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Bridgewater State Normal School

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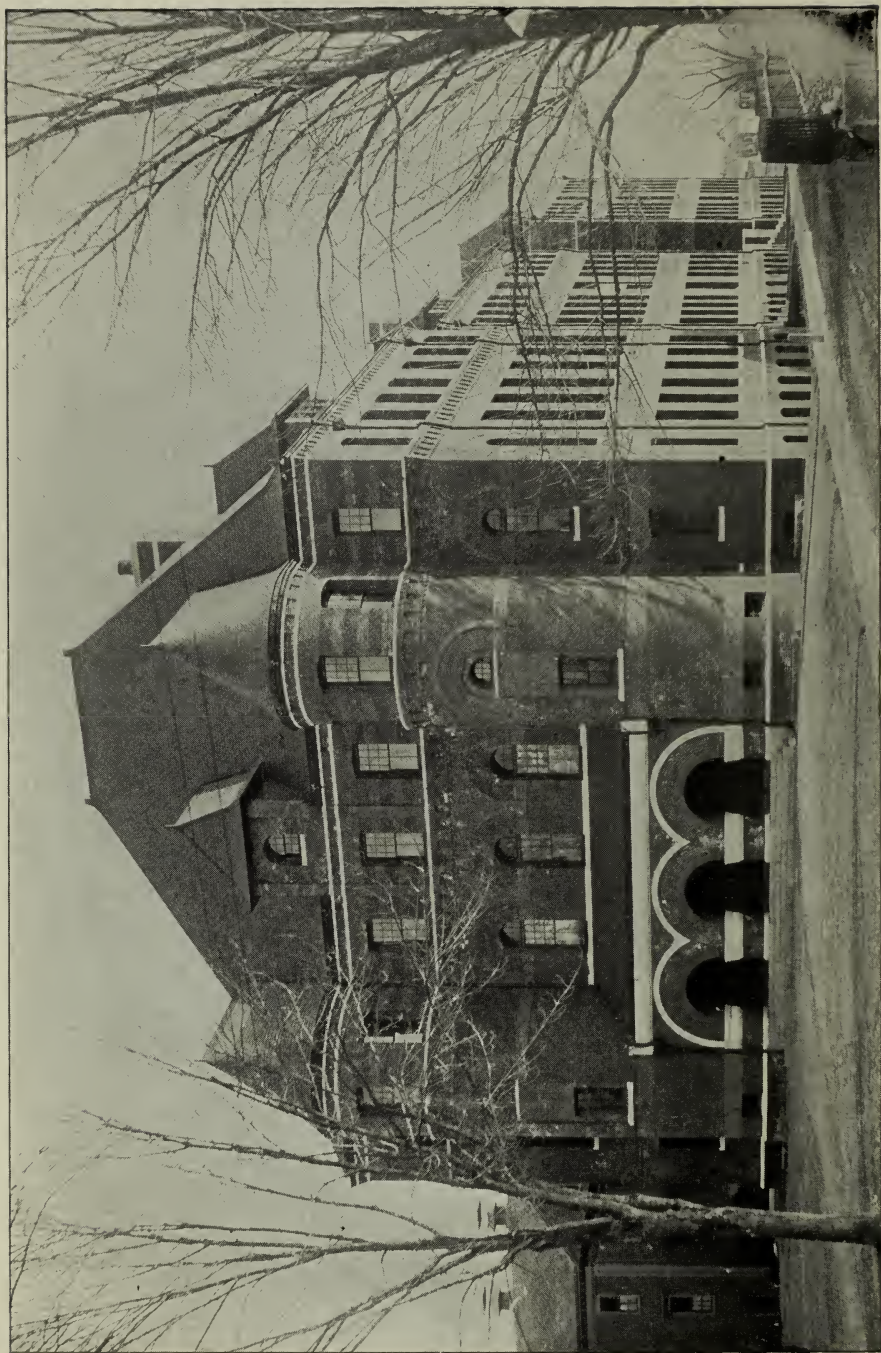
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BRIDGEWATER
STATE NORMAL SCHOOL



1903—1904



STATE NORMAL SCHOOL.

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS



1903-1904 : : : : Terms 142 and 143



BOSTON
WRIGHT AND POTTER PRINTING COMPANY
STATE PRINTERS, 18 POST OFFICE SQUARE

1904

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

HIS EXCELLENCY JOHN L. BATES.

HIS HONOR CURTIS GUILD, Jr.

	Term expires
KATE GANNETT WELLS . . . Boston .	May 25, 1904.
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ALBERT E. WINSHIP, Lit.D. . . Somerville .	May 25, 1908.
GEORGE H. CONLEY, A.M. . . Boston .	May 25, 1909.
CAROLINE HAZARD, A.M., Lit.D. . Wellesley .	May 25, 1910.
JOEL D. MILLER, A.M. . . Leominster .	May 25, 1911.

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L. WALTER SARGENT	North Scituate.
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- LILLIAN ANDERSON HICKS.
Supervisor of Practice Teaching and Child Study.
- CHARLES H. BIXBY.
Accountant and Clerical Assistant.
-

MODEL SCHOOL.

- BRENELLE HUNT, PRINCIPAL, Grade IX.
- | | |
|--------------------------------|--------------------------------|
| ADELAIDE REED, Grade IX. | JENNIE BENNETT, Grade V. |
| MARTHA M. BURNELL, Grade VIII. | MARY L. WALLACE, Grade IV. |
| SARAH V. PRICE, Grade VII. | SARAH W. TURNER, Grade III. |
| NELLIE M. BENNETT, Grade VI. | ANNIE LAWRIE SAWYER, Grade II. |
| FLORA M. STUART, Grade I. | |
| CLARA RACHEL BENNETT, Grade I. | |
- KINDERGARTEN TRAINING SCHOOL.
- | | |
|---------------------------|------------------------------|
| ANNE M. WELLS, PRINCIPAL. | FRANCES P. KEYES, ASSISTANT. |
|---------------------------|------------------------------|

CALENDAR FOR 1904-1905.

1904.

Biennial reunion	Saturday	June 18.
Public graduation	Tuesday	June 21, 10 A.M.
First entrance examina- tion	Thursday and Friday . .	June 23 and 24, 9 A.M.
Second entrance exam- ination	Tuesday and Wednesday .	September 6 and 7, 9 A.M.
School year begins	Thursday	September 8.
Thanksgiving recess begins .	Tuesday night	November 22.
Thanksgiving recess ends . .	Monday night	November 28.
Christmas recess begins . . .	Friday night	December 23.

1905.

Christmas recess ends	Monday night	January 2.
First term ends	Monday night	January 30.
Second term begins	Tuesday morning	January 31.
Spring recess begins	Friday night	March 24.
Spring recess ends	Monday night	April 10.
Public graduation	Tuesday	June 27, 10 A.M.
First entrance examina- tion	Thursday and Friday . .	June 29 and 30, 9 A.M.
Second entrance exam- ination	Tuesday and Wednesday .	September 12 and 13, 9 A.M.

MODEL SCHOOL.

1904.

School year ends	Monday night	June 20.
School year begins	Tuesday morning	September 6.
Recesses	Same time as normal school.	

1905.

School year ends	Monday night	June 26.
School year begins	Tuesday morning	September 12.

NOTE.—Candidates for examination should come prepared to stay in September, as the term begins on the following day. Accommodations during examinations may be had at Normal Hall. For information about the school, address the principal at Bridgewater.

The telephone call of the school is "13-3;" the telephone call of the principal's residence is "13-4."

STUDENTS

FOR THE YEAR BEGINNING SEPT. 10, 1903.

SPECIAL COURSE.

Read, George Holmes . . .	Williams College . . .	Fall River.
Burbank, Eunice Bliss . . .	Mount Holyoke College . . .	Longmeadow.
Folsom, Bertha Carrie . . .	Smith College . . .	Manchester, N. H.
Hager, Laura Winifred . . .	Smith College . . .	South Deerfield.
King, Elsie Maud . . .	Smith College . . .	Lawrence.
Knight, Annie Dean . . .	Mount Holyoke College . . .	Hopedale.
Reed, Alma Ethel . . .	Smith College . . .	Dorchester.
Wilbur, Florence . . .	Smith College . . .	Providence, R. I.
Lang, Mabelle Marion . . .	New Hampshire Normal School . . .	Lakeport, N. H.
Lewis, Lillie Delle . . .	Castine, Me., Normal School . . .	Caribou, Me.
Smith, Edith May . . .	Hyannis Normal School . . .	Eastham.
Todd, Hilda Marian . . .	Insular Normal School, Porto Rico . . .	East Bridgewater.
Baker, Mary Kathleen . . .	Teacher . . .	Springfield, Vt.
Bemis, Mary Ella * . . .	Teacher . . .	Royalston.
Chayer, Dema May . . .	Teacher . . .	Lyndon, Vt.
Drake, Clara Alice . . .	Teacher . . .	Easton.
Frost, Mary Theodate * . . .	Teacher . . .	Campello.
Grant, Lucy May . . .	Teacher . . .	Whitman.
Learned, Fanny Heywood * . . .	Teacher . . .	Fall River.
Lucas, Edith Augusta . . .	Teacher . . .	Littleton.
Robbins, Georgia M. . . .	Teacher . . .	West Boylston.
Trask, Elsie Verona . . .	Teacher . . .	Woonsocket, R. I.
White, Alice Dayton . . .	Teacher . . .	East Bridgewater.
Wilbur, Kathryn . . .	Teacher . . .	Campello.

Men, 1; women, 23.

REGULAR COURSE.

