1892

State Normal School, Bridgewater, Mass., Semi-Centennial Exercises, August 28, 1890; Dedication of the New Normal School Building, September 3, 1891

Bridgewater State Normal School
STATE NORMAL SCHOOL,
BRIDGEWATER, MASS.

SEMI-CENTENNIAL EXERCISES,

AUGUST 28, 1890.

DEDICATION
OF THE
NEW NORMAL SCHOOL BUILDING,

SEPTEMBER 3, 1891.

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ROWLEY, MASS.

SEMI-CENTENNIAL EXHIBITION

RECEIVED OCT. 13, 1897

DEDICATION

NEW NORMAL SCHOOL BUILDING

OPENED SEPT. 1897

FOLLOWING A DEDICATION ADDRESS BY THE PRESIDENT OF THE UNIVERSITY OF MASSACHUSETTS.
The thirty-seventh convention of the association celebrated the fiftieth anniversary of the founding of the school at Bridgewater on Thursday, Aug. 28, 1890. An unusually large number of graduates and invited guests were in attendance.

The report of the proceedings is taken largely from the columns of the Bridgewater "Independent," by courtesy of the editor, E. C. Linfield.

The buildings and grounds of the school never looked more beautiful than they did on this morning, when the semi-centennial celebration was to take place. Arrangements had been made to carry it out well worthy the cause of normal education, and never were the graduates prouder of their old school than on that day. The morning was an auspicious one, and the early trains were loaded with the students, graduates and visiting friends. Principal A. G. Boyden was indeed a busy man. In fact, all the people of Bridgewater manifested great interest. The citizens recognize its normal school as an institution worthy of their pride, and felt a personal interest in having the celebration pass off in the most successful manner possible. Nor were they disappointed.

AT THE NORMAL SCHOOL.

The business meeting was called to order at 9.45 A.M. by Prof. Arthur C. Boyden, president of the association, who made a short address of cordial welcome. Reports were read from the secretary and treasurer, and the following officers
were chosen for the ensuing two years: President, Samuel J. Bullock of Boston; Vice-presidents, Alonzo Meserve of Boston, Mrs. Cornelia Church of Rochester, Mrs. Delia M. Smith of Brockton, Miss Cora H. Alger of West Bridgewater, Mrs. Mary V. Jackson of Bridgewater; Secretary, Miss Fannie A. Comstock of Bridgewater; Treasurer, Mr. F. F. Murdock of Bridgewater.

The various rooms of the school building were at the disposal of the company, and class reunions and general social intercourse continued until eleven o'clock.

**AT THE TOWN HALL.**

Under the direction of the chief marshal, John D. Billings of the sixty-sixth class, the members of the convention proceeded to the town hall, where more than six hundred partook of the collation.

The time for after-dinner speaking at the table was briefer than usual. Rev. Dr. A. D. Mayo of Boston mentioned two things in which Massachusetts has taken the lead. She began the revolutionary war, and on the same ground opened the first State normal school. He stated that the more one travelled and investigated schools, the more he would be convinced that Massachusetts stood at the head. Graduates George A. Walton, agent of the Board of Education, Thomas Metcalf of the Illinois State Normal University, William H. Osborne, pension agent, and William H. Ladd, principal of Chauncy Hall School, Boston, spoke briefly, giving interesting personal reminiscences.

**AT THE CHURCH.**

The public exercises were held in the Central Square Church, beginning at 1:30 o'clock. Long before the appointed hour the crowds thronged to the church, and when the time finally came, not only the seating capacity of the church was filled, but also all available standing room. The exercises were opened by an organ voluntary. The chaplain
of the day, Rev. Bernard Paine of the thirty-eighth class, offered a short prayer.

President Arthur C. Boyden made an opening address, paying tribute to the teachers of the school, past and present. He then read the following letter from Rev. Richard Edwards, LL.D., superintendent of public instruction, Illinois, of the seventeenth class, who had been expected to give an address at this meeting:

To Prof. A. C. Boyden, Bridgewater.

Dear Sir: — It is a matter of profound regret to me that events have made it impossible to accept your courteous invitation to be present at the fiftieth anniversary of the establishment of the State normal school in Bridgewater. The circumstances which have brought this about have been entirely beyond my control.

The fiftieth anniversary of the normal school at Bridgewater is an impressive event. It recalls the noble history of that illustrious institution. It brings before the mind the memory of men and women who stood in the front rank of the true order of nobility. In its beginnings, the normal school at Bridgewater offered little by way of attraction to the ambitious and the self-seeking. It invited both its teachers and its pupils to hard work, under conditions that were not outwardly stimulating. The world looked on the enterprise, as far as it deigned to look at all, with comparative indifference. The little company of undeveloped aspirants for teachers' honors, who were assembled in the old town hall under the instruction of that modest man, were not a body to catch the gaze of the ordinary beholder. But in its results, viewed from the stand-point of this fiftieth year of its history, it presents altogether a different aspect. It has impressed itself upon the educational character of this whole country. Its graduates, both men and women, appear to have been wonderfully moved by its lofty spirit and its philosophic methods. In this respect the power of the first principal has been widely manifested. What an impetus he gave to every student, even though the term of study was very short! He seemed to be able to reproduce in every pupil his own high aims and wonderfully conscientious spirit by the teachings of a few months. As we consider the usual length of the course of study in our best institutions in these days, we are amazed as we remember how much actual effective work, mind-awakening and
mind-transforming, Mr. Tillinghast was able to crowd into a year. In those early times what the school lacked in outward display it made up in intellectual thoroughness, and in quiet but very positive moral influence.

And what shall we say of his successors,—of the mild, kind-hearted, but energetic Conant, the man who conquered all hearts by his own sweet and unselfish good-will?

Of the dead the old proverb bids us speak only good. There are times, also, when of the living it is a duty to speak in terms of praise. It was my privilege to be at one time the instructor of the present honored principal of this school. I suppose he must have learned something in the classes which I attempted to teach. But when I look back over that period, and remember the meagreness of the instruction that I was able to impart, I rejoice that there is a way by which worthy men become wiser than their teachers. I believe it is thirty years since your present principal entered upon the duties of his office. For thirty years he has guided the destinies of this institution. From the time of his appointment to the present, what progress there has been! In all its appointments, in its buildings, in its furnishings, how the school has been improved and enlarged in that time! It is a great thing for a man to continue in one position during that many years, and to be able to show such unequivocal evidence of success as this case presents. All honor to the patient industry, the sound good sense and the lofty aims that have inspired his work.

While the first principal was yet administering the affairs of the institution, I remember that on a certain occasion, more or less festive, when toasts were given and responded to, a gentleman proposed the following sentiment: "We know not what crop will be finally garnered from the normal school, but we do know that the tilling has been good." What a comfort it is to reflect that, through all the subsequent years, although the names do not afford an opportunity for a pun, the tilling has still continued to be so good!

Want of time makes it impossible to refer to the other teachers, those who occupied subordinate positions. There have been many of them, and they have left a noble record.

During the fifty years that have elapsed since the founding of this school, the idea of a school for teachers has been extending its influence. All over this great country the doctrine is recognized that the teacher needs a special preparation. What progress since those early days! The dogma of those times was expressed in
such utterances as this: "If you know Latin, you can teach Latin." The idea of the need of a special preparation for instruction was considered chimerical. In overcoming those ancient notions, how much has been done by this school! How the work of the men and women who labored here has made itself felt in many parts of this great country! Mr. Tillinghast wrote no books on pedagogy, but he did implant ideas in the minds of his pupils which have ripened into educational principles of the highest utility. This school has been a potent factor in the educational progress of the last half-century.

With the best wishes for its continued success, and that of its graduates, I remain, Very truly yours, Richard Edwards.

Springfield, Ill.
Mr. President, Friends and Fellow Teachers:—We meet on this day of jubilee, in this pleasant town of Bridgewater, in the old colony of the Pilgrims, to trace down the history of our Alma Mater, and to rejoice in the good work which she has done, and which she promises to accomplish in the near future so rapidly merging itself in the past.

To condense fifty years of history into less than fifty minutes of expression requires greater power of condensation in the writer to express, and more power of concentration on the part of the hearer to receive, than can be commanded on this occasion. I can only sketch, as graphically as I may be able to do it, a few pictures along the line of this life which shall suggest to your minds the work and worth of the men and women who have made this history.

How came this institution to be?

History is the life of a people, the record of their thought, feeling and achievement, on through generations and centuries. The record is written on their lands, in their architecture, language, literature, laws, customs and institutions. Every institution is an exponent of the life of the people by whom it was established, and takes its quality from the character of that people.

The best things, either in individual or in national life, are the product of the whole life of the man or the people up to the time of their production. We listen to an address rich in thought, elegant in diction, eloquent in delivery, the highest effort of the
BRIDGEWATER NORMAL SCHOOL.

speaker; it is the product of all his inheritance, of all the training, all the toil, all the experience of the whole life of its author. He could not have produced that result at any earlier period of his life.

In that little country school-house under the solitary tree close by the roadside the afternoon session has just closed. Only the young lady teacher and one resolute, persistently wayward boy remain. She makes one more appeal to the boy, with so much earnestness, tenderness, pathos and moral power, that his heart is touched, and he resolves to enter upon a better course. She has often striven to achieve this result, without success. Her own soul has risen to a higher plane, and in this last effort into which she has put the accumulated power of her whole life the victory is won.

An institution for the training of teachers for the public schools of a free Commonwealth is not the growth of a day or a year, but is rooted in the life of preceding centuries. The idea of such a school is first wrought out by individuals and afterwards adopted by the State. It is the outcome of the combined life of wise, able, representative men, the leaders of public sentiment, the conservators of those principles of "piety, justice, a sacred regard to truth, love of country, humanity and universal benevolence," which are the foundations of all true social, religious and political life.

Martin Luther, the great reformer, was pre-eminently a man of this type, and a firm believer in these principles. He had a keen insight into the needs of humanity, and with a wise forethought he wrought with all the energy of his great soul to induce the government to establish schools for the education of all the children, and to institute schools for the training of their teachers. In 1529, he, with Melancthon, framed the "Saxon school system," which was the foundation of the system of schools to which Germany owes so much of her present fame. He sowed seed which sprung up and grew, not only in Germany, but is to-day bearing fruit in this Commonwealth of Massachusetts.

Many able men continued the educational work of Luther during the sixteenth, seventeenth and eighteenth centuries, who all labored, by their writings and by organizing schools and courses of study, to disseminate improved methods of instruction. The result of their labors was that at the beginning of the nineteenth century normal schools had been introduced into nearly every German state, and were supported in whole or in part by the government.
From the great reformation under Luther a current of life flowed on into the hearts of the Pilgrims and Puritans which strongly moved them, under the spur of religious persecution, to cross the Atlantic, that they might enjoy civil and religious liberty, and to plant on these shores the free church and the public school free to all the children of the State: and upon these broad, firm foundations our great republic has been reared. They made the free-school system a part of the fundamental law of the State; and, amid all the privations, difficulties and dangers of a new settlement in the wilderness, they fostered these schools with jealous care.

In the early part of the present century there was a great decline of interest and a great want of well-qualified teachers for the public schools. There were not wanting, however, wise men, who saw the danger and set themselves earnestly to the work of arousing public sentiment to the necessity of removing these defects in the system of public instruction.

James G. Carter of Lancaster was the first to call attention to this necessity in Massachusetts. He published a series of articles in the Boston "Patriot" in the winter of 1824–25, over the signature of "Franklin," in which he maintained that "the first step towards a reform in our system of popular education is the scientific preparation of teachers for the free schools. And the only measure which will ensure to the public the attainment of the object is to establish an institution for the very purpose." These able essays attracted much attention, and set the friends of education to thinking.

