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Bridgewater State Normal School Catalogs,  
1859-1931

Catalogs

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1914

### Bridgewater State Normal School. Massachusetts. 1914 [Catalogue]

Bridgewater State Normal School

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THE COMMONWEALTH OF MASSACHUSETTS

State Normal School  
Bridgewater



1914



BRIDGEWATER  
STATE NORMAL SCHOOL  
MASSACHUSETTS

Established 1840



1914

BOSTON  
WRIGHT AND POTTER PRINTING COMPANY, STATE PRINTERS  
32 DERNE STREET

1914

APPROVED BY  
THE STATE BOARD OF PUBLICATION.

## STATE BOARD OF EDUCATION.

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Established in 1837, Reorganized in 1909.

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ADELAIDE MOFFITT	Reading and Vocal Expression.
MABEL B. SOPER	Supervisor of Drawing and Manual Arts.
BERTHA S. BADGER	Assistant in Drawing.
ETHEL M. FLOWER	Manual Training.
CORA A. NEWTON	Supervisor of Training.
EDITH W. MOSES	Literature.
FLORENCE A. FLETCHER	Arithmetic.

## MODEL SCHOOL.

BRENELLE HUNT, PRINCIPAL, Grade IX.

ETHEL P. WHEELER	Grade IX.
MARTHA M. BURNELL	Grade VIII.
BERTHA S. DAVIS	Grade VII.
NELLIE M. BENNETT	Grade VI.
JENNIE BENNETT	Grade V.
BERTHA O. METCALF	Grade IV.
RUTH W. MOODIE	Grade III.
NEVA I. LOCKWOOD	Grade II.
FLORA M. STUART	Grade I.
RUTH E. DAVIS	Grade I.
ANNE M. WELLS	Principal of Kindergarten.
FRANCES P. KEYES	Assistant in Kindergarten.

CHARLES H. BIXBY	Accountant and Clerical Assistant.
Mrs. IDA A. NEWELL	Dean of Residence Halls.
Mrs. CHARLES H. BIXBY	Matron.
Miss ROSE E. JUDGE	Resident Nurse.
THOMAS E. ANNIS	Chief Engineer.
WILLIAM MOORE	Superintendent of Gymnasium and Grounds.

<sup>1</sup> Deceased.

<sup>2</sup> On leave of absence.



[Figures in light face indicate no session.]

... 1914 ...

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JANUARY.

JULY.

JANUARY.

JULY.

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FEBRUARY.

AUGUST.

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MAY.

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# CALENDAR.

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1914.

**Second Term Begins**

Monday, January 26.

**Spring Recess**

Begins Friday night, March 13. Ends Monday night, March 23.

**Graduation**

Tuesday, June 16, 10 A.M.

**First Entrance Examination**

Thursday and Friday, June 18 and 19, at 8.30 A.M.

**Second Entrance Examination**

Tuesday and Wednesday, September 8 and 9, at 8.30 A.M.

**School Year Begins**

Model School, Tuesday, September 8.

Normal School, Thursday, September 10, at 9.15 A.M.

**Thanksgiving Recess**

Begins Tuesday night, November 24. Ends Monday night, November 30.

**Christmas Recess.**

Begins Friday night, December 18. Ends Monday night, December 28.

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1915.

**Second Term Begins**

Monday, February 1.

**Spring Recess**

Begins Friday night, March 19. Ends Monday night, March 29.

**Graduation**

Tuesday, June 22, 10 A.M.

**First Entrance Examination**

Thursday and Friday, June 24 and 25, at 8.30 A.M.

**Second Entrance Examination**

Tuesday and Wednesday, September 7 and 8, at 8.30 A.M.

**School Year Begins**

Model School, Tuesday, September 7.

Normal School, Thursday, September 9, at 9.15 A.M.

**Thanksgiving Recess**

Begins Tuesday night, November 23. Ends Monday night, November 29.

**Christmas Recess**

Begins Friday night, December 24. Ends Monday night, January 3.

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Sessions are from 9 A.M. to 12 M., and 1.15 P.M. to 3.50 P.M. There are no sessions on Saturday.

The telephone call of the school is "8063;" the telephone call of the principal's residence is "2-2."



## PRINCIPLES OF THE SCHOOL.

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This school is one of the ten normal schools maintained by the Commonwealth of Massachusetts for the preparation of teachers for the public schools of the State. It is under the direct supervision of the State Board of Education.

The first aim of the school is to inspire its students with the professional spirit. It is of vital importance that the teacher should have a just appreciation of his work and that he should be imbued with the spirit of service. The normal student is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, and all the exercises of the school, from the point of view of the teacher.

The student teacher is led through the professional study of the subjects of the public school curriculum, that he may learn how to use each subject in the teaching process. 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 course are to be studied, not only in their direct bearing upon the process of teaching but also for the purpose of getting a broader view of their scope and meaning.

After the educational study of each subject in the course, to obtain command of its principles and ascertain its pedagogical value, the student enters upon a study of the development of the human mind and body to find the broader educational principles which underlie all true teaching. The method of teaching is determined by these principles, and the student is to become so trained in their application that he will be able to rightly conduct the education of his pupils.

A practical study of children is made throughout the course, in connection with the teaching in the different grades of the training school.

In close conjunction with the practice teaching a careful analysis is made of the art of teaching, school organization, school government and school laws.

## **ADMISSION OF STUDENTS.**

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### **APPLICATION FOR ADMISSION.**

It is advisable that application be made and certificates forwarded early in June. Examinations, as far as possible, should be taken in June.

Blank forms for application, carrying with them application for room in the residence halls when desired, will be furnished upon request. Certificate blanks are to be obtained by principals of high schools upon application to the principal of the normal school.

Correspondence in relation to admission should be addressed to the principal.

### **REQUIREMENTS FOR ADMISSION.**

The following are the requirements for admission to the Massachusetts State normal schools as prescribed by the State Board of Education:—

I. Candidates for admission to a Massachusetts State Normal School must have attained the age of seventeen years, if young men, and sixteen years, if young women (for admission to the Household Arts course at the Framingham Normal School, an age of at least eighteen years is required); must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also submit detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein, and such additional evidence of qualifications for the calling of a teacher as the Board of Education may require.

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school or its equivalent, and, in addition, must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 14 units, 10 of which units, however, must be in subjects given under "A" and "B," secured either by examination or certification. A unit

represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition . . . . . 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects:—

- |  |               |
|--|---------------|
| (2) Algebra . . . . .                                  | 1 unit.       |
| (3) Geometry . . . . .                                 | 1 unit.       |
| (4) History <sup>1</sup> . . . . .                     | 1 or 2 units. |
| (5) Latin . . . . .                                    | 2 to 4 units. |
| (6) French . . . . .                                   | 2 or 3 units. |
| (7) German . . . . .                                   | 2 or 3 units. |
| (8) Drawing <sup>2</sup> . . . . .                     | 1 unit.       |
| (9) Physics . . . . .                                  | 1 unit.       |
| (10) Chemistry . . . . .                               | 1 unit.       |
| (11) Biology, botany or zoölogy <sup>2</sup> . . . . . | 1 unit.       |
| (12) Physical geography <sup>2</sup> . . . . .         | 1 unit.       |
| (13) Physiology and hygiene <sup>2</sup> . . . . .     | 1 unit.       |
| (14) General science <sup>2</sup> . . . . .            | 1 unit.       |
| (15) Stenography . . . . .                             | 1 or 2 units. |
| (16) Domestic science or manual training . . . . .     | 1 unit.       |
| (17) Commercial geography <sup>2</sup> . . . . .       | 1 unit.       |
| (18) Arithmetic <sup>2</sup> . . . . .                 | 1 unit.       |
| (19) Bookkeeping . . . . .                             | 1 unit.       |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 4 units from any of the foregoing subjects, or from other subjects approved by the secondary schools towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification may count towards these 4 units.

III. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examination in the subjects as required under "A" and "B." Ex-

<sup>1</sup> History includes: ancient; mediæval and modern; English; American history and civics; and current events.

<sup>2</sup> Half units in these subjects will also be accepted.



aminations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he secures by examination or certification a total of at least 5 of the 10 units required. Examinations cannot be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Entrance Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any subjects under "A" and "B" in which the applicant has a record of B, or 80 per cent., in the last year in which such subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B." In addition to units granted by certification candidates must present credentials for subjects under "C."

VI. *Admission as Special Students.* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one year's course without examination or other requirements.

VII. *Admission to Special Courses.* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

**SCHEDULE OF EXAMINATIONS.**

Thursday, June 18, 1914.

*Morning.**Afternoon.*

8.30- 8.45. Registration.	1.30-2.30. Geometry.
8.45-10.30. English.	2.30-4.00. Latin, arithmetic.
10.30-11.30. History.	4.00-5.00. General science.
11.30-12.30. Algebra.	

Friday, June 19, 1914.

*Morning.**Afternoon.*

8.15- 8.30. Registration.	1.30-2.30. Chemistry, physics.
8.30- 9.30. Drawing, stenography.	2.30-3.30. Physiology, bookkeeping.
9.30-11.00. French, German, current events.	3.30-4.30. Biology, botany, zoölogy.
11.00-12.00. Physical geography, commercial geography.	4.30-5.30. Domestic science or manual training.

