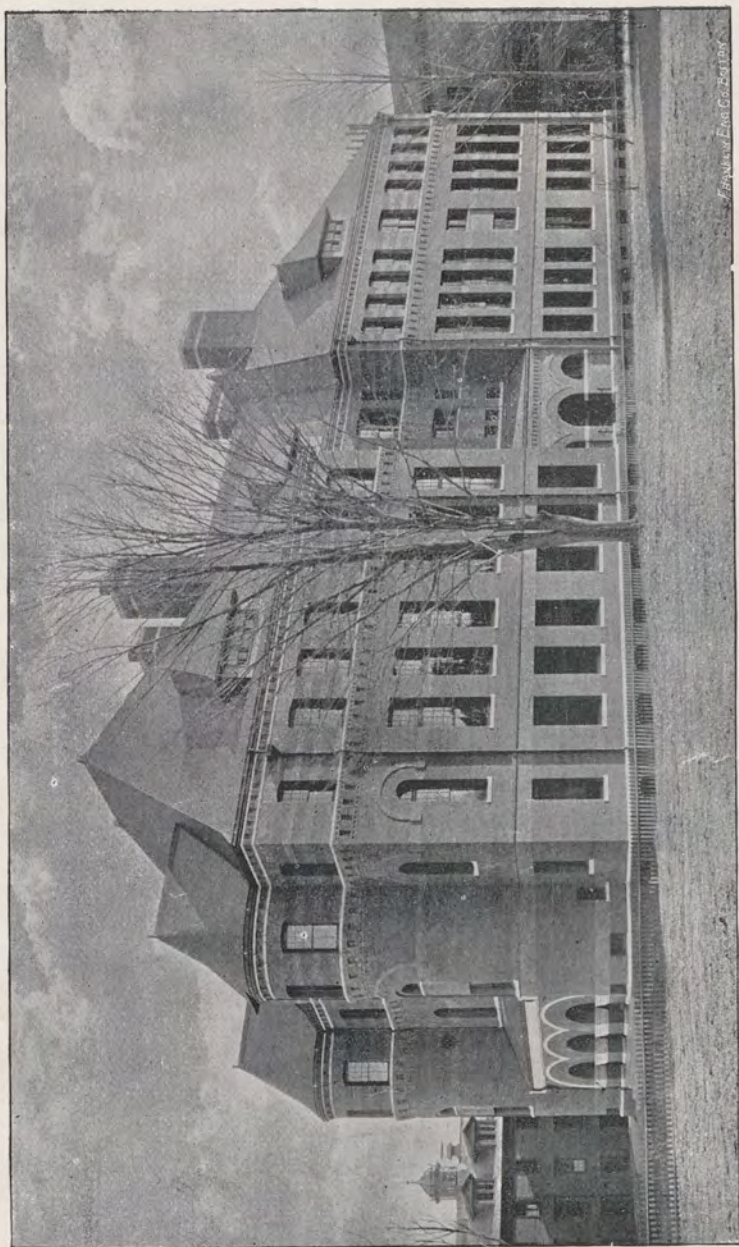
Clara Lincoln



BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.

1895.





STATE NORMAL SCHOOL.

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At Bridgewater, Mass.

CATALOGUE AND CIRCULAR.

Fifty-fifth Year, ending Aug. 31, 1895.

TERMS 124 AND 125.



BOSTON :

WRIGHT & POTTER PRINTING CO., STATE PRINTERS.

18 POST OFFICE SQUARE.

1895.

STATE BOARD OF EDUCATION, 1895.

ESTABLISHED IN 1837.

EX OFFICIO.

HIS EXCELLENCY FREDERIC T. GREENHALGE, *Governor.*

HIS HONOR ROGER WOLCOTT, *Lieutenant-Governor.*

BY APPOINTMENT.

		Term expires.
ADMIRAL P. STONE, LL.D.	Springfield	May 25, 1895.
Mrs. KATE GANNETT WELLS	Boston	May 25, 1896.
MILTON B. WHITNEY, A.M.	Westfield	May 25, 1897.
GEORGE I. ALDRICH, A.M.	Newtonville	May 25, 1898.
ELMER H. CAPEN, D.D.	Somerville	May 25, 1899.
ELIJAH B. STODDARD, A.M.	Worcester	May 25, 1900.
GEORGE H. CONLEY	Boston	May 25, 1901.
Mrs. ALICE FREEMAN PALMER	Cambridge	May 25, 1902.

OFFICERS OF THE BOARD OF EDUCATION.

FRANK A. HILL, A.M., <i>Secretary</i>	Cambridge.
C. B. TILLINGHAST, <i>Clerk and Treasurer</i>	Boston.
GEORGE A. WALTON, A.M., <i>Agent</i>	West Newton.
JOHN T. PRINCE, Ph.D., <i>Agent</i>	Newtonville.
ANDREW W. EDSON, A.M., <i>Agent</i>	Worcester.
GRENVILLE T. FLETCHER, A.M., <i>Agent</i>	Northampton.
HENRY T. BAILEY, <i>Agent</i>	North Scituate.
Mr. L. W. SARGENT, <i>Assistant</i>	Pittsfield.
JAMES W. MACDONALD, A.M., <i>Agent</i>	Stoneham.

BOARD OF VISITORS.

Mrs. ALICE FREEMAN PALMER.

GEORGE I. ALDRICH, A.M.

FRANK A. HILL, A.M.

INSTRUCTORS.

ALBERT GARDNER BOYDEN, A.M., Principal.
Educational Study of Man.

ARTHUR CLARKE BOYDEN, A.M., Vice-Principal.
Natural Science, History and Civil Polity.

FRANZ HEINRICH KIRMAYER.
Classics and Modern Languages.

WILLIAM DUNHAM JACKSON.
Science, English Literature, Mathematics.

FRANK FULLER MURDOCK.
Natural Science, Physical Culture.

HARLAN PAGE SHAW.
Physical Science, Industrial Laboratory.

FRANK ELLIS GURNEY.
Latin, Astronomy, Book-keeping.

ISABELLE SARA HORNE.
Vocal Culture and Reading.

CLARA COFFIN PRINCE.
Vocal Music, Mathematics.

FANNIE AMANDA COMSTOCK.
Rhetoric, Arithmetic.

ELIZABETH HELEN PERRY.
Drawing.

EMILY CURTIS FISHER.
Grammar, Geometry.

BESSIE LOUISE BARNES.
Physical Training.

Model School.

LILLIAN ANDERSON HICKS, Principal.
MARY FAIRBANKS BOSWORTH. MARTHA WILLIAMS ALDEN.
FLORA MAY STUART. ABBIE STEVENS BEALS.
HARRIET MANLEY BEALE. EMMA MABELLE MAGUIRE.
ANNE MORGAN WELLS, Kindergarten.

STUDENTS.

FOR YEAR BEGINNING SEPT. 5, 1894.

POST GRADUATE COURSE.

Hodge, Frederick Humbert .	Boston University . . .	<i>Melrose.</i>
Knowlton, Alonzo Jesse .	Castine Normal School . .	<i>Swanville, Me.</i>
Rand, Herbert Leslie * .	Castine Normal School . .	<i>Unity, Me.</i>
Ryder, Harland Holmes .	Boston University . . .	<i>Rock.</i>
Eldridge, Emily Louise .	Wellesley College . . .	<i>Milford.</i>
Sayward, Mary Edith .	Smith College . . .	<i>Worcester.</i>
Wheeler, Elizabeth Anne .	Smith College . . .	<i>Spencer.</i>

Men, 4; women, 3.

SPECIAL COURSES.

Clark, Cora Elizabeth . .	Teacher . . .	<i>Princeton.</i>
Gay, Harriet Metcalf . .	Teacher . . .	<i>Franklin.</i>
Gibson, Nellie Viola . .	Teacher . . .	<i>Gardiner, Me.</i>
Goodrich, Adella Roxana .	Teacher . . .	<i>Nashua, N. H.</i>
Johnson, Maud Lena . .	Teacher . . .	<i>Waterboro, Me.</i>
MacNeil, Hattie Clinton .	Boston University . . .	<i>Everett.</i>
Richards, Florence Augusta .	Boston University . . .	<i>Abington.</i>
Tolman, Helen Stanley . .	Teacher . . .	<i>West Newton.</i>
Whitcomb, Gertrude Florence,	Teacher . . .	<i>Yarmouth, Me.</i>

Men, 0; women, 9.

FOUR YEARS' COURSE.

Jones, Lydia Winslow . .	<i>Deering, Me.</i> . . .	Entered Feb., 1890.
Merritt, Lillie Eveline . .	<i>South Amherst</i> . . .	" Sept., "
Smart, George Henry † . .	<i>Peabody</i> . . .	" Feb., 1891.
Brown, Lucy Whitney † . .	<i>Quincy</i> . . .	" " "
Poole, Edith Vivian † . .	<i>West Hanover</i> . . .	" " "
Stuart, Martha Ella † . .	<i>East Wareham</i> . . .	" " "
Clapp, Frank Wallace . .	<i>Brockton</i> . . .	" Sept., "
Goddard, Frederick Edwards,	<i>Abington</i> . . .	" " "
Hutchings, William Vincent .	<i>Gloucester</i> . . .	" " "

* Present second term of the year.

† Present first term of the year.