In 1830 the American Institute of Instruction was organized, under the leadership of such men as William B. Calhoun, George B. Emerson, James G. Carter, President Wayland of Brown University, and Prof. Samuel P. Newman of Bowdoin College. The professional education of teachers was a constant theme of discussion in the annual meetings of the institute, and these discussions had great influence in arousing public sentiment to the necessity of special training for teachers.

In the years 1835–37 Rev. Charles Brooks of Hingham, having become acquainted, by a visit to Europe, with the details of the Prussian system of normal schools, labored earnestly for the establishment of State normal schools in Massachusetts after the Prussian model, hoping that the first one should be located in Plymouth County. He delivered lectures upon the subject before conventions in nearly all the towns of this county, and in many other towns in the State and before the Legislature.
As the result of the persistent efforts of these men and others, the Legislature, on April 20, 1837, established the State Board of Education, and Gov. Edward Everett appointed as its members James G. Carter, Rev. Emerson Davis, Edmund Dwight, Horace Mann, Rev. Edward A. Newton, Robert Rantoul, Jr., Rev. Thomas Robbins and Jared Sparks, a body of men worthy of the trust confided to them. The Board chose Horace Mann as its secretary, a man eminently fit for this pioneer work of improving the public schools of the State, issued an address to the people of Massachusetts asking their co-operation, and held conventions in the autumn of 1837 for the discussion of the interests of education in every county in the State except Suffolk. The conventions stirred the whole community to a higher interest in the whole subject of school education.

The Board immediately recommended the establishment of normal schools; and one of its members, Hon. Edmund Dwight of Boston, offered to furnish ten thousand dollars, to be expended under the direction of the Board, for qualifying teachers for our common schools, on condition that the Legislature would appropriate for the same purpose an equal amount. The Legislature accepted the proposition April 19, 1838. The Board thereupon decided to open three normal schools, each to be continued three years as an experiment.

Efforts to Secure a New Building.

The people of the old colony, under the lead of Rev. Charles Brooks, were the first to make application, and asked that one of these schools should be located in Plymouth County. The Board, at its second annual meeting, May 30, 1838, voted to establish a normal school in the county of Plymouth, as soon as suitable buildings, fixtures and furniture should be provided and placed under the control of the Board, suggesting that accommodations for one hundred pupils should be secured. Six months later, on Dec. 23, 1838, the Board voted to open the other two normal schools, one at Lexington, the other at Barre.

A large county convention was held at Hanover, Plymouth County, on Sept. 3, 1838, at which addresses were made in favor of the proposed normal school by Horace Mann, Ichabod Morton, Robert Rantoul, Rev. Geo. Putnam, John Quincy Adams, Daniel Webster and Rev. Thomas Robbins; and a resolution, introduced by Rev. Charles Brooks, was passed, approving a plan to raise in the several towns in the county the sum of ten thousand dollars,
to provide a building, fixtures and apparatus for the proposed school.

The Legislature of 1839 incorporated a board of five trustees, of whom Hon. Artemas Hale of Bridgewater was president, with power to provide the buildings. These trustees held meetings in most of the towns of the county, and secured by vote of five towns the pledge of eight thousand dollars for this purpose. In seven towns individuals agreed to pay the remaining two thousand dollars if the school should be located in their town. The competition for the location of the school was very strong between Middleborough, Plymouth and Bridgewater. A public hearing was given before a committee of three disinterested men selected for the purpose, and their decision was in favor of Bridgewater.

When the towns were called upon to pay their proportions of the eight thousand dollars, some of them refused to redeem their pledges, and the whole scheme as to funds, for which so much time and money had been expended, failed. The time for so large an expenditure had not come. The normal school in Massachusetts was an untried experiment, and must be content with a humble beginning. It must demonstrate its utility before it could have money for a new building.

The friends of the movement immediately asked the Board of Education on what terms they would open the school at Bridgewater. The Board voted May 20, 1840, that the school be established in Bridgewater for the term of three years, on condition that the people of that town put the town house in a suitable condition for the use of the school; and that they place at the disposal of the visitors of the school the sum of five hundred dollars, to be expended in procuring a library and apparatus; and that they give reasonable assurance that the scholars shall be accommodated with board within a suitable distance, at an expense not exceeding two dollars a week. The town spent two hundred and fifty dollars in fitting up the town house, paid five hundred dollars for library and apparatus, and the Centre school district spent five hundred dollars in building a school-house for the model school connected with the normal school.

The establishment of the school and its location in Bridgewater are largely due to the active and influential efforts of Hon. Artemas Hale of this town, who spent his time and money freely to secure this object. This vigorous effort to place the school on a permanent footing at the start made this school the last, instead of the first, of the three normal schools of the State to be opened; but
during these two years of preliminary struggle it was rooting itself in the confidence of the people, and was so firmly planted in Bridgewater that it has not been transplanted. It is a seedling grown in the virgin soil of the "Old Colony."

**The First Principal.**

We have seen what strenuous efforts were necessary on the part of eminent teachers, clergymen, statesmen and other influential men to prepare the way for the opening of the school, which was considered even by its friends only an experiment which might fail. The crucial test was yet to come. Who shall conduct this experiment of training teachers for the public schools to a successful issue in these three short years of trial, with the slender means at command, the State not willing to adopt the school and bearing less than half the expense of its support, against the strong opposition of many teachers and the indifference of the public at large? The school is for the benefit of the people; it must have the confidence of the people; it must be supported by the people; they must be convinced of its utility. Surely it was no ordinary task, but one involving the gravest responsibility.

Mr. Mann selected Nicholas Tillinghast for this arduous work. He was a native of Taunton, Mass., the son of a prominent lawyer, a graduate of the United States Military Academy at West Point, had held command in the army in the west and south-west for five years, had been instructor in natural science and ethics in the Military Academy at West Point for six years, and at the time he was invited to take the principalship of this school was thirty-five years of age and the teacher of a private school in Boston, having resigned his place in the army for the more congenial work of teaching. "After serious consideration, and with great reluctance, Mr. Tillinghast finally decided to accept the post." He immediately proceeded to the normal school at Barre, which had been in operation since September, 1839, under the charge of Prof. Samuel P. Newman of Bowdoin College, and spent six months in observing the methods and studying the principles adopted by Professor Newman in his school. During this period he carefully considered all the subjects he was to teach, and prepared many manuscripts and explanations for his own use in his new position.

The school started on its career Sept. 9, 1840, with twenty-eight students,—seven men and three times seven women. The old town hall, which occupied the site of the present new church
building at the corner of School and Bedford streets, was a one-
story wooden building, forty by fifty feet, its interior including
three rooms, an ante-room for students, an apparatus room and
the school-room, which had a board partition so constructed that
the lower half could be raised and lowered so as to make one or
two rooms, as the school exercises might require. Its furniture
consisted of pine board seats with straight backs attached to the
desks behind. In this simple, bare laboratory the experiment of
a normal school in the Old Colony was successfully performed by
the genius and skill of its principal.

During the larger part of the first year and all of the third Mr.
Tillinghast conducted the school without any assistant. He had
to spend the school hours in teaching, and work far into the night
to prepare for his daily exercises. Courses of study in the several
branches must be wrought out, the quantity and order of subject
matter and the method of teaching must be carefully considered;
for he was teaching teachers, and his work must be a model for
them. The want of apparatus and assistants must be supplied by
increased effort and skill on the part of the principal; he must be
the factotum of the school. Only those who have had a similar
experience can appreciate the amount of work which he performed,
and it was always thoroughly done.

At the end of three years the success of the normal schools was
so far assured that the Legislature made an appropriation for their
support another three years. Still these schools for teachers
simply had leave to be. The Board of Education had given
them the name normal school; but both the name and the school
were new to the people, and the schools had yet to demonstrate
that they were worthy of continued support. The State did
not fully adopt them till 1845, when in making the third appro-
priation for their support, the Legislature christened them State
normal schools.

There were some serious obstacles to the progress of the school.
Students were received at the beginning of each term of fourteen
weeks, and were required to attend two terms, which need not be
consecutive. The irregularity of attendance had such a depressing
effect upon the work of the school as to call forth from Mr. Tilling-
hast in 1845 a letter of resignation of his situation, in which he
said: "I feel it to be impossible for me to carry on the school
effectively in the fluctuations to which it is subject, and therefore
feel impelled, for the good of the school, to withdraw from my
present situation." Instead of accepting his resignation, the
BRIDGEWATER NORMAL SCHOOL.

Board of Education passed an order requiring students to remain in the school three consecutive terms of fourteen weeks.

Another serious impediment to its progress was the want of a suitable building for its work. Relief came in the following way. In the winter of 1844-45 about forty friends of popular education had met in Boston to express their sympathy with Mr. Mann, and the appreciation of his course in the conduct of the great and difficult work of reforming our common schools, when it was proposed that no way seemed so well adapted to this purpose as the placing of the normal schools upon a firm and lasting basis, by furnishing them with suitable and permanent buildings. As the result of this meeting, a memorial signed by Charles Sumner, R. C. Waterston, Gideon F. Thayer, Charles Brooks and William Brigham, was presented to the Legislature of 1845, asking for the appropriation of five thousand dollars, to be placed at the disposal of the Board of Education, for the purpose of erecting buildings for the normal schools at Bridgewater and Westfield, on condition that the same amount, to be obtained by contribution from the friends of the cause, should be placed at their disposal for the same object. The Legislature made an appropriation of five thousand dollars, and Charles Sumner gave his bond for the five thousand dollars pledged by the memorialists, that the work might go on without delay.

The Board of Education appropriated twenty-five hundred dollars for the school building in Plymouth County, provided the same amount should be raised by individuals. The question of location was again to be settled. The people of Plymouth pledged the amount required, and made strenuous efforts to have the school removed to that town. Bridgewater was ready to comply with the conditions, and again the decision was in her favor. The town of Bridgewater paid two thousand dollars, individuals contributed seven hundred dollars, and Horace Mann advanced seven hundred dollars to raise the sum necessary to complete the building. Col. Abram Washburn of Bridgewater gave the site, one and one-quarter acres of land at the corner of School and Summer streets, and George B. Emerson of Boston, always a warm friend of the school, gave the furnace for heating the building.

On the 19th of August, 1846, the new building was dedicated by appropriate addresses delivered by Hon. William G. Bates of Westfield and his Excellency Governor Briggs. In the afternoon of the same day, after the collation of the Bridgewater Normal Association, the health of the secretary of the Board of
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.
BRIDGEWATER NORMAL SCHOOL.

Education was given by the president of the day, to which Mr. Mann responded, in part, as follows: —

"Mr. President: — Among all the lights and shadows that ever crossed my path, this day's radiance is the brightest. Two years ago I would have been willing to compromise, for ten years' work, as hard as any I ever performed, to have insured that at the end of that period I should see what to-day our eyes behold. We now witness the completion of a new and beautiful normal school-house for the State normal school at Bridgewater. One fortnight from to-morrow another house as beautiful as this is to be dedicated at Westfield for the State normal school at that place. Let no man who knows not what has been suffered, has been borne and forborne to bring to pass the present event, accuse me of an extravagance of joy. I consider this event as marking an era in the progress of education — which as we all know is the progress of civilization — on this western continent and throughout the world. It is the completion of the first normal school-house ever erected in Massachusetts,— in the Union,— in this hemisphere. It belongs to that class of events which may happen once but are not capable of being repeated. Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres."

This was in 1846, before any railway whistle had ever disturbed the quiet of this ancient town, before any telegraphic wire had been stretched over any part of the land. But for this toil and struggle which raised six thousand dollars for the erection of the first building for the school, it would not have been possible to secure twenty-five times that amount for the new building now in process of erection to meet the advancing needs of the school to-day. We should be unworthy sons of noble sires did we not remember with deepest gratitude these patriotic deeds of our fathers.