Vinal, William Gould . . .	Norwell . . .	Entered 1899.
Gould, Joseph Francis . . .	Rockland . . .	" 1900.
Handy, Anson Burgess . . .	Cataumet . . .	" "
Hapgood, Arthur Williams . . .	Uxbridge . . .	" "
McDonnell, John Martin . . .	Rockland . . .	" "
Miller, Chester Frederic . . .	Bridgewater . . .	" "
Walter, Charles Wesley . . .	Yarmouth . . .	" "
Blake, Emily Stetson . . .	New Bedford . . .	" "
Hayward, Lucy Everett . . .	Halifax . . .	" "

*Present first term of year.

McTaggart, Eliza Agnes . . .	Plymouth	Entered 1900.
Aherne, Cornelius Francis . . .	North Abington	" 1901.
Freeman, Thomas Eli	Bridgewater	" "
Sadler, Edward T. N.	New Bedford	" "
Baston, Carolyn B.	York Harbor, Me.	" "
Hadley, Mary Elizabeth	Goffstown, N. H.	" "
Hayes, Mary Anne	Bridgewater	" "
Hersey, Ione Thurston	Medford	" "
Jameson, Mildred Louise	Brockton	" "
Shaw, Phoebe Ethelle	Mattapoisett	" "
Tolman, Laura Bird	Winchester	" "
Hooley, Michael Aloysius	Dorchester	" 1902.
Keefe, John Edward, Jr.	South Boston	" "
King, Theodore Williams	Taunton	" "
O'Brien, Frederick James	South Boston	" "
O'Donnell, Frank Joseph	Bridgewater	" "
Carroll, Ellen Elizabeth	East Bridgewater	" "
Fotch, Emma Margaret	South Boston	" "
Lane, Alice Boswell	Rockland	" "
Padelford, Ruth Russell	Taunton	" "
Shaw, Clara Merton	Bridgewater	" "
Boyden, Edward Allen	Bridgewater	" 1903.
FitzGerald, Joseph Andrew	South Boston	" "
Flanders, Galen Waldron	South Boston	" "
Garofalo, Joseph	Boston	" "
Guindon, Frederick Alphonsus	South Boston	" "
Hebberd, John Bailey	South Boston	" "
McDonald, Leander Allan	South Boston	" "
McManus, Louis *	Lawrence	" "
Waldron, Chauncey Worcester	Hyde Park	" "
Andrews, Bertha Gertrude	East Walpole	" "
Belden, Ethel Ada	North Hadley	" "
Brennan, Gertrude Magdalene	Bridgewater	" "
Hallinan, Mary Eleanor	East Whitman	" "
McCue, Marie Eliza	Randolph	" "
McNamara, Josephine Veronica	Taunton	" "
Nelson, Gladys Bernice	Campello	" "
Newton, Louise Howard	South Easton	" "
Putnam, Elsie Mary	Nantucket	" "

Men, 24; women, 24.

INTERMEDIATE COURSE.

Blair, Fanny Goucher	Bridgewater	Entered 1901.
Broderick, Katherine †	Woods Hole	" "
Cheves, Annie Dryden	Lanesville	" "
Estes, Florence Vining	South Hanson	" "
Kimball, Mary Lee	Hingham Centre	" "
Kirmayer, Lillian Marie	Bridgewater	" "
Lynch, Catherine Florentine	Brockton	" "
Mason, Ethel Blanche	Maynard	" "
Osborn, Raida	Edgartown	" "

* Present first term of year.

† Present second term of year.

Raymond, Gertrude Eleanor	Whitman	Entered 1901.
Saunders, Una *	Lanesville	" "
Shipman, Julia Mary	Boston	" "
Sias, Mabel Stuart †	Milton,	" "
Williams, Charlotte Louise	West Bridgewater	" "
French, Arthur Tapley	Roxbury	" 1902.
Bagley, Anna Marion	Haverhill	" "
Beaudry, Elizabeth Bertha	Reading	" "
Collins, Alice Eloise	Lawrence	" "
Coveney, Annie Maria	Somerville	" "
Croft, Joanna Dow	Enosburg Falls, Vt.	" "
Farnum, Clara Lillian	Brockton	" "
McAlister, Alice Josephine	Bradford	" "
Megley, Kathryn Mary	Holbrook	" "
Merrill, Edna Lena	Manchester, N. H.	" "
Perry, Estella Alicia	Winchester	" "
Bagot, Ella Seaver	Bridgewater	" 1903.
Bump, Laura Heywood	Carver	" "
Coffin, Mary Carlyn	Edgartown	" "
Hammond, Elizabeth Penn	Kingston	" "
McClintock, Edith Rowena	Bradford	" "
Washburn, Lucy Jeannette	Bethel, Vt.	" "

Men, 1; women, 30.

KINDERGARTEN COURSE.

Gammons, Ruth Mildred	Bridgewater	Entered 1901.
Warren, Ivanetta M.	Ashland	" 1902.

Men, 0; women, 2.

ELEMENTARY COURSE.

CLASS OF 1901.

Brightman, Carolyn Parker *	New Bedford.
Crowley, Anna Clare,	Abington.
Finley, Lois Horton *	Randolph.
Gifford, Mabel T.	Fall River.
Holden, Mary Edna	Westford.
Howe, Gladys Worth †	Waltham.
Howe, Louise Manning †	Waltham.
Howes, Bessie Crowell *	Woods Hole.
Hume, Viola Waters *	North Stoughton.
Kennedy, Ada Foster *	North Plymouth.
Maguire, Ella J. R.	Hingham Centre.
McCarthy, Emma Frances *	East Weymouth.
Moran, Gertrude Lillian *	Weymouth Centre.
Stuart, Ina Belle *	Fall River.

Men, 0; women, 14.

* Present first term of year.

† Present second term of year.

CLASS OF 1902.

Carter, Clarence Henry	Cochituate.
Graham, John Henry	East Boston.
Abbot, Harriett Lincoln	Andover.
Alexander, Grace Abbott	Hyde Park.
Allen, Bessie Bradford	Turner Village, Me.
Baker, Lillian A.	Milton.
Batchelder, Helen Frances	Everett.
Beal, Helen Reed	Abington.
Belcher, Florence Alma	Holbrook.
Bemis, Bertha May	Spencer.
Benner, Adelaide *	Medford.
Boyle, Katharine Agnes	Taunton.
Brackett, Maude Ellsworth	Brockton.
Brooks, Mattie	Haverhill.
Campbell, Flora Washburne	East Taunton.
Chase, Edith	Wallingford, Conn.
Clark, Elizabeth Roberts	North Hadley.
Clark, Winnie Angeline	Stoughton.
Daley, Margaret Theresa	Fall River.
Davis, Florence Joyce	Taunton.
Devine, Fannie Marie	Randolph.
Downey, Elizabeth Agnes	New Bedford.
Downing, Lillie Hale	Medford.
Doyle, Margaret Elizabeth	Chelsea.
Fenton, Agnes Mable	Bridgewater.
Fitzgerald, Helen Josephine	Taunton.
Gay, Phyllis Elizabeth	Groton.
Gillen, Agnes Florence	Andover.
Gilmartin, Mary Alice	New Bedford.
Guild, Edith Frances	Mansfield.
Hawes, Bertha Delphine	Stoughton.
Hawes, Marion Louise	Waltham.
Hodge, Ethel Louise	Holbrook.
Howe, Alice Eva	Brockton.
Hunt, Lora Monroe	Bridgewater.
Hunt, Mary Litchfield	Bridgewater.
Johnson, Alice Nana	Watertown.
Jones, Eunice Adelaide	Somerville.
Jones, Stella Marie	Holbrook.
Joss, Alice Forbes	Quincy.
Keith, Bethia Stetson	Myricksville.
Kemp, Avis Mildred	Manchester, N. H.
Kenney, Gertrude Agatha	Medway.
Lane, Elizabeth Mary	Weymouth.
Libby, Lena Burbank	Scarborough, Me.
Lucas, Zelma Butler	Plymouth.
Mace, Alice Viola	Somerville.
McCarthy, Margaret Frances	Walpole.
McIntyre, Catherine Maree	Brockton.
McLaughlin, Laurinda	Mansfield.
McManama, Agnes Louise	Waltham.
McManama, Sarah Cecelia	Waltham.

* Present first of the year.

O'Connell, Frances Marguerite	Canton.
Packard, Mildred	Campello.
Patterson, Mary Webber	Wollaston.
Poole, Marian	Charlestown.
Preston, Mary Louise	Springfield.
Reynolds, Alice Louise	Randolph.
Ronaldson, Ethel Ann	Springfield.
Shaw, Sarah Murdock	Middleborough.
Smith, Gertrude Emma	Great Barrington.
Sweetser, Edith Pearl	Melrose.
Tarleton, Florence Evangeline	Concord, N. H.
Tavender, Mildred Harriett	Atlantic.
Taylor, Ethel Louise	Medford.
Turner, Charlotte Louise	Campello.
Vaughan, Bertha Florence	Carver.
Waldron, Bertha Elizabeth	Taunton.
Warren, Helen Margaret	South Acton.
Webster, Florence Dyer	Waltham.
Wilson, Mabelle Almira	Springfield.
Winans, Edna Avis	Springfield.

Men, 2; women, 70.

CLASS OF 1903.