Kirmayer, Frank Henry	. . . . .	Bridgewater	. . . . .	Entered Sept., 1891.
Alger, Edna Frances	. . . . .	Hingham	. . . . .	" " "
Clarke, Fannie Maria	. . . . .	Rochester	. . . . .	" " "
Diman, Lizzie Gray	. . . . .	Holbrook	. . . . .	" " "
Howland, Deborah	. . . . .	Plymouth	. . . . .	" " "
Townsend, Flora Phillips	. . . . .	Bridgewater	. . . . .	" " "
Murphy, George Edward	. . . . .	Brighton	. . . . .	" Feb., 1892.
Darling, Nellie Marion *	. . . . .	Bridgewater	. . . . .	" " "
Burke, Robert Emmett	. . . . .	Boston	. . . . .	" Sept., "
Eaton, Russell	. . . . .	Bridgewater	. . . . .	" " "
Hunt, Brenelle	. . . . .	Abington	. . . . .	" " "
Kallom, Arthur Wilder	. . . . .	Berlin	. . . . .	" " "
Knight, Edward Carleton	. . . . .	Manchester	. . . . .	" " "
Smith, Frederick Franklin	. . . . .	Bourne	. . . . .	" " "
West, Claude Lorraine	. . . . .	Waterville, N. S.	. . . . .	" " "
Barton, Clara Mabel †	. . . . .	Hatfield	. . . . .	" " "
Crane, Charlotte Burt	. . . . .	Berkley	. . . . .	" " "
Garfield, Marion Helen	. . . . .	Maynard	. . . . .	" " "
Holmes, Florence Selchow	. . . . .	Bridgewater	. . . . .	" " "
Holmes, Harriet Lewis	. . . . .	Wollaston Heights	. . . . .	" " "
Kendrick, Maude Webster	. . . . .	Chatham	. . . . .	" " "
Sears, Winifred Walker	. . . . .	Dighton	. . . . .	" " "
Baker, Murray	. . . . .	Bridgewater	. . . . .	" Feb., 1893.
Brown, Pierce Drew	. . . . .	Fairhaven	. . . . .	" " "
Ellis, Walter Fred	. . . . .	Braintree	. . . . .	" " "
Reynolds, Joel Warren	. . . . .	Marblehead	. . . . .	" " "
Kelley, Mercy Eldridge	. . . . .	South Chatham	. . . . .	" " "
Daniels, Francis Pratt	. . . . .	South Natick	. . . . .	" Sept., "
Morrill, Charles Herbert	. . . . .	North Andover	. . . . .	" " "
Putnam, Walter Lewis †	. . . . .	Braintree	. . . . .	" " "
Winter, Alfred Robinson	. . . . .	Mansfield	. . . . .	" " "
Burgess, Lucy Pierce	. . . . .	Middleboro	. . . . .	" " "
Cleveland, Margaret Nancy	. . . . .	Rockland, Me.	. . . . .	" " "
Connor, Mabel Annie	. . . . .	Maynard	. . . . .	" " "
Willgoose, Bessie Maude	. . . . .	Needham	. . . . .	" " "
Winkley, Marion Reed	. . . . .	Maynard	. . . . .	" " "
Lavender, Elbridge G. K. †	. . . . .	Provincetown	. . . . .	" Feb., 1894.
Buck, Frederic Holden	. . . . .	Mansfield	. . . . .	" Sept., "
Burr, Henry Turner	. . . . .	Malden	. . . . .	" " "
Ellis, Robert Hale	. . . . .	Braintree	. . . . .	" " "
Field, George Francis	. . . . .	Quincy	. . . . .	" " "

* Present second term of the year.

† Present first term of the year.

French, Charles Hibbard	<i>Braintree</i>	Entered Sept., 1894.
French, William Carleton	<i>Danvers</i>	" " "
Holmes, Fletcher Beach	<i>Bridgewater</i>	" " "
Hurd, Fred Merrill	<i>Eastham</i>	" " "
Perkins, Charles Ernest *	<i>Danvers</i>	" " "
Abbey, Fannie Letta *	<i>Ashfield</i>	" " "
Austin, Ruth Lane	<i>Bridgewater</i>	" " "
Bassett, Elizabeth	<i>Bridgewater</i>	" " "
Brigham, Ethel May *	<i>South Braintree</i>	" " "
Chandler, Elzura Ada	<i>Norwood</i>	" " "
Dillingham, Isabel Budington,	<i>Fall River</i>	" " "
Fisher, Louise Marion	<i>New York, N. Y.</i>	" " "
Hallet, Georgie Lashbrook	<i>Yarmouthport</i>	" " "
Ivers, Lucy Washburn	<i>Brockton</i>	" " "
Lincoln, Clara E.	<i>Bridgewater</i>	" " "
Mathes, Fannie Pendexter	<i>Dover, N. H.</i>	" " "
Thayer, Zelpha Linwood	<i>Reading</i>	" " "
Turner, Alice Bradford	<i>Bridgewater</i>	" " "
Webb, Alice	<i>Weymouth</i>	" " "
West, Elizabeth Newton	<i>Provincetown</i>	" " "

Men, 31; women, 39.

INTERMEDIATE COURSE.

Baker, Mary*	<i>Bridgewater</i>	Entered Feb., 1891.
Hersey, Walter Henry	<i>Quincy</i>	" Sept., "
Lincoln, Edna Augusta *	<i>Dorchester</i>	" Feb., 1892.
Tibbetts, Frank Andrews *	<i>Salem</i>	" Sept., "
Arnold, Sarah Perkins *	<i>Brockton</i>	" " "
Clorey, Nellie Agnes	<i>Brockton</i>	" " "
Ford, Amelia Clewly	<i>Malden</i>	" " "
Holmes, Jessie Lillian	<i>Brockton</i>	" " "
Jones, Mary	<i>Brockton</i>	" " "
Kingsbury, Harriet Elizabeth	<i>Worcester</i>	" " "
Kinney, Bertha Cary	<i>West Bridgewater</i>	" " "
Manter, Lucy	<i>Nantucket</i>	" " "
Pratt, Mary Barton	<i>Bridgewater</i>	" " "
Gaffney, Charles Everett	<i>Gloucester</i>	" Feb., 1893.
Bryant, Clara Josephine	<i>Brockton</i>	" " "
Jones, Mabel Starbuck	<i>Nantucket</i>	" " "
Hunt, Albion Wallace	<i>Scituate</i>	" Sept., "

* Present first term of the year.

Coffin, Clara Louise . . .	<i>Nantucket</i> . . .	Entered Sept., 1893.
Barrus, Lena Wakefield . . .	<i>Goshen</i> . . .	" Feb., 1894.
Chandler, Annie Nora . . .	<i>Greenfield</i> . . .	" " "
Fisher, Olive Eloise . . .	<i>Brooklyn, N. Y.</i> . . .	" Sept., "
Lamb, Mary Osborne . . .	<i>Guilford College, N. C.</i> . . .	" " "

Men, 4; women, 18.

MODEL SCHOOL.

Davol, Martha Bradford *	<i>Taunton</i> . . .	Entered Sept., 1892.
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TWO YEARS' COURSE.

SENIOR CLASS. FEBRUARY, 1893.

Burrage, Ruth Kilburn *	<i>Shirley.</i>
Cunningham, Mary Elizabeth *	<i>Athol.</i>
Drew, Bessie Lewis *	<i>Atlantic.</i>
Evans, Katherine Emiline *	<i>Quincy.</i>
Haire, Josephine Isabel . . .	<i>Leominster.</i>
Hastings, Gertrude Arvilla . . .	<i>Ashburnham.</i>
Hoey, Sarah Frances *	<i>Natick.</i>
Holmes, Lena Pierce *	<i>Kingston.</i>
Jameson, Ethelyn Letticia *	<i>Bridgewater.</i>
Nickerson, Annie Linda *	<i>Sheldonville.</i>
Noyes, Mary Louise *	<i>Atkinson, N. H.</i>
O'Rourke, Theresa Grace *	<i>South Braintree.</i>
Perkins, Effie Arnold *	<i>Cambridgeport.</i>
Richardson, Lillian Alice *	<i>Hyde Park.</i>
Sanborn, Gertrude *	<i>Hyde Park.</i>
Turner, Mabel *	<i>Nantucket.</i>
Waterman, Hannah Percival *	<i>Centreville.</i>
White, Mary Anna . . .	<i>Manchester.</i>

Men, 0; women, 18.

SUB-SENIOR CLASS. SEPTEMBER, 1893.

Hayward, Chester Lincoln . . .	<i>Easton.</i>
Nickerson, Clarence Vaughn . . .	<i>Barnstable.</i>
Allen, Nancy Slocum . . .	<i>Dartmouth.</i>
Ambrose, Martha Jane . . .	<i>Deerfield, Me.</i>
Baker, Almira Hastings . . .	<i>Taunton.</i>
Bennett, Julia Alice . . .	<i>Burlington.</i>
Boutwell, Adella May . . .	<i>Tewksbury.</i>

* Present first term of the year.

Bowles, Angie Scofield	<i>Lisbon, N. H.</i>
Bray, Maude Jennie	<i>Taunton.</i>
Briggs, Zorada Frances	<i>Plymouth.</i>
Brooks, Mary Hoyt	<i>Cambridge.</i>
Bucknam, Jennie Quinby	<i>Yarmouth, Me.</i>
Byram, Hattie Ruth	<i>Brockton.</i>
Crawford, Grace Elizabeth	<i>Taunton.</i>
Crowell, Annie Elizabeth	<i>Harwich.</i>
Dunham, Mary Evelyn	<i>Brockton.</i>
Fuller, Margaret Elizabeth	<i>Cambridgeport.</i>
Gilmore, Katherine Gertrude	<i>Milford.</i>
Gore, Margaret Theresa*	<i>Pittsfield.</i>
Hallamore, Alma Geneviva	<i>Brockton.</i>
Harris, Mabel Ella	<i>Fall River.</i>
Hathaway, Clara Frances	<i>Fairhaven.</i>
Hayward, Agnes Lillian	<i>Bridgewater.</i>
Hunt, Myra Evelyn	<i>Randolph.</i>
Landers, Malvina Marston	<i>Barnstable.</i>
Lane, Delia Sawyer	<i>Rockport.</i>
Lucas, Florence Inez	<i>Plymouth.</i>
Peirce, Annie Giles	<i>Abington.</i>
Phillips, Ella Mabel	<i>Holbrook.</i>
Roberts, Ethel Eliza	<i>Randolph.</i>
Ryder, Harriette Patten	<i>Bourne.</i>
Safford, Helen Webster	<i>Milton.</i>
Sears, Hattie Bartlett	<i>Hyde Park.</i>
Sheldon, Gertrude Eliza	<i>North Adams.</i>
Smithick, Alice Catherine	<i>Brockton.</i>
Snow, Lillian	<i>Nantucket.</i>
Stephenson, Anna †	<i>Bridgewater.</i>
Torrey, Helen	<i>Detroit, Mich.</i>
Tuttle, Aletha Persis †	<i>Rockport.</i>
Wardwell, Jennie Getchell	<i>Berlin, N. H.</i>
Webster, Marion Lee	<i>Stockton Springs, Me.</i>
Woodbury, Etta Frank	<i>Manchester.</i>

Men, 2; women, 40.

EX-JUNIOR CLASS. FEBRUARY, 1894.

Mottau, Joseph †	<i>Brockton.</i>
Paine, Mortimer Harwood	<i>Harwich.</i>
Allen, Mabel Moulton	<i>South Westport.</i>

*Present second term of the year.

† Present first term of the year.