Tuesday, Sept. 8, 1914.

*Morning.**Afternoon.*

8.30- 8.45. Registration.	1.30-2.30. Geometry.
8.45-10.30. English.	2.30-4.00. Latin, arithmetic.
10.30-11.30. History.	4.00-5.00. General science.
11.30-12.30. Algebra.	

Wednesday, Sept. 9, 1914.

*Morning.**Afternoon.*

8.15- 8.30. Registration.	1.30-2.30. Chemistry, physics.
8.30- 9.30. Drawing, stenography.	2.30-3.30. Physiology, bookkeeping.
9.30-11.00. French, German, current events.	3.30-4.30. Biology, botany, zoölogy.
11.00-12.00. Physical geography, commercial geography.	4.30-5.30. Domestic science or manual training.

*Physical Examination.* — Dr. Isabel Weston, the school physician, will be at the gymnasium on June 18 and Sept. 8, 1914, at 10 o'clock A.M. to examine, without expense to the candidate, all women candidates for admission to the school.



## COURSES OF STUDY.

### ELEMENTARY COURSES.

**Two-year Course.** — The elementary course of two years is designed primarily for those who aim to teach in the public schools in grades below the seventh. The course includes: —

I. The study of the educational values of the following subjects and of the principles and methods of teaching them: —

(a) *English.* — Reading, language (oral and written composition), grammar, English and American literature.

(b) *Mathematics.* — Arithmetic.

(c) *History.* — Biographical stories, American history.

(d) *Science.* — Practical science, nature study, gardening, geography, physiology and hygiene.

(e) Manual arts, vocal music, penmanship, physical training.

II. (a) The principles of education; the application of these principles in school organization and school government and in the art of teaching; the school laws of Massachusetts.

(b) History of modern education.

(c) Observation and practice in the model school. Ten weeks of apprentice teaching.

### FIRST YEAR.

First Term, Junior 1.	Periods per Week.	Second Term, Junior 2.	Periods per Week.
English . . . . .	3	English . . . . .	3
Reading . . . . .	3	Reading . . . . .	3
Vocal music . . . . .	5	Arithmetic . . . . .	4
Practical science . . . . .	5	Geography . . . . .	3
Practical arts . . . . .	2	Practical arts . . . . .	2
Drawing . . . . .	2	Drawing . . . . .	2
Gymnastics . . . . .	2	Model school . . . . .	4
Penmanship . . . . .	1	Gymnastics . . . . .	2
		Penmanship . . . . .	1

## SECOND YEAR.

Third Term, Senior 1.	Periods per Week.	Fourth Term, Senior 2.	Periods per Week.
Literature . . . . .	3	Literature (half term) . . . . .	5
Penmanship . . . . .	1	Nature study . . . . .	3
Nature study . . . . .	3	Hygiene (half term) . . . . .	5
Geography . . . . .	4	History of education . . . . .	1
History . . . . .	4	Penmanship . . . . .	1
Practical arts . . . . .	4	Gymnastics . . . . .	2
Drawing . . . . .	2	Educational psychology . . . . .	10
Gymnastics . . . . .	2	<i>Teaching five weeks.</i>	

*Teaching ten weeks.*

**Kindergarten-primary Course.**— This course requires three years for its completion and is designed for those who desire to equip themselves more fully for teaching little children. It trains teachers to work in the primary grades with a proper use of kindergarten methods. The demand for such teachers is in excess of the supply. The course includes:—

(a) *Subjects in the Two-year Course of Studies.*— English, nature study, hygiene, vocal music, drawing and practical arts, gymnastics, history of education and educational psychology.

(b) *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; occupations and other handiwork adapted to little children; classification of songs, games and stories, with study of their educational value and practice in their use; program work, including the adaptation of all material to children of different ages; observation and practice in the kindergarten.

(c) *Primary Methods and their Application.*— This group includes observation in all grades of the model school; school hygiene and child study as outlined in the training department; methods and materials used in teaching reading, writing, number, nature study, music and manual arts; teaching in the first three grades of the model school and one-half year of apprentice teaching.

## FIRST YEAR.

First Term.	Periods per Week.	Second Term.	Periods per Week.
English . . . . .	4	Literature . . . . .	3
Reading . . . . .	4	Reading . . . . .	2
Vocal music . . . . .	4	Practical arts . . . . .	2
Practical arts . . . . .	2	Drawing . . . . .	2
Drawing . . . . .	2	Gymnastics . . . . .	2
Gymnastics . . . . .	2	Penmanship . . . . .	1
Penmanship . . . . .	1	Kindergarten theory . . . . .	7
		Model school . . . . .	3

## SECOND YEAR.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week.
Reading . . . . .	2	Nature study . . . . .	3
Practical arts . . . . .	2	Primary methods . . . . .	4
Drawing . . . . .	2	Gymnastics . . . . .	2
Gymnastics . . . . .	2	Kindergarten theory . . . . .	5
Educational psychology . . . . .	10	Teaching in model school . . . . .	10
Kindergarten practice . . . . .	4		
Kindergarten theory . . . . .	4		

## THIRD YEAR.

Fifth Term.	Periods per Week.	Sixth Term.
History of education . . . . .	1	Apprentice teaching.
Kindergarten theory . . . . .	6	
Primary methods . . . . .	5	
Teaching . . . . .	10	

## ADVANCED COURSES.

**Three-year Course.** — This course is intended for those who aim to teach in the *upper grades* of grammar schools. The first year corresponds, for the most part, to the first year of the two-year course, definite differentiation taking place at the beginning of the second year. Work in addition to that of the two-year course is taken in the following subjects: —

- (a) *English.* — Literature and reading for upper grades.
- (b) *Mathematics.* — Business arithmetic, mensuration.
- (c) *History.* — English history as a basis for American history; applied general history, and the history of education.
- (d) *Science.* — Nature study, practical science.

(e) Drawing and minor crafts, blackboard sketching.

(f) Methods in grammar grades. One-half year of apprentice teaching.

### FIRST YEAR.

First Term.	Periods per Week.	Second Term.	Periods per Week.
English . . . . .	3	Nature study . . . . .	4
Reading . . . . .	2	Practical science . . . . .	4
Nature study . . . . .	4	Vocal music . . . . .	5
Form study . . . . .	4	Geography . . . . .	4
Practical science . . . . .	4	Drawing and practical arts . . . . .	4
Drawing and practical arts . . . . .	4	Gymnastics . . . . .	2
Gymnastics . . . . .	2	Penmanship . . . . .	1
Penmanship . . . . .	1		

### SECOND YEAR.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week.
English . . . . .	4	English literature . . . . .	3
Reading . . . . .	2	Economic chemistry . . . . .	3
Arithmetic . . . . .	5	Physiology (half term) . . . . .	5
Geography . . . . .	4	Geography (half term) . . . . .	5
Drawing and practical arts . . . . .	4	History . . . . .	5
Gymnastics . . . . .	2	Drawing and practical arts . . . . .	4
Model school . . . . .	2	Gymnastics . . . . .	2

### THIRD YEAR. — CLASS B.

Fifth Term.	Periods per Week.	Sixth Term.
American literature . . . . .	4	Apprentice teaching in neighboring towns.
Educational psychology . . . . .	10	
History of education . . . . .	4	
Teaching in model school . . . . .	4	
Gymnastics . . . . .	2	

**Four-year Course.** — In addition to the required work of the three-year course, this course offers a fourth year of elective studies in the following subjects: —

I. English, mathematics, industrial physics, economic chemistry, advanced nature study and gardening; geology as applied in the study of geography; manual arts, history of art, and the modern languages.

II. School administration, educational literature, and an intensive study of some of the leading educational problems.

The Board of Education has voted to discontinue the regular four-year course after July 1, 1917. Hereafter, only students with sufficient advanced standing to enable them to enter classes already formed

will be admitted to the four-year course. The Board of Education has under consideration the establishment in the Bridgewater Normal School of a graduate course of instruction designed for experienced teachers who desire to equip themselves for positions as principals and superintendents of schools, and for other administrative lines of work. Such a course, it is planned, shall be open only to college or normal school graduates who have had at least two years of successful experience as teachers.

### CONDITIONS FOR GRADUATION.

Diplomas designating the course taken are granted for each of the above courses. 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. Before a diploma is granted, therefore, these conditions must be met to a satisfactory degree.

### SPECIAL COURSES.

Candidates for these courses are not required to take the entrance examinations.

I. Teachers of three years' experience who bring satisfactory testimonials regarding their work and their character, may select a course approved by the principal. The course may be adapted to preparation for teaching in primary or grammar grades, or for departmental teaching. A certificate is given upon the completion of a course of one year; for a two-year course a diploma is granted. A minimum of twenty periods per week is required.

*Required Subjects.* — (1) Principles of education. (2) History of education. (3) A limited amount of teaching under supervision.

*Elective Subjects.* — The principles and method of teaching any of the subjects of the elementary or advanced courses.