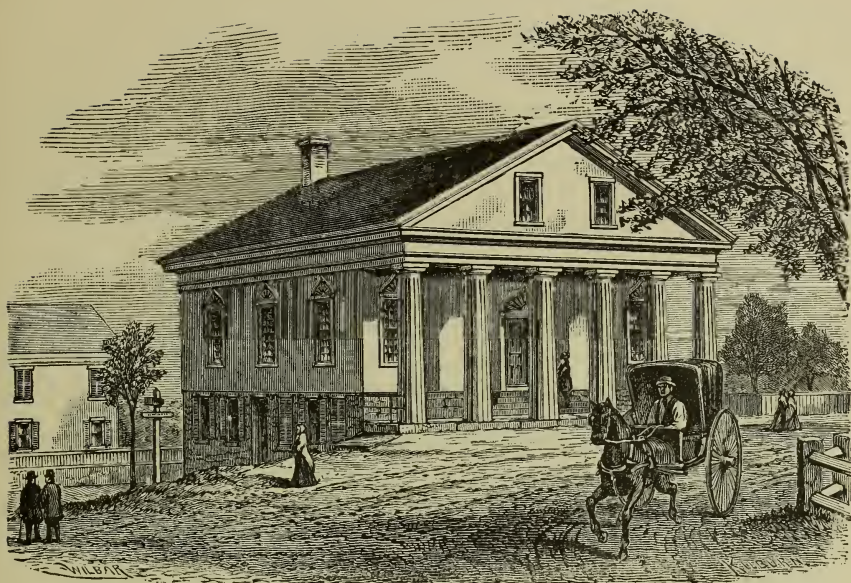
Benedict, Herbert Hawthorne	North Abington.
Randall, Cyril Franklin	Quincy Point.
Adams, Nellie Elizabeth	South Duxbury.
Bake, Norma Isabelle	Somerville.
Barker, Nellie Lizzie	Bridgewater.
Bassett, Grace	Berkley.
Bent, Lucinda Maria	Brighton.
Bradley, Laura Sophia	Springfield.
Bryant, Ethel Camilla	Kingston.
Buck, Lucietta Kilborn	Harrison, Me.
Copeland, Louise Crary	South Somerset.
Copeland, Marion Carter	South Somerset.
Corwin, Ruby Catheryn	Indian Orchard.
Creed, Frances Lillie	Braintree.
Crowell, Bertha Elizabeth	Manchester, N. H.
Denham, Lyda Browning	Mattapoisett.
Dreghorn, Jennie Vernal	Braintree.
Dunham, Edith May	Nantucket.
Emerson, Helen Augusta	Reading.
Emerson, Helen Webster	Ayers Village.
Farwell, Jennie Asenath	Brockton.
Faxon, Corinne Mae	Brookville.
Fearing, Laura Shaw	South Weymouth.
Fisher, Agnes Amelia	Woburn.
Fosdick, Kittle Maude	Brockton.
Frost, Carrie Minette	Somerville.
Galvin, Mary Elizabeth	Taunton.
Gibbs, Marian Gordon	Brockton.
Greenleaf, Etta Eugenia	Dennis.
Harden, Ina May	East Bridgewater.
Haslam, Marion Knowlton	Taunton.

Holbrook, Blanche Elizabeth	Whitman.
Huxley, Hazel	Bridgewater.
Johnson, Jane Augusta	Malden.
King, Ethel Florence	Campello.
Kramer, Clara Louise	East Weymouth.
Lincoln, Dora Elvira	Taunton.
Lyons, Sarah Agnes	Woburn.
Manning, Emma Jennie	Shelburne Falls.
Miner, Mary Cora Mabel	Haverhill.
Mirick, Ethel Ruth	Princeton.
Mitchell, Beulah	South Easton.
Mitchell, Marjorie Stockbridge	Hyde Park.
O'Donnell, Rose Bridget	Bridgewater.
Owen, Mabelle Rebecca	Canton.
Packard, Grace Emily	Watertown.
Parker, Alice Marguerite	Duxbury.
Pease, Lulu Agnes	Medford.
Peterson, Sara Emily	Brant Rock.
Rehill, Mary Elizabeth	Canton.
Robinson, Fannie Atkinson	Fall River.
Rogers, Katherine Alma	Mattapan.
Sheehan, Susie Gertrude	East Weymouth.
Sloan, Ruby Maude	Brockton.
Soule, Bertha Lorraine	South Easton.
Stevens, Marion Anna	Dracut.
Swords, Elizabeth Veronica	Fall River.
Thomas, Anna Louise	Caribou, Me.
Upton, Anne Hale	Stoneham.
Warren, Rachel Katherine	Leicester.
Wentworth, Ethel Addie	Cambridge.
White, Mabel Maud	Taunton.
Whitney, Flora Ethel	Harrison, Me.
Wickham, Edna Delissa	Bloomfield, N. J.
Willett, Josephine Buckingham	Needham.

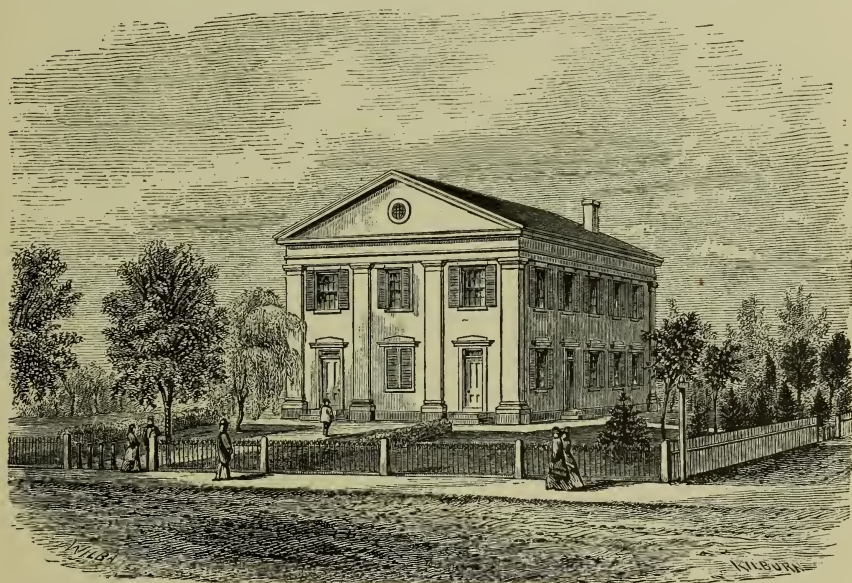
Men, 2; women, 63.

SUMMARY.

	Men.	Women.	Total.
Special course	1	23	24
Four years' course	24	24	48
Intermediate course	1	30	31
Kindergarten course	-	2	2
Elementary course:—			
Class of 1901	-	14	14
Class of 1902	2	70	72
Class of 1903	2	63	65
Number for the year	30	226	256
Number admitted this year	12	101	113
Whole number admitted to the school	1,330	3,939	5,269
Number graduated last year	7	81	88
Number receiving certificates, special course	-	13	13
Whole number of graduates	884	2,544	3,428
Number of graduates from four years' course	148	140	288
Number enrolled in the model school	223	233	456



OLD TOWN HALL, HOME OF THE SCHOOL THE FIRST SIX YEARS.



THE FIRST STATE NORMAL SCHOOL BUILDING IN AMERICA.
Erected in Bridgewater, Mass., in 1846.

HISTORICAL SKETCH.

This school is one of the first three State normal schools on this continent.

Hon. Edmund Dwight of Boston offered to furnish ten thousand dollars, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate for the same purpose an equal amount. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre. Prominent men in Plymouth County spent nearly two years in the endeavor to raise ten thousand dollars for the erection of new buildings for this school. The towns of Abington, Wareham, Plymouth, Duxbury and Marshfield voted to make appropriations for the school from the surplus revenue which had just before been divided by the general government. After vigorous competition it was decided to locate the school at Bridgewater, whereupon some of the towns refused to redeem their pledges, and the funds were not realized. Bridgewater granted to the school the free use of its town hall for three years, and the next three years the school paid a rental of fifty dollars a year. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of a State normal school in the Old Colony was successfully performed. **The school was opened Sept. 9, 1840,** with a class of twenty-eight pupils,— seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the first State normal school building erected in America.

The school has had only three principals. Nicholas Tillinghast was principal the first thirteen years, and he devoted himself unsparingly to the work of establishing it upon a broad and deep foundation. By his persistent, thorough, self-forgetting and noble work he exerted an influence that will not cease to be felt among the generations of this Commonwealth. When he entered upon his work these schools for teachers

simply "had leave to be." The difficulties which had to be surmounted would have appalled a man of less heroic temperament.

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

Albert G. Boyden has been principal since August, 1860.

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

In 1861 the school building was enlarged, increasing its capacity seventy per cent.

In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students and the family of the principal.

In 1871 the school building was again enlarged, increasing its capacity fifty per cent.

In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students.

In 1881 a new building was erected for physical and chemical laboratories, and connected with the rear of the school building.

In 1883 a farm of four and one-half acres was purchased, and prepared to receive the sewage of the institution.

In 1886 "Boyden Park" was purchased for out-door recreations.

In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed, and a new brick structure was erected at a cost of one hundred and fifty thousand dollars. The same year the laboratory building erected in 1881 was converted into Woodward Hall, which accommodates thirty-two students.

In 1894 the school building was enlarged, increasing its capacity fifty per cent., at a cost of seventy-five thousand dollars.

In 1895 Tillinghast Hall, a fine brick building which accommodates seventy-two students, was erected : also a new steam laundry.

In 1846 the course of study extended through three successive terms of fourteen weeks each ; in 1855 the course was made three successive terms of twenty weeks each ; in 1865 it was made four successive terms of twenty weeks. From the beginning students who desired could extend their course through additional terms, taking elective studies. In 1869 the four years' course was introduced, and an intermediate course, including the studies of the two years' course and electives from the advanced part of the four years' course, was also provided.

The average attendance per term for the first ten years of the school

was fifty-three; for the sixth decade it was two hundred and forty-five; and for the last three years, two hundred and sixty-eight.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. From that time onward the normal school has been a school of practice in its classes.

In 1880, by arrangement made with the town, the centre district public school near by was made a school of observation for the students of the normal school.