Clapp, Mary Ellen	<i>Norwell.</i>
Day, Bessie Mabel *	<i>Bradford.</i>
O'Neill, Nora Regis †	<i>Laconia, N. H.</i>
Ransom, Eunice Elizabeth	<i>East Mattapoisett.</i>
Robinson, Mabel Louise	<i>Waltham.</i>
Stevens, Ina May	<i>Northfield, N. H.</i>
Ward, Grace Minot	<i>Boston.</i>

Men, 2; women, 8.

JUNIOR CLASS. SEPTEMBER, 1894.

Bennett, Joseph Herbert	<i>Cheshire.</i>
Churbuck, Alton Clifford	<i>Bridgewater.</i>
McKendrick, Norman Shaw	<i>Brockton.</i>
Nolan, Joseph Ambrose	<i>Weymouth.</i>
Reddy, Joseph Aloysius	<i>Roxbury.</i>
Richardson, Ralph Horner	<i>Brockton.</i>
Sampson, Charles	<i>Quincy.</i>
Seabury, Frank William	<i>Brockton.</i>
Timbie, Burt Neville	<i>Pittsfield.</i>
Allen, Carrie Edith	<i>Manchester.</i>
Baker, Florence Wing	<i>South Yarmouth.</i>
Ball, Claire Clapp	<i>Montague.</i>
Barrows, Mary Lawrence	<i>Taunton.</i>
Bartlett, Miriam Gray †	<i>Marshfield Hills.</i>
Beatty, Eva May	<i>Abington.</i>
Benson, Ada Louisa	<i>Bridgewater.</i>
Birks, Bathsheba	<i>Fall River.</i>
Bliss, Florence Charles	<i>Brimfield.</i>
Bowerman, Virtue Russell	<i>Falmouth.</i>
Bowland, Lillian May	<i>Santa Barbara, Cal.</i>
Bradley, Fannie Romona *	<i>Cornish, Me.</i>
Brightman, Estella Mabel *	<i>Dartmouth.</i>
Brown, Lucy Ladd	<i>Newton Centre.</i>
Bullard, Charlotte Crosby	<i>Hubbardston.</i>
Clifton, Grace Holmes	<i>Dedham.</i>
Corbett, Alice Gertrude	<i>Franklin.</i>
Day, Florence *	<i>Fitchburg.</i>
Doore, Cora Belle	<i>Dover, Me.</i>
Douglass, Mabel Frances *	<i>Gray, Me.</i>
Dustin, Clara Isora	<i>South Braintree.</i>

* Present first term of the year.

† Present second term of the year.

Edwards, Bessie Mae	<i>Orange.</i>
Emery, Clintie Ann	<i>South Lyndeboro, N. H.</i>
Fairbanks, Alice Maria	<i>Fitchburg.</i>
French, Ruth Mary	<i>Deerfield.</i>
Galliene, Emma Louisa	<i>Marion.</i>
Gavitt, Isabel Bradford	<i>Taunton.</i>
Gelinas, Dora Josephine	<i>North Adams.</i>
Gooding, Harriet Sargent	<i>Plymouth.</i>
Hann, Jennie *	<i>Hingham.</i>
Hardy, Mabel Thorning	<i>Waltham.</i>
Harrington, Anna Smith	<i>Montague.</i>
Hart, Mary Wood	<i>Fall River.</i>
Hawes, Charlotte Elizabeth	<i>North Cambridge.</i>
Hilliard, Olie May	<i>Rockingham, Vt.</i>
Hooper, Mary Edes	<i>Bridgewater.</i>
Hutchinson, Laura Isabella	<i>Whitman.</i>
Jones, Isadore May	<i>Attleboro Falls.</i>
Kellogg, Grace Elizabeth	<i>Orange.</i>
Kinney, Clara Winifred	<i>Campello.</i>
Lamb, Luella Cobb	<i>Saco, Me.</i>
Leonard, Edith Hannah *	<i>Brockton.</i>
Merigold, Florence Hathaway	<i>Taunton.</i>
Miller, Isabelle Pauline Louise	<i>Brookline.</i>
O'Connell, Anna Amanda	<i>Canton.</i>
Perkins, Mary Angie	<i>Fayville.</i>
Pickford, Bertha Frances	<i>Chelsea.</i>
Pratt, Georgina Bird	<i>Waltham.</i>
Rochefort, Anna Mildred	<i>Abington.</i>
Sanderson, Mabel Rutledge	<i>Boston.</i>
Saunders, Beatrice Adelaide	<i>Brockton.</i>
Smith, Charlotte Imogen	<i>Bourne.</i>
Smith, Grace Louise	<i>Dedham.</i>
Soule, Grace Evelyn	<i>Whitman.</i>
Souther, Marjorie Lorraine	<i>Quincy.</i>
Stevens, Agnes Elizabeth	<i>Brockton.</i>
Stuart, Mabel Louise	<i>Fall River.</i>
Sullivan, Katherine Mary	<i>South Natick.</i>
Sweetnam, Nellie Frances	<i>Bedford.</i>
Taylor, Cora Frances	<i>North Salem, N. H.</i>
Warren, Clara Josephine	<i>North Abington.</i>
Warren, Susan Maria	<i>Falmouth.</i>

* Present first term of the year.

Watt, Elizabeth	<i>Watertown.</i>
Weld, Minnie Emerson	<i>Brimfield.</i>
Westgate, Nannie Irene	<i>Fall River.</i>
Wetherell, Harriot Augusta	<i>Taunton.</i>
White, Edna Leone	<i>Upton.</i>
Wordell, Rachel Minerva	<i>North Dartmouth.</i>

Men, 9; women, 68.

SUMMARY.

	Men.	Women.	Total.
Post Graduate Course	4	3	7
Special Courses	0	9	9
Four Years' Course	31	39	70
Intermediate Course	4	18	22
Model School	0	1	1
Two Years' Course:			
Senior Class	0	18	18
Sub-Senior Class	2	40	42
Ex-Junior Class	2	8	10
Junior Class	9	68	77
	<hr/> 52	<hr/> 204	<hr/> 256

STATE NORMAL SCHOOL,

BRIDGEWATER, MASS.

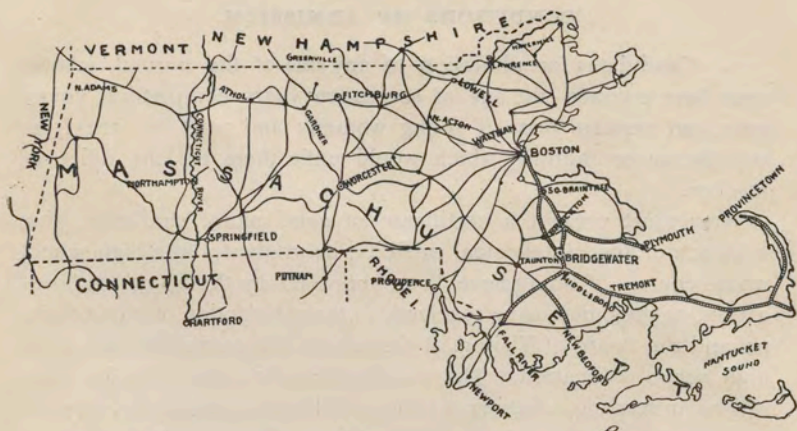
This institution was established by the Commonwealth of Massachusetts, with the liberal co-operation of the town of Bridgewater and its citizens, for the education of teachers for the public schools of the State. It is under the charge of the State Board of Education.

This school was one of the first three State normal schools on this continent. It offers excellent advantages to young men and young women who desire to make preparation for teaching in the public schools of the State.

The first class was received Sept. 9, 1840. The whole number of students who have been members of the school is 4,115,—1,195 men, 2,920 women. The whole number who have received certificates or diplomas is 2,476,—752 men, 1,724 women. The number who have graduated from the four years' course is 194,—105 men, 89 women. Sixty per cent of the students admitted have graduated. The graduates of the school are engaged in all the grades of educational work.

LOCATION.

Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of 4,200, is on the Old Colony Railroad, twenty-seven miles south of Boston.



BUILDINGS AND GROUNDS.

The Normal School building is a massive brick structure 86 feet front, 314 feet in depth, three stories in height, with accommodations for 250 normal students and a model school of 500 pupils. It is new, well equipped, and admirably adapted to its purpose. Normal Hall and Woodward Hall near by have accommodations for 172 boarders. A new dormitory is to be erected the present year. The buildings have a beautiful location, near the centre of the village, upon a square three acres in extent, and the view from them is very attractive.

Boyden Park includes six acres of land just across the street from the school lot. It has a beautiful pond, fine shade trees, and pleasant walks dividing it into open areas for tennis courts and other out-door sports, making an attractive place for healthful recreation. Normal Grove, adjoining the park, including one half acre, is a fine grove of chestnut-trees, affording a delightful summer retreat. South Field includes two acres of level ground for athletic sports.

CONDITIONS OF ADMISSION.

1. Candidates for admission to any one of the normal schools must have attained the age of seventeen years complete if young men, and sixteen years if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher.

They must present a certificate of good moral character, give evidence of good intellectual capacity, be graduates of a high school whose courses of study have been approved by the Board of Education, or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a good high school education. The examination for admission for 1895 will be in reading, spelling, writing, arithmetic, geography, English grammar, the history of the United States, drawing, physiology and hygiene. As an alternative, candidates may present, as subjects for examination, one language other than English; algebra or geometry; one of the natural sciences; and general history or literature. Candidates must also declare their intention to complete the course of study in the school, if possible, and afterwards to teach in the public schools of Massachusetts.

2. To persons thus declaring their intention to teach, tuition shall be free; but persons intending to teach in other States, or in private schools, may be admitted to the normal schools upon paying fifteen dollars a term for tuition, *provided* their admission does not exclude or inconvenience those intending to teach in the public schools of the Commonwealth.

3. Examinations for admission to the normal schools shall take place at the close of the school year in June, and also at the beginning of the school year in September, and oftener, at the discretion of the visitors and principals.

This year these examinations will take place on Thursday and Friday, June 28 and 29, beginning at 9 o'clock A. M.; and on Tuesday and Wednesday, Sept. 3 and 4, beginning at 9 o'clock A. M.

Candidates should come prepared to stay in September, as the work of the term begins the day following the examination.

4. New classes shall be admitted to the normal schools only at the beginning of the fall term.

Persons who propose to apply for admission are requested to notify the principal of their intention as early as possible.

For 1896 and thereafter, the examinations will embrace the following groups: —

1. **Languages.** — (*a*) English, with its grammar and literature, and (*b*) one of the three languages, Latin, French, and German.

