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Catalogs

1908

Bridgewater State Normal School. Massachusetts. 1907-1908. Terms 150 and 151 [Catalogue]

Bridgewater State Normal School

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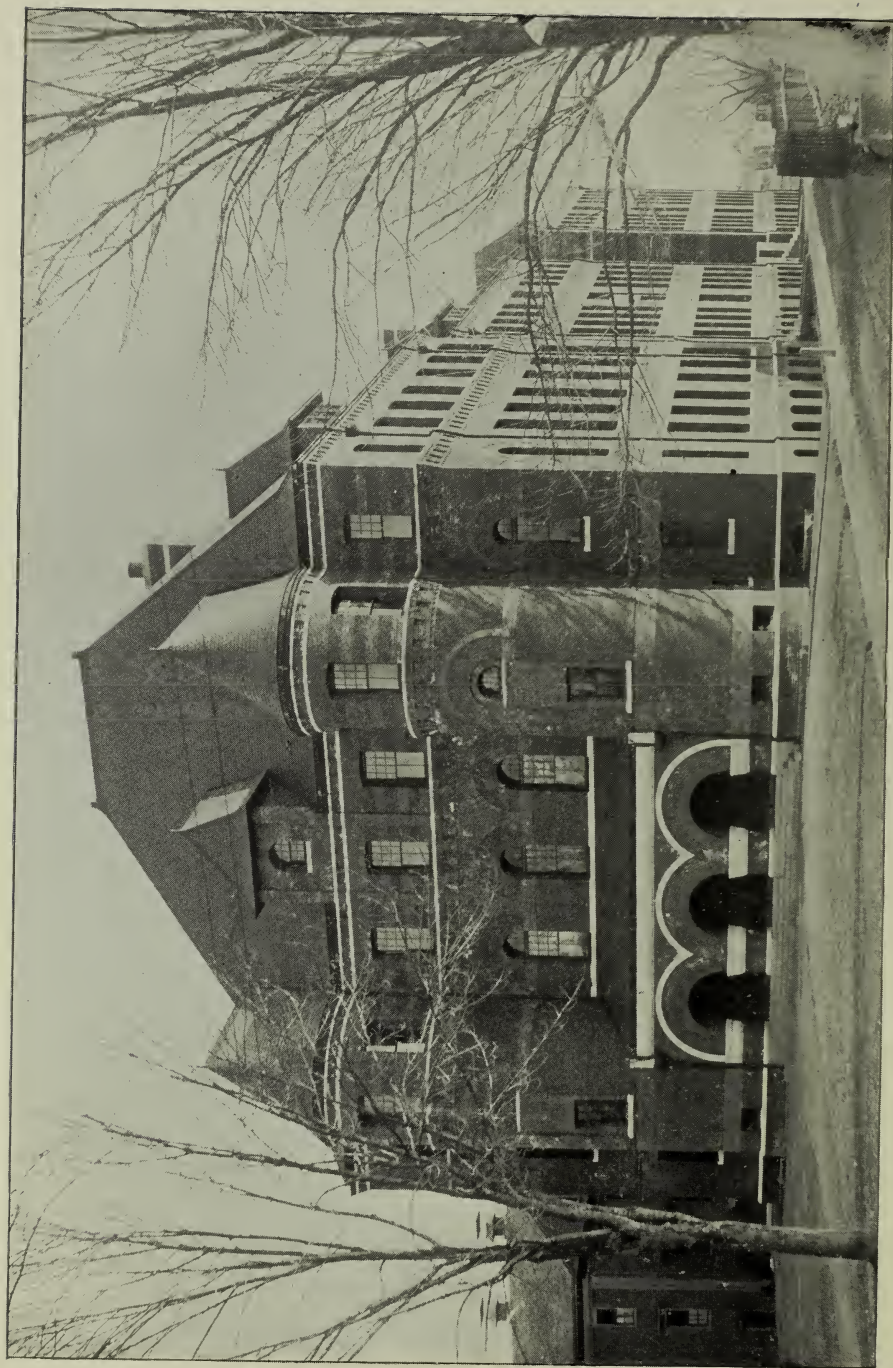
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State Normal School
BRIDGEWATER, MASS.



1907—1908



STATE NORMAL SCHOOL.

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS



1907-1908 : : : : Terms 150 and 151



BOSTON
WRIGHT AND POTTER PRINTING COMPANY
STATE PRINTERS, 18 POST OFFICE SQUARE
1908

APPROVED BY
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ESTABLISHED IN 1837.

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KATE GANNETT WELLS	Boston	May 25, 1912.
CLINTON Q. RICHMOND, A.B.	North Adams	May 25, 1913.
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- | | |
|--------------------------------|----------------------------------|
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| MARTHA M. BURNELL, Grade VIII. | MARY L. PERHAM, Grades III., IV. |
| SARAH V. PRICE, Grade VII. | SARAH W. TURNER, Grade III. |
| NELLIE M. BENNETT, Grade VI. | NEVA I. LOCKWOOD, Grade II. |
| JENNIE BENNETT, Grade V. | FLORA M. STUART, Grade I. |

KINDERGARTEN TRAINING DEPARTMENT.

ANNE M. WELLS, PRINCIPAL.

FRANCIS P. KEYES, ASSISTANT.

[Figures in light face indicate no session.]

. . . 1908 . . .

. . . 1909 . . .

JANUARY.							JULY.							JANUARY.							JULY.						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
..	..	..	1	2	3	4	..	..	..	1	2	3	4	..	..	..	..	1	2	..	..	..	..	1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11	3	4	5	6	7	8	9	4	5	6	7	8	9	10
12	13	14	15	16	17	18	12	13	14	15	16	17	18	10	11	12	13	14	15	16	11	12	13	14	15	16	17
19	20	21	22	23	24	25	19	20	21	22	23	24	25	17	18	19	20	21	22	23	18	19	20	21	22	23	24
26	27	28	29	30	31	..	26	27	28	29	30	31	..	24	25	26	27	28	29	30	25	26	27	28	29	30	31
..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	..	..	..	..	..	..	..	..	..	..	..	..	..
FEBRUARY.							AUGUST.							FEBRUARY.							AUGUST.						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
..	..	..	..	..	1	2	..	..	..	..	..	1	2	..	1	2	3	4	5	6	1	2	3	4	5	6	7
2	3	4	5	6	7	8	2	3	4	5	6	7	8	7	8	9	10	11	12	13	8	9	10	11	12	13	14
9	10	11	12	13	14	15	9	10	11	12	13	14	15	14	15	16	17	18	19	20	15	16	17	18	19	20	21
16	17	18	19	20	21	22	16	17	18	19	20	21	22	21	22	23	24	25	26	27	22	23	24	25	26	27	28
23	24	25	26	27	28	29	23	24	25	26	27	28	29	28	..	..	..	..	..	..	29	30	31	..	..	..	..
..	..	..	..	..	..	..	30	31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
MARCH.							SEPTEMBER.							MARCH.							SEPTEMBER.						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6	7	..	..	1	2	3	4	5	..	1	2	3	4	5	6	..	..	..	1	2	3	4
8	9	10	11	12	13	14	6	7	8	9	10	11	12	7	8	9	10	11	12	13	5	6	7	8	9	10	11
15	16	17	18	19	20	21	13	14	15	16	17	18	19	14	15	16	17	18	19	20	12	13	14	15	16	17	18
22	23	24	25	26	27	28	20	21	22	23	24	25	26	21	22	23	24	25	26	27	19	20	21	22	23	24	25
29	30	31	..	..	..	..	27	28	29	30	..	..	..	28	29	30	31	..	..	..	26	27	28	29	30	..	..
..
APRIL.							OCTOBER.							APRIL.							OCTOBER.						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
..	..	..	1	2	3	4	..	..	..	1	2	3	4	..	..	..	1	2	3	4	..	..	..	1	2	3	4
5	6	7	8	9	10	11	4	5	6	7	8	9	10	4	5	6	7	8	9	10	3	4	5	6	7	8	9
12	13	14	15	16	17	18	11	12	13	14	15	16	17	11	12	13	14	15	16	17	10	11	12	13	14	15	16
19	20	21	22	23	24	25	18	19	20	21	22	23	24	18	19	20	21	22	23	24	17	18	19	20	21	22	23
26	27	28	29	30	..	..	25	26	27	28	29	30	31	25	26	27	28	29	30	31	24	25	26	27	28	29	30
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	..	..	..	..	..	..
MAY.							NOVEMBER.							MAY.							NOVEMBER.						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
..	..	..	..	..	1	2	1	2	3	4	5	6	7	..	..	..	..	..	1	2	3	4	5	6	7	8	9
3	4	5	6	7	8	9	8	9	10	11	12	13	14	8	9	10	11	12	13	14	7	8	9	10	11	12	13
10	11	12	13	14	15	16	15	16	17	18	19	20	21	15	16	17	18	19	20	21	14	15	16	17	18	19	20
17	18	19	20	21	22	23	22	23	24	25	26	27	28	22	23	24	25	26	27	28	21	22	23	24	25	26	27
24	25	26	27	28	29	30	29	30	..	..	..	..	..	23	24	25	26	27	28	29	28	29	30	..	..	..	..
31	..	..	..	..	..	..	..	..	..	..	..	..	..	30	31	..	..	..	..	..	..	..	..	..	..	..	..
JUNE.							DECEMBER.							JUNE.							DECEMBER.						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
..	1	2	3	4	5	6	..	..	1	2	3	4	5	..	..	1	2	3	4	5	..	..	1	2	3	4	5
7	8	9	10	11	12	13	6	7	8	9	10	11	12	6	7	8	9	10	11	12	5	6	7	8	9	10	11
14	15	16	17	18	19	20	13	14	15	16	17	18	19	13	14	15	16	17	18	19	12	13	14	15	16	17	18
21	22	23	24	25	26	27	20	21	22	23	24	25	26	20	21	22	23	24	25	26	19	20	21	22	23	24	25
28	29	30	..	..	..	..	27	28	29	30	31	..	..	27	28	29	30	..	..	..	26	27	28	29	30	31	..

