

STATE NORMAL SCHOOL  
BRIDGEWATER : : MASS.

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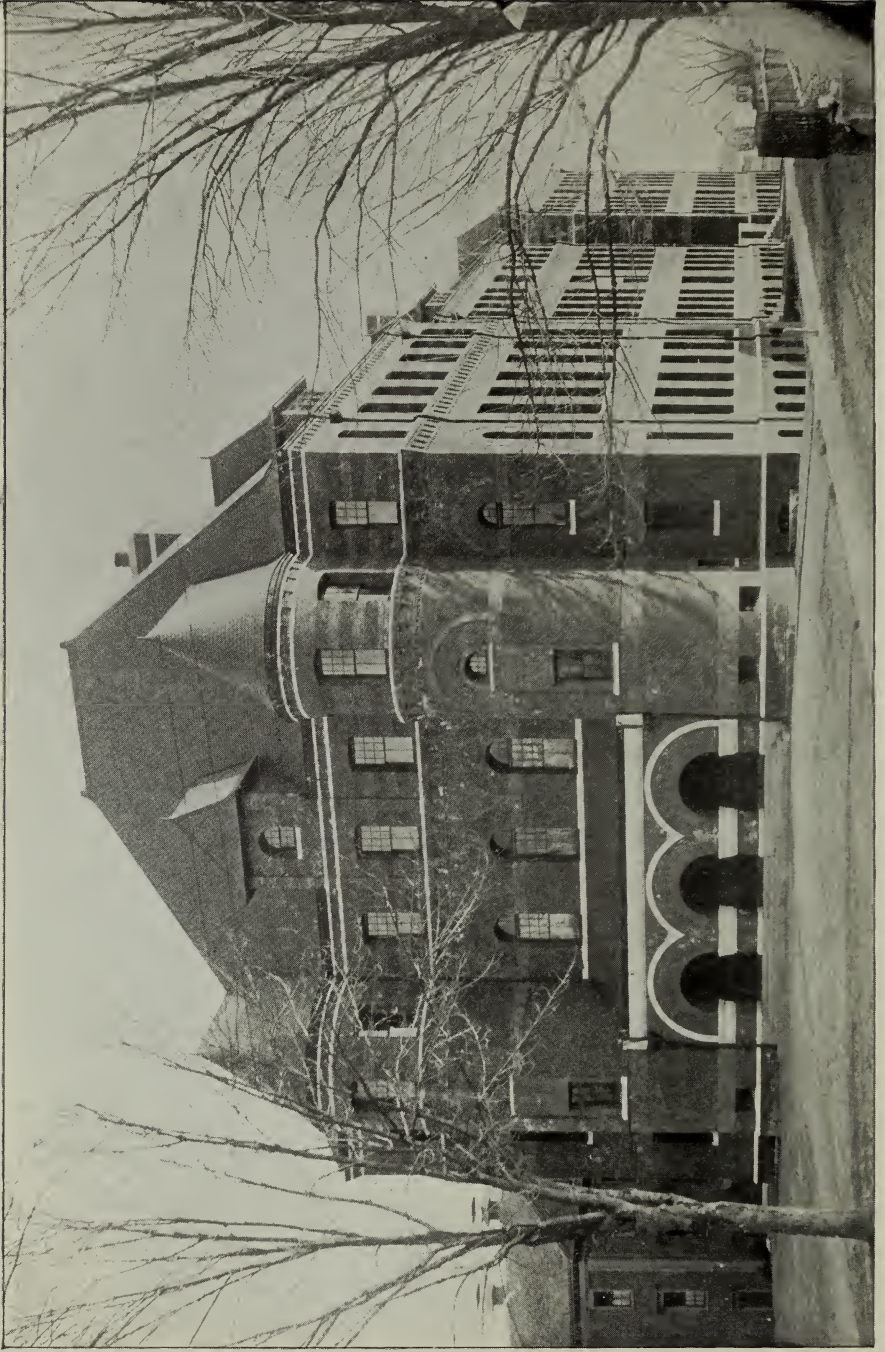
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1910 : : : : : : : 1911







STATE NORMAL SCHOOL.

BRIDGEWATER  
STATE NORMAL SCHOOL  
MASSACHUSETTS

ESTABLISHED 1840



1910-11



BOSTON  
WRIGHT AND POTTER PRINTING COMPANY  
STATE PRINTERS, 18 POST OFFICE SQUARE  
1910

APPROVED BY  
THE STATE BOARD OF PUBLICATION.