The new building gave the school a permanent home, a more prominent place in public estimation and a larger attendance of students; but the annual appropriations for the support of the school were small, consequently the salaries of teachers were very low, and the appliances for carrying on the work of the school were few; still, with an eye single to the truth, in spite of difficulties and discouragements, Mr. Tillinghast labored on, in patience and in faith, adapting his instruction to the intellectual and moral wants of his pupils and of those whom they were to educate.
In a letter to Hon. Henry Barnard, written in March, 1851, Mr. Tillinghast gives his idea of a normal school. He says: "I should be content if I could bring pupils into such a state of desire that they would pursue truth, and into such a state of knowledge that they would recognize her when overtaken. I therefore have tried to bring my pupils to get at results for themselves, and to show them how they may feel confident of the truth of their results. I have sought criticisms from my scholars on all my methods, processes and results; aimed to have them, kindly of course, but freely, criticize each other; and they are encouraged to ask questions and propose doubts. I call on members of the classes to hear recitations, and on others to make remarks, thus approving and disapproving one another; and they are called upon to make up general exercises and deliver them to their classes. My idea of a normal school is, that it should have a term of four years; that those studies should be pursued that shall lay a foundation on which to build an education. The teacher should be so trained as to be above his text-book. Whatever has been done in teaching in all countries, different methods, the thoughts of the best minds on the science and art of instruction, should be laid before the neophyte teachers. In a proper normal school there should be departments, and the ablest men put over them, each in his own department. Who knows more than one branch well? I send herewith a catalogue of my school, which will give you some idea of its osteology; what of life these bones have, others must judge. But when shall the whole vision of the prophet be fulfilled in regard to the teachers of the land, —'And the breath came into them, and they lived, and stood upon their feet' (not on those of any author) 'an exceeding great army.' God prosper the work, and may your exertions in the cause be gratefully remembered."

Mr. Tillinghast continued in his work as principal thirteen years, a period of service much longer than that of the first principal of either of the other two normal schools; and these were years of severe and exhausting toil, as well as pecuniary sacrifice. Such toil, concentrating the work of many years into a few, was too much for a physical frame already shaken by the exposure of army service. He was obliged to resign his situation in July, 1853, and after nearly three years of severe suffering he passed to his reward in April, 1856, in the fifty-second year of his age.

It was my privilege to graduate from the school and take an advanced course under his tuition, and to be an assistant teacher with him during the last three years of his principalship. I sat
by his side, listened to his devotional exercises at the opening of
the school, so full of the Christian spirit, and was favored with his
wise counsel and sympathetic help in my teaching. I knew the
man. He was an educator, who sought to give his pupils com-
mand of themselves and of the principles of education, so that
they might be able to practise the art of teaching in the education
of children. He was a man of strong religious feeling, pure
character, an unflinching devotion to principle, with "a real,
heroic abnegation of self;" modest, accurate, thorough, of great
analytical power, reading character readily and accurately, he had
a power over pupils which is seldom attained. The secret of his
power lay in his own personal character; he was himself what he
sought to have his pupils be. He gave the whole energy of his
soul to the great work which was given him to accomplish, and
established the school upon a deep and broad foundation. He built
the character of many an earnest and successful teacher. His
spirit, his views, his method, have become a part of our educa-
tional system. By his persistent, thorough, self-forget-
ting, noble work,
he exerted a powerful influence upon the elevation and improve-
ment of our public schools, which will be felt through all the suc-
ceeding generations of this Commonwealth, and far beyond its
borders where his name has never been heard. Who can estimate
the beneficent influence exerted by such a life, silent and powerful
in its working as the sunlight, upon the educational interests of our
country?

Mr. Tillinghast's assistant teachers, who worked earnestly in
hearty co-operation with him, were Thomas Rainsford and Joshua
Pearl, each for one term; Charles Goddard, for three terms; James
Ritchie, for four terms; and Christopher A. Green, for six terms.
After these his assistants were all graduates of the school. Joshua
Kendall, for three terms, afterwards principal of the Rhode Island
normal school; Nancy M. Blackinton, for two terms; Dana P.
Colburn, for three years, who was the author of a series of
arithmetics, and the last six years of his life was principal of the
Rhode Island normal school; Richard Edwards, for five years
(Doctor Edwards was master of the English high school for boys,
in Salem, Mass.; agent for the Massachusetts Board of Education;
the first principal of the State normal school at Salem; principal
of the city normal school of St. Louis; president of the State
Normal University of Illinois; now superintendent of instruction
in the State of Illinois); Adin A. Ballou, Edwin C. Hewitt, Lewis
G. Lowe, each for one term; Robert C. Metcalf, for one term, now
supervisor of schools in Boston; Ira Moore, for one term, now principal of State normal school at Los Angeles, Cal.; and Albert G. Boyden, for three years.

The Second Principal.

Marshall Conant, second principal of the school, entered upon his duties in August, 1853. He came to reside in Bridgewater in 1852, and was employed in connection with the Eagle Cotton Gin Company. His interest in all matters pertaining to education was so great that it very soon opened the way to a cordial intercourse with Mr. Tillinghast, and when the latter resigned his position he recommended Mr. Conant as his successor. Mr. Conant was fifty-two years of age at this time, and brought to the school the ripe fruits of a long and varied experience as a civil engineer and teacher. He was a man of superior ability and knowledge, and immediately took up the work of his predecessor and carried it forward in the same spirit.

Mr. Conant's aim, like that of his predecessor, was to make the normal school in itself a training school. He says, in his report to the visitors, when stating the plan upon which he conducted the school: "I have sought to awaken the conscience to feel the responsibilities and duties that devolve upon the teacher, to draw out the experience of such as have engaged in the work; and I have selected individuals, each taking his turn, to give exercises in teaching before the class, after which I have called for suggestions and criticisms from members, adding also my own. In respect to didactics, it has seemed to me that they must be given more or less at every lesson, and in connection with the subjects in hand. I have so arranged that certain recitations are conducted by the more advanced students in the classes less advanced. I have divided a class into sections of five or six pupils each, with a leading pupil for each section. These leading pupils conduct a part of the recitation in their own sections in the presence of the teacher. This affords the teacher an opportunity to discover the special wants of each pupil, and to adapt his instruction accordingly."

The demand for graduates of higher qualifications induced many of the students to extend their preparation beyond the required course of one year. In 1854 the Board of Education recognized this demand, and extended the time of the required course to three consecutive terms of twenty weeks. This vote went into effect in March, 1855. The library and apparatus of the school were improved under Mr. Conant, and the number of students in
BRIDGEWATER NORMAL SCHOOL. 21
attendance became greater than the building could properly accommodate.

Working with him as first assistant teacher during the first term and again the last three years of his principalship, I knew him intimately as a man and teacher. I was all this time his pupil, for he was constantly disbursing to me from the rich treasury of his experience. With a high ideal of what life should be, he looked on the bright side, and was sanguine of success even to enthusiasm. He was high-toned in all his action, and appealed only to worthy motives; keenly sensitive, thoroughly sincere in dealing with himself and with others, and always courteous. He was a true gentleman. The crowning traits of his character were his love of truth and his faith; he sought the truth both in the works and the word of God. He was a man of the largest charity, always kind and liberal in his judgment of others. His whole mind and strength were given to his teaching; his genial manner, his ready command of language, his felicity in illustration, always secured attention from his pupils. By his fidelity, his devotion, his enthusiasm and the inspiration of his life, he was always leading his pupils to broader fields of thought and higher living.

One of his graduates says of him: "Many a one owes to him an awakening and an inspiration which changed the whole current of his thought and ennobled his whole life." Another says: "In my list of helpers and inspirers he stands among the highest. A tender, generous, courageous life,—a life of steadfast earnestness and deep enthusiasm. Upon the moral side his were the loftiest ideas; and he held his pupils to them by spontaneous attraction rather than by any conscious effort."

Prof. Alpheus Crosby, principal of the Salem State normal school, who knew him well, wrote thus of him: "It is impossible for us to express our high and affectionate appreciation of his mind, his heart and his life. He was not only a man of remarkable ability and attainments, but, what is much more, one of the very best men I ever knew. 'Good all the way through;' and, what is not true of all good men, he was a man not only to be esteemed and trusted, but to be really loved."

Mr. Conant continued his service in the school for seven years, until July, 1860, when on account of failing strength he resigned his position. Mr. Conant's assistant teachers were: Edwin C. Hewett, for three years (Dr. Hewett has been for thirty-two years an instructor in the State Normal University of Illinois, the last
fifteen years of which he has been president of that institution); Mrs. Sarah M. Wyman, for one term; Jairus Lincoln, Jr., for one year and one term; Leander A. Darling, for two years; Benjamin F. Clarke, for one year and one term, who has been the last twenty-seven years professor in Brown University; Eliza B. Woodward, for three years; Elizabeth Crafts, for one term; Warren T. Copeland, for one year; Charles F. Dexter, for one term; Albert G. Boyden, for three years and one term; all of whom, except Mrs. Wyman, were graduates of the school. Teachers of vocal music were Mr. S. P. Thacher for one year and Mr. E. Ripley Blanchard for five years.

The Third Principal.

The present principal was appointed to the position made vacant by the resignation of Mr. Conant in August, 1860. During the previous six and one-half years of service as assistant teacher he was called upon to teach nearly every branch in the course of studies, and to make a careful study of the principles and method of teaching.

The same spirit has prevailed in the school during the last thirty years as that which governed its operations in the preceding twenty years. It has been conducted on the principle that the ultimate object of the normal school, in training teachers for the public schools, is to make the normal student, as far as possible, an educator. The teacher is to teach the child in the different branches of the course of studies, arranged according to the order of the natural development of his powers, as a means to his education. Education means training for life.

The student in the normal school must be led to regard the acquisition of knowledge, the teaching, the training, all the exercises of the normal school, his own spirit, purpose, manners and conduct, from the point of view of the educator. He must be led to acquire a thorough knowledge of the objects and subjects to be taught, of their natural and logical arrangement, of the method of teaching, of the principles of education which determine the method, and such facility in the application of this knowledge and these principles as will enable him to organize and control his own school and to educate his pupils.

It has been the constant aim to give the students in this school such training. In each study the subject is analyzed into its divisions and subdivisions, is arranged topically in logical order
and taught by the analytic objective method, thus showing what is to be taught and the order and method of the teaching.

The students teach the review lesson to one another as it has been taught them, and, as the idea of the method is acquired, they prepare for and teach parts of the subject to one another without being previously taught. They are also required to present to the class the results of their study, to drill the class in the application of what has been taught, to examine the class upon what they have studied, and to do all kinds of class work. These various exercises are all accompanied by criticism from the class and the teacher.

While studying and teaching the subjects in the elementary course the students visit the "school of observation," and observe the teaching of these subjects to children by a model teacher. All the class exercises are conducted upon the principles and the method that has been indicated. The school is a normal training school in all its course.

After the students have been trained to teach philosophically, in as full a measure as the time will allow, they learn the philosophy of their work by finding in the study of the body and mind the principles which underlie the method they have learned to use; they also observe their application to pupils in the school of observation.

As a result of this training there has been a steady growth in the professional enthusiasm of the students, in the improved work of the graduates of the school, and a continually increasing demand for the graduates in all the grades of the public schools. This demand made necessary an extension of the course of study. In 1865 the required course was made four consecutive terms of twenty weeks, or two years, and in 1869 provision was made for a four years' course of study. One-third of the school, including two-thirds of the men of the school, are now pursuing this course.