CALENDAR FOR 1908-1909.

1908.

First term ends	Friday night	January 31.
Second term begins . . .	Monday morning	February 3.
Spring recess begins . . .	Friday night	March 20.
Spring recess ends	Monday night	March 30.
Public graduation	Tuesday	June 23, 10 A.M.
First entrance examination	Thursday and Friday . . .	June 25 and 26, 9 A.M.
Second entrance examination	Tuesday and Wednesday . .	September 8 and 9, 9 A.M.
School year begins	Thursday	September 10.
Thanksgiving recess begins . . .	Tuesday night	November 24.
Thanksgiving recess ends	Monday night	November 30.
Christmas recess begins	Friday night	December 18.
Christmas recess ends	Monday night	December 28.

1909.

First term ends	Friday night	January 29.
Second term begins	Monday morning	February 1.
Spring recess begins	Friday night	March 19.
Spring recess ends	Monday night	March 29.
Public graduation	Tuesday	June 22, 10 A.M.
First entrance examination	Thursday and Friday . . .	June 24 and 25, 9 A.M.
Second entrance examination	Tuesday and Wednesday . .	September 7 and 8, 9 A.M.

MODEL SCHOOL.

1908.

School year ends	Monday night	June 22.
School year begins	Tuesday morning	September 8.

1909.

School year ends	Monday night	June 21.
School year begins	Tuesday morning	September 7.
Recesses	Same time as normal school.	

NOTE.—Candidates who take the examination in September should come prepared to stay. Accommodations during the time of the examinations may be had at Normal Hall. For information concerning the school, address the principal at Bridgewater.

The telephone call of the school is "2-3;" the telephone call of the principal's residence is "2-2."

STUDENTS.

FOR THE YEAR BEGINNING SEPT. 12, 1907.

SPECIAL COURSE.

Chamichian, Armenag . . .	Central Turkey College . .	Boston.
Ford, John Aloysius ¹ . . .	Holy Cross College . .	Waltham.
Harlow, Randolph Leonard ¹ . .	Acadia College . .	Dorchester.
Marble, Earl Matthews . . .	Harvard College . .	Somerset.
Eaton, Jane Sprague . . .	Wellesley College . .	Bridgewater.
Humphrey, Mabel Ann . . .	Colby College . .	Charleston, Me.
Packard, Winnie May . . .	Boston University . .	Brockton.
Stetson, Elizabeth Luce Frances .	Simmons College . .	Mattapoisett.
Burbank, Lulu Lester . . .	Wheelock Kindergarten . .	Springfield.
Burrill, Celia Norris . . .	Bridgewater Normal School .	Bridgewater.
Calef, Olive Paine . . .	Randolph, Vt., Normal School .	Washington, Vt.
Foster, Mary Howard ¹ . . .	Hyannis Normal School . .	East Brewster.
Farr, Ella Parker ¹ . . .	Teacher . . .	St. Johnsbury, Vt.
Jenkins, Winifred Ella . . .	Teacher . . .	Pittsfield, N. H.
Jones, Sarah A. . . .	Teacher . . .	Stratham, N. H.
Metcalf, Bertha Onelia . . .	Teacher . . .	West Medway.
Skinner, Bessie Maybelle . . .	Teacher . . .	South Hadley Falls.

Men, 4; women, 13.

REGULAR COURSE.

Francis, George Cleveland . . .	Truro . . .	Entered 1904.
Gammon, George Weston . . .	South Braintree . . .	" "
O'Flaherty, Daniel Vincent . . .	South Boston . . .	" "
Randall, Edward Dwight . . .	Whitman . . .	" "
Studley, Arthur Irvin . . .	West Hanover . . .	" "
Weber, Charles Augustus A. . .	South Boston . . .	" "
Boynton, Rayetta Fletcher . . .	East Pepperell . . .	" "
Cooke, Caroline Vaile . . .	Lowell . . .	" "
Fish, Mary Evelyn . . .	Abington . . .	" "
Peirce, Gertrude Farnum . . .	Brockton . . .	" "
Ward, Anna Baker . . .	Somerville . . .	" "
Ames, Edward Wesley . . .	South Easton . . .	" 1905.
Frahar, Charles Francis . . .	Whitman . . .	" "
Pickett, Thomas Aquinas . . .	Bridgewater . . .	" "
Prario, Henry Trenton . . .	Quincy . . .	" "
Wheeler, Clarence Arthur . . .	Rockland . . .	" "
Allen, Miriam Clifton . . .	East Freetown . . .	" "
Baker, Helena Belle . . .	Marshfield . . .	" "
Chamberlain, Lillie Mae . . .	Brockton . . .	" "
Copeland, Inez Bidwell ² . . .	Brockton . . .	" "

¹ Present second term.² Present first term.

Gleason, Marian Elizabeth	Kingston	Entered 1905.
Long, Mary Veronica	North Easton	" "
Small, Ruth Addison	Whitman	" "
Williams, Adaline Sybil	Taunton	" "
Chapman, William Harden	East Brewster	" 1906.
Fox, Charles James	Roxbury	" "
Parker, Martin Pratt	Abington	" "
Spooner, William Alfred	New Salem	" "
Tubman, Benjamin Sanford	North Brewster	" "
Beal, Norma Leslie	Rockland	" "
Pillsbury, Evelyn Bertha	Malden	" "
Turner, Edith Colman	Assinippi	" "
Waugh, Edith Lucy	Whitman	" "
Chase, Preston Leigh	East Harwich	" 1907.
Hayes, George Edward	Bridgewater	" "
Lane, Lester Malcolm	Hingham Center	" "
Lincoln, Edward Andrews	North Raynham	" "
McCormick, Edwin Raphael ¹	Taunton	" "
Mea, Thomas Lynch	Rockland	" "
Willis, Nathan Elliot	Bridgewater	" "
Cagney, Katharine Edith	Bridgewater	" "
Caplice, Sarah Gertrude	Rockland	" "
Fallon, Ann Loretta	Bridgewater	" "
Glennon, Ellen	Stoughton	" "
Matson, Eleanor Howe	Whitman	" "
Randall, Regina	Brockton	" "
Stoddard, Carrie Elizabeth	Accord	" "

Men, 23; women, 24.

INTERMEDIATE COURSE.

Houghton, Leroy Kingsbury	East Bridgewater	Entered 1905.
Ames, Edith Macomber	Bridgewater	" "
Durand, Mabel Ethel	New Bedford	" "
Foster, Leona Marjorie	West Duxbury	" "
Hatch, Marion Ida	Whitman	" "
Hennigar, Lucy Leah	Wollaston	" "
Hopkins, Lydia Sara	East Brewster	" "
McKinnon, Ida Sarah	Whitman	" "
Merritt, Sadie Eunice	Bridgewater	" "
Sides, Alice May	North Hanover	" "
Bloomstrand, Jessie Linda	Campello	" 1906.
Donovan, Margaret Ann	Abington	" "
Farren, Jane ¹	Bridgewater	" "
Hallett, Marcia Murdock ¹	Osterville	" "
MacDonald, Elizabeth	Bridgewater	" "
Magee, Mary Elizabeth	Taunton	" "
Matheson, Sarah Mae	Provincetown	" "
Shaw, Dorothy	Middleborough	" "
Simmons, Marion Louise	Kingston	" "
Smith, Mary Olive	East Walpole	" "
Soverino, Edith Frank	Fall River	" "
Sullivan, Irene Mary	Boston	" "

¹ Present first term.

Teague, Ida Etta	Worcester	Entered 1906.
Turner, Stella Ellen ¹	West Bridgewater	" "
Wood, Florence Davol	Brockton	" "
Callahan, Nora Frances	Taunton	" 1907.
Galligan, Alma Mercedes	Quincy	" "
Garritty, Marguerite Mary	Abington	" "
Goodwin, Margaret Adelaide	New Britain, Conn. . . .	" "
Handy, Emma Louise	Marion	" "
McCormick, Catherine Elinor	Weymouth	" "
McKee, Ethel Mary	Chelsea	" "
Merrifield, Viola Louise	Bridgewater	" "
Sproul, Lena Kent	South Hanover	" "
Walsh, Mary Lillian	Bridgewater	" "
Williams, Mary Emelia	Easton	" "

Men, 1; women, 35.

KINDERGARTEN-PRIMARY COURSE.

Brackett, Anne Louise	Cambridge	Entered 1904.
Davis, Ruth Etta	Taunton	" 1905.
Jones, Emma Francis	South Boston	" "
Low, Charlotte	Chelsea	" "
Glines, Lottie Isabelle	Haverhill	" 1906.
Lester, Beulah Nina	Worcester	" "
Abbott, Susan Elizabeth	Taunton	" 1907.
May, Margaret ¹	Cochesett	" "
Sanger, Marguerite	Hyde Park	" "

Men, 0; women, 9.

ELEMENTARY COURSE.

ENTERED 1905.

Blacklock, Annie Louise	Quincy.
Brady, Mary Louise ¹	Taunton.
Galligan, Anna Veronica ¹	Quincy.
Igo, Alice Margaret ¹	Quincy.
Sweeney, Ilene Augusta ¹	North Abington.
Sweeney, Margaret Ellen ¹	Quincy.
Webster, Frances Emma	Allston.

Men, 0; women, 7.

ENTERED 1906.