# STATE BOARD OF EDUCATION.

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ESTABLISHED IN 1837.

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PAUL H. HANUS, Harvard University, Cambridge, . . .	1911.
LEVI L. CONANT, Polytechnic Institute, Worcester, . . .	1911.
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SIMEON B. CHASE, Fall River, . . . . .	1912.
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FRANK WALDO, . . . . . Room 509, Ford Building, Boston.





## FACULTY.

---

ARTHUR C. BOYDEN, A.M., PRINCIPAL.

History, and History of Education.

ALBERT G. BOYDEN, A.M., PRINCIPAL EMERITUS.

Educational Psychology.

FRANZ H. KIRMAYER, Ph.D., . . . . .	Classics and Modern Languages.
WILLIAM D. JACKSON, . . . . .	Advanced Mathematics, Physics.
CHARLES P. SINNOTT, B.S., . . . . .	Geography, Physiology.
HARLAN P. SHAW, . . . . .	Chemistry, Mineralogy.
FRANK E. GURNEY, . . . . .	Mathematics, Astronomy.
CHARLES E. DONER, . . . . .	Supervisor of Penmanship.
CLARA C. PRINCE, . . . . .	Vocal Music.
FANNY A. COMSTOCK, . . . . .	Mathematics, English.
ELIZABETH F. GORDON, . . . . .	Supervisor of Physical Training.
RUTH F. ATKINSON, . . . . .	Assistant in Physical Training.
ALICE E. DICKINSON, . . . . .	English.
FLORENCE I. DAVIS, . . . . .	Botany, Zoölogy, School Gardening.
ANNA W. BROWN, . . . . .	Vocal Expression.
MABEL B. SOPER, . . . . .	Supervisor of Manual Arts.
ELIN JONSÉN, . . . . .	Manual Training.
MABEL L. HOBBS, . . . . .	Supervisor of Training and Child Study.
ANNE M. WELLS, . . . . .	Supervisor of Kindergarten-Primary Course.

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## MODEL SCHOOL.

BRENELLE HUNT, PRINCIPAL, Grade IX.

ETHEL P. WHEELER, . . . . .	Grade IX.
MARTHA M. BURNELL, . . . . .	Grade VIII.
MYRA E. HUNT, . . . . .	Grade VII.
BERTHA O. METCALF, . . . . .	Grades VI., VII.
NELLIE M. BENNETT, . . . . .	Grade VI.
JENNIE BENNETT, . . . . .	Grade V.
SARAH V. PRICE, . . . . .	Grade IV.
SARAH W. TURNER, . . . . .	Grade III.
NEVA I. LOCKWOOD, . . . . .	Grade II.
FLORA M. STUART, . . . . .	Grade I.
ANNE M. WELLS, . . . . .	Principal of Kindergarten.
FRANCIS P. KEYES, . . . . .	Assistant in Kindergarten.

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CHARLES H. BIXBY, Accountant and Clerical Assistant.

[Figures in light face indicate no session.]

... 1911 ...							... 1912 ...																											
JANUARY.							JANUARY.																											
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JULY.							JULY.																											
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AUGUST.							AUGUST.																											
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OCTOBER.							OCTOBER.																											
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NOVEMBER.							NOVEMBER.																											
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DECEMBER.							DECEMBER.																											
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# CALENDAR.

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1911.

## Graduation

Tuesday, June 20, 10 A.M.

## First Entrance Examination

Thursday and Friday, June 22 and 23, at 9 A.M.

## Second Entrance Examination

Tuesday and Wednesday, September 5 and 6, at 9 A.M.

## School Year Begins

Model School, Tuesday, September 5.

Normal School, Thursday, September 7, at 9 A.M.

## Thanksgiving Recess

Begins Tuesday night, November 28. Ends Monday night, December 4.

## Christmas Recess

Begins Friday night, December 22. Ends Monday night, January 1.

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1912.

## Second Term Begins

Monday, January 29.

## Spring Recess

Begins Friday night, March 15. Ends Monday night, March 25.

## Graduation

Tuesday, June 18, 10 A.M.

## First Entrance Examination

Thursday and Friday, June 20 and 21, at 9 A.M.

## Second Entrance Examination

Tuesday and Wednesday, September 10 and 11, at 9 A.M.

## School Year Begins

Model School, Tuesday, September 10.

Normal School, Thursday, September 12, at 9 A.M.

## Thanksgiving Recess

Begins Tuesday night, November 26. Ends Monday night, December 2.

## Christmas Recess

Begins Friday night, December 20. Ends Monday night, December 30.