The introduction of the four years' course was the most important step forward in the history of the school, in the beneficial influence which the advanced pupils exert upon the tone of feeling in the school, in raising the standard of scholarship, in drawing in better-prepared pupils, in sending out better-trained teachers for the high and normal schools, in giving the school character and standing in the community. The continuous course of study in the public schools, from the kindergarten on through the high school, requires that the normal school should train teachers for all grades
of this course. The principles of teaching are the same for all
grades, and should govern the work in all. The studies in
the whole course required by statute law to be taught in the
public schools cannot be properly considered in less than four
years.

The work of this course has thus far been done under serious
difficulties. The teaching force of the school should be sufficient
to conduct this course separately and in the most effective manner.
Some advance should be made in the qualifications for admission
to it. With sufficient teaching force and the facilities we shall
soon have in our new building, its benefit to the school and the
community may be indefinitely extended.

There has been a very large increase in the collections of
minerals, plants and animals, illustrative apparatus and reference
books, made necessary by the objective system of teaching and
study. The institution now has seven laboratories, a minera­
logical and geological, a biological, two physical, two chemical,
and an industrial laboratory, well supplied with typical, working
and classified collections.

There has been a steady advance in the number of students in
attendance. In the fall term of 1860 the number was sixty-seven;
in the fall term of 1889 the number was two hundred and thirty­
two. Three-fourths of those applying for admission come from
high schools, and a majority are graduates of high schools.

The growth of the school has required frequent enlargement of
the school buildings and extension of the school grounds. In 1861
the new building of 1846 was enlarged, increasing its capacity
seventy per cent. In 1871 the building was again enlarged by
adding a third story. In 1872 a fire-proof boiler house was con­
structed and a steam-heating apparatus introduced. In 1881 a
building for chemical, physical and industrial laboratories was
built, connecting with the main building on the south side. In
1869 the boarding department of the school became a necessity,
and normal hall was erected, affording boarding accommodations
for fifty-two students, besides rooms for the family of the principal.
In 1873 it was enlarged so as to accommodate one hundred and
forty-eight students.

A model school was connected with the school for the first
eleven years of its history, in which each member of the senior
class taught at least two weeks. Since 1880 the primary grades of
the town school in the adjoining lot have been a school of observa­
tion for the normal students.
BRIDGEWATER NORMAL SCHOOL.

BRIDGEWATER STATE NORMAL SCHOOL, 1861.

BOARDING HALL, BRIDGEWATER STATE NORMAL SCHOOL, 1869-1873.
The grounds of the school have increased from one and one-fourth acres to fourteen acres, and include the school lot of three acres, on which the buildings stand, the town having added at different times one and three-quarters acres to the original gift of Col. Washburn; "Boydenc Park," containing six acres, just across the street from the school lot, including a beautiful pond, and one of the most attractive places for healthy recreations; "Normal Grove," a half-acre of fine chestnut growth adjoining the park, a delightful summer retreat, the gift of Messrs. Lewis G. Lowe' and Samuel P. Gates of Bridgewater, alumni of the school; and a sewage farm of four and one-half acres.

We have no cloistered halls whose walls of stone the centuries have begun to crumble, as have some of the old schools of England, but we have our temple built from the trees of the forest, and in it, as in those older schools, we have our historic memorials; upon its walls hang the portraits of our departed teachers, the memorial tablet of our patriot heroes, the busts of our martyred presidents, of statesmen, educators, men of science and literature, whose lives have been to us an inspiration; within its halls our minds have been waked to higher views of life and its duties; there, has been opened to us a new world of intellectual life and moral perceptions; there, our souls have been stirred to higher aspirations, have been roused to nobler purposes. But the school has outgrown this temple, around which cluster the fondest recollections of its past life, and a new home for our Alma Mater is going up, deeper, broader, higher than the old, substantial and beautiful. The new building will furnish excellent accommodations for two hundred and fifty normal students, for one hundred and twenty pupils in the practice school, which will include the primary and grammar grades, and for a kindergarten department.

While it is true that the school-house cannot make the school, yet so long as the mind sees through an eye, hears through an ear, speaks through a tongue and executes its will through a hand, just so long will it be true that the best physical conditions will be indispensable to the best work even of the most gifted teachers. It is wise economy that furnishes the best physical appliances and the wisest teachers for the education of our children.

Of my associate teachers, to whose ability, loyalty and fidelity the success of the school is so largely due, time will permit me to speak but briefly. They have been Eliza B. Woodward, who rendered thirty years of efficient, faithful, continuous service in the
school. Her memory is cherished with the warmest affection. Her life was commemorated at our last biennial convention. Charles F. Dexter, for three years. James H. Schneider, a graduate of Yale College, was first assistant teacher for three years, ending September, 1863, when he was drafted into the army. Regarding the draft as the call of duty, he resigned his position in the school and became the chaplain of the Second U. S. Colored Regiment. His regiment was ordered to Ship Island, Mississippi Sound, thence to Key West, Florida, where Mr. Schneider died of yellow fever on April 26, 1864, at twenty-five years of age. He was greatly beloved by all who knew him, an able scholar and teacher, a noble Christian patriot. Austin Sanford was an assistant teacher for one year. Solon F. Whitney, a graduate of Brown University, was first assistant teacher for two and one-half years; Charlotte A. Comstock, for two years; George H. Martin, for eighteen years, when he resigned to become an agent of the State Board of Education. Ellen G. Brown and Emeline F. Fisher served each one year. Elisha H. Barlow, a graduate of Amherst College, was first assistant teacher for one and one-half years. Edward W. Stephenson was an assistant for six months, when, after a brief illness, he died of typhoid fever. He was a young man of great promise, an excellent scholar and teacher, and greatly beloved. Alice Richards was an assistant teacher for four years. Albert E. Winship, for three and one-half years; now editor of the "New England Journal of Education." Mary H. Leonard, for fifteen years; she is now principal of the Winthrop Normal School, Columbia, S. C. Mary A. Currier, for six and one-half years; Clara A. Armes, for eight years; Barrett B. Russell, for eight years, now superintendent of schools in Brockton; Edith Leonard, for four and one-half years; Elizabeth H. Hutchinson, for five and one-half years; Cyrus A. Cole, for four years; Abby M. Spalter, for one year. Mr. O. B. Brown and Mr. Hosea E. Holt were teachers of music each four years.

I have at the present time nine associate teachers, who are rendering most royal service to the school. The teachers in the school of observation have been Misses Olive A. Prescott, Alzie R. Hayward, Caroline E. Morse, Clara T. Wing, Caroline L. Wing, Annie W. Cobb, Grace M. Holden and Martha W. Alden.

The official visitors of the school include the following list of names: Horace Mann, Rev. Thomas Robbins, John W. James, Gov. Marcus Morton, Rev. Dr. E. H. Chapin, Lieut.-Gov. John Reed, Hon. Stephen C. Phillips, Rev. Drs. Henry B. Hooker,

The five secretaries of the Board of Education, Horace Mann, Barnas Sears, George S. Boutwell, Joseph White and John W. Dickinson, have been intimately connected with the life of the school, and have been among its warmest, truest friends.

The visitors of the school and the secretaries of the Board of Education ought ever to be held in grateful remembrance by all connected with this school. By their wise counsel and efficient service in directing public sentiment and the course of legislation, they have secured for it the conditions of success in its work, and by their constant encouragement they have strengthened the teachers and stimulated the students to higher endeavors. They stand between the school and the public, on the one hand to foster and guide the school, on the other to show to the public its value, and to secure from the Legislature the means for its adequate support.

It gives me great pleasure to bear testimony to the generous support and sympathy which the good people of this town have given to the school during all these fifty years of its life in their midst. They contributed liberally to secure its establishment in the town, opened their homes to its students, and the town has repeatedly given land for the enlargement of its borders. They have given constant assurance that the school was among its friends.

I have spoken briefly of the work of its founders, the teachers, the official visitors and the friends of the school. What have the students of this school done for the State and the world? Three thousand five hundred seventy-two students have been members of the school, two thousand one hundred fifty-two of whom are graduates. From returns made, it appears that nearly ninety-eight per cent. of all who have been members have engaged in teaching, more than four-fifths of them have taught in Massachusetts, and that their work will aggregate at least twelve thousand years of teaching. Some graduates have been teaching more than forty years, many have taught more than twenty years, and a much larger number more than ten years.
BRIDGEWATER NORMAL SCHOOL. 31

Let us follow them in imagination as they have gone forth to their fields of labor, company after company, one hundred and thirteen classes of hopeful, earnest young men and women. They are engaged in all grades of educational work,—as State superintendents, agents of the State Board of Education, superintendents of public schools, principals and assistants in normal, training, high, grammar, primary and country schools; in some of the best private schools; in schools for deaf mutes, for the blind, and in asylums for the poor and needy. In Boston, the superintendent of schools, two of the supervisors, fifteen of the masters and seventeen of the submasters are graduates of this school. Eighteen have become principals and sixty-three others assistants in normal schools. Some have become prominent as lawyers, physicians, clergymen, editors, and in business. Many of the women as wives and mothers hold prominent positions, and exert a strong educational influence. Some are missionaries in India, Burmah and Africa; others hold important educational positions in France, Japan and Chili. Their influence is felt around the globe. What would the founders of the school say could they stand with us today? Who can estimate the value of the service rendered to the Old Bay State by these teachers?

The normal schools have become an essential part of the educational system of this Commonwealth, and they are now established in the confidence of the people. We have solid ground for rejoicing to-day in what has been accomplished, and the future of our Alma Mater is full of promise; but she can sustain her efficiency and progress only by the diligence and constant vigilance of her officers and graduates.

Nestled among the highlands of Scotland is the beautiful Loch Katrine, the scene of Scott's "Lady of the Lake." Fed by the pure and sparkling waters from the mountain slopes which surround it, it sends its waters, kept pure by the sunlight which penetrates its depths and the mountain breezes which agitate its surface, out through the hills and over the valleys forty-two miles away, into the homes of the great city of Glasgow with its seven hundred and fifty thousand people engaged in industries which connect them with all parts of the world.

The normal school, like this beautiful lake, is a reservoir of living waters. Fed by the young lives which come from the happy homes of the surrounding regions, it trains these young men and women to be living teachers, and sends them forth with a noble enthusiasm into the public schools to educate the children.
coming from the myriads of homes in the villages, towns and cities of this great Commonwealth.

Let the waters of Loch Katrine cease to flow into the city of Glasgow, and how soon would all its industries be paralyzed. Let the State cease to train teachers for its schools, and how soon would all its life feel the blight of ignorance and unrestrained selfishness.

Let every graduate of the normal school, and every friend of this country, cherish these institutions with a jealous care and a generous support; and may all their graduates go forth in the spirit of Him who is the friend of all children and the master of all teachers, who came into the world not as the hireling cometh, but "that men might have life and that they might have it more abundantly," a more abundant physical, intellectual, emotional, moral and spiritual life,—so that our public schools shall be a fountain of life, sending out its streams to help perpetuate through all time the blessings of a Christian civilization.

The president read a letter from His Excellency J. Q. A. Brackett, in which he expressed interest in the school, sympathy with its aims, and his regret that an important meeting of his council prevented his being present on this occasion.

Hon. John W. Dickinson, secretary of the Massachusetts Board of Education, addressed the convention, emphasizing the thought that the normal schools are professional in their aims, and should not be encumbered by academical work. In closing, he said: "The Bridgewater Normal School has led a patient, hopeful and progressive life. I may say, with Cicero, 'It may have no fears for its old age, since it had no fears for its youth.'"

Mr. William H. Tillinghast, son of the first principal, was next introduced. He expressed reverence for his father's character and for the teachers' profession, and said: "The teacher more than any one else has his hands on the stops of character."

Mr. John Kneeland, of the third class, dwelt on the contrast between the school in its early days and the school as it is to-day. He referred to his principal, Mr. Tilling-
hast, with grateful appreciation, especially to his wonderful power in exciting enthusiasm.