Anderson, Elizabeth Grace	Ware.
Anthony, Elizabeth Mary	Boston.
Ayer, Helen Gertrude	Winchester.
Ballou, Maude Gerring	Winthrop.
Bayley, Helen Edith	Braintree.
Bradford, Hattie Oraville	Rockland.
Bragg, Caroline Louise	Braggville.
Bump, Laura Heywood	Carver.
Bunker, Grace Mildred ¹	Oak Bluffs.

¹ Present first term.

Carr, Mary	Taunton.
Chatfield, Hazel Ella Fletcher	Bridgewater.
Codding, Grace Amber	Bridgewater.
Cook, Mabel Lillian	Mattapan.
Corey, Marion Estelle	Wollaston.
Corwin, Ida Mae	Indian Orchard.
Coyle, Mary Anastasia	Quincy.
Crocker, Margaret Ellingwood	Braintree.
Daley, Etheldreda Mary	New Bedford.
Duane, Abigail Madeline	West Quincy.
Duggan, Marie Josephine	Atlantic.
Duncan, Helen Frances	East Milton.
Ellis, Alice Davy	Provincetown.
Flieger, Gladys	Winthrop.
Flint, Lucretia Webster	Lowell.
Gove, Margaret Emma	Boston.
Grovenor, Edith Bancroft	South Hingham.
Harding, Elizabeth Dale	Oak Bluffs.
Huston, Olive Louise	Quincy.
Joy, Isabel Winslow	Nantucket.
Kapples, Anastasia	Quincy.
Keating, Teresa Helen	West Quincy.
Kelly, Mary Cecilia	Milford.
King, Elizabeth Gertrude Ellwood	Fall River.
Leonard, Blanche Arleen	Taunton.
Long, Agnes Mary	Nantasket.
Lowd, Marion Dorothy	Andover.
Lynch, Mary Irene	Melrose.
Mahoney, Mary Louise	East Walpole.
Matheson, Mary William	Provincetown.
McDowell, Grace	East Braintree.
McIntosh, Florence Elsie	Wellesley Hills.
Mello, Helen Annunciata	Fall River.
Murray, Mary Gordon	Quincy.
Nickerson, Elva	East Dennis.
Nuttall, Nina Belle	Fall River.
O'Malley, Julia Ellen	St. Johnsbury, Vt.
Page, Bessie Nadine	Plympton.
Pommer, Alma Louise	Hyde Park.
Reardon, Agnes Elizabeth	North Abington.
Reynolds, Elizabeth Margaret	Canton.
Reynolds, Mary Agnes	Canton.
Rhodes, Mary Eugenia	Waltham.
Rodgers, Inez Mitchell	Provincetown.
Rodman, Edith May	New Bedford.
Rogers, Muriel Angell	Quincy.
Sandison, Annie	West Quincy.
Shirley, Jessie Orr	Quincy.
Shortall, Margaret Teresa	Abington.
Sickles, Vera Abigail	Nantucket.
Simmons, Mildred Leslie	Dighton.
Snow, Julia Frances	East Dennis.
Symmes, Ruth Stowell	Winchester.

Tilden, Maude Douglas ¹	Cohasset.
Tisdale, Martha Louise	Canton.
Tourtellotte, Ruth Adams	Hyde Park.
Treat, Louise Jackson	Medford.
Ward, Alice Marl	Middleborough.
Weston, Dora Louise	East Bridgewater.
Whiting, Ruth Pride	East Dedham.
Whitman, Alice Whilena	Winthrop.
Williams, Flora Belle	Cohasset.
Wood, Ada Lorena	Winthrop.

Men, 0; women, 72.

ENTERED 1907.

Allen, Inez Vinton	South Weymouth.
Arnold, Rachel	Montello.
Bartlett, Helen Beatrice	Easthampton.
Bean, Edith Kimball	Haverhill.
Beauregard, Annie	Fall River.
Bezanson, Esther May	Marshfield.
Brady, Ellen Marie	Taunton.
Bragdon, Mary Dennison	Annisquam.
Bragg, Virginia Joseph	Provincetown.
Bric, Alice Veronica	Leeds.
Brown, Hattie Elizabeth	Attleborough.
Burke, Gertrude Myldred	West Quincy.
Burke, Helen Frances	West Quincy.
Burns, Anna Cecilia	Hingham.
Campbell, Isabel	Hingham.
Chase, Myra Clyde	South Hanson.
Clifton, Viola W.	Marion.
Connors, Mary Ellen Virginia	Fall River.
Corey, Florence Bertha	Plymouth.
Cummings, Etta May	Brighton.
Davies, Marjorie Elizabeth	Ballard Vale.
Davis, Lena Mosher	Fall River.
Dolan, Mary Margaret	Plymouth.
Drew, Annie May	Taunton.
Dunphe, Marion Hayward	Bridgewater.
Earle, Marguerite Preston ¹	East Weymouth.
Easton, Mabel Frances	Holbrook.
Fearing, Stella Tirrell	South Weymouth.
Ferguson, Ruth Simmons	Atlantic.
Flint, Cynthia Ella	Lowell.
Gifford, Corinne Talmadge	Provincetown.
Grant, Helen Elizabeth	Brockton.
Graves, Florence Louise	Haverhill.
Haley, Frances Theresa	Winchester.
Hall, Myra Morton	South Framingham.
Harvey, Clara Barton	Bridgewater.
Heenchan, Florence Maria	Palmer.
Hogan, Katherine Evelyn	Taunton.
Holbrook, Caroline May	Whitman.

¹ Present first term.

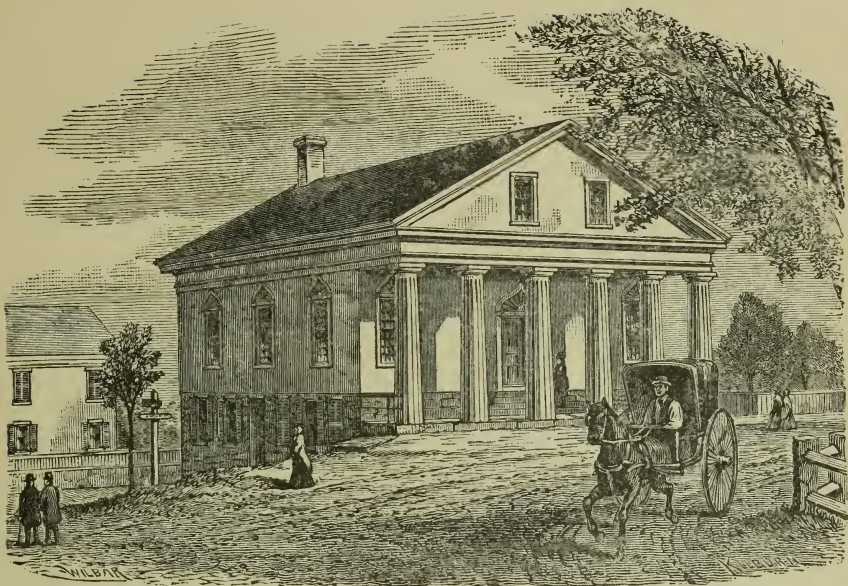
Holloway, Ruth Willis ¹	North Lakeville.
Jackson, Sara Everelda	Fall River.
Jenkins, Edith Glanvell	Quincy.
Jones, Mary Helen ¹	Taunton.
Keefe, Elizabeth Alice	Quincy.
Knobel, Marie Josephine	Walpole.
Lane, Elvira Bertha	Red Beach, Me.
Lane, Helen Holmes	Segreganset.
Lawson, Elsie Mathilda	Brockton.
Locke, Amy Upham	Easthampton.
Lovejoy, Mabel Elizabeth	Quincy.
MacDonald, Jennie Scott	Bridgewater.
Mahoney, Agnes Imelda	Palmer.
Mahoney, Martha Eulalie	Norwood.
Mallory, Laura Hilliard	Bridgewater.
McDonald, Mary Elizabeth	Fall River.
McGrath, Alice Mae	Brockton.
McGrath, Mary Ellen	Oak Bluffs.
McNaught, Bertha Ellen	Plymouth.
Merritt, Olga Stetson	Rockland.
Monk, Louie Carlton	South Braintree.
Murray, Ruth Catherine	Fall River.
O'Brien, Margaret Joanna	Hingham.
O'Brien, Mercedes Ellen	West Quincy.
Ordway, Marion Lucille	Winthrop.
Perkins, Charlotte Elizabeth	Middleborough.
Power, Louisa Agnes	Fall River.
Pratt, Isabelle Luther	Middleborough.
Rice, Daisy Frances	Milton.
Richards, Elizabeth Anna	Brockton.
Smith, Katherine Frances	Kingston.
Steeves, Netta May	Halifax.
Stevens, Ethel Marian	Brockton.
Swift, Lucy Perkins	Wareham.
Thompson, Bessie Marion	Haverhill.
Thompson, Harriet Bennett	Plympton.
Tilton, Bessie Evelyn	Haverhill.
Torreson, Ida Emily	Fall River.
Varney, Hazel Wentworth	Braintree.
Viden, Esther Johanna	Quincy.
Wellington, Catharine Joy	Waltham.
Williston, Bertha Emma	Fall River.
Woodland, Edith Frances	Fall River.

Men, 0; women, 82.