2. **Mathematics.** — (*a*) Arithmetic, (*b*) the elements of Algebra, and (*c*) the elements of plane geometry.

3. **History and Geography.** — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

4. **Sciences.** — (*a*) Physical geography, (*b*) physiology and hygiene, (*c*) physics, (*d*) botany, and (*e*) chemistry.

5. **Drawing and Music.** — (*a*) Elementary, mechanical, and freehand drawing, with any one of the topics, form, color, and arrangement, and (*b*) musical notation, with ability to sing, if practicable.

ORAL EXAMINATION.

The candidate will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to him and the school, at the discretion of the examiners. In this interview the object is to gain some impression about the candidate's personal characteristics and his use of language, as well as to give him an opportunity to furnish any evidences of qualification that might not otherwise become known to the examiners. Any work of a personal, genuine, and legitimate character that the candidate has done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature, the following kinds of possible presentation are suggested, but the candidate may readily extend the list: —

1. A book of drawing exercises, — particularly such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniment of diagrams, observations, and conclusions.

3. Any essay or article that presents the nature, successive steps, and conclusion of any simple, personally conducted investigation of a scientific character, with such diagrams, sketches, tables, and other helps as the character of the work may suggest.

4. Any exercise book containing compositions, abstracts, analyses, or other written work that involves study in connection with the literature requirements of the examination.

SPECIAL DIRECTIONS.

I. Languages. (a) ENGLISH.—The importance of a good foundation in English cannot be overrated. The plan and the subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England. While it is hoped that candidates may be able to study all the works given in this plan, the topics and questions will be so prepared for 1896, and thereafter until further announcement, that any candidate may expect to meet them who has mastered *half* of the works assigned for reading (or a bare majority of them) and *half* of the works assigned for study and practice, the selection to be at the candidate's option.

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, idiom, or division of paragraphs.

1. *Reading and Practice.*—A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics to be chosen by the candidate from a considerable number — perhaps ten or fifteen — set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present an exercise book properly certified by his instructor, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination will be:—

1896. Shakespeare's *Midsummer Night's Dream*; Defoe's *History of the Plague in London*; Irving's *Tales of a Traveller*; Scott's *Woodstock*; Macaulay's *Essay on Milton*; Longfellow's *Evangeline*; George Eliot's *Silas Marner*.

1897. Shakespeare's *As You Like It*; Defoe's *History of the Plague in London*; Irving's *Tales of a Traveller*; Hawthorne's *Twice Told Tales*; Longfellow's *Evangeline*; George Eliot's *Silas Marner*.

1898. Milton's *Paradise Lost*, Books I. and II.; Pope's *Iliad*, Books I. and XXII.; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *Vicar of Wakefield*; Coleridge's *Ancient Mariner*; Southey's *Life of Nelson*; Carlyle's *Essay on Burns*; Lowell's *Vision of Sir Launfal*; Hawthorne's *The House of the Seven Gables*.

2. *Study and Practice*.—This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form, and structure, and will also test the candidate's ability to express his knowledge with clearness and accuracy.

The books set for this part of the examination will be:—

1896. Shakespeare's *Merchant of Venice*; Milton's *L'Allegro, Il Penseroso, Comus and Lycidas*; Webster's *First Bunker Hill Oration*.

1897. Shakespeare's *Merchant of Venice*; Burke's *Speech on Conciliation with America*; Scott's *Marmion*; Macaulay's *Life of Samuel Johnson*.

1898. Shakespeare's *Macbeth*; Burke's *Speech on Conciliation with America*; De Quincey's *Flight of a Tartar Tribe*; Tennyson's *The Princess*.

(b) One only of the three languages, *Latin, French, and German*. The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language.

II. **Mathematics.** (a) **ARITHMETIC.**—Such an acquaintance with the subject as may be gained in a good grammar school.

(b) **ALGEBRA.**—The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

(c) **GEOMETRY.**—The elements of plane geometry as presented in any high school text-book. While a fair acquaintance with ordinary book work in geometry will be accepted, candidates are advised, so far as practicable, to train themselves to do original work both with theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

III. **History and Geography.**—Any school text-book on United States history will enable the candidate to meet this requirement, provided he studies enough of geography to illumine the history, and makes himself familiar with the grander features of government in Massachusetts and the United States.

IV. **Sciences.** (a) **PHYSICAL GEOGRAPHY.**—The mastery of the elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography, better preparation still is assured.

(b) **PHYSIOLOGY AND HYGIENE.**—The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics, and stimulants upon those addicted to their use.

(c), (d), and (e) PHYSICS, CHEMISTRY, AND BOTANY. — The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in high schools.

V. **Drawing and Music.** (a) **DRAWING.** — Mechanical and freehand drawing, enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation, to scale, and to make a freehand sketch of the same in perspective. Also, any one of the three topics, form, color, and arrangement.

(b) **MUSIC.** — The elementary principles of musical notation, such as an instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

It may be said, in general, that if the ordinary work of a statutory high school, even if it is of the second or lower grade, is well done, the candidate should have no difficulty in meeting any of the academic tests to which he may be subjected. He cannot be too earnestly urged, however, to avail himself of the best high school facilities attainable in a four years' course, even though he should pursue studies to an extent not insisted on, or take studies not prescribed in the admission requirements.

The importance of a good record in the high school cannot be over-estimated. The stronger the evidences of character, scholarship, and promise, of whatever kind, he brings from his school and his teachers, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence he may have in guarding himself against the contingencies of an examination and of satisfying the examiners of his fitness.

Reasonable allowance in equivalents will be made in case the candidate, for satisfactory reasons, has not taken a study named for examination.

The following approximate time allowances will indicate the brevity of the papers that may be set for examination: —

- I. LANGUAGE, two hours.
- II. MATHEMATICS, two hours.
- III. HISTORY and GEOGRAPHY, one hour.
- IV. SCIENCES, two hours.
- V. DRAWING and MUSIC, one hour.

THE SCHOOL YEAR AND TERMS.

The school year, beginning in September, is divided into two terms of twenty weeks each, including a recess of one week, near the middle of each term, with daily sessions of not less than five hours per day for five days in the week.

DESIGN OF THE SCHOOL.

The design of the Normal School is to train teachers for the public schools of the Commonwealth. To this end there must be the inspiration of its students with the spirit of the true teacher.

The analysis of the subjects to be used as a means in teaching, to learn why and how these are to be used.

The educational study of man, body and mind, for the principles and method of education.

The study of the art of teaching, school organization and government, school laws, and the history of education.

Observation and teaching in the "Model School."

COURSES.

THE TWO YEARS' COURSE.

1. Psychology for the principles of education; the art of teaching; school organization; school government and the history of education.
2. The analysis of the following subjects, for knowledge of the principles, the method of teaching, and the educational value of each: —
 - a. **Mathematics.** — Arithmetic and Book-keeping, Elementary Algebra, and Geometry.
 - b. **Nature Studies.** — Minerals, Plants, Animals, Physical Force, Chemical Force, Geological Agencies, Geography, The Human Body, Physical Training, and Manual Training.
 - c. **Language.** — English, Reading, Rhetoric, Composition, Literature, Drawing, Vocal Music.
 - d. **History.** — Civil Polity of Massachusetts and the United States, and the School Laws of Massachusetts.
 - e. Observation and Practice in the Model School.

THE INTERMEDIATE COURSE.

The two years' course, with electives from the advanced studies of the four years' course.

THE FOUR YEARS' COURSE.

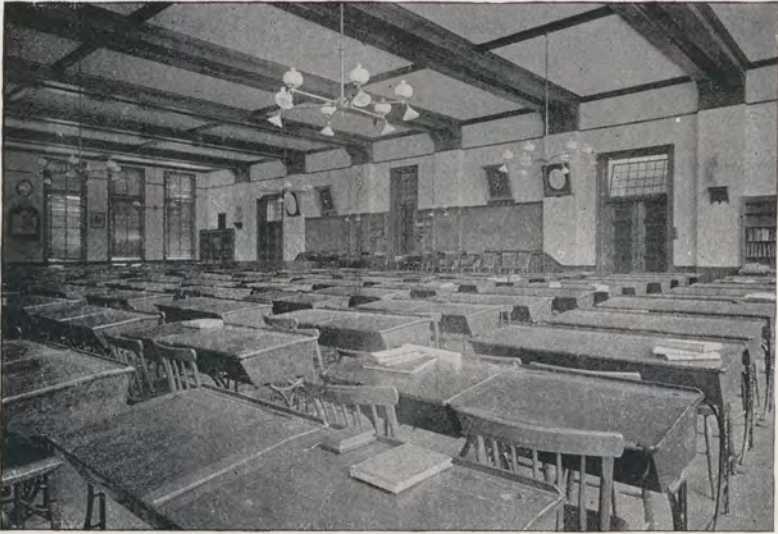
The two years' course and the following subjects for the same ends: —

- a. **Mathematics.** — Algebra, Geometry, Trigonometry, and Surveying.
- b. **Science.** — Physics, Chemistry, and Mineralogy, Botany, Zoölogy, Geology, Astronomy.
- c. **Language.** — Reading, Drawing, English Literature, Latin, and French required; Greek and German, as the principal and visitors of the school shall decide.
- d. **History.** — General History.

ADVANCED COURSE FOR COLLEGE GRADUATES.

The subjects of the advanced course of study for two years are as follows: —

Psychology, science and art of teaching, school organization, school discipline, history of education, school laws of Massachusetts, method of teaching the following subjects: —



ASSEMBLY HALL. (From the rear.)



ASSEMBLY HALL. (From the front.)

Language and Literature. — English, French, German, Latin, and Greek.

Mathematics. — Arithmetic, Algebra, Geometry, Trigonometry, and Surveying.

Science. — Chemistry, Physics, Astronomy, Physical Geography, Geology, Mineralogy, Botany, Zoölogy, Physiology.

History, Drawing, Vocal Music, Physical Culture, Manual Training.

Persons of exceptional maturity, of a high standing in college, and who give evidence of superior scholarship and special aptness to teach, may, with the approval of the principal of the school and the Board of Visitors, select from the above curriculum of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

The requirement for admission to the advanced course of two years shall be a college course or its equivalent.

SPECIAL COURSES.

Teachers of several years' experience in teaching, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course, including the course in Psychology, which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Kindergarten Training. — A course, extending through a period of not less than two years, will be opened in September, 1895, for students who desire to prepare for teaching in the Kindergarten.