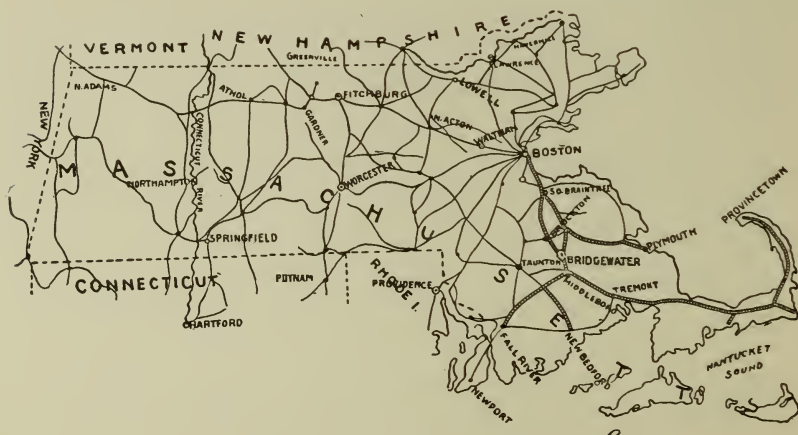
In 1891 the centre district school of the town, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students.

In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners.

In 1894 a ninth grade was established in the model school, which took in all the pupils of this grade in the town.

LOCATION.

Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of about six thousand, is on the Old Colony division of the New York, New Haven and Hartford Railroad, twenty-seven miles south of Boston.



BUILDINGS AND GROUNDS.

The school building is a massive structure, built in three blocks with narrower connections, thus giving good light and air in all the rooms, and is constructed of red and mottled brick with blue marble trimmings, and has a slate roof. It is eighty-seven feet wide in front, three hundred and fourteen feet in length, and three stories and the basement in height.

In the basement are two lunch rooms, two play rooms, with toilet rooms for primary grades, two engine and fan rooms, engineer's room, gymnasium, two class rooms, and the industrial laboratory.

On the first floor are a reception room, coat, cloak and toilet rooms, teachers' rooms, the library, class room for history, class rooms and toilet rooms for kindergarten, first, second and ninth grades, and for the supervisor of practice teaching. Front, rear and side entrances, ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom.

On the second floor are the principal's office and teachers' rooms, the assembly hall, — a large, pleasant hall, furnished with reference books and adorned with pictures and memorial tablet, busts of eminent men and portraits of teachers, most of them the gifts of graduates of the school, — a class room for languages, four laboratories for natural science, including extensive collections, and teachers' rooms adjoining, the principal's class room, class room for English, class rooms and toilet rooms for third and fourth grades.

On the third floor are two class rooms for mathematics, class room for vocal culture, three class rooms for drawing, two physical laboratories and teacher's room, two chemical laboratories and teacher's room, class rooms and toilet rooms for fifth, sixth, seventh and eighth grades. The attic gives ample storage room.

One-third of the building is devoted to the model school, and gives accommodation for four hundred and seventy-five pupils.

In its interior arrangement the building is admirably adapted to its purpose. It is one of the best equipped normal school buildings in the country. It is well supplied with water, heated and ventilated by the "fan system," has a heat-regulating apparatus, an electric time service and an electric light service.

Near by, in the same quadrangle, are the three residence halls, — Normal Hall, Woodward Hall and Tillinghast Hall. The buildings are ten minutes' walk from the railway station, have a good location near the centre of the village, upon a square three acres in extent, and the view from them is attractive.

The new gymnasium, now in process of erection, is expected to be ready for use in September, 1904. The building is a fine brick structure, trimmed with dark-blue marble, and has a slated roof tipped with copper. The main part of the building is forty-eight by ninety feet; the projection on the front is twenty-four by sixty-four feet, with octagonal towers on the front corners for stairways. The basement story is in two apartments, one for men, the other for women; each has a coat room, lockers, dressing rooms and baths. The first floor has the vestibule, corridors, director's room, ladies' retiring room and the gymnasium. The second floor has two meeting rooms on the front, and the gallery with the running track. The aim has been to secure a first-class modern gymnasium.

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, just across the street on the south side, includes two acres of level ground for athletic sports.



NORMAL SCHOOL BUILDING.

TILLINGHAST HALL.

WOODWARD HALL.

BOYDEN PARK.

NORMAL HALL.

ADMISSION.

Candidates for admission must declare their intention to teach, to complete the course of study in the school if possible, and they must pledge themselves to keep the requirements of the school faithfully. They must, if young men, have attained the age of seventeen years; if young women, the age of sixteen years. Their fitness for admission will be determined as follows: —

PHYSICAL EXAMINATION.

The State Board of Education passed the following vote March 7, 1901: —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher; and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

MORAL CHARACTER.

Candidates must present a certificate of good moral character. The teacher must have genuine good character. If a person is not qualified to exert a wholesome spiritual influence upon the lives of children, he should not think of being a teacher. (See blank at the end of this catalogue.)

HIGH SCHOOL RECORD.

Candidates must give evidence of good intellectual capacity, be graduates of a four years' high school course of study, 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.

They are required to bring the record of their standing in conduct and scholarship in the high school, signed by the principal. A good record in the high school is one of the best recommendations the candidate can present.

If the work of a good high school course, either the college preparatory or the general course, has been well done, the candidate should have no difficulty in meeting the requirements of the examination in subject-matter.

If the candidate passes a satisfactory examination in a sufficient number of the required subjects to indicate that he is competent to take the course of study in the school, he will be admitted, and the conditions on the other subjects may be worked off as the course proceeds. All conditions must be removed before the beginning of the last term of the course.

GENERAL REQUIREMENT IN ENGLISH.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement, and marked accordingly.

WRITTEN EXAMINATION.

The written examination will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours for each of groups I., II. and IV., and of one hour for each of groups III. and V. : —

I. — LANGUAGES.

(a) *English*. — The subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

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 the examination will usually be the writing of brief paragraphs on each of several topics to be chosen by the candidate from a considerable number set before him in the paper, and the aim will be to test his power of clear and accurate expression.

The books set for this part of the examination are : —

1904-1905. Shakespeare's *The Merchant of Venice* and *Julius Cæsar* ; *The Sir Roger de Coverley Papers* in *The Spectator* ; Goldsmith's *The Vicar of Wakefield* ; Coleridge's *The Ancient Mariner* ; Scott's *Ivanhoe* ;

Carlyle's *Essay on Burns*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

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 test the candidate's ability to express his knowledge with clearness and accuracy.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed work belongs.

The books set for this part of the examination are : —

1904-1905. Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

(b) *Either Latin or French*. — The translation at sight of simple prose, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in full or in part on the passage selected

II. — MATHEMATICS.

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry, including original work, both with theorems and problems.

III. — UNITED STATES HISTORY.

The examination calls for a knowledge of 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.

IV. — SCIENCES.

(a) *Physiology and Hygiene*. — The elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(b) and (c) Any two of the following sciences, — physics, chemistry, botany, physical geography, — provided one of the two is either physics or chemistry. The elementary principles of these subjects, so far as they may be presented in the courses usually devoted to them in good 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*. — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation in musical notation of simple melodies or of time phrases sung or played.

ORAL EXAMINATION.

The candidate will be required to read aloud. He will also 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 ascertain the candidate's personal characteristics and his use of language, and to give him an opportunity to furnish any evidence of qualification that might not otherwise become known to his examiners.

DIVISION OF EXAMINATIONS.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, *each group to be presented in full*: —

- II. Mathematics.
- III. History.
- IV. Sciences.
- V. Drawing and Music.

Preliminary examinations must be taken in June.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See blank at the end of this catalogue.)

2. The group known as "I. — Languages" must be reserved for the final examinations. It will doubtless be found generally advisable that the group known as "IV. — Sciences" should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, as far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important that the work for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

EQUIVALENTS.

Persons desiring to enter the school, who have had a course of study equivalent to, but not identical with, the high school course, are advised to correspond with the principal. Each case will be considered with the purpose to give all the credit that is due.

SPECIAL NOTICE.

All candidates for admission, except those applying for the special courses, are required to take the entrance examination. The examinations for admission to the normal schools take place at the close of the school year in June, and also at the beginning of the school year in September. (See calendar.) Private examinations cannot be given.

The written papers on languages, mathematics and history come on the first day of the entrance examinations, the papers on the sciences, drawing and music come on the second day.

New classes are 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. He will be pleased to answer any inquiries which those who are thinking of coming to the school desire to make. Persons who are seeking admission to the special courses are kindly requested to state definitely what their education and teaching experience have been.

TUITION.

Tuition is free to members of the school who are residents of Massachusetts. The State Board of Education passed the following vote Feb. 1, 1900: —

Each pupil from another State than Massachusetts, attending normal schools supported by this State, from and after the beginning of the autumn session of 1901, shall pay at the beginning of each half year session the sum of twenty-five dollars for the use of the school attended, except that in the normal art school the sum paid to the principal at the beginning of the session by each pupil from another State than Massachusetts shall be fifty dollars for each half year.

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 each term, with daily sessions of not less than five hours per day for five days in the week.

There is no session of the school on Saturday. The sessions are from 9.15 A.M. to 12.10 P.M., and from 1.30 P.M. to 3.55 P.M.

DESIGN OF THE NORMAL SCHOOL.

The function of the State normal school is to educate teachers for the public schools of the State. The State supports its schools for the education of its children; it supports the normal school that its children may have better teachers.

The first requisite in the discharge of its function is that the normal school shall inspire the student with the spirit of the true teacher.

It is vitally important to awaken in the normal student a just appreciation of the work of the teacher: the feeling that he must have the spirit of service, must love his work and love his pupils; that he has a mission which he must accomplish, and come to his pupils, as the Great Teacher comes to men, that they may have life abundantly.

The second requisite is that the normal student shall be carefully led through the educational study of the subjects of the public school curriculum.