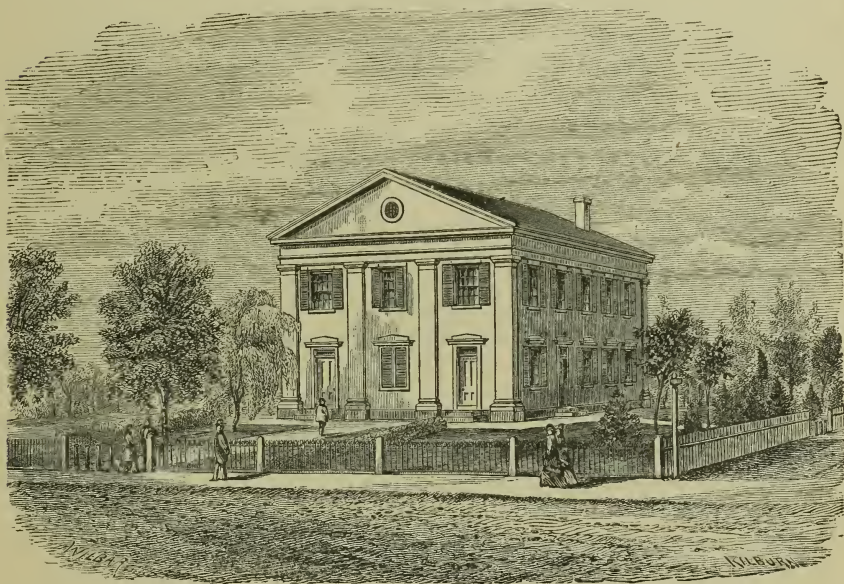
¹ Present first term.

SUMMARY.

	Men.	Women.	Total.
Special course	4	13	17
Regular course	23	24	47
Intermediate course	1	35	36
Kindergarten-primary course	-	9	9
Elementary course :—			
Class entering 1905	-	7	7
Class entering 1906	-	72	72
Class entering 1907	-	82	82
Number for the year	28	242	270
Number admitted this year	11	114	125
Whole number admitted to the school	1,370	4,373	5,743
Number graduated last year	7	87	94
Whole number of graduates	912	2,904	3,816
Number of graduates from four years' course	166	156	322
Number enrolled in the model school	221	248	469



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 was one of the first three State normal schools established 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 an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On 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; the next three years the school occupied the same building at a rental of fifty dollars a year. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. **The school was opened 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 four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation. By his persistent, thorough, self-forgetting and noble work he exerted an influ-

ence that will not cease to be felt among the generations of this Commonwealth. 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. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

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

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, and a steam laundry were erected ; in 1904 the new " Albert Gardner Boyden " gymnasium was built.

In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden.

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 to do so 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 six years, two hundred and fifty-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.

In 1880, by an 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.

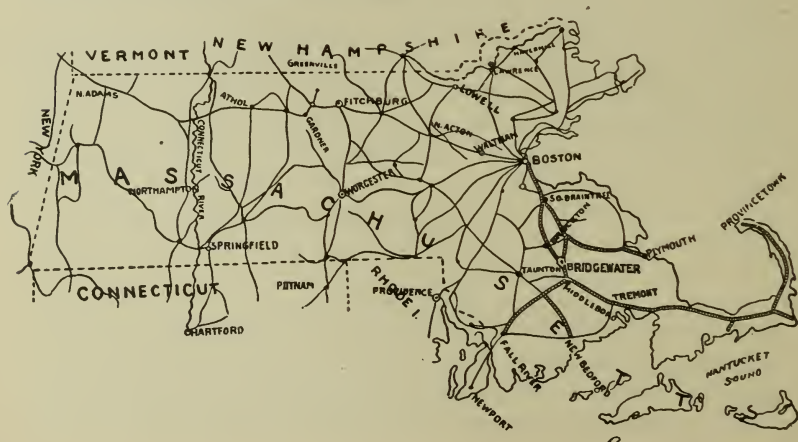
In 1891 the centre district school of the town, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students.

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, taking 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 & Hartford Railroad, twenty-seven miles south of Boston.





NORMAL SCHOOL BUILDING.

TILLINGHAST HALL.

WOODWARD HALL.

BOYDEN PARK.

NORMAL HALL.

BUILDINGS AND GROUNDS.

The school building is a massive structure, consisting of three blocks with narrower connections, thus giving good light and air in all the rooms. It 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. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. One-third of the building is devoted to the model school, which gives accommodation for four hundred and seventy-five pupils.

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

Near by the school building, 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. They 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 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 in size; 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 apartment has a coat room, lockers, dressing rooms and baths. On the first floor are a directors' room, a ladies' retiring room and the gymnasium. On the second floor are two meeting rooms, and the gallery with the running track. It is a first-class modern gymnasium, and serves the school not only for physical training, but also for social gatherings, as an audience room, and as a banquet hall for alumni gatherings.

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 and including one-half acre, is a fine grove of chestnut trees. South field, just across the street on the south side,

includes two acres of level ground for athletic sports. The natural science garden, adjoining Normal Grove, is an out-of-door laboratory for biology and for school gardening.

LABORATORIES AND LIBRARIES.

The institution has eleven laboratories, furnished with the most approved modern appliances for teaching physical and natural sciences.

Physical Laboratories.—In the department of physics there are two laboratories. One is arranged for individual work at tables; the other, for demonstration purposes, with apparatus for projection.

Chemical Laboratories.—The department of chemistry has two laboratories. One, for the elementary course, is arranged for individual work at tables; the other, for analytical work, qualitative and quantitative, is arranged for work at tables, 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 for blow-pipe work. It is provided with three sets of mineral specimens: one set of working specimens, for use at the tables; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating the classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

Biological Laboratory.—The laboratory for the study of botany, zoölogy and physiology includes two rooms, arranged for individual work at tables. Each room contains three collections of typical specimens,—the working collection, the comparative collection and the classified collection. There is also a complete equipment for microscopic work.

Geographical Laboratory.—This laboratory is equipped with a thirty-six-inch globe, slated globes, individual globes, the latest and best physical and political maps for all grades of work, pictures arranged for class use, models of the continents and of Massachusetts, modelling boards, productions in both raw and manufactured states. Projection apparatus is provided for all phases of the subject.

Industrial Laboratory.—This laboratory is furnished with thirty-three manual training benches, ninety-three sets of tools, closets for



GYMNASIUM.

students' work, and special appliances, including a turning lathe with a circular saw and jig saw attachment.

Elementary Science and Industry.—Two laboratories are fitted up for the use of the older children of the model school in elementary science and in the industrial occupations of pottery, weaving and book-binding.

The Drawing Rooms are 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 reference books with topical card catalogues. In addition, each department of the school has its own library of works devoted especially to the needs of the department.

ADMISSION.

Candidates for admission must declare their intention to teach in the public schools of Massachusetts and to complete the course of study in the school, if possible, and 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. If a person is not qualified to exert a wholesome spiritual influence upon the lives of children, he should not think of becoming a teacher. (See blank at the end of this catalogue.)

HIGH SCHOOL CERTIFICATION.

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

Candidates from high schools which are on the certificate list of the New England College Entrance Certificate Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school. Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.—Board of Education, May 2, 1907.

Blank forms for these certificates may be obtained upon application at the office of the State Board of Education. As far as possible certificates should be brought or forwarded in June.

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.

The list of books for study prescribed by the Commission of Colleges in New England for 1907 and 1908 is as follows:—

Shakespeare's *Julius Cæsar*; Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas*; Burke's *Speech on Conciliation with America*; Macaulay's *Essay on Addison* and *Life of Johnson*.

The books for study in 1909 are: Shakespeare's *Macbeth*; Milton's *L'Allegro*; Burke's *Speech on Conciliation with America*, or *Washington's Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

The purpose of the examination is to discover (1) whether the student has acquired a good habit of study, (2) whether he has formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

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.

(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 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.

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

- I. French or Latin.
- 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.)

The English must be reserved for the final examinations.

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 of the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

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.

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, and certified candidates, 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, and to state whether they desire a room in the boarding hall. 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 requested to state definitely what their education and teaching experience have been, and to present certificates of good moral character and testimonials concerning their work.

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 A.M. to 12 M., and from 1.15 P.M. to 3.50 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 that he must 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 subject 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, enlarging 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, when he has some just conception of the nature and method of true teaching, and when he has become acquainted with children, he should have ample practice in teaching, under such supervision as he needs.

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 and 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 and power to all his instruction, enters so deeply into the life of his pupils that his life affects their young lives with great power for good or evil.

Teaching, therefore, 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 his own exertion. 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 an end is the state in which the person makes the best use of himself, while 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 teacher.

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 METHOD.

The students are led through the educational study of each subject in the course, to learn why it should be studied, to obtain 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 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 subject is thoroughly discussed in all of its pedagogical and practical relations.

The students are taught **the method of teaching a class** in the subject by teaching them parts of the subject, and, after they have studied the lesson, by examining them upon their knowledge of the method. When they have acquired the idea of the method by this teaching, they are required to take another part of the subject, study it, prepare the apparatus and illustrations, and conduct 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.

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.

COURSES OF STUDY.

The school offers six courses of study: —

1. A kindergarten-primary course.
2. An elementary course.
3. An intermediate or three years' course.
4. The regular four years' course.

5. A special course of two years for teachers of three years' experience.

6. A special course of one year for college graduates.

Diplomas, designating the course taken, are granted for each of these courses. Teachers may elect a course of one year, for which a certificate is granted.

1. KINDERGARTEN-PRIMARY COURSE.

This course covers a period of three years and prepares equally for teaching in the kindergarten and the primary grades.

FIRST YEAR.

[NOTE.—Electives are in Italic.]

First Term.	Periods per Week.	Second Term.	Periods per Week.
English I.	2	English III.	3
Vocal Expression I.	2	Vocal Expression II.	2
<i>French I. or German I.</i>	5	<i>French II. or German II.</i>	5
Geometry I.	4	Arithmetic	4
Vocal Music	4	Physiology	3
Manual Arts	4	Manual Arts	4
Gymnastics	2	Gymnastics	2
Elementary Psychology	2	Observation in Model School	2

SECOND YEAR.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week.
Biology	3	Nature Study	2
Manual Arts	3	Child Study	2
Gymnastics	2	Gymnastics	2
Educational Study of Man	10	History of Education II.	2
Observation in Kindergarten	3	Observation in Kindergarten	4
Kindergarten Theory	3	Kindergarten Theory	4
		Teaching	10

THIRD YEAR.