RANGE OF STUDIES IN THE TWO YEARS' COURSE.

FIRST TERM.—JUNIOR CLASS.

ELEMENTARY PSYCHOLOGY, so long as is necessary to indicate distinctly the principles and the method of the teaching in the school.

MATHEMATICS.

ELEMENTARY GEOMETRY, 5.* — The analysis of the subject to show what it includes. The properties and relations and classification of lines, angles, surfaces, and volumes to teach the order and method of studying geometrical forms. The adaptation of lessons to different grades and relation to drawing and arithmetic. The original demonstration of propositions concerning lines and angles, rectilinear figures, ratios and proportions, the relations of rectilinear figures to circles, to teach the method of finding general truths and their applications. Each pupil teaches and directs class exercises.

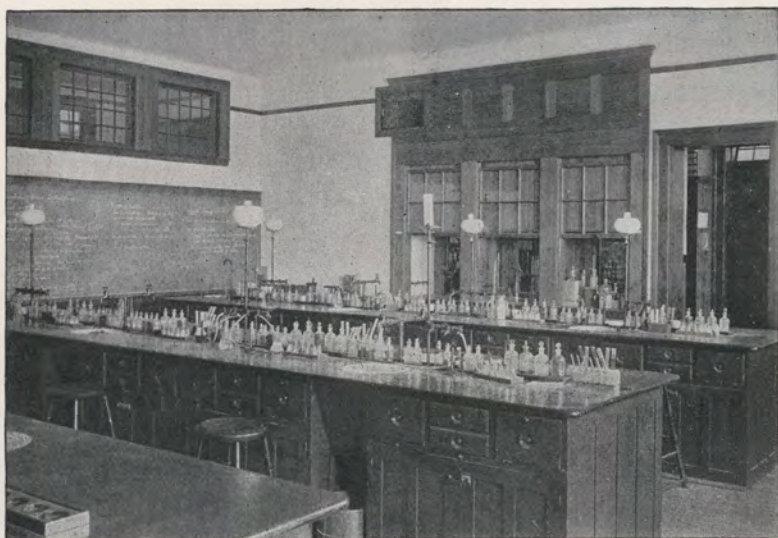
NATURE STUDIES.

PHYSICAL FORCE, 4. — Properties of matter; force and motion; molecular forces; gravitation; heat; light; sound; magnetism; electricity; to teach the method of careful experimental work, and to furnish material for laying out lessons for grammar grades. Each student performs experimental work, applies the principles taught in the explanations of natural phenomena and the construction of machines, and conducts class exercises. *Maximum Work.* — Supplementary experiments in physical measurements.

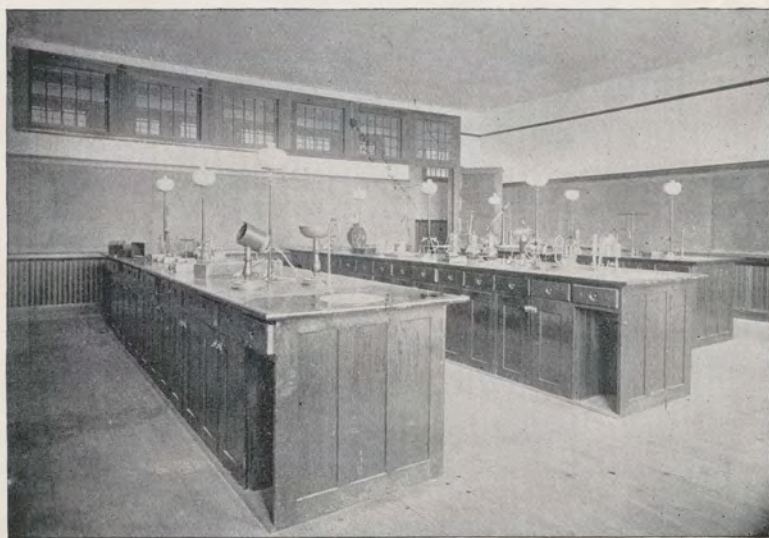
CHEMICAL FORCE, 4. — The most important elements and their compounds to teach the method of careful experimentation. The chemistry of common life; combustion, decay, fermentation, respiration, foods, dyeing, bleaching, poisons, metals and their uses, as material for laying out science lessons in grammar grades. Each student prepares simple apparatus, performs experimental work, makes the applications, and directs class exercises.

MINERALS, 2. — Typical minerals, rocks and soils, their varieties and classification. Laboratory exercises to teach the method of determining the physical and chemical properties of mineral substances. Field work and individual collections to familiarize students with the material to be used in schools. Adaptation of lessons to the different grades and relation to geography. Each student is furnished with needed appliances and with specimens of each of the minerals studied. *Maximum Work.* — Laboratory exercises to teach the method of analyzing minerals by blow-pipe and chemical tests.

* The figure after the name of the study indicates the number of lessons a week in that study.



LABORATORY FOR ANALYTICAL CHEMISTRY.



PHYSICAL LABORATORY.

INDUSTRIAL LABORATORY, 2. — The materials for construction (1), *Wood*, — structure, composition, seasoning, grain, strength, defects. (2), *Fastenings*, — nails, tacks, screws, glue, pins, wedges, dowels. (3), *Tools and how to use them*, — bench, measuring and lining tools, saws, cutting tools, miscellaneous tools and appliances. *The Construction of Apparatus*. — The pieces to be owned by the pupil and used in school studies, — graded according to the difficulty in making; first, the study of the model, — later the invention of the thing to be made; second, making an accurate working drawing; third, study of materials and tools to be used in reproducing the object; fourth, construction at the bench from the working drawing. The object of all the work is to teach the thoughtful use of the hands in expressing ideas by drawing and construction. Each pupil does the work.

LANGUAGE.

ELEMENTARY ENGLISH, 2. — The analysis of language to show what it is. The elements, formation, and primary meaning of words, spoken and written; the acquisition and expression of ideas from objects and pictures; narrative and descriptive expression; elementary composition; letter writing; the use of grammatical forms and punctuation; to teach how to train pupils in the use of language in the different grades of school work.

DRAWING, 2. — Taught as a means of acquiring the power to draw and to teach drawing in connection with any study. Pictorial drawing. Principles of foreshortening, — circles. Principles of convergence, — one set of retreating edges; two sets.

VOCAL MUSIC, 4. — Musical tones and their expression to teach the method of training pupils to the right use of the voice in singing at sight in all the keys. The laying out of lessons for different grades and chorus singing. Each pupil conducts class exercises.

SECOND TERM. — EX-JUNIOR CLASS.

MATHEMATICS.

ARITHMETIC, 4. *Elementary Course*. — The numbers to one thousand, with the expression, the operations upon, and the relations of, the numbers, for the method of laying out the lessons and teaching in the primary grades. *Scientific Courses*. — The analysis of the subjects to show what parts shall be used in teaching. The study of the system of numbers, the expression, operations upon, and relations of, all numbers, for the principles of the subject, and the method of laying out and teaching the subject in grammar grades. Each pupil conducts class exercises.

ELEMENTARY ALGEBRA, 5. — The analysis of the subject to show what it includes. The notation, numerical processes, the use of the processes in simple

equations, for the principles of the subject, and the method of laying out lessons and teaching the subject. Its relation to arithmetic. Each pupil conducts class exercises.

NATURE STUDIES.

PLANTS, 2. — Laboratory exercises on the methods of teaching (1), how plants grow (2), parts of plants, their structure, function and adaptation (3), the range of plant forms from the simplest types to the complex (4), the principles of grouping plants into families, analyzing plants and arranging an herbarium. Uses of plants, application to geography.

PHYSIOLOGY AND HYGIENE, 4. — The human body as a whole, its external and structural parts, general plan of the body, the general structure of the limbs and walls, and the different systems of the body, — digestive, absorbent, circulatory, respiratory, secretory, excretory, osseous, muscular, and nervous. The structure of the human body, its different systems, their functions, the conditions of health.

The subject is taught by the aid of a human skeleton, a life-sized manikin, specimens of the internal organs, the dissection of specimens from the lower animals, and the microscopic examination of the various tissues of the body. Students prepare and conduct class exercises.

LANGUAGE.

VOCAL CULTURE AND READING, 2. — The proper carriage of the body in sitting, standing, walking, talking, and reading; of enunciation, articulation, pronunciation, and quality of voice; and reading; for the method of teaching.

GRAMMAR, 5. *Elementary Course.* — The sentence and its parts; plurals of nouns; agreement of subject and verb; possessive cases of nouns; personal pronouns; number and gender of personal pronouns; relative pronouns; case forms of pronouns; comparison of adjectives; pronominal adjectives; the article; principal parts of verb; subjunctive mode; right use of tense forms; use of shall and will; adverb; propositions; arrangement of parts of the sentence; kinds of sentences; for the method of teaching the use of these grammatical forms. *Secondary Course.* — The analysis of the subject. The sentence and its parts; classes of words in a sentence, or parts of speech; kinds and parts of sentences; analysis of sentences; for the principles of construction, and the method of arranging lessons and teaching in different grades. Students prepare and conduct class exercises.

DRAWING, 2. — Pictorial drawing. (1) Principles of foreshortening, — concentric circles, principles of convergence, use of diagonals; relation of axes. (2) Application of the principles to the illustration of the study of plant life in the primary and grammar schools.



LABORATORY FOR ZOOLOGY AND PHYSIOLOGY.



LABORATORY FOR MINERALOGY AND GEOLOGY.

PHYSICAL CULTURE, 2. — On the basis of the Ling system. (1) Practical work in the gymnasium; squad drills conducted by students. (2) Study of the principles of educational gymnastics and their application in the Ling system. (3) Emergency lessons, — bandaging, transportation.

THIRD TERM. — SUB-SENIOR CLASS.

MATHEMATICS.

ARITHMETIC, 4. — Applications of arithmetic; commercial papers; and mensuration, for the method of teaching. The preparation of apparatus and conducting class exercises by the students. Book-keeping, — exchange of property; accounts, four forms, double and single entry; for the principles and method of teaching.

NATURE STUDIES.

ANIMALS, 2. — Laboratory exercises to teach the method of studying animals, their habits; parts, structure, function and adaptation; series of animal types; comparison of systems; principles of classification. Uses of animals and relation to the study of geography. Each student works in the laboratory, dissects, studies the specimens in the cabinets, makes collections and prepares class exercises.