II. Graduates of normal schools may select a postgraduate course of one or two years, which shall include the principles of education.

III. College graduates may select a course of one year, for which a diploma will be granted upon its completion. A minimum of twenty periods per week is required.

*Required Subjects.* — (1) Principles of education, the art of teaching, school organization, school government, school laws of Massachusetts. (2) History of education.

*Elective Subjects.* — The principles and method of teaching any of the subjects of the different courses.

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## DEPARTMENTS OF INSTRUCTION.

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The work in all the departments is based on the following essentials for successful teaching: —

1. A *professional attitude* toward the subjects to be used in teaching. A new point of view has to be established: the subjects are worked out as instruments of instruction for children. There are three sets of subjects in the courses: (a) the curriculum subjects, which include the material used directly in the teaching of the grades; (b) the contributory subjects, on which the elementary subjects are based and toward which they are tending, and the material to be used indirectly in the teaching; (c) the study of pedagogy and the history of education, for the purpose of organizing the principles of education and methods of instruction into definite form, as a guide to the professional work and study of the teacher. The study of pedagogy includes child study and school hygiene in connection with the observation and practice.

2. A *background of knowledge* of the essential truths of the subject to be taught. This implies a careful selection of the essential facts in the different subjects from the point of view of the teacher. The educational value of this material is emphasized.

3. A very careful development of the work to be done in the grades, including the choice of material and the *method of teaching* from the point of view of the development of the children and in accordance with their experiences. The general method is given by the instructors in the normal school in connection with the class work; the detailed method in each grade is given by the supervisor of training and by the critic teachers in connection with the practice work.

### ENGLISH LANGUAGE.

*Language.* — The elementary facts of language are organized from the teacher's standpoint: (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, — oral and written, — with the special uses of each variety.



The course aims to secure the correct use of oral and written English by means of:—

1. *Oral presentations* of subjects of general interest to the class, to cultivate class sympathy, self-confidence and the ability to organize subject-matter; also to reveal unconscious habits of speech which need to be corrected.

2. *Written themes*, chiefly to develop that power of clear exposition which is essential to the teacher.

3. *Note-taking*, with insistence upon accuracy and good form.

4. *Correction* of themes and other written matter by students, in preparation for similar work to be done later in the schools.

5. 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.

6. Etymology treated as a key to the meaning of new words.

7. Co-operation with other departments in teaching the special vocabulary of each department.

*Grammar.*—The facts of sentence construction organized:—

1. To teach recognition of the sentence as a unit of speech.

2. To discover the principles underlying the present day use of word-forms as these occur in well composed sentences.

3. To evolve a terminology adapted to the needs of young pupils and based upon the present condition of the English language.

4. To establish standards which shall rationalize the speech of the teacher and his pupils.

### LITERATURE.

This course has two aims, — the professional culture of the teacher and direct preparation for teaching English in the grades. It includes (a) a wide range of reading, especially of American and English literature, with careful study of a few selected works for the purpose of developing appreciation of a piece of good English; (b) elementary composition, oral and written, with themes relating to literature; (c) a study of Greek and Norse myths, for familiarity with many myths, for consideration of their meaning and value, and for discussion of their treatment in the grades. Dramatization.

*American Literature (Advanced Course).*—A general study of American literature as a record of the thoughts, feelings and imagination of the American people.

This course aims (a) to acquaint the student with literary expression

called forth by events of the colonial, revolutionary, and national periods; (b) to furnish the prospective teacher with literature that may be used in teaching American history.

*Advanced Course.* — (a) Study of the history of the English language as it has been affected by the political, social and industrial life of the people, as a help to the more effective teaching of the language; (b) study of typical selections of narrative, emotional and reflective poetry and essays.

### READING.

The department of expression aims: (a) to develop the student's love and appreciation of literature, and to make these the vital basis of the art of reading; (b) to prepare directly for teaching reading in the different grades of schools.

From the point of view of professional literature the students (a) are led to read widely in the literature of childhood; (b) are taught to interpret orally the "literature of power" with some degree of personal mastery; (c) are trained in the use of voice and body.

From the point of view of the content and method of teaching reading in the elementary grades the course includes: —

1. *Phonics* — with application to work in the different grades.
2. *Literature* taught in connection with the analysis and oral rendering of selections from the poetry and prose commonly found in public school courses in literature and reading; story telling, based on the rendering of fables, fairy tales, folk tales, cumulative stories, myths and legends, biographical and historical stories; literature for special occasions; children's plays.
3. *Methods of illustrating literature*, — dramatization; paper cutting; use of crayons, brush and ink, and water colors.
4. *Use of pictures* in connection with the reading lesson, — prints, blackboard sketching, illustrations in books.
5. *General reading* of recreational and informational literature. How to interest children in general reading and establish in them the reading habit.
6. *Sight reading*, oral and silent. Value, material to be used, how conducted. Reading to children; memory selections.
7. *Seat work* — purpose and method.
8. *Textbooks* in reading; points for judging them; discussion of the leading methods in use for teaching reading.
9. *Hygiene of reading*. (a) Reading fatigue; (b) speech defects; (c) backwardness in speech.
10. *Simple technique* of children's reading.



A *dramatic club* is organized for the young women of the school.

The following courses are offered to the *men*: —

1. Extemporaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body.
2. Study of the principles of public speaking; preparation and delivery of short addresses on original topics; preparation of briefs; practice in debating, individually and in teams.
3. Methods of teaching reading in the public schools.

### ARITHMETIC.

1. Discrimination of essential subject-matter to be taught and of the order of teaching.

2. Fundamental ideas governing the teaching of arithmetic: knowledge of the subject should grow out of practical experience; the importance of visualizing as an aid to the study of relations; the importance of drill in order to form correct habits; the power of its use to be developed by letting pupils discover for themselves.

3. Detailed study of the following topics: —

- (a) "Number work" in the lower grades.
- (b) Formal study of notation and the processes.
- (c) Units of measure, — simple work for the lower grades; "store arithmetic;" mensuration.
- (d) Fractions, — the unit, common and decimal fractions; percentage and its applications.

4. Problems of various kinds used in schools.

*Business Arithmetic (Advanced Courses).* — The principal topics considered are the exchange of property, accounts, commercial papers, business forms. They are taken up as applications of the fundamental principles of arithmetic.

The following subjects are discussed with the idea of making the prospective teacher somewhat familiar with financial affairs: the care and use of money; the advantages of possessing capital; the relation of the individual to the system of banks and the use of negotiable paper; the advantages and disadvantages of the various methods of investing savings; the relation of the individual to the insurance system.

*Mensuration.* — Inductive observational work with practical applications, including field exercises. Construction: (1) with ruler, square and protractor; (2) with ruler and compasses. Mensuration for common areas and volumes, — working formulæ derived and applied. The method of teaching elementary algebra as an extension of arithmetic is considered.

### PRACTICAL SCIENCE.

The work is based on the belief that every teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in other subjects, as in geography, physiology and nature study. The teacher should also be able to help children to a clear understanding of the allusions met in their reading; should know something of the construction and operation of common instruments in which children are interested in the schoolroom and in the home, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse.

The *aim* is to present in a systematic way as many of the truths most likely to be needed as time will allow, deriving these truths, in large measure, from the familiar experiences of common life; and to lead the students to see how the truths thus derived are related in other ways to their own lives and the lives of their pupils.

**Physics.** — Some of the topics considered are, — the production of dew, fog, clouds, rain, frost and snow; ocean and atmospheric currents, land and sea breezes; capillary action; diffusion of liquids; osmose; floating of ice; tides; twilight; eclipses; use of compass; evaporation, absorption, solution; why a balloon rises; shining of the moon; echoes; shadows; the rainbow; pump, siphon; thermometer, barometer; sewing machine; piano, violin and other musical instruments; electric bell; steam engine; reflection and refraction of light; modes of transfer of heat, kinds of heating apparatus, production of draughts.

**Chemistry.** — Practical study of those truths of chemistry which will acquaint the students with the important facts of their chemical environment and show how this knowledge can be used in the school subjects and in practical life. Emphasis is laid upon applications to home activities, agriculture and manufacturing.

1. Some chemical operations needed for the interpretation of nature and human industries. Making solutions, crystals and chemical precipitates; filtering, distilling, sublimating and fusing.

2. *Chemistry of Air.* — Uses of oxygen, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; properties and uses of nitrogen, with emphasis on its use in natural and artificial fertilizers and explosives; preparation, properties and uses of carbon dioxide, to understand the relation of plants to animals, the need of ventilation, and some of the changes in minerals.

3. *Flame and Fuel.* — Structure, products and order of combustion in a typical flame; how to start, control and extinguish fire; uses of a chimney; ventilation; characteristics of a good fuel.

4. *Study of Water.* — Physical and chemical properties of water, to appreciate its many uses; simple tests for the purity of drinking water; location, curbing protection, and ventilation of wells and springs; occurrence of water in minerals and organic bodies.

5. *Acids and Alkalies.* — Their relation to each other; application to gardening and industries.