Fifth Term.	Periods per Week.	Sixth Term.	Periods per Week.
Literature	4	History of Art	2
Kindergarten Theory	4	Kindergarten Theory	4
Teaching	15	Primary Methods	2
		Teaching	15

2. ELEMENTARY COURSE.

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 the range of acquirements demanded of graduates is so wide, and the amount of work required is consequently so large, that many students find it necessary to take additional time. A diploma is given when the course is satisfactorily completed.

Students are urgently requested to consider the advantages of the three and four years' courses.

FIRST YEAR.

First Term, Junior 1.	Periods per Week.	Second Term, Junior 2.	Periods per Week.
English I.	2	English II.	4
Vocal Music	4	Vocal Expression I.	2
Geometry I.	4	Arithmetic	5
Physics I.	4	Algebra I.	4
Chemistry I.	4	Physiology	3
Mineralogy I.	2	Manual Arts	4
Manual Arts	4	Model School I., II.	2
Gymnastics	2	Gymnastics	2

SECOND YEAR.

Third Term, Senior 1.	Periods per Week.	Fourth Term, Senior 2.	Periods per Week.
English III.	3	English IV. (half term)	5
Vocal Expression II.	2	Vocal Expression II.	2
Bookkeeping	1	Nature Study	2
Biology I.	3	Geography	2
Physiography	4	History of Education I.	1
History I., II.	4	Gymnastics	2
Manual Arts	3	Psychology II., School Laws	10
Gymnastics	2	Model School IV., alternate three weeks	15
Model School III.	2		

3. THE INTERMEDIATE COURSE.

This course includes all the subjects of the elementary course, with electives from the advanced studies of the regular course. It meets the wants of those who desire elective studies, and 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.

4. THE REGULAR FOUR YEARS' 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 advanced phases of the subjects. It gives abundant opportunities for practice teaching and for intensive study in preparation for principalships and departmental teaching.

FIRST YEAR. — CLASS D.

[NOTE. — Electives are in *Italic*; minimum, — twenty periods a week.]

First Term.	Periods per Week.	Second Term.	Periods per Week.
English I.	3	French II.	4
Vocal Expression I.	2	Algebra II.	4
French I.	4	Physics II.	4
Geometry II.	4	Chemistry II.	4
Vocal Music	4	Mineralogy II.	4
Manual Arts	4	Manual Arts	4
Gymnastics	2	Gymnastics	2
Elementary Psychology	2		

SECOND YEAR. — CLASS C.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week.
English II.	4	English III.	3
Vocal Expression II.	2	<i>Latin II.</i>	4
Latin I.	4	Bookkeeping	2
Arithmetic	5	Botany I., II.	2
Physiography	4	Physiology	3
Manual Arts	2	Geography	2
Gymnastics	2	History I., II.	4
Model School I.	2	<i>Manual Arts</i>	4
		Gymnastics	2



KINDERGARTEN.



MINERALOGY AND GEOLOGY.

THIRD YEAR. — CLASS B.

Fifth Term.	Periods per Week.	Sixth Term.	Periods per Week.
English V.	4	<i>German II.</i>	5
Vocal Expression III.	2	<i>Greek</i>	5
<i>Latin III.</i>	4	<i>Chemistry III., IV.</i>	5
<i>German I.</i>	5	History III.	4
<i>Geometry III., Algebra III.</i>	4	<i>Manual Arts</i>	4
<i>Physics III.</i>	5	Gymnastics	2
Zoölogy I., II.	4	Model School III.	7
Gymnastics	2		
Model School II.	2		

FOURTH YEAR. — CLASS A.

Seventh Term.	Periods per Week.	Eighth Term.	Periods per Week.
<i>Zoölogy III.</i>	5	<i>English VI.</i>	4
Gymnastics	2	<i>Vocal Expression IV.</i>	3
The Study of Man, School Laws	10	<i>Geometry IV., Trigonometry</i>	6
Model School, IV., VI.	10	<i>Botany III.</i>	4
		<i>Zoölogy IV.</i>	4
		<i>Geology</i>	4
		<i>Astronomy</i>	5
		<i>History of Art</i>	2
		Gymnastics	2
		History of Education II.	2
		Model School V.	—

5. SPECIAL COURSE FOR TEACHERS.

Teachers of three years' experience who bring satisfactory recommendations may, with the consent of the principal and the Board of Visitors, select a course from the following studies: —

Required Subjects.—Principles of Education, the Art of Teaching, School Organization, School Government, History of Education, School Laws of Massachusetts, Child Study, observation, and a limited amount of teaching.

Electives.—The principles and method of teaching any of the subjects of the elementary or regular courses.

The written examination is not required for admission to this course. A certificate is given for a course of one year; for a two years' course a diploma is granted. A minimum of twenty periods per week is required.

Graduates of normal schools may select a post-graduate course of one or two years, which shall include the Principles of Education.

6. COURSE FOR COLLEGE GRADUATES.

The course of study for one year is as follows:—

Required Subjects.—Principles of Education, the Art of Teaching, School Organization, School Government, History of Education, School Laws of Massachusetts, Child Study, observation either in the model school or in a large high school, practice in teaching.

Electives.—The principles and method of teaching any of the subjects of the regular course.

Candidates are admitted to this course without written examination. A minimum of twenty periods per week is required, and when the course is successfully completed a diploma is granted.

The work is adapted to the special needs of the class. All the facilities of the normal and model schools are available, and also the use of the Brockton high school for observation purposes.

COURSES IN DETAIL.

ENGLISH LANGUAGE AND LITERATURE.

English I.—The elementary facts of language are organized from the teacher's standpoint: language as any mode of expressing thought; kinds of language, — (a) the language of action, considered with reference to life and conduct in the schoolroom, in the street and in the social relations; (b) conventional language, — sign, oral, written, — with the special uses of each variety and something of its history. Oral and written language considered as the necessary and usual modes of expression: analysis of the spoken word, to discover elementary sounds, syllabication and accent, with their bearing upon correct pronunciation; analysis of the written word, to discover relations between sound and symbol and their bearing upon correct spelling; oral and written application of these analyses to the teaching of children. Etymology

briefly treated as a key to the meaning of new words. Elementary composition, oral and written, with reference to choice of words, note-taking, letter writing, social forms, and the teaching of composition in the grades. Students begin to conduct class exercises.

English II.—*Grammar.* The facts of sentence construction organized. Constant discussion of the value of these facts (*a*) to the teacher, (*b*) to the general student, (*c*) to children of all grades. Language lessons and grammar compared, — definition, value and place of each in a graded course of study. Class exercises conducted by students.

English III.—A wide course of individual reading; careful study of selected works. Full discussion and frequent themes; practice in speaking and writing in many ways. Composition: development of literary sense; development of appreciation of a piece of English; development of the power of literary expression; unity, mass and coherence, in sentence, paragraph and chapter; description, narration, exposition, argumentation.

English IV.—History of the English language. Poetry;—simple types of narrative, emotional and reflective poems; more elaborate poetical works. Prose, — essays of Bacon, Addison, Lamb, Macaulay. 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.

English V.—Periods into which the English language and literature are divided; historical characteristics of each period; changes which have taken place in the language; classes of literature most prominent in each period, and representative authors; lives of authors, to discover their relation to their times; illustrative works of each author read and discussed for the discovery of thought and expression; some attention to prosody and to typical forms of verse, — Anglo-Saxon meters, the sonnet, blank verse, etc. Students prepare topics and questions and conduct class exercises.

English VI.—Individual study of courses elected by the student. The courses, which aim to be intensive, are carried on by means of syllabi, conferences and written reports, all reports leading to a final thesis.

VOCAL EXPRESSION.

The department of expression aims: (*a*) to develop imagination, sympathy, concentration and continuity of thinking in the student; (*b*) to develop the student's love and appreciation of literature, and to make these the vital basis of the art of reading; (*c*) to present proper meth-

ods of dealing with the vocal interpretation of various forms of literature; (*d*) to teach the student how to arrive at a decision of his own on public questions, and how to give practical oral and written expression to his own constructive thinking; (*e*) to correct defects of articulation and pronunciation and acquire for the student correct and cultured speech; (*f*) to free all avenues of expression, so that thought and feeling may speak through them directly and convincingly.

The course prepares students to teach reading and all related subjects in the public schools; to conduct public meetings, and literary and debating societies; to organize and conduct public entertainments. Finally it aims to develop and unfold in students a realization of that self-control, self-reliance and power which will not only prepare them for their future duties as members of the teaching profession, but which will fit them, as well, to be citizens of influence in any community.

I. *Reading, Phonology, Platform Speaking.* — Study of the primary elements of thinking in their relation to reading and speaking; pause, phrasing, touch, change of pitch, inflection; elementary sounds of the English language, as a basis for good speech and as a preparation for teaching reading in the public schools; correct breathing, and right production and use of tone; platform speaking, as a means of securing control of the mind and correct carriage of the body.

For the men, special emphasis is placed upon extemporaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body; study of scenes from standard dramas, with a view to establishing conversational form, natural movement upon the feet, and freedom from self-consciousness; platform speaking.

II. *Reading, Vocal Culture, Story Telling for Children.* — Logical relation of ideas, modes of emphasis, conditions and qualities of tone, the use of the body in expression, story telling as a preparation for public school work, one extemporaneous speech prepared for the platform.

For the men, logical relation of ideas, and modes of emphasis in vocal expression; written exercises in exposition, with a view to organization of interests for public address; extemporaneous speaking and declamations.

III. — Advanced exercises in voice and pantomime; movement and tone color in vocal expression; one monologue or short story prepared for platform delivery; study and presentation of one of Shakespeare's plays.