A pleasant and appropriate sentiment from Mrs. MARSHALL CONANT was then given, supplying a connecting link in the historical exercises of the day.

Mr. ROBERT C. METCALF, of the thirtieth class, one of the Boston Board of Supervisors, referred pleasantly to the success of the Bridgewater graduates in the schools of Boston.

Miss MARY H. LEONARD, of the sixty-fifth class, principal of the Winthrop Training School at Columbia, S. C., spoke very earnestly and appreciatively of the relation of the Winthrop School to Bridgewater.

Mr. GEORGE H. MARTIN, of the fifty-ninth class, agent of the Board of Education, spoke briefly of the influence of pupils upon teachers.

Mr. GRANVILLE B. PUTNAM, of the forty-fourth class, principal of the Franklin School, Boston, spoke earnestly of the influence and work of Marshall Conant, the second principal of the school.

Mr. CHARLES A. RICHARDSON, of the thirty-first class, managing editor of the "Congregationalist," spoke of the personality of Mr. Tillinghast, and its great power over his pupils.

Dr. DANIEL B. HAGAR, principal of the Salem Normal School, spoke of the work of the school, and said he did not believe there was a better normal school in the country than the Bridgewater Normal School.

The closing hymn was sung, and the exercises closed with the benediction, pronounced by Rev. BERNARD PAINE.
TEACHERS OF THE BRIDGEWATER SCHOOL.

PRINCIPALS.

NICHOLAS TILLINGHAST, Sept., 1840 — July, 1853.
MARSHALL CONANT, Sept., 1853 — July, 1860.
ALBERT G. BOYDEN, August, 1860 — *

ASSISTANTS.

THOMAS RAINSFORD, March, 1841 — May, 1841.
CHARLES GODDARD, Sept., 1841 — May, 1842.
JAMES RITCHE, Aug., 1843 — Nov., 1844.
JOSHUA PEARL, Dec., 1844 — Feb., 1845.
CHRISTOPHER A. GREEN, March, 1845 — March, 1847.
DANA P. COLBURN, March, 1847 — June, 1847.
JOSHUA KENDALL, March, 1847 — March, 1848.
NANCY M. BLACKINTON, March, 1847 — Dec., 1847.
RICHARD EDWARDS, April, 1848 — Jan., 1853.
ALBERT G. BOYDEN, March, 1850 — Oct., 1853.
EDWIN C. HEWETT, Sept., 1853 — August, 1860.
IRA MOORE, Jan., 1853 — Dec., 1856.
ADIN A. BALLOU, March, 1851 — Dec., 1851.
ROBERT C. METCALF, Dec., 1851 — Feb., 1852.
JAIrus LINCOLN, Jr., Nov., 1853 — Feb., 1854.
ELIZABETH CRAGS, Sept., 1857 — July, 1887.
WARREN T. COPELAND, Dec., 1858 — Feb., 1859.
CHARLES F. DEXTER, March, 1859 — Feb., 1860.
JAMES H. SCHNEIDER, March, 1860 — May, 1863.
AUSTIN SANFORD, Sept., 1860 — Sept., 1863.
SOLON F. WHITNEY, June, 1863 — July, 1864.
CHARLOTTE A. COMSTOCK, Sept., 1863 — March, 1866.

* Now teaching in the school.
BRIDGEWATER NORMAL SCHOOL.


* Now teaching in the school.

Special Teachers of Music.

MR. S. P. Thacher, E. Ripley Blanchard, Mr. O. B. Brown, Hosea E. Holt, 1854 1855 to 1860 1860 to 1864 1864 to 1868
DEDICATION

OF THE

NEW NORMAL SCHOOL BUILDING,

AT BRIDGEWATER, SEPT. 3, 1891.
DIRECTOR

NEW NORMAL SCHOOL SF, HASTINGS

1916

PROCTOR'S REPORT 1916
DEDICATION OF THE NEW NORMAL SCHOOL BUILDING,
AT BRIDGEWATER, SEPT. 3, 1891.

The following report of the exercises of dedication is taken largely from the columns of the "Boston Herald," by courtesy of the editors: —

The dedication of the new normal school building in this old town this morning was the occasion for one of the most notable gatherings ever seen here. Many of the distinguished educators of the State came down by the early trains to congratulate Principal Boyden on the completion of the grand edifice which is such an honor to the old Bay State, and also to show by their presence the great interest which they take in the general education of the masses and in the training of those who mean to make their life work "teaching the young idea how to shoot."

The hour set for opening of the proceedings at Normal Hall was 10.30, and every seat, numbering more than eight hundred, was occupied before that hour by an intelligent and greatly interested audience, at least two-thirds of whom were ladies, whose handsome faces and gay attire gave a peculiar charm to the scene.

Seated upon the platform were Mrs. Alice Freeman Palmer of Cambridge, Mr. George I. Aldrich of Quincy, Rev. A. A. Miner, D.D., of Boston, A. P. Stone, LL.D., of Springfield, members of the State Board of Education; Francis A. Walker, L.D.D., president Massachusetts Institute of Technology; Hon. J. W. Dickinson, secretary of the Board; Messrs. George A. Walton, George H. Martin, John T. Prince, Henry T. Bailey, agents of the Board; Hon. Elijah A. Morse, M.C., of Canton; Hon. Thomas W. Bicknell of Boston; Hon. William H. West of Boston; Hon. I. N. Nutter of East Bridgewater; Representative Edward S.
DEDICATION.

Howard of Newton; Hon. R. O. Harris of East Bridgewater; Prof. B. F. Tweed of Somerville; Dr. William A. Mowry of Boston; Larkin Dunton, LL.D., principal Boston Normal School; Principal George H. Bartlett, Normal Art School, Boston; Rev. William Gallagher, principal of Williston Seminary of Easthampton; Francis Cogswell, superintendent of schools, Cambridge; Frank A. Hill, principal of high school, Cambridge; John Kneeland, supervisor of Boston schools; Nathaniel T. Allen, principal of the English and classical school of West Newton; Prof. H. E. Holt of Boston; Mr. O. B. Brown of Malden; Edward Southworth, master of Mather School of Boston; Rev. T. F. Wright, Ph.D., of Cambridge; Messrs. Hartwell and Richardson, the architects of the building; and many others.

Promptly at 10.30 Principal A. G. Boyden came forward and said: —

We come together on a very interesting occasion, especially to those of us immediately concerned. The building is not yet completed, owing to many delays that we could not control; the furnishings and the cases for the laboratories are not yet in. I make this statement that you may understand that other good things are yet to come.

We invite your attention now to the exercises of dedication. I have first the pleasure of introducing to you Mrs. Alice Freeman Palmer, chairman of our Board of Visitors, formerly president of Wellesley College.

Mrs. Palmer was greeted with applause as she arose to address the audience. She said: —

The honor falls upon me at this time of presiding upon this occasion, and I am especially delighted that I have the power given to me this morning, not to make speeches myself, but simply to call upon others who can make them so much better than I.

Before these addresses, however, you will have the great pleasure of listening to music from the Temple Quartet of Boston.

After the quartet had sung a very fine selection, Mrs. Palmer again arose and introduced the head of the firm of
architects, who had charge of the building, in the following words:

It is fitting that the first words this morning should be from the firm of architects, to whose talents we are indebted for the construction of this building, and Mr. Hartwell will make a statement for the firm.

Mr. H. W. Hartwell's Remarks.

LADIES AND GENTLEMEN OF THE STATE BOARD OF EDUCATION:—
On the 5th of January, 1889, the principal of this school, Mr. Boyden, came to our office in Boston with some memoranda, asking that we should put them into shape with a view to a very modest extension of the old wooden building then existing on the spot. The idea of a new structure such as you see to-day seemed preposterous.

These sketches, which the memoranda called for, were drawn, estimates were made, and an appropriation was asked for the carrying out of the work. A committee of the Legislature came to Bridgewater to examine and see whether it seemed a reasonable and proper thing to do, and something is due to that committee, one of whom I see on the left of me. The suggestion was made by Hon. Thomas W. Bicknell of Boston and Joshua H. Davis of Somerville, members of that committee, that it was a pity to patch up this old wooden building, and Mr. Boyden was requested by the committee to prepare outline plans for a new brick building, which he did very promptly. The result finally was that sketches were made for a brick building, substantially as you see it, and in due time an appropriation of one hundred and fifty thousand dollars was made for carrying out the work.

Before that work could be commenced, in addition to running the gauntlet of the members of the House and the Senate, we had also to pass through the ordeal of the governor's council, who doubted that we had enough money. Then work was commenced. The removal and fitting up of the old building and the laboratory and the extension of the boiler house were accomplished, and finally the present building was placed under contract with Messrs. Darling Bros. of Worcester. The manner in which they have carried out their work is obvious to any and all. Much credit is due to Mr. Boyden for his deep interest in, and daily oversight of, the work.
DEDICATION.

RESPONSE OF MR. ALDRICH, FOR THE BOARD OF VISITORS.

Our president, you know, has been making a tour through Vermont recently, and some newspaper wag the other day reported that, when the president visited Rutland and the quarries owned by Secretary Proctor, some person said, "If you seek a monument look around you." That is about the only word that we need to-day. So far as the architects and contractors are concerned, this is their monument. We have but to look around on this building, top and bottom, and form some little comprehension of the work. I am very glad it occurred to the architect to mention the diligent care and oversight of Mr. Boyden since its inception, for I am satisfied that when we come to use the building we shall be in a growing measure indebted to Mr. Boyden for the way he looked after it.

I am reminded that I ought to be very brief. So I may simply content myself by asking you to be grateful to the Commonwealth that has expended one hundred and fifty thousand dollars here, and at the same time the same amount on another normal school at Westfield. Now, if you will go back with me to the year 1846, I think you will find that the first money was invested here by the Commonwealth of Massachusetts, the amount being eight thousand dollars. Mr. Boyden tells me that to-day the Commonwealth has invested in this educational plant not far from one-quarter of a million. You see what has taken place in the way of the development of growth during the years that have elapsed. During the first years, I believe, the building was provided by the town.

Now, if you will turn in the other direction, we can form some little conception of the great work which, under the providence of God, we may expect this building and the teachers which go from it to do in the future. It seems to me that this is an occasion which reminds us that "Peace hath her victories, no less renowned than those of war."

I have rather regretted recently, at times, that I was not a Bridgewater graduate. It has occurred to me that the next best thing was to have taken from the graduates a life partner, but it did not occur to me to do either of these two things; so I content myself with these few official words, and try to voice very heartily but imperfectly for you and myself the sense of gratitude with which I feel we all ought to be filled, a fresh source of gratitude to the good old Commonwealth for what she has done and is doing for us all the time.
SECRETARY DICKINSON'S ADDRESS.

My friends, the dedication of this new normal school-house is an important event in the educational history of this Commonwealth. This will appear if we consider, first, that the building itself is a development of the one dedicated in the same place on Aug. 19, 1846; and second, that in the new structure is expressed those pedagogical ideas which have been developing for the last fifty years. The old normal school-house at its birth was simple in its arrangements and small in its dimensions.

At that time there was little popular demand for the introduction of philosophy or methods into public instruction. Since those ancient days the Commonwealth has been growing in knowledge and power. The primitive cell of a normal school-house or a system of normal instruction known to us in the history that has been preserved of them has developed into what we may now see in this great building. The public common school means so much to us in Massachusetts that we are inclined to personify all means to be used in school exercises and dedicate them to their uses as if they were endowed with intelligence and will. It is in this sense that we bid farewell to old school-houses as we do to persons, with gratitude for the faithful services they have rendered the cause of popular education in the past, and turn our attention to the new as better adapted to meet the demands of more advanced ideas.