6. *Metals.* — Study of typical specimens to find their properties; consideration of their uses and their relation to acids; tests for poisonous metals in solution; alloys.

7. Simple study of starch and gluten, and the chemistry of bread making.

*Economic Chemistry (Advanced Course).* — Instruction in the chemical conditions for good health, human efficiency and progress, and how to secure these conditions for the individual and for the community. Laboratory and class study of what we breathe; what we drink and use for cleansing; what we use for fuels and illuminants; foods and food values; adulterants and methods of detecting them; bleaching, dyeing and care of textiles; observation and assistance in the domestic science class of the model school.

#### NATURE STUDIES.

**Common Minerals and Rocks.** — As very few students come with even the slightest acquaintance with this subject, the course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to gravel hill, clay pit, ledge, quarry, foundry and mill. It includes: —

1. The practical study of a few common minerals, building stones, and typical kinds of soil, with constant applications to the study of geography and to the industries.

2. Some effects of heat and chemicals upon minerals, with reference to the industries, such as the smelting of ores and the making and using of lime and mortar, land plaster and plaster of paris.

3. *Decay of Minerals.* — Simple study of specimens in all stages of change. Consideration of the agents and forces operating to crack, split, crumble, erode, weather and transform minerals; also the action of wind, moving water and ice in transporting, sorting and depositing the products of the change.

4. *Soils.* — Mineral and other constituents of soil; texture in relation to agriculture; how soils deteriorate and how to prevent deterioration; how to improve soil.

**Common Plants and Animals.** — The topics are arranged according to the season, and are studied with constant use of the science garden and greenhouse.

1. *Growth and Metamorphosis of Insects.* — Eggs and larvæ are collected; a simple vivarium is prepared for the larvæ, fresh food is supplied daily, and a careful record is kept of all the changes.

2. *Injurious and Helpful Insects.* — Following the original investigation, students begin to gain acquaintance with the insects of the garden. They study the form, habits and means of combating the plant louse, click beetle, cutworm, dragonfly, grasshopper, bee, mosquito and fly. They search the records to learn the following facts about each: (1) in what stages of development the insect is harmful or helpful; (2) at what date measures should be taken to check them; (3) what is their mode of escape; (4) where does metamorphosis take place.

3. *Flowers and Fruits.* — The flower, its parts and their function; cross or self-pollination; fertilization; seed formation; the creation of new varieties of plants. From their collection of fruits the pupils discover (1) the function of the fruit; (2) the agents of distribution; (3) the conditions which determine the agent of distribution.

4. *Common Trees.* — The approach to the knowledge of trees is by the leaf. This is followed by work out of doors on the outline of the tree and the character of the bark and winter bud. Lumber value, duration and distribution of the important trees. Preservation of forests.

5. *Animal Lessons.* — The typical animals of the locality are made the basis of observation and reading to determine their activities, adaptive structures and relations to man.

6. *Nonflowering Plants.* — Simple acquaintance with the common forms met with in the locality, — fungi, lichens, mosses and ferns. The means of distinguishing; adaptation to locality; economic use or injury.

7. *Bird Study.* — Identification, habits, songs, and relation to successful agriculture. The class learns to recognize the common birds of the vicinity; then their feeding and nesting habits are learned. The class determines whether the bird merits protection or destruction. This leads to sympathy with laws for bird protection and is far-reaching in its influence.

Indoor work with the birds is supplemented by early morning walks with the teacher. Groups of students with bird-glasses furnished by the school, go to the woods and there associate song and behavior with form and color already studied.

8. *The Seed.* — Function of its parts; germination.

9. *Plant Study.* — Experimental study of functions of leaf, stem and root. Habits of growth which determine survival.



### SCHOOL GARDENING.

*Elementary.* — Each student applies this study by cultivating a flower and vegetable garden. Seeds are tested; plans are arranged for each garden; soil is prepared for seeds; and the plot is cultivated for its special purpose. A number of students also work in co-operation on plots designed for decorative or other special purposes and direct groups of children in planting these gardens.

*Elective.* — Propagation of plants for the garden and grounds from seeds, bulbs and cuttings; grafting of fruit trees for the nursery and home orchards; experience in trimming shrubs and trees; experiments on plants for a more thorough understanding of plant processes; raising of special crops under a variety of conditions. Life histories of useful and injurious insects worked out in garden and greenhouse. Methods of spraying.

### 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. (11) Juvenile literature appropriate for grade work in geography. (12) Schoolroom appliances for teaching the subject.

Special emphasis is placed throughout the course upon the industrial side of the subject. Our natural resources, with their influence upon national life and the importance of their proper conservation, are carefully studied.

An excellent electric lantern, with a collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts, models and instruments are constantly at hand for study.

*Physiography (Advanced Course).*— The purpose of the work in physiography is to give the student such an understanding of the great facts connected with the development of the earth's crust as to enable him easily and accurately to interpret the more important geographical problems that may arise in connection with the ordinary teaching of geography.

### PHYSIOLOGY AND HYGIENE.

The purpose is (1) to give the student an intelligent appreciation of the important laws of hygiene and the habit of living in obedience to these laws; (2) to enable the prospective teacher to give intelligent care and hygienic training to the children under her instruction.

The following lines of work are taken up:—

1. 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, (d) effects of alcohol and narcotics.

2. Foods and food values.

3. 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) preparation and preservation of food, (e) bacteria in relation to disease, (f) contagious and infectious diseases, (g) disinfection and vaccination, (h) relation of food, air and water to disease, (i) school hygiene, (j) personal hygiene.

### PHYSICAL TRAINING.

Gymnasium work is required of the women twice a week during the course. The purposes of the department are:—

1. To aid the student in attaining the highest degree of physical efficiency and bodily symmetry.

2. To enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth.

3. To furnish her with means to improve and preserve the physical integrity of the pupils entrusted to her care.

The course includes: (1) practical talks on personal hygiene; (2) a study of the principles and applications of educational gymnastics; (3) instruction and drill in gymnastic positions, movements and exercises; (4) squad and class drills directed by students; (5) the analysis of plays and games suitable for the schoolroom and school yard; (6) observation of gymnastic work with children and practice in teaching

them under public school conditions; (7) emergency lessons in checking the flow of blood, resuscitation, transportation and practical treatment of the common accidents and emergencies of school life; (8) classic dancing, rhythmic exercises and æsthetic movements; (9) folk lore dancing; (10) corrective gymnastics; (11) anthropometry in its application to the strength tests of the students, and instruction in measurements of school children.

*Athletics.* — In the fall and spring, as the weather permits, the lawns surrounding the school buildings and the campus are used for games with students and children.

Instruction is given in basket ball and hockey, both for the recreative element in them and to furnish a means of establishing the teacher's attitude toward wholesome sport and hygienic athletics for girls and boys.

### HISTORY.

*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; adaptation to a graded course of study; how to use the textbook; practice in organizing biographical stories, in preparing drill exercises and in conducting discussions.

*English History (Advanced Courses).* — A brief study is made of the great movements in the development of English institutions, for the purpose of finding the foundations on which United States history is based. It gives a setting for the historical stories, in the reading books, of great English characters.

*General History (Advanced Courses).* — The purpose of the course is to trace, in a broad way, the development of Oriental, classic and Teutonic peoples, (1) as a basis for the study of the history of education, (2) as a basis for teaching historical stories, (3) as supplementary knowledge to be used in the study of the geography of different countries.

### HISTORY OF EDUCATION.

The purpose of this course is to emphasize the principles and methods of teaching by tracing their geneses and development; 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.

### DRAWING AND PRACTICAL ARTS.

Two parallel, correlated courses are offered, one in drawing and design, the other in handicrafts. These are planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with processes which they may use in teaching children.

In the two-year course emphasis is placed upon the more elementary forms of drawing and handiwork. The work includes elementary forms of construction, picture composition and blackboard sketching. In the longer courses more advanced forms of these subjects are taught and wider and more varied experiences are offered, both in the technique of the subjects and in their application to work with children in the different grades of the training school. In the kindergarten-primary course the work is especially planned to meet the needs of primary teachers. It aims to develop facility and appreciation, and to give experience in picture composition to be used for illustrative purposes in teaching children; also to develop power to draw for children. It includes more blackboard drawing than the other courses.

The topics studied are those in general use in the public schools, and may be grouped as follows: —

1. *Color theory*, and its application by imitating, selecting and harmoniously combining colors.
2. *Plant drawing*, with application to designs for decorative purposes.
3. *Composition* (which includes object drawing and perspective principles), with application to the illustration of school subjects.
4. *Design* in correlation with handiwork.
5. *Mechanical drawing*, with application to the making of maps, diagrams and working drawings.
6. *Blackboard sketching* for illustrative and decorative purposes in the schoolroom.



7. *Handiwork*. — The correlated handiwork includes practice in the following industrial processes: cardboard and paper constructions; bookmaking and bookbinding; weaving and basketry; clay modeling; elementary sewing.

(*Advanced Course*). — Students on the longer course are offered advanced bookbinding and bench work in wood; practice in working out, with groups of children, correlated projects in various materials; history of art. A special course in mechanical drawing and bench work is offered for the men.