For the men; study of the lives of representative orators and typical orations; written exercises, which shall include the formal report, the public letter, the editorial, the eulogy, the commemorative address, and the dedicatory address.

IV. — Elective individual courses; advanced problems in literary interpretation, platform art, story telling for children, visible speech.

For the men, argumentation, written and oral exercises, public debates.

MODERN LANGUAGES.

Modern languages are studied so that they may be used in actual life in intercourse with people who speak those languages. Correct pronunciation, therefore, is the first requisite; this, combined with careful ear training, soon enables the student to think in the language he studies. Much reading and conversation will give quickness in understanding and fluency in speaking.

French I. — Elementary and advanced divisions of the class are formed, according to the preparation of the students. *Minimum*, — pronunciation, the essentials of grammar, reproduction, reading of stories. *Maximum*, — reading of *Les Trois Mousquetaires*, conversation, ear practice.

French II. — *Minimum*, — essentials of grammar finished, reproduction, reading of *Madame Thérèse*, conversation, ear practice. *Maximum*, — the finishing of *Les Trois Mousquetaires*, explaining in French what is read; reading of *Le Cid*, with conversation on the text read.

German I. — Object, — to pronounce correctly, to be able to understand ordinary German when seen on the printed page and when spoken, and to speak it. Method, — alphabet, essentials of grammar as far as the reflective verb, much reading, reproducing and listening to reading, conversation; practice German script.

German II. — Finishing grammar, reading of 150 pages of German literature, ear practice, conversation and story telling.

LATIN AND GREEK.

These subjects are studied mainly for the purpose of increasing the student's power of expression in the vernacular by careful and accurate translation; also by constant study of etymology and derivation, to gain a knowledge of the meaning of English words derived from Latin and Greek.

Latin I. — Practice in conducting classes. Special reading: Cicero, — *Epistolæ* and *De Officiis*.

Latin II. — Reading of Livy and Plautus. Syntax of the verb, reproduction, composition.

Latin III. — Reading of Quintilian and Horace. Method of teaching Cæsar, Cicero and Vergil.

Greek. — Object, — to lay a good foundation for the study or teaching of Greek. Alphabet, inflection, exercises, reproduction, translation of the Anabasis.

GEOMETRY AND TRIGONOMETRY.

Geometry I — Analysis of the subject, to show what it includes and to determine its educational value. Observation and definition of forms; derivation of principles of logical division; occurrence of geometric forms in nature and in architecture. Inductive observational work with simple theorems and practical applications, including field exercises. Construction: (1) with ruler, square and protractor; (2) with ruler and compasses. Mensuration of areas and volumes; working formulæ derived and applied practically. Syllogistic reasoning explained and applied to a few theorems. Conducting exercises and discussion of methods, with special reference to grammar school geometry.

Geometry II. — Teaching of definitions by the students to acquire the art of definite questioning. A study of the axiom in all of its bearings. Review of the demonstration of a few typical propositions in plane geometry to teach the meaning of proof by syllogism; study of the method of teaching by consideration of the first book in solid geometry through individual, original work by each student. With the principles of the subject established, the course of study in observational, inventional and demonstrative geometry is considered, special attention being given to the correlation of arithmetic, algebra and geometry. Application of geometry to practical life, with special reference to the facts and principles used in the industries. Pedagogical value of the subject; its place and importance in the curriculum.

Geometry III. — Original demonstrations in solid geometry; problems in application of principles. Methods of teaching with practice in using them.

Geometry IV. — Plane analytical geometry.

Trigonometry. — Plane, — application in finding distance and areas: use of the transit. Spherical, — applications, as in finding great circle distance, and in calculating length of days and times of sunrise and sunset.

ARITHMETIC AND ALGEBRA.

Arithmetic.—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 of numbers, the operations upon and the relations of numbers. The method of laying out and teaching the subject in primary and grammar grades. Study of the applications of arithmetic, and of commercial papers and mensuration, for the method of teaching; how to conduct class exercises; the preparation and use of appliances and devices.

Bookkeeping.—The analysis of the subject, to show what it includes. Exchange of property, accounts, single and double entry, for the principles of the subject and the method of teaching. Its relation to arithmetic as a practical application of the fundamental principles of that subject, and the use of bookkeeping in practical life, are especially emphasized.

Algebra I.—The subject is analyzed, to show what it includes, and to determine its pedagogical value. Literal notation, negative numbers, and the use of the numerical processes in simple equations are reviewed, for the purpose of determining the principles of the subject. The practical value of algebra is emphasized in solving problems from arithmetic, geometry, physics, and other subjects in the curriculum. The method of teaching elementary algebra as an extension of arithmetic is carefully considered.

Algebra II.—A study is made of the principles of the subject, and of the method of laying out lessons and teaching the various topics. Pedagogical value of the subject; its place and importance in mental development; its practical value in solving problems in arithmetic, geometry, physics and astronomy, as well as its value as a stepping-stone to higher mathematics.

Algebra III.—Quadratics; permutations and combinations; progression; higher series; use of undetermined coefficients; binomial theorem; logarithms. Practice in conducting class exercises.

PHYSICS AND CHEMISTRY.

Physics I.—Qualitative study of the divisions of the subject, — for acquaintance with principles; for training in the interpretation of common phenomena — production of dew, fog, clouds, rain, frost and snow, ocean and atmospheric currents, land and sea breezes, floating of ice, tides, rainbow, twilight, eclipses, echoes, lightning; for the understand-

ing of common instruments, machines and processes, — pumps, siphon, waterworks, barometer, thermometer, heating of buildings, production of artificial cold, use of double walls and windows, musical instruments, sewing machine, steam and gas engines, microscope, electric bell, telegraph, telephone, electric lighting (arc and incandescent). Quantitative work, involving many of the principles previously studied. Usefulness and value of the subject as an instrument of education.

Physics II. — Qualitative work of course I.; more extended quantitative work than in course I. 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.

Physics III. — 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 students; collateral reading, and acquaintance with some of the best books on physics.

Chemistry I. — Laboratory study of air, fire, water; of alkalis, acids and salts; of common metals and alloys, — to acquaint the students with the important facts of their chemical environment and to show how this knowledge can be used in the related school subjects and in practical life. Emphasis is laid upon applications to home activities, agriculture and manufacturing. Ability to use experiments in teaching is sought through conducting and presentation exercises.

Mineralogy I. — Laboratory study of the common minerals, rocks and soils; their characteristics, varieties, uses and more obvious relations; special application to agriculture. Each student is furnished with needed appliances, reference books and specimens. Interesting correlations are made with elementary chemistry, geography and nature study. Uses of mineral bodies in manufacturing and building, and for decorative purposes.

Chemistry II. — Laboratory study of the chemistry of air; combustion and fuels; drinking water; alkalis, acids and salts; metals and non-metals; bleaching and dyeing; foods. Methods of investigation, conditions of success, ways of recording, probable reasoning; use of reference books; practice in conducting class exercises. Constant pertinent application to related school studies and to the activities of practical life.

Mineralogy II. — Minerals, rocks and soils, — their properties, varieties, classification, and relation to plants, animals and man. 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. Class discussions, recitations and teaching exercises, to sift the facts, emphasize the essentials, show the meaning and value of minerals in nature and in life and their special application to agriculture.

Chemistry III. — *Qualitative analysis*, — to learn how to organize chemical facts for a practical purpose, and to gain breadth of chemical knowledge and mastery of laboratory technique. Study and identification of basic ions and acidic ions, and complete analysis of substances unknown to the student. Use of standard reference books.

Chemical Theory. — Study of standard works for an acquaintance with current theories of chemistry; making of charts; class exercises, for clear exposition and application. Verification in the qualitative analysis.

Determinative Mineralogy. (Maximum.) — Analysis of the less common minerals in the laboratory, using Brush's *Manual* as the guide.

Chemistry IV. — Inorganic preparations, quantitative analysis, water analysis, milk analysis, soil analysis. Students may elect any one of the foregoing lines for thorough study, or typical problems in each of the lines.

BOTANY AND ZOÖLOGY.

Botany I. — 1. *Laboratory Exercises.* — The method of teaching, — distribution of seeds, germination and seed testing; other modes of propagation; some of the ways in which plants secure food; growth of plants, and the influence of habit of growth in securing supremacy in the field; influence of adaptability in extending geographical distribution; significance of the different parts of a flower; variations that determine chances of pollination and the form of the fruit; the most common plant families and their value to man; analysis of a plant.

2. *Field Lessons.* — Trees; habits of the most successful plants; habitat and distribution of plants.

3. Plan and conduct of the school garden.

Botany II. — Study of plant form and structure from the simplest to the most complex types; power of adaptability of each type; experiments in growth, respiration, digestion and propagation; analysis of the higher plants. *Maximum*, — microscopic work with sections of stems; field work, with observations on the struggle for existence among plants; analytical work with phanerogams.

Botany III. — Cryptogamic botany, — microscopic study of selected types in each division of the flowerless plants, to trace the advance in vegetative and reproductive structure; field trips for the recognition of cryptogams in their habitat. *Maximum*, — collection and report of forms not studied in the class.

Zoölogy I. — Laboratory exercises on the habits of animals; the structure and function of their parts; the development and adaptations of insects, birds and domestic animals. Field lessons on the habits of insects and birds. Preparation for the course in nature study in the grades.

Zoölogy II. — Laboratory study of animal types; variations of each type, with its adaptations to environment; plans of development and classifications; special application to teaching.

Zoölogy III. — Dissection of vertebrates; study and record of life histories of insects and other animals; practice in preparing permanent mounts for the microscope. *Maximum*, — the study of animal life in a small area of pond border.

Zoölogy IV. — Completion of life history studies. Some branches of the fauna of a limited area studied and recorded.

PHYSIOLOGY AND HYGIENE.