GEOGRAPHY, 5. *Elementary Course.* — Field work and laboratory exercises to teach the method of studying and teaching (1) Geographical objects, — relief forms, drainage forms, coast forms, forms of water, winds, climate, soil, productions, people, their expression by map symbols and map reading. (2) The earth as a whole, — form, rotation, land and water divisions, coast, relief, drainage, climate, soil, production, people. Especial attention is given to emphasizing the simple yet broad relations by which the earth is the home of man. (3) The continents are studied in the same general order. Simple geological phenomena which make clear how the continents affect life, and man's efforts to advantageously adjust conditions to his progress are carefully considered. (4) The leading nations are studied to indicate the connection of history and geography. Industrial and commercial conditions and their effect on national and international relations are made prominent. *Scientific Course.* — Definition and division of geography; the form, size, and motions of the earth; distribution of light and heat; comparison and classification of land, water, atmospheric forms; life of the continents. Causes of the relations which the earthly forms hold to man. The relations of the other sciences to geography. Original investigation, preparation of apparatus, and class teaching in both courses.

PHYSICAL TRAINING, 2. — In the gymnasium, on the basis of the Ling system. (1) Practical work in the gymnasium; squad and class drills conducted by students. (2) Study of the principles and applications of educational gymnastics

with especial attention to the effects of gymnastic exercises. (3) Emergency lessons, — checking the flow of blood, resuscitation, transportation.

LANGUAGE.

VOCAL CULTURE AND READING, 3. — Physical exercises; quality of voice, modulation and expression; and reading; with special reference to teaching in different grades.

RHETORIC, 4. — Perception; memory and imagination; taste; the novel, wonderful and picturesque; beauty and sublimity; wit, humor and ridicule; figures of words for the elements of rhetoric. The analysis of the subject to show its contents; figurative language and style for the principles which govern the right use of language; and the method of teaching these. Writing compositions. Each student conducts class exercises.

DRAWING, 4. — (1) Application of the principles of pictorial drawing to the illustration of the study of geometry, arithmetic, physics, animal life, geography, history, literature in common school work. (2) Color. (3) Historic ornament. (4) Design. (5) Working drawing.

HISTORY AND CIVIL GOVERNMENT.

History of the development of the institutions of popular government in England and America as a basis for the study of United States History in the different grades of schools. Work is conducted in the library of history and literature. Early lessons in history for primary grades, material, methods, value.

Elementary lessons on the facts and principles of civil government. The constitutional government of Massachusetts and the United States. Teaching exercises and discussions.

FOURTH TERM. — SENIOR CLASS.

NATURE STUDIES.

ELEMENTARY GEOLOGY, 3 (for the half term). — Laboratory exercises and field work for the agencies producing changes in the crust of the earth, with special reference to teaching physical geography. Method of deriving theories of the structure of the earth, with emphasis on local geology. Each student has his place at the tables, analyzes rocks and soils, makes collections and prepares class exercises.

PHYSICAL CULTURE, 2. — On the basis of the Ling system. (1) Practical work in the gymnasium; class drills conducted by students. (2) Study of the principles and applications of educational gymnastics, with special attention to teaching under public school conditions. Observation of and practice in teaching children. (3) Emergency lessons, — application of temporary splints, and review of resuscitation. Checking flow of blood, bandaging, and transportation.



INDUSTRIAL LABORATORY.



DRAWING.

LANGUAGE.

VOCAL CULTURE AND READING, 4. — Physical exercises; vocal exercises for expression; gesture; reading; teaching; and laying out the course in reading for different grades.

ENGLISH LITERATURE, 3. — History of the English language. Poetry, — simple narrative and lyrical poems; Idyls of the King; Deserted Village; Paradise Lost. Prose, — Essays of Bacon, Addison, Lamb, Macaulay. In all, characteristics of thought and diction, with biography of authors and collateral reading; as a basis for the study of literature in the different grades of schools.

THE EDUCATIONAL STUDY OF MAN, 11.

THE BODY for the laws of physical health, strength, and beauty, as conditions for the activity of the mind.

THE MIND in the three modes of its activity, the intellect; the sensibilities; the will and the moral nature. The subject is taught from the facts of the student's consciousness, the observation of other minds and reading. The end sought is the knowledge of the conditions and products of the mind's activity, and the ability to use this knowledge in the education of children.

THE STUDY OF THE SCIENCE AND ART OF TEACHING. — Principles of education, as derived from study of man. The art of teaching. Requisites for exciting right activity in the school, — knowledge of the mind, the pupil, the subject; selection and arrangement of subject-matter; method of teaching; language voice and manner of the teacher; means of making the teaching impressive; object and method of criticism; teacher's preparation. Course of studies arranged for the different grades; method of teaching in the studies of the course, and practice with children.

SCHOOL ORGANIZATION. — What it is to organize a school. Advantages of a good organization. Opening of the school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.

SCHOOL GOVERNMENT. — What government is and what government in the governor and in the subject. What school government is; the teacher's right to govern, and the end of school government. The motives to be used in school government, and the method of their application.

HISTORY OF EDUCATION. SCHOOL LAWS OF MASSACHUSETTS.

FIFTH TERM.

The amount of work in this course is so large that sufficient practice in teaching cannot be secured in the time now assigned to it. Students are earnestly recommended to take a fifth term, most of which shall be spent in teaching in the different grades of the model school and in careful discussion of their work. Those who successfully complete this term will receive an added certificate. Successful experience in teaching is a strong recommendation.

RANGE OF STUDIES IN THE FOUR YEARS' COURSE.

FIRST YEAR.—FIRST TERM.

Mathematics. ELEMENTARY GEOMETRY, 5. — Outline in two years' course.

Nature Studies. MINERALS, 2. — Outline in two years' course.

Language. LATIN, 5. — The object in this study is to acquire the ability to understand, read and teach the language. Method of teaching inflections. Method of teaching two books of Cæsar. Practice in teaching.

FRENCH, 5. — The object in this study is to understand, speak and teach the language. Methods of teaching and study; with a child, as a vernacular, — by hearing and understanding, speaking, reading and writing the language; with a person, as a second language, — reading, hearing and understanding, speaking and writing. *Maximum.* — Reading, narration and conversation.

DRAWING, 2. VOCAL MUSIC, 4. ELEMENTARY ENGLISH, 2. — Outlines in first term, two years' course.

FIRST YEAR.—SECOND TERM.

Mathematics. ALGEBRA, 5. — Outline in two years' course.

Nature Studies. PHYSICAL FORCE, 4. — Work in two years' course. In addition, careful experiments in weighing and measuring, in the verification of physical laws, and in investigation of the properties of particular bodies or substances, with the graphical expression of results. Practice in the original preparation and presentation of subjects. CHEMICAL FORCE, 4. INDUSTRIAL LABORATORY, 2. — Outlines in two years' course.

Language. LATIN, 5. — Method of teaching. Cæsar and Cicero.

FRENCH, 5. — Reading, narrative, conversation. Method of teaching. Advanced reading.

SECOND YEAR.—FIRST TERM.

Mathematics. ARITHMETIC, 4. — Outline in second term, two years' course.

Nature Studies. PLANTS, 2. PHYSIOLOGY, 4. — Outlines in second term, two years' course.

Language. ENGLISH GRAMMAR, 5. VOCAL CULTURE AND READING, 2. DRAWING, 2. — Outlines in second term, two years' course.

LATIN, 4. — Method of teaching. Cicero and Ovid.

PHYSICAL CULTURE, 2. — Outline in second term of two years' course.



HISTORY AND LITERATURE LIBRARY.



GENERAL LIBRARY.

SECOND YEAR. — SECOND TERM.

Mathematics. ARITHMETIC AND BOOK-KEEPING, 4. — Outline in third term, two years' course.

Nature Studies. ANIMALS, 2. GEOGRAPHY, 5. — Outline in third term, two years' course.

Language. VOCAL CULTURE AND READING, 3. DRAWING, 3. — Outlines in third term, two years' course.

LATIN, 5. — Method of teaching. Virgil and Tacitus.

History and Civil Government, 4. — Outline in third term, two years' course.

Physical Culture, 2. — Outline in third term of two years' course.

THIRD YEAR. — FIRST TERM.

Mathematics. GEOMETRY, 4 (for half term). — Planes, volumes, plane loci, and conic sections, for the principles of the subject and the method of teaching. Making the objects for demonstrations, representing on a plane surface. Original demonstrations.

ALGEBRA, 4 (for half term). — Quadratics, progression, series; theory of equations, for the principles and the method of teaching.

Science. PHYSICS, 4. — Acoustics, optics, magnetism and electricity, with laboratory practice by each pupil. Laying out subjects; preparation of apparatus and teaching and acquaintance with best books in physics.

Language. LATIN, 5. — Method of teaching. Virgil and Livy.

GERMAN, 5. — Object and method same as in French.

GREEK. — May be taken. Xenophon and Iliad.

Rhetoric, 4. — Outline in third term, two years' course.

VOCAL CULTURE AND READING, 4. — Outline in fourth term, two years' course.

Physical Culture, 2. — Outline in fourth term, two years' course.

THIRD YEAR. — SECOND TERM.

Science. CHEMISTRY, 4. — Principles of chemical force as derived from the elementary laboratory work, supplemented by reading and applied in problems. Qualitative analysis of inorganic and organic compounds, use of blow-pipe and liquid reagents, preparation of schemes of work and chemicals. Quantitative analysis (for maximum students), solids and water analysis, to teach the method; gravimetric and volumetric analysis.

MINERALOGY. — In connection with chemistry. Examinations and analysis of groups of minerals, *e. g.*, elements, sulphides, sulphates, silicates, etc.; analysis by use of determinative tables and chemical tests, classification of minerals.

ZOOLOGY, 4. — Laboratory study of the animal types; variations of each with its adaptations to environment; plans of development and classification. Special application to teaching at each step of the work.

Language. LATIN, 5. — Method of teaching. Livy and Horace.

GERMAN, 5. — Object and method same as in French.

Drawing, 3. PICTORIAL DRAWING. — In outline; shaded in pencil; shaded in charcoal. *Maximum*. — Shaded in water color (monochrome). Painting in water color.

General History, 4. — Development of the Oriental, classical and Teutonic nations in their organization, religion, education, art, etc. Each student uses the historical library in the preparation of abstracts of topics for teaching. These form the basis of class discussion. Preparation of outlines, comparative maps and tables of time, plans for school exercises, practice in conducting discussions.

Physical Culture, 2. — In gymnasium.

FOURTH YEAR. — FIRST TERM.

Language. ENGLISH LITERATURE, 3. — Outline in fourth term, two years course.