In this way he learns how to use each in the teaching process, and thereby learns the method of teaching. The normal school is made professional, not by the exclusion of these subjects from its course, but by the inclusion of the educational study of them; all the subjects of the normal school are to be studied in their direct bearing upon the teaching process, and also to get a broader view of their scope and meaning.

In the public school the student is a learner, seeking the knowledge of the object and the discipline which comes from right exertion in learning. In the normal school he is a student teacher; he must think the object as the learner thinks it, he must also think the process by which the learner knows, and he must think the means the teacher is to use to cause the learner to take the steps of this process. The study of the subject for teaching is educational study.

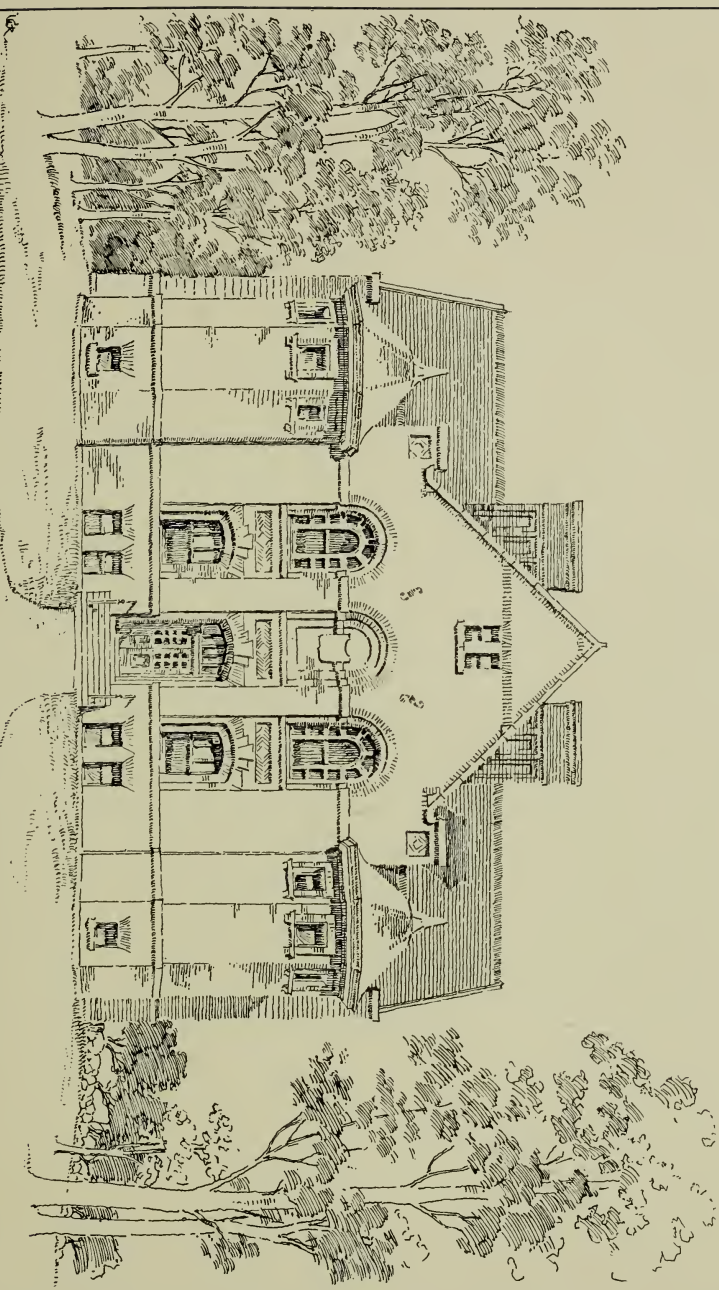
The third requisite is that the school shall lead the normal student, after the educational study of the subjects of the school curriculum, through the broader study of man, body and mind, to find the principles of education which underlie all true teaching.

This study is invaluable for its influence "in expanding the mind, en-

larging the views, elevating the aims and strengthening the character of the student." It is to be followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education. In this analysis the student is constantly referring to his experience in the educational study of subjects, for illustrations of the general views he is now discussing.

The fourth requisite is that the normal student shall be led to make a practical study of children, which he should do as fully as possible throughout the course, under intelligent suggestion.

He should have ample observation under intelligent guidance in all the grades of a good public school; and in the latter part of the course, when he has some just conception of the nature and method of true teaching, and when he has become acquainted with his pupils, he should have ample practice in teaching, under such supervision as he needs.



•Gymnasium.
•BRIDGEWATER. NORMAL SCHOOL.

ARCHITECTS.
•HARTWELL RICHARDSON & DRIVER.

REGULAR COURSES OF STUDY.

THE ELEMENTARY COURSE.

I. This course includes the study of the principles, the method of teaching, and the educational value of the following subjects:—

1. **Mathematics.**—Arithmetic and Book-keeping, Algebra, Plane Geometry.

2. **English.**—Reading, Oral and Written Composition, Grammar, Rhetoric, English and American Literature.

3. **Sciences.**—The Elements of Physics, Chemistry, Mineralogy, Botany, Zoölogy; Geography, Physiology and Hygiene.

4. **History.**—History and Civil Polity of the United States and of Massachusetts

5. **Drawing,** Vocal Music, Physical Training, Manual Training.

II. **The Study of Man,** body and mind, for the principles of education; the study of the applications of these principles in the art of teaching, school organization and school government; the history of education; the school laws of Massachusetts.

Observation and Practice in the Model School.

The time required for the completion of this course depends upon the ability of the student. It may be completed in two years by an able student, but it should have three years for properly performing the work. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

The graduates of this course are in quick demand for teaching in primary and grammar grades.

THE INTERMEDIATE COURSE.

This course includes all the subjects of the elementary course, with electives from the advance studies of the regular course. It meets the wants of those who desire elective studies, gives opportunity for more extended practice in the model school, and a broader preparation for teaching, with better opportunities for employment. It requires three years for its completion. A diploma is given upon the satisfactory completion of this course.

THE REGULAR COURSE.

This course, which is a distinct course from the beginning, includes the *maximum* work in the subjects of the elementary course and the educational study of the following subjects:—

Mathematics.—Algebra, Geometry, Analytical Geometry and Trigonometry.

Science.—Physics, Chemistry and Mineralogy, Botany, Zoölogy, Geology, Astronomy.

Language.—Reading, Drawing, English Literature, Latin and French required; Greek and German, as the principal and visitors of the school shall decide.

History.—English and United States History, General History, History of Education, Child Study.

This course fits the graduates from it to teach in grammar schools, to be principals of grammar schools and of some high schools, principals' assistants and assistants in some high schools; and not a few, after successful experience in teaching, have become superintendents of schools and teachers in normal schools.

A diploma is given when this course is satisfactorily completed.

KINDERGARTEN COURSE.

The conditions for admission to this course are the same as for the preceding courses.

The kindergarten course includes the educational study of the following subjects in the elementary course:—

Geometry, Arithmetic, Chemistry, Physics, Botany, Zoölogy, Physiology, English I. and II., Music, Drawing, Gymnastics and the Study of Man. And one year spent in observation and teaching in the kindergarten, and in the special study of kindergarten work.

Students well prepared to enter upon the kindergarten course may complete it in two years. The best kindergarten course is for the student to take the complete elementary course, then add one year for the special kindergarten work. This fits one for both the kindergarten and the elementary grades. The principalship of the kindergarten is one of the most responsible positions in the whole range of teaching, and calls for the most careful preparation.

Diplomas are given to those who have satisfactorily completed this course.

COURSES FOR COLLEGE GRADUATES.

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

The Study of Man, body and mind, for the principles of education; the Art of Teaching, School Organization, School Government; History of Education; School Laws of Massachusetts; and Child Study.

The principles and method of teaching the following subjects:—

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

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

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

History.—English and United States History, General History, History of Education.

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

Graduates 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 work is adapted to the special needs of the class. All the facilities of the normal and model school are available. The graduates from this department have all found good positions.

SPECIAL COURSES FOR TEACHERS.

Teachers of five years' experience in teaching, who bring satisfactory recommendations, may, with the consent of the principal and of the Board of Visitors, select a course, including the course in the Study of Man, which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same. The entrance examination for the regular courses is not required for admission to this special course.

Graduates of this course have been in quick demand.

Required Subjects.—First term,—The Study of Man, School Laws of Massachusetts. Second term,—History of Education, Child Study.

Elective Courses, wholly or in part:—

1. Mathematics.—Arithmetic, Book-keeping, Geometry, Algebra, Advanced Mathematics.

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

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3. **English.** — Reading, Grammar, Rhetoric, Composition, Literature.
 4. **History.** — English and United States History, General History.
 5. **Classics and Modern Languages.**
 6. **Drawing, Vocal Music, Physical Training, Manual Training.**

Graduates of normal schools may select a post-graduate course of one or two years, including the Study of Man.

Prompt and regular attendance is required of special students as well as of those in the regular courses.



HISTORY LIBRARY.



PEDAGOGICAL LIBRARY.

RANGE OF STUDIES IN THE ELEMENTARY COURSE.

FIRST YEAR, FIRST TERM.—JUNIOR 1.

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

MATHEMATICS.

ELEMENTARY GEOMETRY, 4.*—The analysis of the subject, to show what it includes. The definition, classification and division of lines, angles, surfaces and volumes; to teach the order and method of studying geometrical forms from observation. The original demonstration of propositions concerning lines and angles, rectilinear figures, ratios and proportions, the relation of rectilinear figures to circles; to teach the method of finding general truths and their applications. The adaptation of lessons to different grades, and relation to drawing and arithmetic. Each pupil teaches and directs class exercises.

SCIENCES.

PHYSICS, 4. — Qualitative study of all divisions of the subject, for acquaintance with principles, for training in the use of principles in the interpretation of natural phenomena, and for familiarity with the application of principles in other subjects of study.