### PENMANSHIP.

Penmanship is taught for the purpose (1) of developing a plain, practical style of writing, and (2) of preparing to teach penmanship in the grades.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. The seniors are also given black-board practice, practice in counting and in teaching lessons before their own classes, and have abundant opportunity to observe the teaching done by the supervisor and the regular teacher in the model school. During the senior year the supervisor outlines a scheme for each grade.

### VOCAL MUSIC.

1. Music, as an art, is the means of expressing and exciting thought and emotion. Students are instructed in the proper use of the voice, and in the importance of good enunciation and tone quality as a basis for the artistic rendering of songs. Practice is given in teaching rote songs and in conducting class exercises, both in individual singing and in chorus work. Instruction is also given in the writing of simple melodies as a further means of expression and as a means of acquiring additional material for future work. Much time is given to ear training.

2. Music, as a science, is the knowledge of the properties and relations of tones. These properties — force, length, pitch and timbre — are taken up successively, first, to study the single tone with regard to each property and to the modes of indicating or representing it, and second, to study tones in their relation to one another with respect to each of these properties.

3. One period a week is devoted to gaining a knowledge of the works of some of the great masters and of the forms in which they wrote, by means of pianola and Victor records, and to chorus practice. There are also weekly recitals out of school hours for all who wish to attend. A ladies' glee club is organized.

4. Opportunity for practice in teaching music is given in connection with the work in the training school.

### EDUCATIONAL PSYCHOLOGY.

1. *The educational study of man* to find the principles of education which underlie all true teaching, including the study of the structure, function and normal action of the human body as the instrument of the mind.

2. *The consideration of the educational study of subjects* to get the principles of the subject, and to find its pedagogical value.

3. *The analysis of the art of teaching*, to find definite directions for the practice of the art. The selection and arrangement of subject-matter. The presentation of truth. The motives to study. Study by the pupils. Examination of pupils. Object and method of criticism. The teacher's daily preparation.

4. *The study of school organization* to find what it is to organize a school. The advantages of a good organization. Opening of the school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.

5. *The study of the principles of government* to find what government is; what school government is. The basis of the teacher's right to govern. The end of school government. The motives to be used in school government and the method of their application.

6. *The observation and practice of teaching* to see the aim, motive, method and product of teaching as exemplified in a good school.

7. *The study of the teacher's personality* to find how he may make himself most acceptable to those for whom and with whom he works.

8. *School laws of Massachusetts.*

### MODERN LANGUAGES.

(ELECTIVE.)

French, German and Spanish are offered for four-year students who wish to extend their work in the high school. Elementary and advanced divisions are formed according to the preparation of the students.

**LATIN AND GREEK.**

(ELECTIVE.)

The subjects are studied mainly for the purpose of increasing the 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.

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**TRAINING DEPARTMENT.**

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The work of this department is carried on in connection with the training school. The purpose of the training school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It is one of the public schools of the town and includes a kindergarten and nine elementary grades. It has a principal and twelve regular teachers, under whose direction the normal students observe and practice.

*Course I.* — Observation in the model school, to give familiarity with schoolroom conditions and methods. 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.* — This course is correlated with Courses I., III. and IV. It includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching the subjects of courses of study for primary and grammar grades; some research work related to educational problems of the day and to pedagogical literature.

*Course III.* — *Intensive Teaching.* After careful observation the students serve as assistants in at least two grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises.

*Course IV.* — *Apprentice Teaching.* Teaching, under supervision, in the schools in near-by towns and cities, for breadth of experience in teaching and in discipline. Opportunity is given for substituting.

These schools represent all conditions, from the rural school to the fully equipped graded city school.

*School Administration (Advanced Course).*— This course is offered to all the 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 textbooks 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 schoolhouses.

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## GENERAL INFORMATION.

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### LOCATION.

Bridgewater is one of the most pleasant and healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston on the Plymouth Division of the New York, New Haven & Hartford Railroad, and is easily reached by train and trolley from all parts of the State. The buildings and grounds of the State Normal School are attractively located near the center of the town, ten minutes' walk from the railway station.

### BUILDINGS AND EQUIPMENT.

The main school building is a massive brick structure, divided into three connecting sections affording good light and air in all the rooms. Front, rear and side entrances and ample corridors and stairways give

easy entrance to all parts of the building and rapid exit therefrom. It is well supplied with water, is heated and ventilated by the fan system, has a heat-regulating apparatus and electric time and electric light service. In this building are the principal's office, assembly hall, libraries, and the offices, classrooms and laboratories of the different departments of the school. One-third of the building is devoted to the model school.

The school has a large and valuable library of reference books with topical card catalogues. Each department also has its own library of books especially devoted to the subjects taught in the department.

The Albert Gardner Boyden gymnasium, a new brick structure, is a model of architecture and perfectly adapted to its uses. It serves the school not only for physical training, but also as a place for indoor sports, social gatherings and banquets.

Four residence halls have been erected and furnished by the State for the accommodation of lady teachers and students. In Normal Hall, the oldest of these buildings, are the administrative offices and dining rooms. Woodward Hall contains sixteen rooms. Tillinghast Hall, erected in 1896, contains thirty-seven residence rooms. The new dormitory, completed in September, 1911, contains ninety rooms. Each building has its own reception and reading rooms, is heated by steam, lighted by electricity and thoroughly ventilated. The halls are in charge of the principal of the school and the dean.

The natural science garden is the gift of Mr. Albert G. Boyden, Principal Emeritus of the school. It serves as an out-of-door laboratory for biology, geography and school gardening.

The greenhouse, an important adjunct of the work of the natural science garden, is the gift of Mrs. Elizabeth R. Stevens, a graduate of the school.

**The Campus.** — Boyden Park comprises six acres of land across the street east of the buildings. It has a beautiful pond in the center, shade trees, and pleasant walks dividing it into open areas for tennis courts and for other outdoor sports. Adjoining the park is Normal Grove, a half acre of fine chestnut trees. South Field, across the street on the south side, includes two acres of level ground which are used for athletic sports.

#### EXPENSES.

**Tuition.** — To residents of Massachusetts declaring their intention to teach in the public schools of the Commonwealth, tuition is free. Residents of other States, and residents of Massachusetts who



intend to teach in other States or in private schools, may be admitted upon the payment of tuition at the rate of \$50 a year, one-half of which amount is payable at the beginning of each term, or half year; provided, that the admission of such students does not exclude or inconvenience residents of Massachusetts intending to teach in the public schools of the Commonwealth.

**Board.** — The price of board for those who live in the residence halls is \$160 a year, \$40 of this amount being due at the beginning of each quarter of ten weeks. This rate is made on the basis of two students occupying one room and taking care of their room. Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge. An extra charge is made to students occupying a room alone, and for board during any regular recess or vacation.

Deductions are not made from the above rate for absence, unless it is on account of illness or for some other good reason. When absence is necessary a deduction of \$3 will be made for each full week of such absence.

For men attending the school, rooms will be found in private families near by, at prices varying according to the kind of room desired. Board can be obtained by them at the school boarding hall for \$3 a week.

Payments must be strictly in advance and should be made without the presentation of bills. A diploma will not be granted until all school bills are paid.

Checks should be made payable to State Normal School at Bridge-water, and when sent by mail should be addressed to the school.

Transient rates for guests and visitors are as follows: by the day, \$1.50; breakfast, 20 cents; luncheon, 25 cents; dinner, 35 cents; single room, 75 cents.

**Other Expenses.** — Women students will require a gymnasium suit, gymnasium shoes, rubber bathing caps and bath towels. Arrangements for these are made with the instructor in physical training at the beginning of the course. They are obtained at cost prices, and it is intended that the expense shall not be more than \$10.

The use of textbooks is free. Students purchase their own note books and writing materials, and also pay for their drawing kits, printed outlines of studies, breakage, and all supplies carried away from the school for their future use.

### **ROOMS IN THE RESIDENCE HALLS.**

Rooms in the residence halls are supplied with furniture, including mattresses and pillows. Students are required to bring bed covering for single beds, towels, napkin ring and clothes bag for laundry. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

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

Candidates for admission who have applied for rooms in advance may select their rooms at the time of the June examinations in the order of the date of their application. All applicants, including those fully certificated, are expected to appear on the first day of registration in June to select their rooms and take the physical examination. After the June examinations rooms can be chosen at any time from those that are still available.

### **PECUNIARY AID.**

The State makes an annual appropriation of \$4,000 for the normal schools to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given for the first half year of attendance, and is not given to students from the town in which the school is located. Applications are to be made to the principal in writing, and to be accompanied by such evidence as shall satisfy him that the applicant needs the aid. Blank forms for application will be furnished near the end of each term.

A loan fund, at present amounting to over \$2,000, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.

### **GOVERNMENT.**

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 and punctual attendance is required of every member of the school. The advantages of the school, which are freely offered by the State, are expensive, and the State has a claim upon the student for

their faithful use. No student can afford to lose a single school day, unless it is absolutely necessary that he should do so.