Not much attention was given, in the early days of our normal school, to the results produced upon the mind of the pupil by study, creating in it a faculty for thinking, for exercising its emotional nature and for choosing what is best for one to be and to do. For this reason the philosophy and method of teaching did not enter to any appreciable extent into the early normal course of instruction.

With the knowledge we now have, with our acquired ability to think for more knowledge, with the civil and religious freedom we are permitted to enjoy, with our inherited instincts profoundly in favor of popular education, and with our experience,—more satisfactory and instructive than any other people have ever known,—we ought to be able to construct for ourselves a system of public instruction thoroughly adapted to the demands of our own age and country. This great work is to be done largely by the normal schools of the Commonwealth, and it may be done now more completely than at any period of our history, for our means of pedagogical training are now perfected. We have on hand a promising class of persons to be trained, and we are about to dedicate the schools themselves to higher and more practical ends.
DEDICATION.

With the possession of the best means of teaching which the resources of the State and the genius of men can supply, with an abundance of young persons of good natural talents and training enough to fully comprehend the subjects they would be called to investigate, and with teachers who, by study and experience, have become masters of the philosophy and art of teaching, the Bridgewater Normal School will now be able more fully than ever before to train its classes for every grade of public school instruction. For the accomplishment of this purpose the school will teach, first, the ends which public instruction should be adapted to produce; and second, the conditions which must be observed in pursuing the ends. This work will require an intelligent study of the phenomena of the human mind, and the relations of the individual to the social life of the community in which he is to live.

The difference between the new school-house and the old, which has kindly moved back out of its place to make room for the new, is a concrete illustration of the difference between the new institution that is to be and the old that was. This new building has provided the best known facilities for training the normal classes in the philosophy, in the methods and in the history of teaching. It has also provided room for the accommodation of all the grades of public school work, from the kindergarten methods to those of the secondary schools. In the public-school department will be found all grades of public-school pupils, and the most approved means of primary and secondary teaching. With such an organization of the normal school the pupil will have the opportunity of learning the science and art of teaching, and at the same time acquiring skill in the practical application of his knowledge. It is expected that the normal graduate of the future will be able to enter at once upon the practice of his profession, with the success which knowledge and experience combined alone can produce.

The old school-house that is about to be left to resolve itself into its original elements has done a service in the past that merits a good name and a grateful remembrance. By expansion and alteration and readjustment it has endeavored to satisfy the ever-increasing requirements of a progressive age. But the demand for more room, for a better adaptation to modern ideas and for more physical strength having become greater than development merely can continue to supply, the old building has retired gracefully, and with a consciousness of a life well spent, to make room for the new. May the latter imitate the spirit of the former in its fidelity to the service to which it will this day be dedicated.
In attempting to speak to-day in this place, to this company and amid these surroundings, I find myself overwhelmed in a flood of memories. My mind insists on going back to the early days of this normal school, for this institution has a history well deserving preservation; it has been the scene of worthy and honorable labor on the part of both teachers and pupils. Within the walls of the cheap buildings which it occupied in its early struggles noble purposes were cherished. Teachers labored there with an intense desire to confer the highest benefits upon their own pupils, and indirectly upon the children whom these pupils should instruct. Young men and women studied there with an intense desire to make themselves really fit to be the teachers of the young.

How well those of us who belonged to that company of embryonic pedagogues,—most of us very raw,—how well we remember the aspirations that stirred us. A worthy career seemed to be opening before us. A field of high and honorable usefulness invited us. It was a more inspiring opportunity than we had ever dreamed of enjoying. Our honored instructor seemed to us the incarnation of all wisdom and of all the virtues. To master his methods, to catch his spirit, to acquire his power of grasping the essentials in mathematical and other mental processes and of making the truth luminous,—to do these things was, in our eyes, to accomplish the noblest of achievements. How we longed to possess that marvellous power,—so marvellous that scarcely one of us dared to hope for its attainment. To those who were students under Mr. Tillinghast a description of that early enthusiasm is not necessary; to others, such a description is impossible. It may be said that the state of mind-enthusiasm here referred to was and is a mere sentiment; that in the progress of events much improvement has taken place in the amount and quality of the scientific knowledge here and elsewhere imparted; that pedagogical principles are much better understood by the world at large now than they were at that time; and that the work of those
early years, if repeated to-day, would evoke no admiration, would inspire no intelligent enthusiasm. So far as the subject matter of that primitive instruction is concerned, and even to some extent in respect to the methods employed, I am willing to concede some force to the suggestion. The amount of scientific and literary knowledge imparted here at that time was small. The pedagogical principles involved were not thoroughly adjusted into a system. About the forms of the instruction there was an incompleteness. None of us were prepared at that time to write full treatises, even on the limited group of subjects which we had studied, or on the principles that underlie the art of instruction.

But is there not a greater thing in school work than even positive knowledge of the right adjustment of methods? Is there not in the case of every true teacher an energy of heart purpose from which all forms of real success must spring? To arouse this purpose in the pupil, to awaken in him this unconquerable desire to get at the truth, to engender this mighty zeal for knowledge and for its proper adjustment in the mind,—is not this, so far as intelligent culture is concerned, the teacher’s grandest and most effective work? And that this was accomplished in the early days of this normal school no one conversant with the facts can doubt. The students of those times acquired an unquenchable thirst for knowledge. The fact that they had obtained only a limited amount of it was clearly apprehended by them. The thought that pervaded their minds was that they needed to increase their little store of it. But I must guard against one misapprehension here. I have conceded that in the matter of educational methods there has been a grand improvement since those early times. Let no one infer from this, however, that the instructions imparted here in those days were lacking in right method. In his way of teaching, Mr. Tillinghast was wonderfully clear and effective. He had the power of leading pupils to fix their thought upon the essential elements in a proposition, so as not to be entangled by the non-essentials. He taught us to give a reason for the faith that was in us. The little word “why” was one to which we became thoroughly accustomed. In this way right habits were formed. In this way the minds of the students became accustomed to the best and most efficient methods of thinking. Thus men and women were fitted to grapple with the problems by whose solution the truth is revealed to mankind. In this way genuine education was effected.

The value of this early normal school instruction has been demonstrated in the achievements of hundreds of successful
and prominent teachers. It has been not only a stimulus spurring them to do the best that was in them, but it has also been a guide, — "a lamp to their feet and a light to their path."

Thus we see that the past has its glories, not alone the past of this normal school, but all departed time. Thank God for this. Those who have gone before us have wrought faithfully and well. Our heritage of culture is indeed magnificent. It brings to us not only positive truths in regard to science and art and social relations, but it also brings something of the personality of the worthies who have gone before. Something of the purity and loftiness of character belonging to great teachers has gone into the formal statement of the truths they have revealed. We learn from Sir Isaac Newton not only the existence of the law of gravitation, but we also catch something of that sublime spirit of patient investigation and exalted humility which marked the man. To disparage this glorious inheritance is an indication of flippant folly. To sneer at the faithful men and women who have gone before us, because, in addition to their own proper work, they failed to perform also the work belonging to subsequent centuries, is neither just nor manly. In this, our day of comparatively great things, therefore, let us pay our tribute of deserved honor to the founders of this institution; to the man who from his own private purse furnished the money for the inception of the system of normal schools, — Edmund Dwight; to the man whose persuasive and sometimes fiery eloquence stirred the sleepy old Bay State into some vitality on this subject, — Horace Mann; and to the man who was nearer and dearer to us of the old Bridgewater normal guard than any other, even of the most famous, — Nicholas Tillinghast. They have justly won their fame. It would be mean in us to withhold it from them.

Of the second principal, Mr. Marshall Conant, I had known less than I had known of his predecessor; but I knew enough to have some appreciation of his kindly nature, his high character and his careful and extended scholarship. He was full of sympathy with the young, and consequently was able to awaken in them a strong feeling of affection and regard. I looked upon him as a choice man, whose personal qualities were eminently fit to be reproduced in the young.

Of the present principal, of the man who for the last thirty-one years has been guiding the movements of this institution, it is scarcely necessary to speak. We are here in the midst of his works. Everywhere the impress of his mind is visible. Under
him the institution has expanded. Its pupils have greatly increased in numbers. Its methods of instruction have been improved and developed. Additions and improvements have been made from year to year to the buildings and grounds. And to-day we stand under the roof of this magnificent edifice, planned by the principal, a proof at once of the worth of the institution and of the high appreciation in which it is held by the people of Massachusetts. It is seldom that, in the providence of God, one man is permitted to do so much good in one place.

Thus it appears that, during the fifty-one years of its existence, this normal school has had but three principals. This of itself is a fact worthy of record. It bespeaks a constancy of purpose. It indicates that the men who have labored here have been able to command the public confidence. It shows, also, that there has been opportunity here for the intelligent development of educational principles. Wise plans have not been frustrated at the demand of party or sect. There has been a continuous, systematic growth.

When this school was established, in 1840, there were but three of its kind in the country, and Massachusetts had them all. To-day we count them by the hundreds. Normal schools exist in all parts of the Union. They are supported by States, by cities and by counties. Everywhere we may say the fact is recognized that the work of education involves principles which he who aspires to be a teacher ought to master. This was not always so. I can well remember the time when the most cultivated men of this State denied the necessity for normal schools. Their views were tersely set forth in some such expression as this: "Do you know Latin? If you do, you can teach Latin." Even now I hear an occasional utterance from some old gentleman to the effect that there is no such thing as a science of education. But the intelligent public sentiment of the country is overwhelmingly the other way. Not long since I heard one of the most eminent of church dignitaries urging the necessity of normal schools for the preparation of teachers for parochial schools.

The change in the public sentiment on the subject of the training of teachers is well attested by some other comparisons. I do not know what the cash value of the hall which was at first the home of the Bridgewater Normal School might have been, but I am very sure that the board partitions which had been hurriedly put into it, and the rough seats and desks that were furnished us, could not have been high priced. The floor of that unique structure was low in the middle, and rose by terraces toward the walls. I
BRIDGEWATER NORMAL SCHOOL.

remember that my friend Mr. Cheever occupied one of the exalted seats, and looked down with a calm serenity upon us who sat in the pit, and I remember also that, by slipping papers through the crevices in the partition, it was possible to carry on interesting correspondence with the fair occupants of seats in the adjoining room. Now, between such a building as this and that which we are here to-day to dedicate, there can be no comparison, only a contrast. In that ancient building only those things were furnished without which the school could not have existed. In its rude way it sheltered us from the weather. This comfort was to some extent secured. But it may certainly be affirmed that it did not do much in the way of cultivating the taste, of developing an appreciation and love of the beautiful. In this new structure how different the conditions. Here we have convenience, comfort, elegance, an effective appeal to the sense of symmetry, to the appreciation of fitness with which young people are endowed. Indirectly we have something higher even than this. Those who paid for this house have no expectation of deriving from it the ordinary and palpable material profits. There is an element of Christian benevolence in this building. It means that the people of this State have consented to tax themselves for the good of the teachers who shall be here educated, and of the children who shall be taught by them. May we not affirm that in this thought there is an uplifting inspiration, something to comfort the philanthropist and to strengthen the faith of the Christian?

I know it may be said that this taxing of the people for the support of schools, and especially of the normal schools, has become a sort of fashion,—that men pay their school tax as they perform any other customary act, without much thought of the good that it is to accomplish. But how can such a thing as this be fashionable? From what motive sprang the effort of those who established the system? This house is a declaration that the State of Massachusetts has at least one hundred and fifty thousand dollars' worth of faith in an intelligent and virtuous humanity. It was worth something to introduce such a fashion as this. This house, too, is an indication of progress in the public sentiment. If the first dwelling-place of this school was worth two thousand dollars, and this new house is worth one hundred and fifty thousand dollars, then it appears that to-day the faith of Massachusetts in normal schools is seventy-five times as great as it was fifty years ago. You have increased in population here somewhat and in wealth much more during these years. But in neither of these
two particulars has the increase been worth mentioning in comparison.