Quantitative work, involving many of the principles previously studied.

Method of teaching physics, with practice in its application; usefulness and value of the subject as an instrument of education.

CHEMISTRY, 4. — Analysis of the subject; method of chemical investigation; the conditions of successful work; how to record the results of the study; and method of teaching. The chemistry of common life,—combustion, decay, fermentation, respiration, foods, dyeing, bleaching; metals and their uses. What parts of the subject may be used in the different school grades. Each student prepares simple apparatus, per-

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

forms 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.

INDUSTRIAL LABORATORY, 2. — Practical exercises with wood-working tools, for a mastery of rudimentary mechanical principles and as a preparation for laboratory work in science. A selected series of models, including several pieces of school appliances, is the basis of the course. The work includes the study of the model, making working sketches and specifications, intelligent selection of material, thinking out the order of the process, and actual construction at the bench. Later in the course blue prints are used, and in the last part no model is shown. Each pupil does the work.

ENGLISH.

ENGLISH I., 2. — Development of literary sense, by discerning the meaning and the plan of a piece of English. Development of appreciation of a piece of English.

ENGLISH II. — Development of power of literary expression. General view. The analysis of language, to show what it is. What it includes. Modes of using language. The elements, formation and primary meaning of words, spoken and written. Elementary composition. Elementary grammar, to teach how to train pupils in the use of language in school work.

DRAWING, 2. — Enrichment by color, — analyzed to determine how to develop the child's love of color into a discriminating appreciation of harmony.

Construction, — analyzed to find the most effective means of creating an appreciation of beautiful forms suited to the uses to which they are to be put.

Mechanical drawing, — made to find the best methods of training children to express their ideas readily and accurately.

VOCAL MUSIC, 4. — Principles and method of teaching musical tones and their expression, and 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.

FIRST YEAR, SECOND TERM.—JUNIOR 2.

MATHEMATICS.

ARITHMETIC, 3. *Elementary course*.—The study of the principles and method of laying out the lessons and teaching in the primary grades the numbers to one thousand, with the expression, the operations upon and the relations of the numbers. *Scientific course*.—The analysis of the subject, to show what parts shall be used in teaching. The study of the principles of the system of numbers, the expression, operations upon and relations of numbers, and the method of laying out and teaching the subject in grammar grades. Each pupil conducts class exercises.

ELEMENTARY ALGEBRA, 4.—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 subjects. Its relation to arithmetic. Each pupil conducts class exercises.

SCIENCES.

BOTANY, 2.—Laboratory exercises on the method 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, 3.—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, nervous and tegumentary. 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.

ENGLISH.

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

ENGLISH II., 4. *Secondary course in grammar.*—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.

ENGLISH COMPOSITION. — (1) Ideas and words. Diction, good use, purity, propriety, precision, strength, harmony. (2) Thoughts and sentences. Paragraphs, chapters, description, narration, exposition. The method of teaching.

DRAWING, 4. — Appearance of objects, analyzed to find the underlying principles, and how they may be best used in training the child to appreciate pictorial representation. Freehand drawings, made from nature and from still life, to learn how to lead the child to express his ideas easily and artistically.

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.

Observation in the model school.

SECOND YEAR, THIRD TERM.—SENIOR 1.

MATHEMATICS.

ARITHMETIC, 4. — Study of the 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.

SCIENCES.

ZOOLOGY, 2. — Laboratory and field exercises, to teach the method of studying and teaching animals, — their habits, parts (structure and function), development and adaptations. Special emphasis on insects, birds and domestic animals, in preparation for the course of nature study in the grades. Application to the study of geography. *Maximum work* — More extended study of marine life, microscopic examination of minute parts, general summary of animal kingdom.

PHYSIOGRAPHY, 5 (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.

GEOGRAPHY, 5. *Elementary course* (for the half term). — 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, productions, 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

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

ENGLISH.

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

ENGLISH III., 3. — A study of 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; writing compositions, and the method of teaching these.

DRAWING, 2. — (1) Enrichment by historic ornament and by original design, analyzed to find the best means of leading the child to an appreciation of ornament which is historic and of modern design. (2) Free-hand and mechanical drawings, made that the student may be prepared to train the child to draw historic ornament and original designs intelligently. (3) The fine arts, studied to enable students to lead the pupil to appreciate and enjoy the masterpieces of architecture, sculpture and painting.

Pencil and water color are the media used throughout the two years' course.

HISTORY AND CIVIL GOVERNMENT.

A study of the development of English institutions, for the purpose of finding the principles on which United States history is based. Development of the constitutional government of Massachusetts and the United States.

The work is conducted in the library of history, to teach how to use a library.

Preparation of maps and tables, use of pictures and study of sources of history.

Practice in conducting drill exercises and discussions.

Myths and historical stories for primary grades, reading of history in intermediate grades; how to study and teach the different phases of history in grammar grades.

Observation in the model school. Child study.

SECOND YEAR, FOURTH TERM.—SENIOR 2.

SCIENCES.

GEOGRAPHY, 4. *Scientific course* (for the half term).— 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.

NATURE STUDY.— Preparation of a course of lessons on nature study and elementary science, in connection with the work in the training department.

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.

ENGLISH

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, 5 (for the half term).— 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 STUDY OF MAN, 10.

A study of the structure, function and normal action of the human body, in preparation for the study of the mind.

A study of the mind in its three-fold activity of thought, feeling and will, through the observation of its activity in self, in other minds, and hearing and reading the testimony of other observers of mind; for the purpose of deriving the principles of education and applying them in the lives of pupils.

A study of the principles of education derived from the study of man. A study of the art of teaching in the requisites for directing the unfolding and perfecting of the lives of pupils, — knowledge of human nature, the individual pupil, the subject, selection and arrangement of subject-matter; the presentation of truth; the motives to study; study by the pupil; examination of pupils; object and method of criticism; the teacher's preparation. A study of the course of studies, method of teaching the studies in the course, and practice in teaching.

A study of school organization, to find 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.

A study of school government, to find what government is, and what government requires 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.

Observation and practice in the model school.

THIRD YEAR.

The amount of work to be done to meet the demands upon the graduates from the elementary course is so large that some students find it necessary to take five or six terms for its accomplishment. Students have the opportunity to take a less number of studies each term, and thus distribute the studies of this course through five or six terms. This extension of time is specially desirable for the purpose of increasing the practice in teaching, and for the better performance of all the work of the course.

RANGE OF STUDIES IN THE REGULAR COURSE.

[Including maximum work in subjects of elementary course.]

FIRST YEAR.—FIRST TERM. CLASS D.

Mathematics. ELEMENTARY GEOMETRY, 4. — Outline in elementary course.

Language. LATIN, 5. — The object in this study is to acquire the ability to understand, read and teach the language. *Minimum* (for those who have not had the classical high school course). — First Latin book. Method of teaching; inflections and syntax; practice in teaching. *Maximum* (for those who have had the classical high school course). — Reproduction, composition, and drill on inflections and syntax, as far as necessary; practice in teaching and in conducting class exercises throughout the course. Cicero, — *Epistole* and *De Officiis*; Horace, — *Odes*.

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, 4. — Outline in first and second term, elementary course
VOCAL MUSIC, 4. ENGLISH I. and II., 2. — Outlines in first term, elementary course.

FIRST YEAR.—SECOND TERM. CLASS D.

Mathematics. ALGEBRA, 4. — Outline in elementary course.

Sciences. PHYSICS, 4. — Qualitative work of the elementary course; more extended quantitative work than in that course in general measurements and in the mechanics of solids and gases; graphical expression of results; application of principles in solution of problems; practice in the original preparation and presentation of subjects.

CHEMISTRY, 4. INDUSTRIAL LABORATORY, 2. — Outlines in elementary course.



KINDERGARTEN.



BIOLOGICAL LIBRARY No. 1.

MINERALS, 2. — Outlines in elementary course.

Language. LATIN, 4. — *Minimum.* — Cæsar. *Maximum.* — Cicero, — *De Senectute* and *De Amicitia*; Horace, — *Epodes* and *Epistles*.

FRENCH, 4. — Reading, narrative, conversation; method of teaching; advanced reading.

SECOND YEAR.—THIRD TERM. CLASS C.

Mathematics. ARITHMETIC, 5. — Outline in second term, elementary course.

Sciences. GEOGRAPHY, 4. — Outlines in third term, elementary course.

Language. ENGLISH II., 4. — Outlines in second term, elementary course.

VOCAL CULTURE AND READING, 2. DRAWING, 4. — Outline in third term, elementary course.

LATIN, 4. — *Minimum.* — Cæsar; Cicero, — one oration. *Maximum.* — Quintilian; Lucretius. — *De Rerum Natura*.

Physical Culture, 2. — Outline in second term, elementary course.

SECOND YEAR.—FOURTH TERM. CLASS C.

Mathematics. BOOK-KEEPING, 2. — Outline in third term, elementary course.

Sciences. ZOÖLOGY, 4. — Laboratory study of the animal types; variations of each, with its adaptations to environment; plans of development and classifications; special application to teaching at each step of the work.

PHYSIOLOGY, 2. BOTANY, 2. GEOGRAPHY, 2. — Outline in third term, elementary course.

Language. ENGLISH III., 4. — Outline in third term, elementary course.

LATIN, 4. — *Minimum.* — Cicero. *Maximum.* — Livy; Plautus. — *Captivi* and *Trinummus*.

History and Civil Government, 4. — Outline in third term, elementary course.

Physical Culture, 2. — Outline in third term, elementary course.

THIRD YEAR.—FIFTH TERM. CLASS B.

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.—Quantitative study of important principles in acoustics, optics, heat, magnetism and electricity; application of principles in solution of problems; laying out of subjects, preparation of apparatus, and teaching by pupils; collateral reading of and acquaintance with some of best books on physics.