Students must not make arrangements involving absence from any school exercise without previously obtaining permission, and must return punctually after any recess or vacation. Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the school he must return any of its books or other property which he may have and receive regular dismissal; otherwise, he must not expect to receive any indorsement from the school.

#### **REGISTER OF GRADUATES.**

As complete a record as possible is made of the graduates, showing their scholarship, training and experience after graduation, together with such testimonials of their success in teaching as may be filed from time to time. Such data are accessible to superintendents and school committees, and enable the school to be of assistance both to its graduates and to those who are seeking good teachers. The graduates of the school are in demand and readily find places according to their ability and experience.

#### **VISITORS.**

Parents and friends of the students, school committees, superintendents, teachers and others who are interested in seeing its work and methods are cordially invited to visit the school at their convenience and to introduce young persons of promise who may desire to avail themselves of its advantages.

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### **HISTORICAL SKETCH.**

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This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish \$10,000, "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 \$10,000 for the erection of new buildings for this school. After vigorous competition it was decided to locate the school at Bridgewater, and the town granted to the school the free use of its town hall for three years. 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.

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 70 per cent. In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students. In 1871 the school building was again enlarged, increasing its capacity 50 per cent. In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students. In 1881 a new building was erected for physical and chemical laboratories.

In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for outdoor 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 \$150,000. The same year the laboratory building erected in 1881

was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity 50 per cent. at a cost of \$75,000; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of \$55,000. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1910 an appropriation of \$175,000 was made for a new central power plant and for the erection of a new dormitory for ladies. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden.

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. In 1869 the four-year course was introduced, and an intermediate course, including the studies of the two-year course and electives from the advanced part of the four-year course, was also provided.

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 center district public school near by was made a school of observation for the students of the normal school; in 1891 this school, 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.

## REGISTER OF STUDENTS.

1913-1914.

## SPECIAL COURSES.

## ENTERED 1912.

Oliver, Mary Elizabeth J.	Teacher	Brockton.
Pérez, Micaela	Saltillo, Mex., Normal School	Saltillo, Mex.
Sepúlveda, Beatriz	Saltillo, Mex., Normal School	Saltillo, Mex.
Westgate, Ethel Estelle <sup>1</sup>	Teacher	East Mattapoisett.
White, Kathryn Bernice	Mt. Holyoke College	Brookline.

## ENTERED 1913.

Burrill, Arthur Eugene	Teacher	Worcester.
Shea, Frank Patrick John <sup>1</sup>	Middlebury College	New Bedford.
Chapman, Mary Dunbar	Teacher	Kingston.
Cole, Margaret Fletcher	Teacher	Salisbury.
Dunham, Annie Drew	Teacher	Island Creek.
Fairchild, Reyda Etta <sup>2</sup>	Teacher	Brockton.
Faxon, Eula May	Teacher	Brockton.
Hutchinson, Lucy Isabel	Teacher	St. Johnsbury, Vt.
Macomber, Mabel Esther	Teacher	Westport.
Macomber, Sophia Emma	Teacher	Westport.
Mac Millan, Florence <sup>3</sup>	The Sorbonne, Paris, France	Brockton.
Moore, Bernice Mae	Teacher	Lakeport, N. H.
Newcomb, Teresa Eva	Teacher	St. Johnsbury, Vt.
Poole, Evelyn Alice	Teacher	Grafton.
Shepard, Marion	Teacher	Boston.
Winchester, Sadie Evelyn	Teacher	Brattleborough, Vt.

Men, 2; women, 19.

## FOUR-YEAR COURSE.

Churchill, Everett Avery	Bridgewater	Entered 1910.
Cushing, Josiah Stearns	Middleborough	" "
Hunt, Harold David	Bridgewater	" "
Lane, John Joseph	Rockland	" "
McCarthy, William James	Somerville	" "
McCreery, Walter Joseph	Fall River	" "

<sup>1</sup> Present first term.<sup>2</sup> Present part of first term.<sup>3</sup> Present second term.

McDonnell, Bernard Joseph . . .	South Boston . . .	Entered 1910.
Barrows, Bernice Esther . . .	Carver . . .	" "
Henry, Susa Watson . . .	Brockton . . .	" "
Johnson, Edith Christina . . .	Milton . . .	" "
Kendrick, Edith Louise . . .	Brockton . . .	" "
Manchester, Almyra Sherman . . .	South Dartmouth . . .	" "
McCausland, Elizabeth Rebecca . . .	Whitman . . .	" "
McFadden, Iva Martha . . .	Haverhill . . .	" "
Nerney, Dolly Blanche . . .	Attleborough . . .	" "
Newton, Dorothy . . .	South Easton . . .	" "
Brooks, Charles Wilfred . . .	South Hanover . . .	" 1911.
Dunn, Cornelius Francis . . .	Baldwinville . . .	" "
Kendall, Harold Lavern . . .	South Framingham . . .	" "
Le Lacheur, Embert Alexander . . .	Boston . . .	" "
Rau, William M. . . .	Roxbury . . .	" "
Wheeler, Daniel Gage . . .	Rockland . . .	" "
Arnold, Amy Edna . . .	Abington . . .	" "
Bishop, Susan Azuba . . .	Rock . . .	" "
Dé Mar, Mabel Florence <sup>1</sup> . . .	Melrose . . .	" "
Drake, Harriot Frances . . .	Melrose . . .	" "
Fitzgibbon, Mary Margaret . . .	Athol . . .	" "
Wetherbee, Laeta Orene . . .	Fall River . . .	" "
Wiley, Helen Ruth . . .	Waban . . .	" "
Wright, Edith Lobdell . . .	Plympton . . .	" "
Andrews, Walter Howard . . .	Sharon . . .	" 1912.
Burgess, Joseph Reed . . .	Rockland . . .	" "
Casey, Bartholomew Francis . . .	Bridgewater . . .	" "
Gulumian, Aram G. . . .	Chelsea . . .	" "
Harper, John Henry . . .	Allston . . .	" "
Ramsey, Edward Albert . . .	Middleborough . . .	" "
Wright, Eugene Allen . . .	Plympton . . .	" "
Anglin, Anna Loretta . . .	South Braintree . . .	" "
Churchill, Ruby Estelle . . .	Winthrop . . .	" "
Curran, Theresa Beatrice . . .	Brockton . . .	" "
Cutting, Esther . . .	Cambridge . . .	" "
Dillon, Madeleine Catherine . . .	Randolph . . .	" "
Gilbert, Mary Louise . . .	Brockton . . .	" "
Hunt, Margaret Murtel . . .	Quincy . . .	" "
Lane, Miriam Frances . . .	Brockton . . .	" "
LeBaron, Helen Eugenia . . .	Brockton . . .	" "
Lynch, Grace Pauline . . .	North Easton . . .	" "
Morrell, Helen Frances . . .	Merrimac . . .	" "
Peterson, Helen Belle . . .	Auburndale . . .	" "
Thomas, Margaret Evelyn . . .	Rock . . .	" "
Walker, Alberta . . .	Needham . . .	" "
Arslanian, Kissag Hagop <sup>2</sup> . . .	Boston . . .	" 1913.
Cloues, Paul . . .	Newton Center . . .	" "
Mack, Alfred Russell . . .	North Easton . . .	" "
Mahoney, William Francis . . .	Rockland . . .	" "
Morse, Lester Forrest <sup>2</sup> . . .	Middleborough, . . .	" "
Sutherland, William Charles . . .	Bridgewater . . .	" "
Capen, Esther Rubie . . .	Stoughton . . .	" "
Farnham, Marion Olive <sup>3</sup> . . .	Montello . . .	" "
Frederick, Florence Ethel . . .	Brockton . . .	" "
Gustafson, Mabel . . .	Avon . . .	" "

<sup>1</sup> Present first term.<sup>2</sup> Present second term.<sup>3</sup> Present part of first term.

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Knowles, Marian Edna <sup>1</sup>	Campello	Entered 1913.
Knox, Alberta May	New Bedford	" "
Lewis, Florence Elizabeth	Keene, N. H.	" "
Sampson, Marion Louisa	South Hanson	" "

Men, 26; women, 39.