The following lines of work are taken up: —

1. The human body as a whole, for its external and structural parts, its general plan and its building materials.

2. Laboratory work, for a knowledge of tissues, structures and processes.

3. The various systems of the body, for (a) the essential facts of anatomy, (b) the functions of the various systems and organs, (c) the fundamental laws of health. Special attention is given to the digestive and nervous systems.

4. Effects of alcohol and narcotics.

5. Foods and food values.

6. A study of the principles of sanitary science, including such topics as (a) ventilation and heating, (b) plumbing and drainage, (c) water and milk supply, (d) bacteria in relation to disease, (e) contagious and infectious diseases, (f) school hygiene.

7. Practice in preparing materials and conducting class exercises. Study of graded course in physiology, to determine its adaptation to practical school work.

The subject is taught by the aid of a human skeleton, a life-sized manikin, various models and charts, specimens of internal organs, ex-

periments, and the dissection of specimens from the lower animals. The various tissues of the body are studied by means of microscopic sections and lantern slides.

GEOGRAPHY AND GEOLOGY.

I. Physiography. — Laboratory exercises and field work, to discover 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.

II. Geography. — A study of man's physical and social environment as determining his activities and development. The following lines of work are taken up: —

(1) The earth as a planet, for the underlying principles of astronomical geography, including the effects of the earth's rotation and revolution. (2) The atmosphere, for the great laws of climate. (3) The ocean as a modifier of continents and climate and as a great commercial highway. (4) The evolution of topographic forms and the uses which man makes of them, with the qualities which render them thus useful. (5) The people in their industrial and institutional life, including the development of the great industries and institutions among men, and a comparative study of the great commercial nations. (6) Locational geography, to fix important facts of location for general intelligence. (7) Field work and laboratory exercises, for the practical application of principles learned. (8) The preparation of materials and exercises for teaching. (9) Practice in conducting class exercises. (10) The study of a graded course in geography, to determine its adaptation to practical school work.

An excellent electric lantern, with a good collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts and instruments are constantly accessible to the student.

III. Geology. — Laboratory study of rocks and fossils of different periods; field work on the local geology of the State; reading of the best authorities. Preparation of maps and other material for teaching.

ASTRONOMY.

Observations on the sun, moon, stars, planets, comets, meteors and nebulae, as a foundation for astronomical theory. Each student learns to recognize in the heavens at least twenty-five constellations, and to represent the same upon a planisphere. The mythology connected with the various configurations is noticed. Study of the terrestrial and celes-

tial spheres in their relation to each other, of the heavenly bodies, and of the astronomical theories of the varied phenomena of the universe. The method of bringing these fascinating astronomical facts to the attention of the children in the schools is considered. The practical value of astronomy in chronology, navigation, geodesy, surveying, exact time, and many other lines of study is emphasized; also its importance as the climax of nature study, establishing all the natural sciences in their proper relation to the universe. Students have the aid of a telescope with four-inch object glass.

HISTORY.

I. English History.—A brief study is made of the great movements in the development of English institutions, for the purpose of finding the principles on which United States history is based, and for understanding the conditions that led to the settlement of America.

II. American History.—The organization of American history into its great periods of development is made the basis of history teaching. In each period the students determine the problem to be worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crises, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bearing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civic service on the part of each individual. The work is conducted in the library of history, to teach how to use a library. Use of lantern slides; preparation of maps and tables; use of pictures, and study of sources of history; practice in conducting drill exercises and discussions; arrangement of a graded course of study; how to use the text-book.

III. General History.—The principles of historical development, as derived from the study of the progressive development of human society in the Oriental, Classic and Teutonic nations; use of the historical library in the preparation of abstracts of topics for teaching, these forming 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.

VOCAL MUSIC.

1. The principles of musical expression and their application, including the right use of the voice and individual sight singing; rote songs, ear training, melody writing, study of intervals, chords and the elements of harmony; musical history and biography. These subjects

are considered in their relation to grade work, and opportunities are given for conducting the class. In the latter part of the student's course opportunity is given for teaching in the grades.

2. Chorus practice twice a week throughout the students' course. The study of musical form, and the analysis of masterpieces by means of the pianola.

3. A glee club is organized for the ladies, and there is an orchestra for those who play upon instruments.

THE MANUAL ARTS.

It is the purpose of the course in the manual arts, (1) to cultivate appreciation, and the power to discover the beautiful in nature and in the work of the craftsman; (2) to give opportunity for the development of the creative power of the student through constructive and decorative design; (3) to enable the student to acquire some skill in the technique of drawing and in the construction of articles from the more important materials used in the industries. The subject is studied in its three phases, — pictorial effects, enrichment and construction.

Pictorial Effects. — The study of pictorial effects develops an interest in the elements of a picture: form, value, color, perspective, composition, light and shade, textures. It gives power to express these elements in silhouette, outline and light and shade, by means of the crayon, brush, pencil, pen and charcoal.

Enrichment. — The study of decoration renders familiar the units of design, — geometric, natural, abstract, — and their orderly arrangement for balanced, rhythmic and harmonious effects of form and color. Knowledge of historic ornament is acquired.

Construction. — The study of construction gives a knowledge of form, and the power to express such knowledge through working drawings, both freehand and mechanical.

Industrial Work. — Construction — the study of the best methods of making articles — and enrichment — the study of harmonious decoration — introduce the student to the industries. This subject implies a knowledge of the origin of materials, their refinement for the market, and the commercial value of the product. The student constructs his own designs for the articles to be made, both for their form and for their decoration.

The use of materials of one dimension — *e.g.*, worsted, cord, thread, raffia, reed, cane — involves the processes of braiding, knotting, crocheting, knitting, sewing, embroidery and weaving. Knowledge of these processes and skill in handling the materials render possible the

making of mats for the table, for the floor, for plants and for piazza seats; work, waste and lunch baskets; bags for shopping, for books and for work; articles of clothing, both plain and embroidered.

The use of materials of two dimensions — *e.g.*, paper, cardboard, leather, metal, thin wood — involves measuring, drawing, cutting, pasting, covering, lining and assembling. Familiarity with these materials and processes enables one to make envelopes, calendars, toys and games, blotter and note pads, portfolios, boxes and books. Printing, and the covering, repairing and rebinding of books form part of this course.

The use of materials of three dimensions — *e.g.*, clay and wood — involves the processes of modeling and carving and the use of carpenter's tools. Plant and animal forms are modeled from nature; fables and stories are illustrated; historic ornament is reproduced; and original designs are executed in relief. A study of ceramics is made, and pottery forms are built. The course in the workshop includes instruction in the make-up, care and use of tools; a study of wood and hardware, to insure intelligent selection of materials on the basis of cost and adaptation to the purpose; a study of models, working drawings and specifications, to get clear ideas of the articles to be made and the order of procedure; invention, and the making of independent drawings, to promote individual initiative, discover aptitude and develop taste; and construction at the bench, to conquer difficulties, train the hand and give honest expression to the ideas. Articles needed for use in school work, or by the students for any special purpose, may be made as a part of the work of the course.

I. Elementary Course.—In the elementary course of the school an *introduction* is afforded to the different forms of the manual arts.

II. Regular Course.—In the regular course of the school the full outline is offered in pictorial, decorative, constructive and industrial work.

III. History of Art.—A chronological study of art epochs, giving more particular attention to Greek art of the fifth century and Italian art of the sixteenth century. The study is from the æsthetic and interpretive rather than the historic and technic points of view.

PHYSICAL TRAINING.

Gymnasium work is required twice a week during the student's course. Arrangements are made at the beginning of the course for the gymnasium dress and shoes; bathing cap and towels are also required. The initial expense is expected to cover the whole course.

The work includes: (1) practical talks on personal hygiene; (2) instruction and drill in the fundamental principles of gymnastics, æsthetic work and basket ball; (3) study of the principles and applications of educational gymnastics, with special attention to the effects of gymnastic exercises; (4) emergency lessons—checking the flow of blood, resuscitation, transportation; (5) squad and class drills conducted by the students; (6) observation of children, and practice in teaching them under public school conditions.

PSYCHOLOGY AND PEDAGOGY.

I. Elemental Psychology.—The study of the functions of the normal school, to indicate distinctly the principles and the method of the teaching in the school in all its lines of study.

II. The Educational Study of Man.—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 threefold activity of thought, feeling and will, through the observation of its activity in self and in other minds, and by 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 and of the 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.

III. School Laws of Massachusetts.

IV. History of Education I.—The purpose of this course is to trace the great typical movements in educational development as the basis of progress in educational theory and practice; to broaden the horizon of

the teacher through an acquaintance with the work of a few great leaders in education ; to emphasize the relation of the spirit and environment of a people to their elementary and higher education ; to lay a foundation for future educational reading and discussion.

V. History of Education II.—The development of educational principles is traced from early times to the present, through a study of 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.

TRAINING DEPARTMENT.

The purpose of the model school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It includes the kindergarten and the nine elementary grades of the public school of the center of the town. It has a principal and twelve regular teachers for training the students.

Course I.—Observation in the model school, to give familiarity with schoolroom conditions and methods. The students observe class exercises to discover their unity and purpose, and the steps in their development ; they give attention to incidental training to learn how to establish right habits of activity ; they discover in the details of schoolroom management how the control of a school is secured. The observation extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Course II.—School hygiene, to render the students sensitive to physical conditions and causes. This course includes a study of the evidences, effects and remedy of defective sight, hearing, voice and postures ; and of fatigue, as a result both of physical abnormalities and of the environment. The material for study is obtained from observation in the grades, and from reading, introspection, experimentation and discussion.