I well remember the erection of the second building occupied by the school. It was secured largely through the efforts of Mr. Mann. He had become tired, so he told us, of seeing "a normal school in an abnormal school-house." After many efforts he and others secured some six thousand dollars for the purpose, and when the building was completed an enthusiastic meeting was held in the town hall. Mr. Mann was in a high state of enjoyment. The great want for which he had labored had been accomplished. He was in a triumphant mood. I am sure that his honored successor of to-day cannot feel a more exultant joy over the completion of this splendid pile than he did over the modest building of 1846. And I wish to add a word in regard to both these early structures. Each of them had a glory of its own. The first of them, rude as it was, represented much faith and self-sacrifice. There was a kind of inspiration in the very fact that a useful, practical education could be secured by the help of that coarse furniture and rough surroundings. It showed how thoroughly mind can triumph over matter. For myself, I would not lose the memory of that experience. I believe that the very barrenness of our outward surroundings helped to intensify the good impulses awakened within us.

In the last fifty years there has been a wonderful progress in the material furnishings of educational enterprises. In this respect our schools are very prosperous. A short time since I had occasion to look into some of the facts in the educational history of the State of Illinois. It appeared that during a period of thirty years, from 1857 to 1887, the total expense incurred for public education, from something more than two million dollars per annum increased to something more than ten million dollars per annum. In the same period the population had only about doubled. And a pleasing fact brought out in the investigation was that the increase of funds was brought about almost entirely by voluntary local taxation. I have not made a careful computation in respect to this matter for the country at large, but I am satisfied that Illinois does not exceed the average. This exalts our educational enterprise into a very high financial rank. We are using for schools a large amount of the world's money. I know that we teachers complain of meagre salaries and insufficient supplies. But, compared with anything that the world has heretofore seen, the amount of money used for educating the young is
immense. If there is a failure in the work, if it does not accomplish its purpose, if the children grow up unfit to perform the duties of this world, or the next, it will not be for the lack of money. The problem of the age for us who claim to be educators is to see that the work done, the moral and intellectual training imparted, is as much better than that of former times as our pecuniary resources are greater. One of the gravest dangers that menace our republic is our unexampled material prosperity. We have grown rich as no other people ever did. The resources of the virgin continent have been constrained to contribute to our material possessions. The development of these resources, the building up in a hundred years of this almost incalculable amount of material wealth, the growth of these cities, the extension of railroads, the expansion of commerce,—who can express in words or figures the vastness of this growth? I may characterize it as a terrible prosperity. How shall we escape from being crushed by it? How shall we escape from being crushed by its overwhelming power? We need some mighty counteracting force. The rising generation needs to be aroused to the worth of higher ideals. We need to learn the great art of converting material possessions into spiritual power. The man who converts a dollar into intellectual, aesthetic or moral energy works the noblest miracle permitted to us.

We are here to-day to do what we may for the achievement of this great end. We are here to say as solemnly as we can that the costly materials of which this house is built, that the money here invested, shall be dedicated, devoted, solemnly set apart for the highest uses. We are here to secure, as far as these ceremonies can do it, the conversion of which we have spoken, the transmutation of these material substances into mental and moral and aesthetic power. Let us specify a little the purposes to which we desire to dedicate this house.

First, let it be dedicated to the promoting of intelligence. In the United States we claim to be a well-informed people. "We point with pride" to the alleged fact that the mass of our people possess much knowledge. And of course this claim must be to a large extent conceded. Our people do know something. But I think that these two criticisms may be fairly made upon some of our attainments in this respect. The first is, that so many of us know so many things that are not so; that is, that we have allowed our prejudices and our want of diligence to lead us into so many unsound beliefs. There is a lack of discrimination in our acceptance of what we call truth. We have acquired a bad habit of
jumping at conclusions without sufficient investigation. The other criticism is, that of all truths within our reach we have mastered so few. The universe about us is full of facts, they crowd upon us on every hand; but how few of them we appropriate. How little of the vast treasure thus within our reach we succeed in making our own. The botanist will tell you that many people know nothing worth mentioning about plants. The geologists will say the same thing about the rocks, and the astronomer about the stars. And yet plants and rocks and stars are constantly obtruding themselves upon us, urging us to learn from them.

Now, this normal school always has done its share in the correction of these two evils. The spirit of discriminating inquiry has been abroad here. The young men and women have been urged to thorough investigation. Prejudice has not here been allowed to take the place of diligence in the effort to determine what is true, and it has also effectively met the other difficulty by cultivating the habit of observation.

To the continuance of these useful functions and to the increase of intelligence in all right forms we dedicate this building. The world needs to know more than it does, not only in the sciences already referred to, but in all departments of human knowledge. Some have a dread of universal education. They fear that unregenerate human nature will misuse the power bestowed upon it by knowledge. The young people will learn to use their sharpened faculties in working iniquity. Their culture may be only a means for an increase of their power for evil. And there is some ground for this fear. We cannot guarantee that every human being will use any form of power for good only. Shall we, on that account, withhold all power from man? Must all men be bound hand and foot because they may use their freedom in wrong-doing? On this point there can be no doubt. The risk must be taken. Intelligence and the power it confers must be made as nearly universal as possible. A human being can be ennobled only by being laden with responsibility. The only way to make it certain that some men will do the noblest deeds is to put it within their power to do the meanest. There is no gift, whether of God, of nature or of man, that may not be abused. That is not a sufficient reason for withholding the gifts.

The republic of the United States is menaced by many dangers, one of the chief of which arises from ignorance in the voters, and the best corrective for ignorance is the right hand of intellectual training. This must be imparted in our schools, and especially those
in which the teachers are trained. Intelligence is essential to the success of a republic. Well-informed citizens know how to guard against any invasion of their rights. A cultured people, even when they seem to have succumbed to a barbarian tribe, soon assert their power. How many times this fact has been illustrated in the history of the revolution. We accept our political freedom with all its accompanying peril. We must also accept the necessary universal intelligence with all the risks which that involves.

We must not be afraid of intelligence. The best gift we can bestow upon those who come after us is the gift of a right culture. It will be a power for defence in the future, as it has been in the past. And have we observed how, with every passing generation, the needed amount of intelligence increases? Some years since we had a notable strike on the part of the engineers on one of our principal railways. At one of their meetings the strikers denounced the company for employing men in their places without a proper examination. If the fact was as stated, this was a reasonable complaint. Men ought not to be employed as locomotive engineers unless they can give some evidence of possessing proper qualifications. Human lives are entrusted to their care, and merchandise of great value would be endangered by their ignorance. A prudent man would scarce be willing to entrust himself to a train whose engineer was ignorant of his duties. The engineer must have intelligence. He must know something of the structure of the mighty machine which he is set to manage. The cab of a locomotive is no place for a profound ignoramus. But the railway is the common carrier of our times. At my home, if a pound of coffee or a yard of cloth is required, it must come by rail. If I wish to make a visit to a friend in a distant town, I do it by the help of this common carrier. But I can remember the time when the common carrier in that part of the country was the ox team. The articles consumed in our homes, the food we ate, the clothing we wore, came to us by the help of this ancient and rudimentary means of transportation,—the ox team. But no one ever heard that the driver of the ox team was subjected to a literary examination before entering upon his business. It seems, then, that there has been a change in the requirements made of the common carrier. The standard of qualification for him has been raised. To-day he must know something of the principles of physics, something of the laws that govern the movements of air and steam. It seems, then, that it takes more knowledge to perform the ordinary duties
of life to-day than it did fifty years ago. More intelligence is absolutely essential than formerly. Our advancing civilization makes it more and more imperative.

Let this house, then, be dedicated to the noble purpose of enlarging the bounds of knowledge among our people, that they may become better acquainted with the laws of the universe and with the laws which regulate the progress and happiness of mankind. Let it be dedicated, also, to the inoculation of a sound morality. In this world there is just one thing that has absolute worth, and that thing is character in men and women. These surroundings of ours which we so much value are, after all, only means to a loftier end. These outward things have worth because they may be made to contribute to the good of man, otherwise they are without value. A sturdy sense of responsibility is essential to anything like a true manhood or womanhood. It is also necessary to national permanence. The moment this feeling is destroyed, the moment men cease to do certain things because they are right, and to abstain from certain things because they are wrong, that moment the very foundations of society are loosened. No community in which this sense of responsibility has entirely died out can hold together. As the story comes down to us from the ancient world of the doomed city which, it was promised, might be spared, if ten righteous men could be found in it, so it is with every community in modern times. An aggregation of moral reprobates is doomed to ruin. When this stage is reached, the rain of fire and brimstone is inevitable.

I have said that in these days we require and must have a greater amount of intelligence than was necessary in by-gone times. Let me now refer to the obvious fact that the same thing is true in regard to moral power. The world needs more of it to-day than it has ever needed in the past. Each man in these times requires unwonted strength of moral purpose in order to resist the accumulated and intensified temptations that beset us. These temptations assail us in business, in politics, in social relations and everywhere. Think of the amount of intelligent righteousness it takes to carry a man undefiled through a political campaign. Think of the tremendous pressure brought to bear upon a business man's virtue by the gigantic opportunities for illicit gain so frequently presented to him. And, as already stated, think of the avenues to evil opened by the mere possession of wealth. Some one says of the American people, at the time of the revolutionary war, that they were reasonably virtuous because
of their poverty. They had not the means for indulging in vicious
practices. But that poverty no longer exists. There are few
men or women in the State of Massachusetts to-day who have not
money enough to work their own ruin. If our people as a whole
are restrained from vice, it is because of the strength of their own
moral purpose. And if the great nation successfully endures the
trial, if we go through this ordeal of unexampled material pros-
perity with an increase rather than a loss of moral power and
purity of character, it will be the greatest miracle in the annals of
time. In the development of this moral power the schools of the
land, if rightly used, may and will contribute a powerful help. All
the movements of a well-ordered school tend to the development
in the pupil of a reasonable self-restraint.

And I wish to urge this point of the fitness of the public schools
to develop a robust morality, because the contrary opinion seems
to be urged by some. It seems to be claimed that in our public
schools nothing can be done except to sharpen the intellect. The
time will not permit an argument on the subject here and now, but
I wish to put myself on record as holding the opinion that the
effective, fundamental principles of a sound Christian morality
may and ought to be imparted in the public schools, and that
without the taint of sectarianism.

Let this house, then, be dedicated to the inculcation of a pure
morality. Let the young men and women who resort here be
taught how to use the incidents of ordinary school life for the
illustration and enforcement of moral ideas and for the practical
development of right habits.

Let this house be also dedicated to the development of a worthy
sentiment of patriotism. I am sure that the worth of our political
inheritance in this country cannot be overestimated. The con-
tinuance of the blessings of liberty in this nation can only be
accomplished by a warm-hearted patriotism. If we fall into a
cold-blooded and apathetic state of mind concerning our country
and its institutions, what security have we against political disin-
tegration? Let every citizen be taught to love the land of his
birth or of his choice, as the case may be, with the ardor of a
genuine and reverent affection.

Within these walls may there be fostered a spirit of brotherly
love and good-will to men, which is at once the fundamental idea
in the Christian religion, and in a true system of free schools.
Here may all the light thus far shed upon the true teacher's work
be concentrated, and, as new light dawns, as new discoveries are
made in the noblest of sciences, in this most consummate of arts, may the rays of the added knowledge be faithfully reflected here.

Rev. A. A. Miner, D.D., of Boston, a member of the State Board of Education, was introduced at the close of President Edwards' address, and offered the prayer of dedication.