Language. LATIN, 4.—*Minimum*.—Vergil. *Maximum*.—Suetonius; Juvenal, — *Satires*.

GERMAN, 4.—Object and method same as in French.

DRAWING, 4.—(1) Appearance of objects analyzed, to find how best to lead a child to appreciate the appearance of color in light and shade. (2) Charcoal and water color studies, made from nature and from still life, to learn how best to train the child to thoughtful observation and drawing.

VOCAL CULTURE AND READING, 3.—Outline in third term, elementary course.

Physical Culture, 2.—Outline in fourth term, elementary course.

Observation in the model school, 2.

THIRD YEAR.—SIXTH TERM. CLASS B.

Science. CHEMISTRY, 4.—Study of the principles, and special applications of the science. *I.*—*Chemical theory*, using the facts gained in the elementary course, together with those gleaned from the best reference books, to teach how to derive principles from facts and how to apply the principles. *II.*—*Qualitative analysis*, using a manual, in the laboratory; concrete application of principles; dry and wet tests; preparation of schemes of analysis; practical determination of “unknown” substances. *III.*—*Mineralogy*.—Examination and analysis of groups of minerals, *e.g.*, elements, sulphides, sulphates, silicates; analysis by use of determinative tables and chemical tests; classification of minerals. *IV.*—*Quantitative analysis* (maximum), solids and water analysis, to teach the method; gravimetric and volumetric analysis.

Language. LATIN, 4.—*Minimum*.—Vergil,—one book; Livy. *Maximum*.—Tacitus; Horace,—*De Arte Poetica*.

GERMAN, 4. — Object and method same as in French.

Drawing, 4. — (1) The fine arts, studied to learn how the pupil may be led to understand and enjoy the historical development of the arts of architecture, sculpture and painting. (2) Enrichment by historic ornament and by original design, analyzed to find the best method of interesting the pupil in the development of the present styles of decoration from prehistoric beginnings. (3) Drawings, made to prepare students to lead the pupil in selecting and executing typical ornamental forms; also, in the intelligent expression of original decorative arrangements. (4) Construction, analyzed to enable students to use the best means of training the pupil in the study of orthographic projection and its use in machine and architectural drawings. (5) Drawings, made to find suitable means to train pupils to express ideas of machine and architectural details.

Pencil, pen and ink, charcoal and water color are the media used throughout the four years' course.

General History, 4. — The principles of historical development, as derived from the study of the progressive development of human society, — Oriental, Classic and Teutonic nations. Use of 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; use of historical pictures

Physical Culture, 2. — In gymnasium.

Practice in the model school.

FOURTH YEAR.—SEVENTH TERM. CLASS A.

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

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

The Study of Man, 10. — Outline in fourth term, elementary course.

School Laws of Massachusetts, 1. Physical Culture, 2. — In gymnasium. Conducting class exercises.

Practice in the model school.

FOURTH YEAR.—EIGHTH TERM. CLASS A.

Mathematics. TRIGONOMETRY, 5. — Plane and spherical. ANALYTICAL GEOMETRY.

Science. BOTANY, 4. — Cryptogamic botany, — microscopic study of selected types in each division of the flowerless plants, for acquaintance with existing forms, to trace the advance in vegetative structure and in modes of reproduction, and to recognize the relations of higher and lower plants.

Structural botany, — microscopic study of the vegetable cell and its products, tissues and tissue systems, structure of typical plants and of the parts of higher plants.

In all parts of the work constant practice in such preparation and manipulation of materials and apparatus as is necessary in teaching; use of results of study for purposes of instruction.

GEOLOGY, 4. — 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 of other material for teaching.

ASTRONOMY, 4. — A study of the 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.

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

History of Education. EDUCATIONAL FOUNDATIONS, 2. — The development of educational principles is traced from early times to the present, through a study of the institutions, methods and great leaders. History of educational development in England, United States and Massachusetts. The library method of study is used in this subject.

Practice in the model school.

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

SYNOPSIS OF ELEMENTARY COURSE.

[Figures indicate number of periods per week.]

FIRST YEAR.

FIRST TERM, JUNIOR 1.

Plane Geometry, 4.
 Chemistry, 4.
 Physics, 4.
 Mineralogy, 2.
 Industrial Laboratory, 2.
 Drawing, 2.
 English I., 2.
 Vocal Music, 4.

SECOND TERM, JUNIOR 2.

Algebra, 4.
 Arithmetic, 3.
 Botany, 2.
 Physiology, 3.
 English II., 4.
 Drawing, 4.
 Reading, 2.
 Gymnastics, 2.
 Observation in Model School, 2.

SECOND YEAR.

THIRD TERM, SENIOR 1.

Arithmetic, Commercial Papers, 3.
 Book-keeping, 1.
 Zoölogy, 2.
 Physiography (half term), 5.
 Geography (half term), 5.
 English III., 2.
 Drawing, 2.
 Reading, 3.
 Gymnastics, 2.
 Observation in Model School, 1.
 Civil Government, 4.

FOURTH TERM, SENIOR 2.

Geography (half term), 4.
 Nature Study, 1.
 Gymnastics, 1.
 Reading, 3.
 English Literature (half term), 5.
 The Study of Man, School Laws, 10.
 Teaching in Model School, alternate,
 three weeks, 14.

SYNOPSIS OF REGULAR COURSE.

FIRST YEAR. CLASS D.

FIRST TERM.

Plane Geometry, 4.
 French, 5.
 Latin, 4 or 5.
 English, 2.
 Drawing, 4.
 Vocal Music, 4.

SECOND TERM.

Algebra, 4.
 French, 4 or 5.
 Latin, 4.
 Chemistry, 4.
 Physics, 4.
 Mineralogy, 2.
 Industrial Laboratory, 2.

SECOND YEAR. CLASS C.

THIRD TERM.

Arithmetic, 5.
 Latin, 4.
 English II., 4.
 Drawing, 4.
 Reading, 2.
 Geography, 4.
 Gymnastics, 2.

FOURTH TERM.

Latin, 4.
 English III., 4.
 Geography, Physiology, 5.
 Civil Government, 4.
 Botany, 2.
 Zoölogy, 4.
 Book-keeping, 2.
 Gymnastics, 2.

THIRD YEAR. CLASS B.

FIFTH TERM.

Mathematics, 4.
Latin, 4.
German, 4.
Physics, 4.
Drawing, 4.
Reading, 3.
Gymnastics, 2.

SIXTH TERM.

Chemistry, 4.
Drawing, 4.
History, 4.
German, 4.
Latin, 4.
Model School, 4.
Gymnastics, 2.

FOURTH YEAR. CLASS A.

SEVENTH TERM.

The Study of Man, School Laws, 10.
English Literature, 3.
Reading, 3.
Nature Study, 1.
Model School, 8.

EIGHTH TERM.

Mathematics, 5.
Botany, 4.
Geology, 4.
Astronomy, 4.
English Literature, 4.
Reading, 4.
History of Education, 2.
Model School, 2.

NOTE. — Italics, — electives; minimum, — twenty periods a week.

LABORATORIES AND LIBRARIES.

The institution has seven laboratories, furnished with the most 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 between for the instructor. One is arranged for 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 between for the instructor. One, for the elementary course, is arranged for students to work at the tables, and with a teacher's chemical table and blackboard, with the seats for the class, combining the laboratory and class room; the other, for the advanced analytical work, qualitative and quantitative, is arranged for students to work at the tables, and with side tables for special work. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

Mineralogical and Geological Laboratory. — This room is arranged 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. Similar sets of rocks and fossils are 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 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 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



GEOGRAPHY.



MINERALOGY AND GEOLOGY.

thirty-six-inch globe, slated globes, individual globes, the latest and best physical and political maps, for all grades of work ; pictures classified for class use ; models of the continents and Massachusetts ; modelling boards ; productions in both the raw and manufactured states. Apparatus for projection is provided for illustration of biology and geography.

Industrial Laboratory. — This laboratory is furnished with thirty-three manual training benches, ninety-three sets of tools, closets for students' work, and special appliances, including a turning lathe with a circular saw and jig saw attachment.

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

Library. — The school has a large and valuable library of books for reference, with a card catalogue arranged for direct use in the studies of the course. Each department of the school has its own library, arranged for consultation.

PRINCIPLES OF THE SCHOOL.

The first distinctive principle of normal school work,— **The ultimate object of the normal school is to make the normal student as far as possible an educator.**

There stands before the company of pupils in every schoolroom a man or a woman to whom the eyes and hearts of all the children turn as their teacher. They live with the teacher, they measure the teacher, and gauge their action by what the teacher is to them. The teacher is the controlling force in the life of the school,— the guide, guardian, governor, exemplar, friend, educator of his pupils.

The teacher's personal relation to his pupils is most intimate. His personal appearance and bearing at once attract or repel. His personal habits are a constant help or hindrance to the formation of good habits in them. His thinking gives tone and coloring to their thought. His taste has much influence in forming their tastes. His moral character impresses itself upon their moral natures. His spirit is imbibed by them. The unspoken, unconscious influence of the teacher, which gives tone, quality, power to all his instruction, enters so deeply into the life of his pupils that his life affects their young lives for good or evil with great power.

Teaching is the subtle play of the teacher's life upon the pupil's life, to cause him to *know* what he would not acquire by himself; to *do* what he would not otherwise do; to *be* what he would not alone become.

Teaching is the condition for instruction, which is two-fold. On the part of the pupil, it is the building in of knowledge and power in himself by the right exertion of his powers. On the part of the instructor, it is the intelligent stimulation and direction of the activity of the learner, with a view to his education. The constant upbuilding of the pupil by instruction results in his education.

Education as a means is the influence which the instructor exerts upon the pupil to bring him up into the state in which he will make the best use of all his power, physical and rational.