Course III.—Child study, to give sympathy, and a general knowledge of children before beginning to teach them. The course includes : (1) observation of children ; (2) teaching individual children ; (3) reading and discussion, to find the value and methods of child study, the principles of general development, the characteristics common to children in the same stage of growth, individual variations resulting from heredity and arrested development, and habit formation ; (4) the course of study as an outcome of the knowledge of child development.

Course IV.—Practice in the model school. After careful observation in a grade to know the children, the students serve as assistants,

conduct class exercises, teach different subjects, and finally, when sufficient skill in school management has been attained, take charge of the class. A special study of school administration is made by systematizing the results of observation, reading and discussion.

Course V.—Observation and practice in other schools in Bridgewater and in near-by towns, for breadth of experience. Opportunity is given for substituting. An intensive study of pedagogical literature and of some one of the leading educational problems of the day is carried on by each student when not teaching.

Course VI., School Administration and School Supervision.—This course is offered to all men of the school and to those women who are fitting for positions as principals and general supervisors. The work in school administration includes a study of the fundamental principles of school management, together with the methods and devices best adapted to promote self-control in the pupils. It furnishes opportunity to study some of the executive problems in the modern graded school, and to become acquainted with some of the leading methods of instruction, classification and promotion of pupils. The students are introduced to the duties of a principal in organizing his school, so as to promote the physical, mental and moral welfare of the pupils and increase the efficiency and helpfulness of the teachers; they are also given practice in the keeping of records, computing school statistics, making reports and ordering text-books and supplies. As prospective principals or superintendents, they make a careful study of such problems as are included in the location, construction and furnishing of a modern school building, with best methods of lighting, heating and ventilating the different types of school houses.

KINDERGARTEN-PRIMARY COURSE.

The work of this course divides into three groups, as follows:—

1. *Subjects in the Regular Course of Studies.*—Geometry, arithmetic, physiology, English I., and English III., biology, vocal expression, vocal music, manual arts, gymnastics, English literature, history of art, history of education, the educational study of man.

2. *Kindergarten Theory and Practice.*—This group includes Froebel's mother play, with collateral reading, to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life; the psychology and practical use of the gifts; Froebel's occupations and other handwork adapted to little children; classification of songs, games and stories, with a study of their educational value and

practice in their use; program work, including the adaptation of all material to children of different ages, and a comparative study of other programs; observation and practice in the kindergarten.

3. *Primary Methods and their Application.*—This work includes child study; a psychological and comparative study of historic and current methods of teaching reading, writing and number; the methods and material for teaching the elements of the culture subjects, — nature study, geography, history, literature and the fine arts, —and their pedagogical value; extension of the kindergarten study of gifts, occupations and games to meet the needs of the primary grades: the program; and other details of school management; observation in all grades of the model school (see Regular Course of Studies); teaching in grades I., II. and III. *The greater part of the practice teaching may be done in the primary or in the Kindergarten grades, as the student may elect.*

DISCIPLINE.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct.

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. Students who

are necessarily absent must give immediate notice to the principal. Students must return punctually after any recess or vacation, and must continue until all are excused.

3. 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 dismissal; otherwise, he must not expect to receive any endorsement from the school.

TEXT-BOOKS AND PECUNIARY AID.

The use of text-books in all the studies is free.

The State makes an annual appropriation of four thousand dollars for the normal schools which is given to students from Massachusetts who are unable, without assistance, to meet all their expenses, and who stand well in their studies; 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."

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 fulfil the following requisites: —

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.

SCHOLARSHIPS FOR GRADUATES.

There are four scholarships 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 university. Credit for subjects in the regular course is given both at Harvard and at Radcliffe.

REGISTER OF GRADUATES.

A record of the post-office address of each graduate, and what he is doing, is kept, that the principal may communicate with him promptly, and aid him to better positions. The graduates of the school are in quick demand. During recent years the majority 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 their ability and experience.

VISITORS AND CORRESPONDENCE.

The school is always open to the public. Parents and friends of the students, school committees, superintendents, teachers, and any others who are interested in seeing 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.

Superintendents of the schools may help the schools under their super-



WOODWARD HALL.

TILLINGHAST HALL.

vision, 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 offices, reception and reading rooms, the 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, or ten weeks, is four dollars and twenty-five cents per week. No deduction in the price of board is made for an absence of less than one week.

In the assignment of rooms precedence is given to those who have been longest in the school. Tillinghast Hall is occupied chiefly by senior students. The assignment of rooms to students in the school 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 by 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.

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.

WHAT THE SCHOOL OFFERS.

It invites students to a plant costing \$500,000, in one of the pleasantest locations and having one of the best-equipped school buildings in the country.

Its grounds include a square of nearly four acres, on which are the buildings, a beautiful campus of six acres, a fine chestnut grove of one-half acre, an athletic field of two acres, and a natural science garden of nearly two acres.

It has eleven laboratories, scientific and industrial, furnished with modern appliances and superior collections of specimens for class use.

It has a library of 10,000 volumes in the different departments.

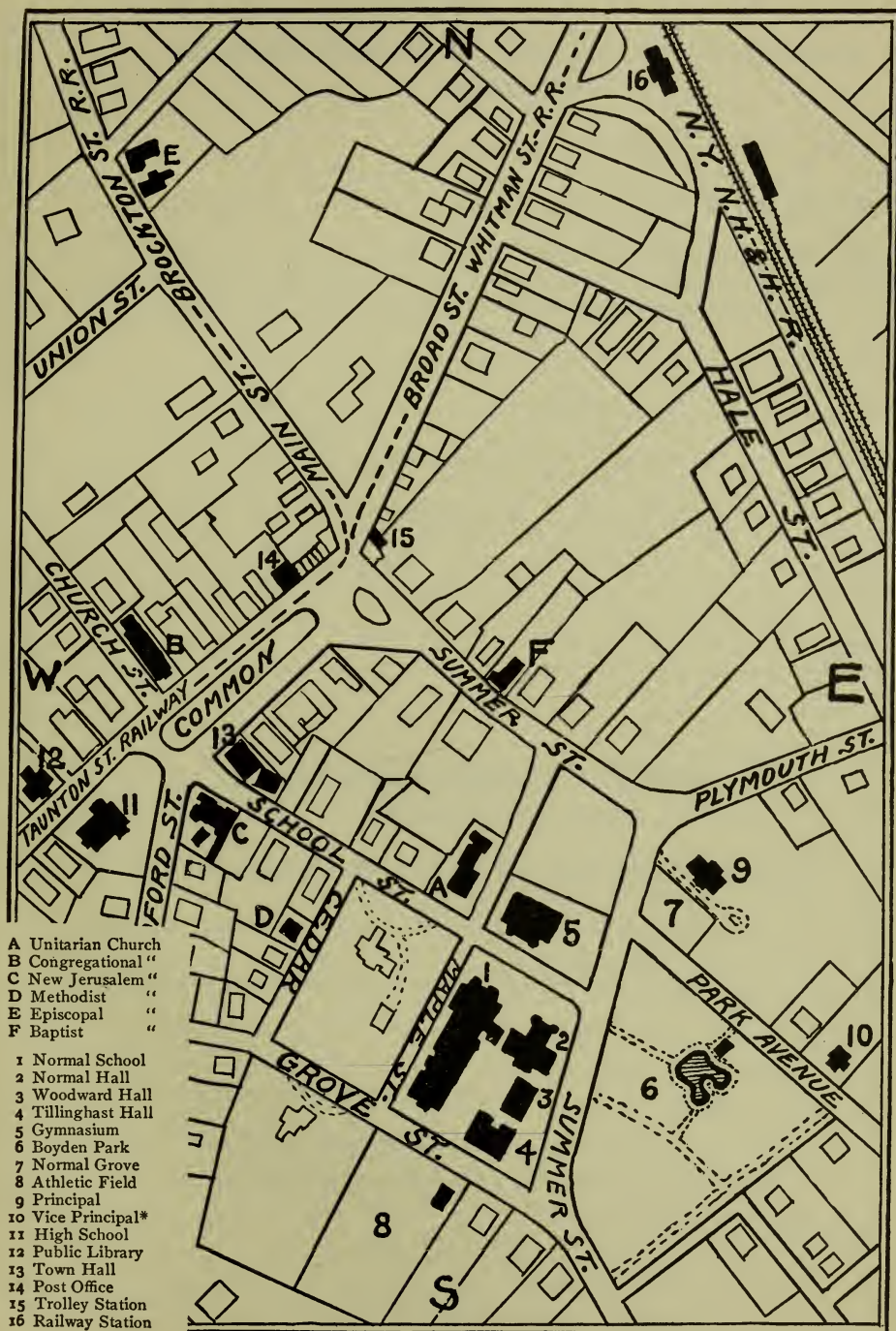
It offers six courses of study, the product of sixty-five years of experience.

It has a practice school of nine grades and a kindergarten. Tuition and use of text-books are free.

It provides for good living at the minimum cost. It has three pleasant, commodious residence halls, furnished, heated by steam, lighted by electricity, and well ventilated. Rent of rooms and use of furniture are free. Board, including table board, heating, lighting, laundry, and service, is furnished at wholesale cost price.

It offers pecuniary aid to students who are unable to meet their expenses and who stand well in their studies.

It has a first-class, modern gymnasium.



**STATE NORMAL SCHOOL,
BRIDGEWATER, MASS.**

**Certificate Required for Admission to a Preliminary
Examination.**

_____ 1908.

_____ has been a pupil in the

_____ School for three years, and is, in my
judgment, prepared to pass the normal school preliminary examination in
the following group or groups of subjects and the divisions thereof:—

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

**STATE NORMAL SCHOOL.
BRIDGEWATER, MASS.**

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY THAT M. _____

is a regular graduate of a four years' course of the _____

_____ High School.

Average standing in studies is _____

Average standing in conduct is _____

Any additional information may be given by personal letter.

_____ *Principal.*

_____ 1908.