Principal Boyden was then introduced. He was welcomed with loud applause, upon the subsidence of which he said, first, and naturally, that it was a proud day for him to be present and look into the faces of so many friends. He continued:

It has never seemed to me to be a wise thing to make unnecessary changes about from place to place. I have always remembered a saying of my father's: "Stick to your bush, my boy, until you get all the berries you can from that bush." And so I have remained here to do whatever I might be able to do for the carrying forward of these plans to the end.

Our friends have been many and our friends have been strong. They have been friends indeed, because they were friends in time of need. We have had friends in the State Board of Education who have done what they could to sustain our work year after year; in the secretaries of the State Board of Education; in the Legislature from year to year; and we have had warm friends elsewhere. We have had friends among our graduates who are scattered far and wide, and who have used their influence in distributing information in regard to the aims and the work of this normal school. All these influences have worked together for good. It is indeed cause for profound gratitude on our part, and I think it is also on the part of the community. If there is an interest dearer than any other, it is, I think, that which pertains to the education of our children, and ours is the work of instructing those who shall take our little children and train them in our public schools in the way of uplifting and educating. We greatly rejoice, therefore, in the possession of this building. The patient continuance in well-doing of the men and women in the quiet school-rooms scattered over our Commonwealth, working for the welfare of the children, is planting the seeds of character in these children which will develop them into good citizens of our Commonwealth.
Hon. Elijah A. Morse, member of Congress for the second district, was introduced as one who, in the absence of the governor of the Commonwealth, could well extend to those assembled high official greeting, if any such greeting were needed. He was received with a round of applause, which showed him to be no stranger to those present:—

When I accepted the invitation from the president of this institution to be present to-day, there was nothing said to me about speeches. I supposed I was expected to be a wall-flower, and to ornament the platform. But I am proud to be here to-day as a member of the national Congress, and give you greeting.

I was thinking, as I have been sitting here this afternoon, of the episode of the Apostle Paul on his journey to Rome, when the brethren came out to meet him and he thanked God and took courage. I think, like the Apostle Paul, the Bridgewater Normal School might thank God and take courage.

I believe the country is environed with perils, and all history confirms the lesson that our form of government cannot exist except upon the basis of the intelligence and honesty of the people. In Spain, Mexico and in South America they have time and again tried to establish republics in name, based upon the foundation of an ignorant people, but they have all gone down in decay. So the orator of the day did not overstate when he spoke so highly of the importance of proper education of the people.

One of the good signs of the times is the appropriation which was made by the Commonwealth of Massachusetts for the erection of this beautiful building, which we help dedicate to-day for the education of teachers who will devote their lives to the training of our youth.

I said to a gentleman to-day, as I walked about this building, "Is there a State in the Union that does so much for the education of its youth, or even for its criminals or for its paupers, as this grand old Commonwealth does?"

Now, we have some croakers who go about the country telling people that the country is going to the dogs. I see some young men about us here to-day, and to these young men I say I have travelled in England, Ireland and France, and I have been in twenty-two States of the Union, and I tell these young men whom I see before me, you will pass for about all you are. I am not going to say it is not a good thing to be born well, but I tell you,
young men, you can rise above your birth in this country. Remember, Abraham Lincoln was a rail splitter. James A. Garfield, whose bust I see before me upon yonder wall, drove a horse along the towpath. Andrew Johnson was a Kentucky tailor. Henry Wilson said in the halls of Congress that he knew poverty from his birth, and had made shoes for a living. John Roach came to this country a poor, barefooted boy, and rose to be one of the master mechanics and master minds of the country. Elias Howe worked in a machine shop in Cambridge, and he died not only worth his millions, but, what is worth more, he died acknowledged in all climes as a benefactor of the human race. So to the young men here this afternoon I say, you have the making of your own course. Set your aim high and enter upon its pursuit at once, and persevere. If I were asked to write over the portals of the entrances to this normal school, I would select those two mottoes: "There is no royal road to learning" and "Honor and shame from no condition rise."

We are told that three hundred miles up the river Nile the traveller comes upon the ruins of the ancient city of Thebes, and in that city he finds a statue placed by the King Rameses II., upon which there is the hieroglyphic inscription: "If any man will know how great I am, or where I lie, let him surpass my works." If any man will know how great is this institution which has educated teachers for the schools of this Commonwealth, let him surpass your works.

Gen. Francis A. Walker of Boston was greeted with applause, which readily indicated how well known he was to the audience. He said: —

I am pleased to be with you here to-day. Having, in behalf of the Commonwealth, been instrumental in approving the plans which were drawn and in approving the contract for this building, it seemed to me that, though far away in the heart of the White Mountains, I should come down here to see how many and how great mistakes had been made in this enterprise on behalf of the Commonwealth. On looking about this morning I have come to the conclusion that no mistakes were made; that the Board of Education made no mistake in giving way to the urgent appeals of Professor Boyden for this new building, and that the Legislature made no mistake in granting this munificent appropriation that would justify the place Massachusetts holds in educational matters.
Dr. Edward E. Sawyer, chairman of the Bridgewater school board, spoke briefly in regard to the absolute necessity for inspection of school work by the parents and citizens of towns. He said that this duty should be more fully and faithfully accomplished. He also spoke of the relations of the normal school to the model school.

Rev. Theodore F. Wright, Ph.D., of Cambridge, formerly of Bridgewater, said he felt as if he came not so much to see a new building as to receive a new inspiration. "I feel," he said, "rather as Lincoln did when he went to the field of Gettysburg, not so much to consecrate it as to consecrate himself. The history of this institution, the fidelity with which its instructors have conducted it, and the high aims which they have always cherished, these are things which may well cause each of us to say to himself, 'Go thou and do likewise.'"

Rev. A. E. Winship, editor of the "Journal of Education," was greeted with applause, and made one of the most pithy speeches of the day: —

I have a peculiar interest in this school and in this building. I was here educated. I have been upon the school committee of the town, and have viewed the school; I have taught in this school, and I had the privilege of doing all that was in my power toward securing the building. I have been interested in it, and I am proud to-day to say — and I know whereof I affirm, having seen nearly all of the first-class normal school buildings in this country — that this building is to-day the finest normal school building, without any question whatever, in this country. What Westfield may prove to be next November I do not know; but to-day there is no normal school building in this country that would challenge the assertion I make. This building has to-day the most material appliances, the most modern methods, of any in this country. A most wonderful statement, when we remember that we live in an age when we suppose that the newest things must come through new men. We have here the newest things through the senior normal school man in the United States. And, finally, the strangest thing of all this day to me is to find that we have here as our presiding genius a woman. What does not that signify, when we look back to the fact and think that she is here
to-day as the embodiment and the representative of the State of Massachusetts? That has a significance that no words of mine can emphasize. Some of us have long expected that we should live to see that day.

Mr. George H. Martin, formerly a teacher in the school, spoke briefly in regard to the earnestness which characterized the early teachers in the school. "I am sure," he said, "that in the future there can be no higher expectation or hope among those who labor here as teachers or as students than that they may in some way attain to the same earnestness which characterized the first principal of this normal school."

Hon. Thomas W. Bicknell said the last time he was at the school was little more than two years ago, with a committee of the Legislature, of which he was a member, and spoke of the pleasant way in which the committee were received; of the manifest need which they found of a new building; of the recommendation of the committee that a new building worthy of the State and of the school should be erected, instead of an extension of the old wooden building which had done its work; and of his satisfaction in seeing the recommendations of the committee realized in the substantial and beautiful new building of to-day.

Dr. A. P. Stone of Westfield was the last speaker of the day. He told of the magnificent building which the people of that town hoped to see opened before Thanksgiving, and said: "Thirty-five years ago I went from the interior of the State to become principal of a high school in Plymouth. I was warmly greeted there by an old man whom Horace Mann speaks of in one of his books,—Mr. Ichabod Morton. He was a member of the school committee. He said to me, 'I want you to go down to the Bridgewater Normal School and identify yourself with the normal school of the county.' I found that the normal school was a power in this part of the country. I like to congratulate this community and the State of Massachusetts on the completion of this building. It is a great thing for any community to have a literary influence such as this is in its midst. We expect to have
you come up to Westfield and help us dedicate our new normal school building before you eat your Thanksgiving dinner in November next."

The presiding officer then made a brief address, in which she complimented the many speakers who sat about her upon the platform, and whom she said she would like to have called upon, and whom, no doubt, the audience would have been glad to listen to had there been more time.

The exercises were enlivened at intervals with excellent singing by the Temple Quartet, and the audience dispersed with the feeling that the day had been one of great interest and profit.
The building has been erected from plans by Messrs. Hartwell & Richardson of Boston. Messrs. Darling Bros., Worcester, were the contractors for the mason and wood work; Messrs. William Lumb & Co., Boston, for the plumbing; Walworth Manufacturing Company, Boston, for the heating and ventilating; and Mr. William F. Chester, Boston, applied the Johnson heat regulator.

The building is a massive structure, eighty-six feet in front by one hundred and eighty-seven feet in length, three stories in height above the basement, and stands on the westerly side of a square of three acres, bounded by School, Summer, Grove and Maple streets. It has a commanding position, eighty feet back from School Street, on which it fronts, and faces north-east, so that the sunlight comes into every room. It rests on a foundation of Quincy granite. The walls are faced with water-struck brick of a rich red color, and the limits of the stories are marked by bands of mottled buff brick, capped with blue marble from West Rutland, Vt., with all the metal work of copper, and a roof of slate.

The main entrance is at the front, and through an open porch with three massive arches leads into an ample vestibule, from which stairways ascend on each side of the porch, in cylindrical towers, to the different stories. A corridor, spanned by eight fine arches, extends through the middle of the entire length of the building to the southern entrance. There is a third entrance into the corridor, at the middle of the west side, through an open porch. Stairways ascend from the western entrances to all the stories.

The north half of the first floor is occupied by the reception room, the women's cloak room, men's coat room and two rooms for the library. The remainder of the first floor, including seven class rooms, is devoted to the model school,
composed of eight grades, and numbering one hundred and seventy-five pupils.

The basement story is one-half above ground, and a corridor extends lengthwise through the middle of it. It includes lunch rooms for the students who come daily on the cars, and toilet rooms for the normal students; play rooms and toilet rooms for the model school; the fan room and heating chamber; store rooms, and the gymnasium, twenty-nine feet by seventy-one feet, with its dressing rooms adjacent.

On the second floor over the vestibule are separate toilet rooms for the male and female teachers, and the principal's room. Next is the assembly hall, a beautiful room, which extends entirely across the building, eighty-two feet in length, fifty feet in width and seventeen feet in height, seating two hundred and fifty students. At the middle of the south side of the hall a double door opens into the corridor leading to the class room for languages, four large laboratories for the natural sciences, two teachers' laboratories, an apparatus room and the library for text books.

A corridor extends lengthwise through the middle of the third floor, which includes on the right the principal's class room, a double room for drawing; the two chemical laboratories, elementary and advanced, with the teacher's laboratory between; on the left, two class rooms for mathematics, one for vocal culture and reading, the physical laboratory and lecture room, with the teacher's laboratory between them.

The rooms are large, light, sunny, fitted with tables and chairs, drawers, cupboards and cabinets of working specimens, typical class specimens and classified collections, arranged in the best manner for use in the daily work.

The building is heated and ventilated by the fan system. The air is driven into the rooms, and out through four large ventilating shafts. The rooms are kept at a uniform temperature by the Johnson heat regulator.

In the simplicity of its arrangements, its adaptation to school wants, and in all its appointments, it is a model building, of which the State may justly be proud.
ASSEMBLY HALL. (From the rear.)

ASSEMBLY HALL. (From the front.)
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