VOCAL CULTURE AND READING, 3. — Expression; gesture; reading; teaching method of work.

DRAWING, 4. — Orthographic projection. Machine drawing. Architectural drawing. Schools of Historic Art.

Educational Study of Man, 10. — Outline in fourth term, two years' course.

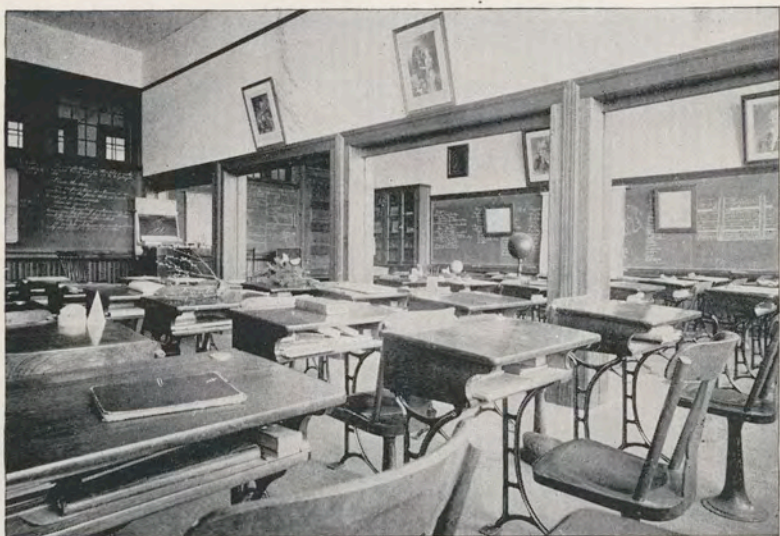
School Laws of Massachusetts, 1. PHYSICAL CULTURE, 2. — In gymnasium. Conducting class exercises.

PRACTICE IN MODEL SCHOOL.

FOURTH YEAR. — SECOND TERM.

Mathematics. TRIGONOMETRY, 4 (for half term). — Plane and spherical, surveying.

Science. BOTANY, 4 (for half term). — Plant structure, — the vegetable cell and its products, micro-chemical examination; tissues and tissue systems, how these tissues are combined in plants. Daily microscopical study of illustrative slides and of sections prepared by pupils. Plant life, — composition of plants, sources of food materials, mode of obtaining them, processes within the plant, experimental study of conditions which affect plant life. Morphology of parts of the plant, — generalized forms and the modifications which they undergo. Arrangement of lessons and method of work.



MODEL SCHOOL. (Upper Grammar.)



MODEL SCHOOL. (First Primary.)

Classification of plants. Types in each division of plant kingdom, differences in mode of reproduction, in manner of growth, in structure.

GEOLOGY, 4. — The course under nature studies in fourth term, two years' course. Method of laboratory study of rocks and fossils of different periods, field work on the local geology of the State, reading of the best authorities on geological theories. Preparation of maps and scheme of work.

ASTRONOMY, 4. — Phenomena of the heavenly bodies; their form, size, location, motions, effects of their motions and the causes of the phenomena. Students have the aid of a telescope with four-inch object glass in this study.

Language. **ENGLISH LITERATURE, 4.** — The periods into which the English language and literature are divided. The historical characteristics of each period; changes which have taken place in the language; the classes of literature most prominent in each period, and the representative authors. The lives of the authors to discover their relation to their times. The works which best illustrate each author for qualities of thought and expression. Collateral reading by each pupil of selected standard literature.

DRAWING, 4. — Geometric drawing, — machinery. Decorative drawing, including historic art, — three mediæval schools; constructive and decorative design. Pictorial drawing, — light and shade, color, still life, plant forms. Outline of a course in drawing for high schools. The drawings made during the two terms illustrate this course.

VOCAL CULTURE AND READING, 4. — Expression; reading Shakespeare; teaching; method of work.

PRACTICE IN MODEL SCHOOL.

Physical Culture, 2. — In gymnasium, conducting class exercises.

LABORATORIES, ART ROOM AND LIBRARIES.

The institution has seven laboratories, furnished with the approved modern appliances for teaching how to teach and study the physical and natural sciences.

Physical Laboratories. — In the department of physics there are two laboratories, with a room adjoining for the instructor. One is arranged with accommodations for sixty students to work at the tables. The other is arranged with a laboratory table for teaching, and with apparatus for projection, for the illustration of various subjects.

Chemical Laboratories. — The department of chemistry has two laboratories, with a room adjoining for the instructor. One for the elementary course, is arranged with accommodations for sixty students to work at the tables, and with a teacher's chemical table and blackboard, with the seats for the class, thus combining the laboratory and class-room. The other, for the advanced analytical work, qualitative and quantitative, is arranged with accommodations for thirty students to work at the tables, and with side tables for special work. These

laboratories are provided with hoods for the manipulation of noxious gasses, and are thoroughly ventilated.

Mineralogical and Geological Laboratory. — This room is arranged for fifty students to work at the tables at one time. The tables are furnished for physical and chemical tests, and blow-pipe work. It is provided with three sets of specimens: one set of working specimens, containing a collection of minerals for each student to use at the table; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating classification of minerals. Another similar set of rocks and fossils is provided for the study of geology.

Biological Laboratory. — This laboratory is arranged for the study of botany, zoölogy and physiology, and includes two rooms, arranged for students to work at the tables, each having his place for dissection and microscopic work. Each room contains three collections of typical specimens — the working collection, the comparative collection and the classified collection — and stands for microscopic work. The collections in all the departments are arranged and labelled for constant use by the students. The aim is to make the collections complete for the State. All contributions will be put to constant use.

Geographical Laboratory. — This laboratory is equipped with a thirty-six inch globe, slated globes, individual globes, the latest and best physical and political maps, for all grades of work, several thousand pictures classified for class use, models of the continents and Massachusetts, modelling boards, productions in both the raw and manufactured states. Results of class work, both of normal students and the children, are mounted in a form available for class and individual study.

Industrial Laboratory. — In this laboratory the students are taught to use tools in making sets of apparatus for use in the different studies of the course, which enable them to secure inexpensive apparatus for their own schools. It is furnished with carpenter's benches and sets of tools, and a turning lathe with a circular saw and jig saw attachment.

The Drawing Room is furnished with fine examples of casts and models, affording excellent facilities for teaching in the various departments of drawing.

Library. — The school has a valuable library of books for reference and general reading, with a card catalogue arranged for direct use in the studies of the course. The library is arranged in two large rooms, one containing books on history and literature, arranged with tables for research on the laboratory plan, the other arranged for general reading and consultation.

THE MODEL SCHOOL.

The purpose of the model school is to exemplify with children the principles and method of normal training. It is under the direct

supervision of the principal of the Normal School, and includes the ten grades — the kindergarten, four primary and five grammar — of the public school in the centre of the town. The school has a principal, and a regular teacher for each room, and is an essential part of the Normal School.

The normal students study individual children, under careful direction, with reports upon their study; observe all the details of school work; serve as assistants; teach a class in a subject, and have practice in departmental teaching.

PRINCIPLES AND METHOD OF THE SCHOOL.

PRINCIPLES. — The ultimate object of the Normal School is to make the normal student, as far as possible, an educator.

Teachers have the organization, the teaching and training of the schools committed to their hands. They direct and control the activities of the children while they are forming habits and laying the foundations of character. The teacher should be able to train the child to the best use of all his power.

The first distinctive principle of Normal School work is that the normal student is to be a teacher. He is to consider the acquisition of knowledge, the exercises of the school, his own spirit, purpose, manners and conduct, from the point of view of the educator.

From this point of view he must know the process by which the mind acquires the thing to be learned, must be able to present objects of thought to the learner in such a way as to excite his mind to right activity and knowledge. To this end he must make a thorough analysis of each subject in the course of studies and learn how to use it in teaching. He must be master of the subject, that he may give his attention to the action of the pupil's mind in learning.

The course of studies in the Normal School must include the subjects embraced in the course of studies for the public school. In the latter these subjects are studied as a means to general culture; this is academic study; in the former they are studied as educational instruments; this is professional study.

The second distinctive principle is that the normal student is to be

educated for his special work. He is to be trained to comprehend and apply the principles of education to the end that he may be able to conduct his own school to the education of his pupils.

The principles of education are derived from the study of the human mind and body. The method of teaching is determined by these principles. The mind is developed by the right exertion of its power. The teacher must know how the mind is called into right exertion and the products of this activity; and he must know the pupil as an individual.

Presenting the proper object of thought to the mind, with the use of such motives as will secure right moral action, occasions right activity and knowledge. The repeated right exertion of the mind in the acquisition and use of knowledge causes the development and growth of the man.

A course of studies is the means to that teaching and training which occasions the activity that causes the development of the mind. The course needed for this purpose is a series of subjects logically arranged and adapted to the order of mental development. It includes studies for training the perceptive faculties, the memory and imagination, in the acquisition and expression of distinct ideas of individual objects, as the basis of the studies for training the reflective power in the acquisition and expression of general ideas and truths, and knowledge systematically arranged.

THE METHOD. — The students are led through the analysis of the subject for knowledge of its principles with special reference to teaching. Reviews are made to fix the thoughts in the mind by repetition, and to connect the lessons. The main division of a subject is reviewed to show the relation of its parts. The subject as a whole is reviewed to show the relation of all the parts.

In the common school studies the outline is divided into the *elementary course*, in which the work is laid out in detail for each year of the primary grades, and the *secondary course*, extending on through the higher grades.

The students are taught *how to acquire the knowledge* of the object or subject by teaching them how to study the lesson at the time it is assigned, and requiring them to *present* to the class the results of

their study, with criticism by the class and the teacher. After the presentation, the class is thoroughly questioned on all the important points in the lesson.

The students are taught *the method of teaching a class* in the subject by being taught parts of the subject, and, after they have studied the lesson, examining them upon their knowledge of the method by having them teach the class the same thing. When they have acquired the idea of the method by this imitative teaching, a part of the subject is assigned to the student without being previously taught, and he is required to study the subject, prepare the apparatus and illustrations, and teach the class, with criticisms from the class and teacher. The students are also required to drill the class in the application of what has been taught, to examine them on what they have studied, and to do all the kinds of class work.

While studying and teaching the subjects in the elementary course, the students visit the Model School and observe the teaching of these subjects by the regular teachers.