### THREE-YEAR COURSE.

Adams, Hester Forsyth	Stoneham	Entered 1911.
Bailey, Mabel Olive	Waltham	" "
Bellamy, Mary Gertrude	Rockland	" "
Bixby, Helen Grace	Holbrook	" "
Burke, Alice Loretta	Rockland	" "
Burkett, Christine Elzada	Pembroke	" "
Burns, Eileen Marie	Hingham	" "
Clark, Mary Alice	Bridgewater	" "
Cole, Mary Louise	Dorchester	" "
Cross, Mildred Bertwell	Brockton	" "
Dwyer, Louise Margaret	North Abington	" "
Eaton, Mildred	Malden	" "
Ennes, Annie Adeline	Raynham	" "
Grindley, Sara Katherine	West Roxbury	" "
Higgins, Mary Louise	Rockland	" "
Hofman, Hazelfern	North Attleborough	" "
Kenney, Myra Louise	North Abington	" "
Moynihan, Nellie Agnes	Brockton	" "
Reinhardt, Marion Barker	Kingston	" "
Shea, Annie Josephine	Brockton	" "
Skilling, Annie Elizabeth	Holbrook	" "
Sullivan, Margaret Helen	Franklin	" "
Taylor, Roxie May	Attleborough	" "
Churchill, Florence Mosher	Whitman	" 1912.
Clarke, Esther Marion	Millville Heights	" "
Cottle, Doris Allen	New Bedford	" "
Flaherty, Mabelle Gertrude	Brockton	" "
Frost, Florence	Middleborough	" "
Hazen, Jane Lucy	Brockton	" "
Howard, Ruth Alice	New Bedford	" "
Howard, Stella Baker	North Pembroke	" "
Humphrey, Helen Macomber	Rochester	" "
Jenkins, Louise Brownelle	Reading	" "
Keirnan, Grace Elizabeth	Wareham	" "
Manter, Mildred Emma	Taunton	" "
McGowan, Lilia Juanita	Brockton	" "
McGrath, Esther Mary	Rockland	" "
Paulson, Lillian Mary	Campello	" "
Phillips, Lucy May	Campello	" "
Prestat, Marie Eugenie	Whitman	" "
Quinlan, Loretta Winifred	Whitman	" "
Quinn, Susan May	Kingston	" "
Shaughnessy, Elizabeth May	Uxbridge	" "
Tucker, Lillian May	West Medford	" "
Whitmarsh, Marion Loring	Neponset	" "

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<sup>1</sup> Present part of first term.

Bigelow, Marion Adeline . . .	Brockton . . .	Entered 1913.
Blood, Mildred Hatch . . .	Lancaster, N. H. . .	" "
Bowen, Emily Anna . . .	Attleborough . . .	" "
Brown, Laura May . . .	Brockton . . .	" "
Cagney, Mary Alice . . .	Bridgewater . . .	" "
Cameron, Annie Maria . . .	Bridgewater . . .	" "
Dineen, Mary Florence . . .	Brockton . . .	" "
Faircloth, Jennie Evelyn . . .	Rockland . . .	" "
FitzGerald, Ellen Teresa . . .	Rockland . . .	" "
Holmes, Esther Louise . . .	Campello . . .	" "
McDonough, Helen Marguerite . . .	Vineyard Haven . . .	" "
Mumford, Mary Magdalen . . .	Taunton . . .	" "
Phipps, Helen Estelle . . .	Milton . . .	" "
Polk, Mildred Turner . . .	Wollaston . . .	" "
Reardon, Alice Gertrude . . .	Brockton . . .	" "
Sampson, Laura Madeleine . . .	Brockton . . .	" "
Shanahan, Anna Josephine . . .	Rockland . . .	" "
Smith, Mabel Jennie . . .	Whitman . . .	" "
Tompkins, Edith Caroline . . .	Rockland . . .	" "
Tuckwell, Esther Frances . . .	Merrimacport . . .	" "
Whelan, Louise Manchester . . .	Campello . . .	" "

Women, 66.

### KINDERGARTEN-PRIMARY COURSE.

Doe, Gladys Emily . . .	Medford . . .	Entered 1911.
Hutchinson, Ruth . . .	Boston . . .	" "
Loring, Hazel Shirley . . .	Duxbury . . .	" "
Paine, Agnes Elizabeth . . .	Elmwood . . .	" "
Tuttle, Genevieve . . .	Chatham . . .	" "
Wilbur, Annie Howe . . .	Rock . . .	" "
Bates, Marjorie . . .	Clinton . . .	" 1912.
Forbes, Ruth Pauline . . .	New Bedford . . .	" "
Gustin, Ellen Grant . . .	Attleborough . . .	" "
Jefferson, Rose Ellen . . .	Montello . . .	" "
Jensen, Adah Felicia . . .	West Lynn . . .	" "
Jerauld, Olivia . . .	East Harwich . . .	" "
Kendrick, Helen Dean . . .	Chathamport . . .	" "
O'Brien, Mary Frances . . .	West Quincy . . .	" "
Place, Sarah Tompkins . . .	North Dighton . . .	" "
Pratt, Marion Louise . . .	Bridgewater . . .	" "
Quail, Josephine . . .	Taunton . . .	" "
Ridley, Rosa Gertrude . . .	South Hanson . . .	" "
Wheeler, Mabel Louise . . .	Hyde Park . . .	" "
Barron, Edna Irene . . .	Beverly . . .	" 1913.
Brown, Marion . . .	Manchester, Conn. . .	" "
Clayton, Ruth Chapman . . .	Campello . . .	" "
Dalby, Amelia Frances . . .	Egypt . . .	" "
Fobes, Mary Frances . . .	West Bridgewater . . .	" "
Foster, Emma C. <sup>1</sup> . . .	Pembroke . . .	" "
Hunter, Helen . . .	Lowell . . .	" "
Miller, Alice Roberta . . .	Haverhill . . .	" "
Moulton, Doris Ethel . . .	Attleborough . . .	" "

<sup>1</sup> Present part of first term.



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Shaw, Mayna . . . . .	Plymouth . . . . .	Entered 1913.
Thompson, Anna Elizabeth . . . . .	Hyde Park . . . . .	" "
Tower, Alma Louise . . . . .	North Abington . . . . .	" "
Whorff, Bertha Vellora . . . . .	North Scituate . . . . .	" "

Women, 32.

## TWO-YEAR COURSE.

### SENIOR CLASS.

Ashley, Maria Edna . . . . .	Acushnet.
Barton, Lorle Julia . . . . .	Winthrop.
Borden, Myra Thomas . . . . .	North Westport.
Brennan, Edith Dorothy . . . . .	Melrose.
Bride, Gertrude Adelaide . . . . .	North Attleborough.
Briggs, Mildred Bryant . . . . .	Taunton.
Cain, Frances Gertrude . . . . .	Wollaston.
Carmichael, Florence Isabel . . . . .	South Braintree.
Chubbuck, Marguerite <sup>1</sup> . . . . .	Sherborn.
Close, Frances Ada . . . . .	Braintree.
Cotton, Dorothea Hartwell . . . . .	Woburn.
Crawford, Catharine Delia . . . . .	Watertown.
Cumming, Annie Gordon . . . . .	Quincy.
Daily, Mary Frances . . . . .	Stoughton.
Danforth, Esther Louise . . . . .	West Somerville.
Danforth, Hazel Burnham . . . . .	North Reading.
Deane, Mildred Cushman . . . . .	New Bedford.
Devery, Alice Leonora . . . . .	Dedham.
Dillon, Edna May . . . . .	Whitinsville.
Donovan, Rachel Loretta . . . . .	Methuen.
Drake, Beatrice Eaton . . . . .	Brockton.
Dunham, Mildred Lillian . . . . .	Fall River.
Eddy, Marian . . . . .	Fall River.
Egan, Genevieve Landers . . . . .	West Quincy.
Elliot, Dorothy May . . . . .	Hyde Park.
Fairbanks, Ruth Lincoln <sup>2</sup> . . . . .	Brockton.
Feeley, Ellen Gertrude . . . . .	Franklin.
Fish, Edith . . . . .	Amesbury.
Fitzsimmons, Ruth Elizabeth . . . . .	Fairhaven.
Frazer, Marion Margaret . . . . .	Roxbury.
Gardner, Marian Jacques . . . . .	Fall River.
Goodspeed, Alice Lee . . . . .	Dennis.
Gould, Marguerite <sup>2</sup> . . . . .	Rockland, Me.
Hart, Doris Bradford . . . . .	Fall River.
Hart, Pearl Iroquois . . . . .	New Bedford.
Hickox, Flora . . . . .	Attleborough.
Hollis, Fanny Baker . . . . .	Weymouth.
James, Elsie Ione . . . . .	Hull.
Jamieson, Florence Esther . . . . .	Roxbury.
Kennedy, May . . . . .	New Bedford.
Kilburn, Helen Sherman . . . . .	New Bedford.
Kimball, Ruth Eleanor . . . . .	Amesbury.
Kirby, Helen Gray . . . . .	North Dartmouth.
Kirwin, Mary Anna . . . . .	New Bedford.

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<sup>1</sup> Present second term.

<sup>2</sup> Present part of first term.