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

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

The telephone call of the school is "8044-3;" the telephone call of the principal's residence is "2-2."



## STUDENTS.

FOR THE YEAR BEGINNING SEPT. 8, 1910.

### SPECIAL COURSES.

Bagdoyan, Sarkis Manoog . . . . .	Central Turkey College . . . . .	East Cambridge.
Gomez, Galacion . . . . .	Normal School of Mexico . . . . .	City of Mexico, Mex.
Guillen, Alejandro . . . . .	Normal School, Peru . . . . .	Cuzco, Peru.
Hatch, Aram Horhannes . . . . .	Central Turkey College . . . . .	Boston.
Sarraffian, Kevork Avedis <sup>1</sup> . . . . .	Central Turkey College . . . . .	Boston.
Torres, Arturo . . . . .	Norm'l School, Costa Rica . . . . .	Bridgewater.
Vigneron, Marcel Henri . . . . .	University of Poitiers . . . . .	Brockton.
Alden, Edith May <sup>2</sup> . . . . .	Teacher . . . . .	Willimansett.
Ames, Marian . . . . .	Teacher . . . . .	Pepperell.
Black, Gladys Nancy . . . . .	Norm'l School, Castine, Me. . . . .	Cape Rozier, Me.
Caldwell, Cornelia Beatrice . . . . .	Colby College . . . . .	Brimfield.
Carruthers, Mary Ann . . . . .	Teacher . . . . .	Quincy.
Caryl, Hazel Beatrice . . . . .	Mt. Holyoke College . . . . .	Bridgewater.
Derby, Ethel White . . . . .	Mt. Holyoke College . . . . .	Bridgewater.
Eyjian, Mary Nerses . . . . .	Marash College, Turkey . . . . .	Middleborough.
Flower, Ethel May . . . . .	Nor'l Sch'l, Castleton, Vt. . . . .	Rupert, Vt.
Goddard, Mary Elizabeth . . . . .	Teacher . . . . .	Campello.
Metcalf, Bertha Onelia . . . . .	Teacher . . . . .	Bridgewater.
Noyes, Julia M. <sup>3</sup> . . . . .	Teacher . . . . .	Haverhill.
Potts, Euphemia Katharine . . . . .	Teacher . . . . .	Atlantic.
Reynolds, Louella . . . . .	Teacher . . . . .	Boston.
Wells, Ethel Medora . . . . .	Teacher . . . . .	Pepperell.
Winters, Alice Elizabeth . . . . .	Teacher . . . . .	Milford, N. H.

Men, 7; women, 16.

### REGULAR COURSE.

Chase, Preston Leigh . . . . .	East Harwich . . . . .	Entered 1907.
Hayes, George Edward . . . . .	Bridgewater . . . . .	" "
Lane, Lester Malcolm <sup>2</sup> . . . . .	Hingham Center . . . . .	" "
Lincoln, Edward Andrews . . . . .	North Raynham . . . . .	" "
Mea, Thomas Lynch . . . . .	Rockland . . . . .	" "
Willis, Nathan Elliot . . . . .	Bridgewater . . . . .	" "
Cagney, Katharine Edith . . . . .	Bridgewater . . . . .	" "
Caplice, Sarah Gertrude . . . . .	Rockland . . . . .	" "
Matson, Eleanor Howe . . . . .	Whitman . . . . .	" "
McCormick, Catherine Elinor . . . . .	Weymouth . . . . .	" "
Merrifield, Viola Louise . . . . .	Bridgewater . . . . .	" "
Randall, Regina . . . . .	Brockton . . . . .	" "
Stoddard, Carrie Elizabeth . . . . .	Accord . . . . .	" "

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

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

<sup>3</sup> Present part of first term.