Education as an end is the state in which the person makes the best use of himself.

Education in its widest meaning includes all the influences which act upon the person to determine his character.

Second, — **The normal pupil is a student teacher.**

He is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, all the exercises of the school, from the point of view of the educator.

Third, — **The normal student is to be educated for teaching.**

He is to find the principles of education by the study of the action of the human body and mind, and is to be so trained in their application that he will be able to conduct the education of his pupils. The method of teaching is determined by these principles.

The teacher must know the powers which are common to men, how they are called into activity, and the products of their exertion, so that he may deal wisely with his pupils, taken collectively; and he must know the peculiarities of the individual pupil, that he may train him in the way in which he should go.

A course of studies is the means to the teaching and training which occasions the activity that causes the development of the man. The course for this purpose is a series of subjects, logically progressive, and adapted to the order of mental development.

The course of studies in the normal school must include the subjects embraced in the public school curriculum. Subjects are studied in the public school as means to general culture. They are studied in the normal school as means to teaching. The student teacher must make a thorough analysis of each subject in the course of studies, and learn how to use it effectively in teaching. He must be master of the subject, that he may give his attention to the action of the pupil's mind as he teaches him.

THE METHOD.

The students are led through the educational study of each subject in the course, to learn why it should be studied, for the command of its principles, to ascertain its pedagogical value, and to learn how to use it in teaching.

The method of study and teaching is objective, inasmuch as the mind must acquire all its primary ideas from the objects of thought when they are distinctly present to the mind

The method is analytic, inasmuch as the mind must begin its study of the object or subject as a whole, then proceed to the parts, and the relation of the parts.

The students are taught **the method of acquiring 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, they are required to take another part of the subject, study it, 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 kinds of class work. The students observe the teaching of the subjects by the regular teachers in the model school.

The presenting and teaching by the students require thorough consideration of the lessons; the student must know the subject, its logical arrangement, and how to present and teach it, or fail. This training gives the student command of himself, of the subject, of the class; makes him self-reliant, develops his individuality.

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 the knowledge of the objects of thought as the basis of expression.

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 this teaching and training in the method of using subjects in teaching, the students learn the philosophy of their work by finding in the educational study of man the principles of education which underlie the method they have learned to use. With this preparation in their own class work the students go to their work in the model school.

THE MODEL SCHOOL.

The model school has a prominent place in the training of the students for their work in the public schools. Its purpose is to exemplify the mode of conducting a good public school, and to train the normal students in observing and teaching children. It is under the general supervision of the principal of the normal school, the direct supervision of the vice-principal, and the supervisor of practice teaching and child

study gives her entire time to the direction of the observation and practice of the normal students in this school. It includes the kindergarten and the nine elementary grades of the public school of the centre of the town, and has thirteen teachers, — a principal and a regular teacher for each grade. The students, after careful observation, to become acquainted with the children, serve as assistants, take charge of the class, teach classes in different subjects, and have some practice in departmental teaching. The last half of the normal course is used for this work.

The normal students have a definite course in the study of children, under careful direction, and make reports on their study. Such study includes the school as a whole, the observation of all the details of school work in different grades, the physical condition of the school, the character of the pupils, their intellectual condition, the home and social life of the community. First the names of the children in the class are learned, and the power to recognize the children is acquired; then attention is given to the different sorts of pupils in the school, — those who are leaders, those who would prevent good work and discipline in the school, those who fail to do the best for themselves but do not interfere with others, those much above or below the average of the class, those whose work is much above that of their classmates, those whose work is very poor, and all others in the class.

This study also includes the individual child, his relation to his class, his physical condition, his intellectual condition, his moral qualities, his home and social life and his adaptation to special work, — aiming in each case to find out the cause of his condition, the effect of that condition, and the remedy for it when it is abnormal; it aims also to discover the habits which the child has formed, noting particularly those things in which he differs from ordinary children, or which are especially characteristic of him.

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.

REGULAR ATTENDANCE.

1. Regular and punctual attendance is required of every member of the school. The work to be accomplished is great, and the school year is short. The advantages of the school freely offered by the State to the students are expensive, and the State has a claim upon the student for the faithful use of them. No student can afford to lose a single school day, unless it is absolutely necessary that he should do it.

2. Students must not make arrangements involving absence from any school exercise without previously obtaining permission.

3. Students who are necessarily absent must give immediate notice to the principal.

4. Students must return punctually after any recess or vacation, and must continue until all are excused.

5. When a student finds it necessary to withdraw from the school, he must return the books and other property of the school and receive regular dismission; otherwise, he must not expect to receive any endorsement from the school.



PHYSICAL LABORATORY.



DRAWING.

GRADUATION, EMPLOYMENT.

The statute laws of Massachusetts require that teachers in the public schools of the State shall be "persons of competent ability and good morals," and that they shall have the power to teach and govern the schools. The candidate for graduation from the State normal school must therefore answer the following requisitions:—

1. He must have competent ability, as shown by his personality.
2. He must have good morals.
3. He must have passed satisfactorily the examinations in the prescribed course of studies
4. He must show the ability to teach and govern in his practice work in the model school.

Diplomas are given for the elementary, the intermediate, the regular, and the kindergarten course to those students who have satisfactorily met the conditions for graduation. Certificates are given to students who have done satisfactory work in the special courses.

REGISTER OF GRADUATES.

A record of the post-office address of each graduate, and what he is doing, is kept, so far as known, that the principal may communicate with him promptly, and aid him to better positions. To facilitate this desirable work, each student, before receiving his diploma, is asked to sign the following:—

I hereby agree to report to the principal of the State Normal School at Bridgewater at least twice a year for three years after my graduation, and once a year thereafter, so long as I continue in the profession of teaching; and when I leave the profession I will report the fact to him, and the cause therefor.

The graduates of the school are in quick demand. The last two years two-thirds of the graduating class were engaged to teach before they graduated, by superintendents and school committees who came to the school to see their work. The graduates find places according to the measure of their ability and experience.

TEXT-BOOKS AND PECUNIARY AID.

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

PECUNIARY AID.

The State makes an annual appropriation of four thousand dollars for the normal schools, which is given to promising pupils from Massachusetts, who are unable, without assistance, to meet all their expenses; but **this aid is not furnished during the first half year of attendance**, and it is not given to students from Bridgewater. "Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid."

RAILROAD TICKETS.

Students living on the line of the steam 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. Tickets on the trolley roads can be had by students at reduced rates.

SCHOLARSHIPS FOR GRADUATES.

There are four scholarships in the scientific school at Harvard University for the benefit of normal schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free. The incumbents are originally appointed for one year, on the recommendation of the principal of the school from which they have graduated. These appointments may be annually renewed on the recommendation of the faculty of the scientific school.

VISITORS AND CORRESPONDENCE.

The school is always open to the public. Parents and friends of the pupils, school committees, superintendents, teachers, and any others who are interested to see its method and work, are cordially invited to come in at their convenience, and to introduce young persons of promise who may desire to avail themselves of its advantages.

The normal school furnishes teachers for the schools that prepare pupils for the high schools, and the high schools prepare pupils for the normal schools. These schools are all parts of the system of public school education, and each one may say to the other, "I'm going your way, so let us go hand in hand. You help me, and I'll help you."

Superintendents of the schools may help the schools under their supervision, and principals of high schools may help their own pupils, by encouraging those graduates of high schools who have the aptitude and fitness for the work, to attend the normal school, and make special preparation for teaching.

The principal will be glad to receive from superintendents and other school officials copies of their reports, courses of study, and other documents of common interest, and will be pleased to reciprocate the favor.

RESIDENCE HALLS.

Mrs. IDA A. NEWELL, Matron. Mrs. C. H. BIXBY, Assistant Matron.
WILLIAM S. GORDON, Engineer.

The State has erected and furnished three pleasant and commodious halls, to accommodate teachers and students. The halls are under the charge of the principal.

Normal Hall includes the office, family rooms, reception and reading rooms, dining room, work rooms, toilet and trunk rooms, and sixty-two residence rooms. The west wing of this Hall is occupied by young men.

Woodward Hall has sixteen large, well-lighted residence rooms, with toilet and trunk rooms.

Tillinghast Hall, a fine brick building, completed in August, 1896, is handsomely furnished, and contains thirty-seven residence rooms, with toilet and trunk rooms.

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. The gentlemen's rooms are furnished with double beds, the ladies' rooms with single beds. No pains are spared to make the halls a home for the students. The reading room is supplied with newspapers, periodicals and books for the use of the students.

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 each young woman, and not more than eighty-five dollars a term for each young man. The young women take care of their rooms. These rates are made on the basis of two students occupying one room, and do not include board during the recess. An extra charge is made when a student has a room to himself. This arrangement can be made when the rooms are not all taken.

The price of board for a period less than one-quarter, of ten weeks, is



WOODWARD HALL.

TILLINGHAST HALL.

four dollars and twenty-five cents per week. No deduction in the price of board is made for an absence less than one week.

The assignment of rooms is made on the basis that those who have been longest in school shall have precedence in the choice of rooms. If there are more students than can be accommodated in the halls, precedence is given to those who reside in Massachusetts. Tillinghast Hall is occupied chiefly by senior students. The assignment of rooms to students in the schools is made just before the close of the spring term.

PAYMENTS.

Forty dollars is to be paid by each young woman, and forty-two and one-half dollars by each young man, **at the beginning** of the term; and the same amount for each **at the end of ten weeks** from the beginning of each term. These payments are required to be **strictly in advance**. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby keeping down the price of board, and saving to each boarder much more than the interest of the money advanced.

FURNISHINGS.

Each boarder is required to bring bedding, towels, napkins and napkin-ring, and clothes-bag. The young women will adapt their bedding to single beds, the young men to double beds. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name.