Kohlrausch, Pauline May . . . . .	Chelsea.
Lane, Helen Marie . . . . .	Hingham Center.
Lewin, Agnes Emmilianna . . . . .	New Bedford.
Litchfield, Mildred Carlton . . . . .	Norwell.
Lowe, Gladys May . . . . .	Wilmington.
Luce, Aurilla Jeanette . . . . .	Vineyard Haven.
Luce, Marjorie Augusta . . . . .	Plymouth.
Marland, Stella . . . . .	Fall River.
Martin, Agnes Josephine . . . . .	Roxbury.
Mayer, Helen Maxwell . . . . .	Quincy.
McCabe, Anna Theresa . . . . .	Franklin.
McGrath, Marguerite Mary . . . . .	Northampton.
McKenna, Florence Marion . . . . .	Cherry Valley.
McLellan, Grace Atkinson . . . . .	Avon.
McMann, Bessie Dalzell . . . . .	New Bedford.
Miller, Marjorie Alden . . . . .	Springfield.
Moody, Olive Ford . . . . .	North Andover.
Munster, Alice Elizabeth . . . . .	Seekonk.
Murphy, Mary Gertrude . . . . .	Abington.
Nutter, Lucy Hayes . . . . .	Pittsfield, N. H.
O'Hearn, Nellie Genevieve Monica . . . . .	Fall River.
O'Neil, Mary . . . . .	Malden.
Owens, Josephine Majilla . . . . .	Taunton.
Perry, Evelyn Wilcox . . . . .	New Bedford.
Reid, Mary Winifred . . . . .	East Weymouth.
Roderick, Ruth Catherine . . . . .	Taunton.
Sampson, Ruth Foster . . . . .	Plymouth.
Sheppard, Edith Jane Greethurst . . . . .	Fall River.
Sherwood, Laura Gray . . . . .	Attleborough.
Shortall, Catherine Elizabeth . . . . .	Abington.
Smith, Elsie Lawrence . . . . .	Hebronville.
Smith, Florence Mabel . . . . .	Dedham.
Southwick, Pearl Barker . . . . .	Florence.
Stoddard, Laura Elizabeth . . . . .	Abington.
Stopp, Ruth Huddleston . . . . .	Malden.
Struthers, Jennette . . . . .	Upton.
Sullivan, Mary . . . . .	Brockton.
Thompson, Ruth Whiting . . . . .	Dover.
Tighe, Mary Elizabeth . . . . .	Bridgewater.
Tillson, Ella Elizabeth . . . . .	South Carver.
Tolman, Ethel Delano . . . . .	Norwell.
Turner, Carrie Pearl . . . . .	North Reading.
Venn, Florence . . . . .	Malden.
Ward, Emily Marie . . . . .	Scituate.
Whitman, Pauline Luella . . . . .	Rockland.
Wilcox, Ernine Morse . . . . .	New Bedford
Williams, Elsie Alma . . . . .	Quincy.
Yates, Esther Frances . . . . .	New Bedford.
Young, Constance . . . . .	Winthrop.

## Women, 93.

## JUNIOR CLASS.

Alden, Elizabeth Frances . . . . .	Rockland.
Ames, Helen Louise . . . . .	South Easton.
Ashton, Abbie Elizabeth . . . . .	Plymouth.

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Ayer, Esther Caroline . . . . .	Winchester.
Baker, Ellen Pearl . . . . .	New Bedford.
Bartlett, Bertha . . . . .	Bridgewater.
Bentley, Alice Louise . . . . .	Weymouth.
Bentley, Ruby . . . . .	New Bedford.
Blinn, Eunice Elizabeth . . . . .	Fall River.
Boland, Margaret Christina . . . . .	Cambridge.
Borden, Mabel Isabella . . . . .	New Bedford.
Brownell, Mildred Nancy . . . . .	Attleborough.
Bruton, Marie Josephine . . . . .	Quincy.
Bullock, Helen Pierce . . . . .	Attleborough.
Burns, Genevieve Frances . . . . .	Brockton.
Bursley, Anna Viola . . . . .	Andover.
Cahill, Mary Josephine . . . . .	East Braintree.
Calder, Elsie Gertrude . . . . .	South Hanson.
Calef, Pearl Sawyer . . . . .	Haverhill.
Carr, Florence Margaret <sup>1</sup> . . . . .	Taunton.
Christie, Margaret Linwood . . . . .	Plymouth.
Churbuck, Maude Graham . . . . .	Middleborough.
Considine, Elizabeth Adelaide <sup>1</sup> . . . . .	Fall River.
Coughlan, Mabel Frances <sup>1</sup> . . . . .	Quincy.
Crimmin, Gladys Evelyn . . . . .	Bradford.
Crocker, Esther Moyce . . . . .	Falmouth.
Cromb, Pearl May . . . . .	Mendon.
Croughan, Anna . . . . .	Woburn.
Daggett, Florence Elliott . . . . .	Provincetown.
DeVine, Stella Marie . . . . .	Kingston.
DeYoung, Lillian Marguerite . . . . .	Quincy.
Diradoor, Edna Anna . . . . .	Weehawken, N. J.
Douglas, Beatrice May . . . . .	Winthrop.
Drake, Esther Annis . . . . .	Stoughton.
Dunham, Mildred . . . . .	Braintree.
Dunne, Mildred Elizabeth . . . . .	Canton.
Emerson, Dorothy . . . . .	Haverhill.
Fitz Gerald, Annie Clare . . . . .	Rockland.
Fitz-Patrick, Phoebe Cecilia . . . . .	Everett.
Forbes, Hazel Burnham . . . . .	Haverhill.
Furber, Elizabeth . . . . .	Dorchester.
Furphey, Charlotte Veronica . . . . .	Ware.
Gould, Ellen Marie . . . . .	Rockland.
Hannigan, Hazel Marie . . . . .	Brockton.
Heyman, Hester Laura . . . . .	East Orange, N. J.
Hinckley, Thelma Clift . . . . .	Stonington, Conn.
Holmes, Helen Franklin . . . . .	Plymouth.
Hurley, May Estelle . . . . .	New Bedford.
Johansen, Bertha . . . . .	Newburyport.
Johnson, Helen Arvilla . . . . .	Quincy.
Keast, Marion Fayetta . . . . .	Quincy.
Keen, Gladys Elizabeth . . . . .	New Bedford.
Kennedy, Mary Frances . . . . .	Quincy.
Kerrigan, Isabel Everildis . . . . .	New Bedford.
Killars, Alma Luise . . . . .	Stonington, Conn.
Littlewood, Loretta May . . . . .	New Bedford.
Lynch, Ida May . . . . .	Taunton.

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<sup>1</sup> Present part of first term.

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Lyons, Marguerite Elinor . . . . .	West Stoughton.
Macy, Frances Burdon . . . . .	Oak Bluffs.
McCarthy, Mary Theresa . . . . .	Ware.
McDermott, Frances Catherine . . . . .	Cherry Valley.
McElheney, Grace Agnes . . . . .	Brockton.
McIsaac, May Frances . . . . .	Taunton.
McKinley, Mildred . . . . .	Brockton.
Morin, Georgiana Delia . . . . .	Fall River.
Morrison, Mary Gray . . . . .	Quincy.
Murphy, Marguerite Cecilia . . . . .	Fall River.
O'Brien, Frances Mary . . . . .	New Bedford.
O'Neill, Emily Theresa . . . . .	Holbrook.
Packard, Alice Louise . . . . .	Sharon.
Pettigrove, Marion Frances . . . . .	Brockton.
Phillips, Edith May . . . . .	Oak Bluffs.
Phillips, Martha Alma . . . . .	North Abington.
Pimental, Mary Jessie . . . . .	Plymouth.
Power, Kathryn Frances . . . . .	Fall River.
Reddy, Mary Joseph . . . . .	Fall River.
Sanby, Zetelle May . . . . .	Winthrop.
Scollard, Pauline . . . . .	East Braintree.
Shaw, Beatrice Gray . . . . .	Fall River.
Shortall, Bride Agnes . . . . .	New Bedford.
Shyne, Margaret Catherine . . . . .	Quincy.
Sibor, Annie . . . . .	New Bedford.
Silvia, Alice Ellen . . . . .	New Bedford.
Simonds, Vera Hildegarde . . . . .	South Braintree.
Sinnott, Ruth Gurdy . . . . .	Marshfield.
Stackpole, Marion Chamberline . . . . .	Newbury.
Steele, Evelyn Rosalie . . . . .	Springfield.
Strange, Helen Marjorie . . . . .	Marshfield.
Thurston, Sara Emma . . . . .	Middleborough.
Tucker, Celia Frances . . . . .	Rochdale.
Tuthill, Delight . . . . .	Mattapoisett.
Vieira, Flora . . . . .	New Bedford.
Welch, Jennie Augusta . . . . .	Bethel, Vt.
Westburg, Anna Madaleine . . . . .	Watertown.
Whiting, Grace Russell . . . . .	Plymouth.
Wilde, Mildred Fallows . . . . .	Fall River.
Williams, Olive Anna . . . . .	New Bedford.

Women, 97.

**SUMMARY.**

	Men.	Women.	Totals.
Special courses . . . . .	2	19	21
Four-year course . . . . .	26	39	65
Three-year course . . . . .	—	66	66
Kindergarten-primary course . . . . .	—	32	32
Two-year course: —			
Class entering 1912 . . . . .	—	93	93
Class entering 1913 . . . . .	—	97	97
Total for the year . . . . .	28	346	374
Admitted this year . . . . .	8	152	160
Graduated, 1913 . . . . .	9	119	128
Number receiving certificates for special courses . . . . .	—	6	6
Whole number admitted from the beginning . . . . .	1,459	5,218	6,677
Number who have received diplomas or certificates . . . . .	943	3,492	4,435
Number graduated from the four-year course . . . . .	203	204	407
Number enrolled in the model school, 1913-14 . . . . .	—	—	457