Walsh, Mary Lillian . . .	Bridgewater . . .	Entered 1907.
Waugh, Edith Lucy . . .	Whitman . . .	" "
Williams, Mary Emelia . . .	Easton . . .	" "
Darling, Harry Carlton . . .	Rockland . . .	1908.
Dolan, James Edward . . .	Randolph . . .	" "
Dunn, Valentine Francis . . .	Rockland . . .	" "
Early, James Louis . . .	Campello . . .	" "
McEvoy, Joseph Michael . . .	North Brookfield . . .	" "
McKinnon, George Linus . . .	Whitman . . .	" "
Wilbur, Howard . . .	Fall River . . .	" "
Arnold, Eileen Frances . . .	Brockton . . .	" "
Denlinger, Katharine Barker . . .	North Weymouth . . .	" "
Howes, Sarah Freeman . . .	East Dennis . . .	" "
Hunt, Marion Bancroft . . .	Bridgewater . . .	" "
Onley, Mary Hudson . . .	New Bedford . . .	" "
Ryan, Anna Louise . . .	East Weymouth . . .	" "
Severance, Evelyn Searles . . .	South Hanover . . .	" "
Whiting, Esther Martha . . .	Brockton . . .	" "
Williamson, Charlotte Janet . . .	Brockton . . .	" "
Blake, Harold Rockwood . . .	Marlborough . . .	1909.
Churchill, Everett Avery . . .	Bridgewater . . .	" "
Conlon, Joseph Augustus . . .	Campello . . .	" "
Gill, Henry Forrest . . .	Brockton . . .	" "
Jones, Arthur Clarendon . . .	Charlemont . . .	" "
Murphy, James Anthony . . .	Whitman . . .	" "
Newhall, Orton Cole . . .	North Middleborough . . .	" "
O'Brien, John James . . .	Hingham . . .	" "
Raymond, Oscar Francis . . .	Brockton . . .	" "
Standish, Alfred Elmer . . .	Middleborough . . .	" "
Swift, Bradford Elmer . . .	Middleborough . . .	" "
Young, Kenneth Lincoln . . .	Hingham . . .	" "
Berry, Ila De Ette . . .	Gloucester . . .	" "
Crane, Eva Mildred . . .	Avon . . .	" "
Crimmin, Marguerite Marie . . .	Brockton . . .	" "
Depoyan, Martha . . .	Bridgewater . . .	" "
Harris, Gladys Myrtle . . .	Abington . . .	" "
Hopkins, Elizabeth . . .	Marion, O. . .	" "
Lane, Alice Rubena . . .	Hingham Center . . .	" "
Paine, Doris Mae . . .	Winchester . . .	" "
Robbins, Helen Paine . . .	Harwich . . .	" "
Speare, Mildred Dexter . . .	Chelsea . . .	" "
Tower, Nellie Alta . . .	Hanover . . .	" "
Waldron, Hope Perry . . .	Dighton . . .	" "
Cushing, Josiah Stearns . . .	Middleborough . . .	1910.
Hunt, Harold David . . .	Bridgewater . . .	" "
Lane, John Joseph . . .	Rockland . . .	" "
McCarthy, William James . . .	Somerville . . .	" "
McCreery, Walter Joseph . . .	Fall River . . .	" "
McDonnell, Bernard Joseph . . .	South Boston . . .	" "
Panossian, Arslon <sup>1</sup> . . .	Boston . . .	" "
Phinney, Perlie Melvin . . .	Middleborough . . .	" "
Rau, William M. <sup>2</sup> . . .	Roxbury . . .	" "

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

Wheeler, Roger Bethel . . .	Bridgewater . . .	Entered 1910.
Brownell, Mildred Edna . . .	New Bedford . . .	" "
Burns, Harriet Frances . . .	Quincy . . .	" "
Henry, Susa Watson . . .	Brockton . . .	" "
Johnson, Edith Christina . . .	Milton . . .	" "
Kendregan, Emily Elizabeth . . .	Rockland . . .	" "
Kendrick, Edith Louise . . .	Brockton . . .	" "
Manchester, Almyra Sherman . . .	South Dartmouth . . .	" "
McCausland, Elizabeth Rebecca . . .	Whitman . . .	" "
McFadden, Iva Martha . . .	Haverhill . . .	" "
Nerney, Dolly Blanche . . .	Attleborough . . .	" "
Newton, Dorothy . . .	South Easton . . .	" "

Men, 35; women, 42.