The students thus learn to teach and train by teaching and training under intelligent and sympathetic supervision. The presenting and teaching by the students secure the most thorough consideration of the lesson; the student must know the subject, its logical arrangement, and how to present and teach it, or fail. It gives the student command of himself, of the subject, of the class, makes him self-reliant, develops his individuality.

All the class exercises, from the beginning of the course, are conducted upon the principles and by the method that has been indicated. The school is a normal training school in all its course.

After the students have been trained in this way to teach, in as full a measure as the time will allow, they come to the educational study of man, and there learn the philosophy of their work by finding in the study of the body and mind the principles which underlie the method which they have learned to use. They spend as much of the last term as possible as assistants in the Model School in the different grades.

Text-books are freely used for reference in the preparation of lessons. The committing of text-books to memory is avoided, the

students being trained to depend upon objects of thought rather than upon words.

DISCIPLINE.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is required; and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully to the known wishes of the Faculty are presumed to be unfit to become teachers.

It is not deemed necessary to awaken a feeling of emulation in order to induce the students to perform their duties faithfully. Faithful attention to duty is encouraged for its own sake, and not for the purpose of obtaining certain marks of credit.

GRADUATION, EMPLOYMENT.

The daily work in each study must be satisfactory to enable the student to advance to the studies next in order.

Diplomas are given for the two years', the three years', or the four years' course to those students who have satisfactorily completed the studies of the prescribed course. Certificates are given to college graduates who take the advanced course.

Graduates from either course are in quick demand to fill good positions in the public schools, especially those who have taught before coming to the school, and those graduating from the longer course.

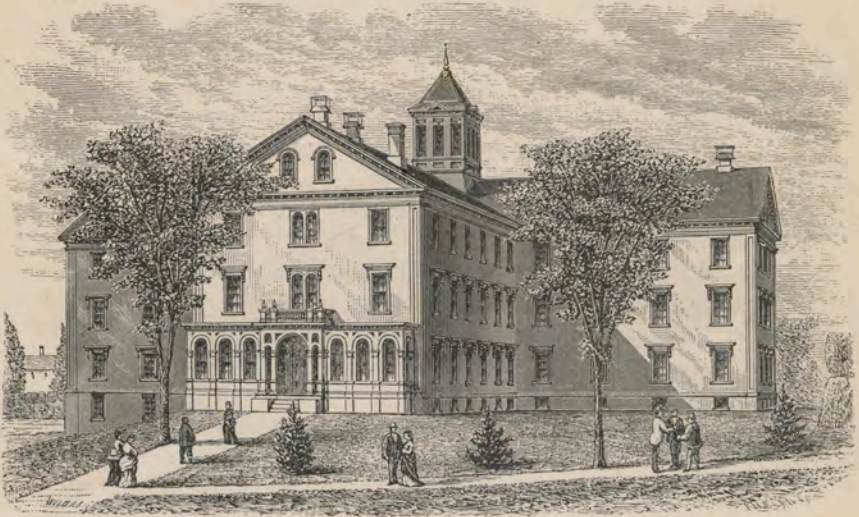
TEXT-BOOKS AND PECUNIARY AID.

The school supplies the text-books in all the studies.

PECUNIARY AID.—For the assistance of those students who are unable to meet the expenses of the course of instruction in the school, the State makes an annual appropriation, *which is distributed at the close of each term among pupils from Massachusetts who merit and need the aid, in sums not exceeding in any case one dollar and a half a week. This aid is not furnished during the first term of attendance.* It is expected that those who do not complete the

prescribed course of study, and those who do not teach in the public schools of Massachusetts, will refund any amount they have received from the bounty of the State. Applications for this aid are to be made to the principal in writing, accompanied by a certificate, from a person competent to testify, stating that the applicant needs the aid.

Students living on the line of the railroad, and wishing to board at home, can obtain tickets for the term, if under eighteen years of age, at half season-ticket rates; if over eighteen, at season-ticket rates.



NORMAL HALL.

The State has erected and furnished two pleasant and commodious halls, — Normal Hall and Woodward Hall, — on the school lot, to accommodate the students who desire board. Two students occupy one room. Each room has two closets, is supplied with furniture, including mattress and pillows, heated by steam, lighted by gas and electricity, and thoroughly ventilated. One wing of Normal Hall is occupied by the young men. No pains are spared to make the halls a home for the students. The reading-room is supplied with newspapers, and periodicals for the daily use of the students.

The halls are under the charge of the principal. The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table-board, heating, lighting, laundry and service. The aim is to make these expenses not more than eighty dollars a term for gentlemen, and for ladies not more than seventy-five dollars a term. These rates are made on the basis of two students occupying one room.

PAYMENTS.

Forty dollars is to be paid by each gentleman and thirty-seven and a half dollars by each lady *at the beginning* of the term; and the same amount for each *at the middle* of the term. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby saving to each boarder much more than the interest of the money advanced.

FURNITURE.

Each boarder is required to bring bedding, towels, napkins and napkin ring, and clothes-bags. Each occupant will want, ordinarily, four pillow cases, three sheets, two blankets or their equivalent, and one coverlet for a double bed. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name.

CALENDAR FOR 1895-96.

1895.

JUNE 25. — Tuesday, exercises of graduation.

JUNE 27-28. — Thursday, Friday, examination for admission.

Summer vacation.

SEPT. 3-4. — Tuesday, Wednesday, examination for admission.

SEPT. 5. — Thursday, school year begins.

Thanksgiving recess, from Tuesday evening, Nov. 26,
to Monday evening, Dec. 2.

Christmas holidays, from Monday evening, Dec. 23,
to Thursday evening, Dec. 26.

1896.

JAN. 22. — Wednesday, first term closes.

FEB. 5. — Wednesday, second term begins.

Spring recess, from Friday evening, April 10, to
Monday evening, April 20.

JUNE 23. — Tuesday, exercises of graduation.

JUNE 25-26. — Thursday, Friday, examination for admission.

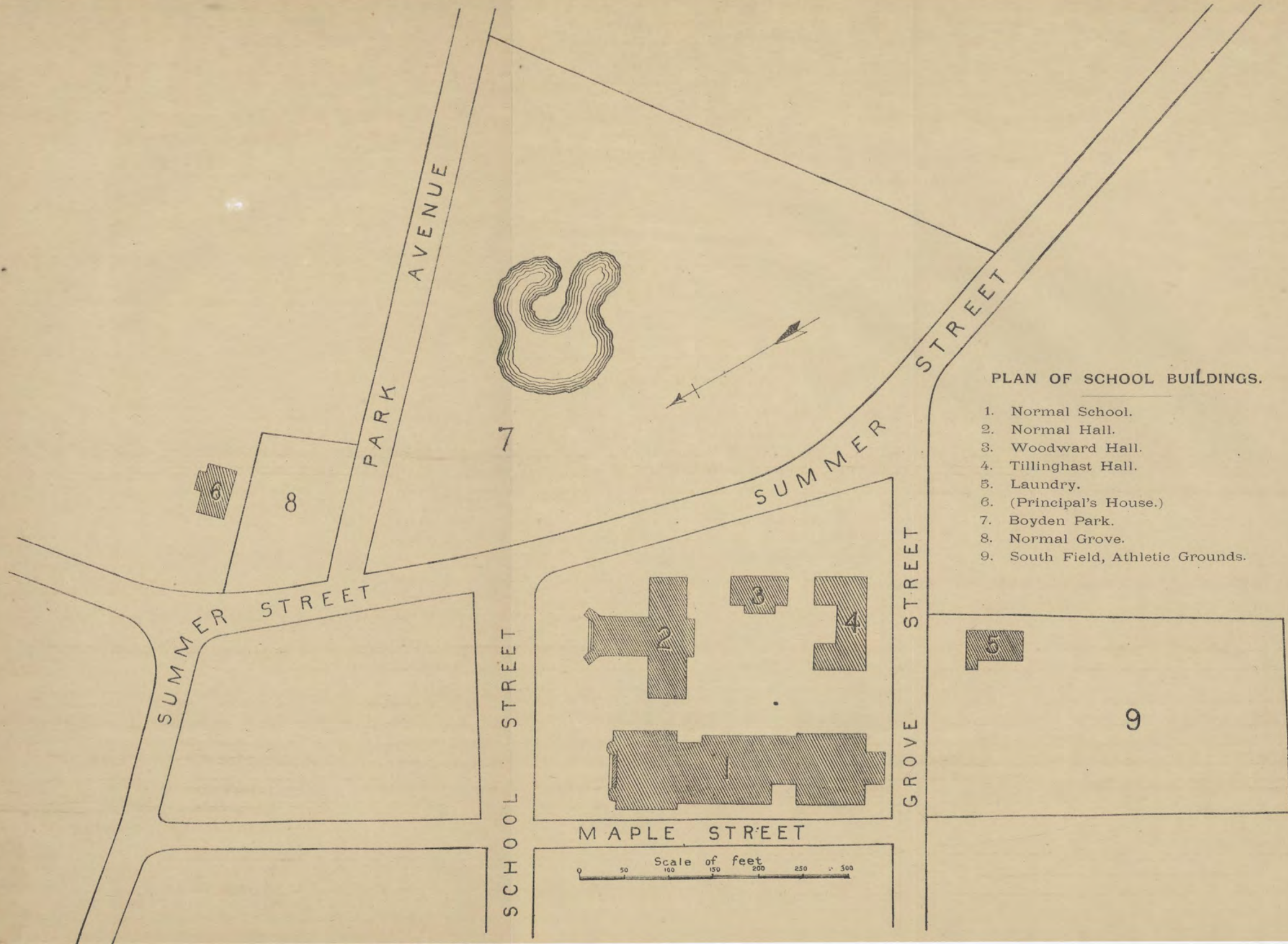
Summer vacation.

SEPT. 8-9. — Tuesday, Wednesday, examination for admission.

IN SENATE,
January 1, 1886.
REPORT
OF THE
COMMISSIONER OF THE LAND OFFICE,
IN ANSWER TO A RESOLUTION
PASSED BY THE SENATE,
MAY 1, 1885.
ALBANY:
J. B. LIPPINCOTT & CO.,
PRINTERS,
1886.

CALENDAR FOR 1886

1886
January 1
February 1
March 1
April 1
May 1
June 1
July 1
August 1
September 1
October 1
November 1
December 1



PLAN OF SCHOOL BUILDINGS.

1. Normal School.
2. Normal Hall.
3. Woodward Hall.
4. Tillinghast Hall.
5. Laundry.
6. (Principal's House.)
7. Boyden Park.
8. Normal Grove.
9. South Field, Athletic Grounds.

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