## INTERMEDIATE COURSE.

Andrews, Ella Cary . . .	Campello . . .	Entered 1908.
Beattie, Cecilia Mary . . .	Bridgewater . . .	" "
Faircloth, Catherine Agatha . . .	Rockland . . .	" "
Hager, Mildred Rich . . .	Somerville . . .	" "
Hall, Alice Jane . . .	Brockton . . .	" "
Lee, Mary . . .	Fall River . . .	" "
Llewellyn, Lois Howard . . .	Rockland . . .	" "
Luce, Lillian Emerson . . .	Somerville . . .	" "
Maloney, Sara Louise . . .	Taunton . . .	" "
Norton, Helen Frances . . .	Bridgewater . . .	" "
O'Neil, Ellen Margaret . . .	West Bridgewater . . .	" "
Seaver, Jennie Williams . . .	Taunton . . .	" "
Shaw, Mabel Haskell . . .	Bridgewater . . .	" "
Stratton, Elsie May . . .	Oak Bluffs . . .	" "
Adelson, Annie . . .	Brockton . . .	" 1909.
Adelson, Eva Viola . . .	Brockton . . .	" "
Ayer, Dorothy May <sup>1</sup> . . .	Winchester . . .	" "
Barnes, Esther Mary . . .	Brockton . . .	" "
Bishop, Carrie Amy . . .	North Abington . . .	" "
Clarke, Marguerite . . .	Millville . . .	" "
Fetherston, Sadie . . .	Brockton . . .	" "
Hobart, Eva Antoinette Follansbee . . .	Quincy . . .	" "
Hunt, Katie Muriel . . .	Norwood . . .	" "
Lane, Catherine Peresa . . .	Rockland . . .	" "
Lewis, Ella Hastings . . .	Malden . . .	" "
Lovell, Marian Stebbins . . .	Winchester . . .	" "
Lundergan, Mae Louise . . .	Brockton . . .	" "
Martin, Alice . . .	Brockton . . .	" "
Murrill, Margaret Mary . . .	Rockland . . .	" "
Nye, Mildred Fally . . .	Campello . . .	" "
Power, Maria Katherine . . .	Taunton . . .	" "
Ross, Clara . . .	Dorchester . . .	" "
Runnells, Ida Davis . . .	Elmwood . . .	" "
Russell, Gladys Felton . . .	West Hanover . . .	" "
Sears, Madeline Howard . . .	East Dennis . . .	" "
Alger, Grace Linwood . . .	West Bridgewater . . .	" 1910.

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

Arden, Lena Kate . . . .	New Bedford . . . .	Entered 1910.
Cleaves, Ethel Virginia . . . .	Brockton . . . .	" "
Cronan, Rita Mae . . . .	Campello . . . .	" "
Crossman, Elsie Babcock . . . .	Milton . . . .	" "
Day, Edna Camille . . . .	Hanover . . . .	" "
Fountain, Marion Louise . . . .	Attleborough . . . .	" "
Garrity, Florence Helen . . . .	Abington . . . .	" "
Hunt, Florence Angeline . . . .	South Middleborough . . . .	" "
Johnson, Celia Pearl . . . .	Norton . . . .	" "
King, Hilda Ullman . . . .	New Bedford . . . .	" "
Knowles, Cora Winifred . . . .	Campello . . . .	" "
Lydon, Helen Teresa . . . .	Abington . . . .	" "
Mea, Frances Bessie . . . .	Rockland . . . .	" "
O'Grady, Annie Loretta . . . .	Rockland . . . .	" "
Phipps, Frances Mildred . . . .	Milton . . . .	" "
Turner, Lillian Augusta . . . .	Bridgewater . . . .	" "
Turner, Miriam Reed . . . .	Bridgewater . . . .	" "
Winslow, Marion Frances . . . .	West Hanover . . . .	" "

Men, 0; women, 54.

#### KINDERGARTEN-PRIMARY COURSE.

Dustan, Helen Colburn . . . .	Worcester . . . .	Entered 1908.
Ford, Matilda Elizabeth . . . .	Waltham . . . .	" "
Gurdy, Ruth Cassandria . . . .	Rockland, Me. . . .	" "
Pratt, Edythe . . . .	Bridgewater . . . .	" "
Sweet, Helen Caroline . . . .	Bridgewater . . . .	" "
Thompson, Helen Loring . . . .	Halifax . . . .	" "
Tully, Mary Alice . . . .	Campello . . . .	" "
Whiting, Harriet Edna . . . .	Bridgewater . . . .	" "
Emery, Nellie Walters . . . .	East Harwich . . . .	" 1909.
French, Isabel Somerset . . . .	Salisbury . . . .	" "
Upton, Josephine Pervier . . . .	Stoneham . . . .	" "
Wheeler, Flora Stella . . . .	Enfield, N. H. . . .	" "
Alger, Katharine Brown . . . .	West Bridgewater . . . .	" 1910.
Bates, Charlotte Dorothea . . . .	Bridgewater . . . .	" "
Hall, Inez Meredith . . . .	Dennis . . . .	" "
Howard, Helen Covington . . . .	West Bridgewater . . . .	" "
Hulett, Alice Vivian . . . .	Abington . . . .	" "
Hunter, Genevieve Story . . . .	Lowell . . . .	" "
Josey, Josephine <sup>1</sup> . . . .	Boston . . . .	" "
Pimer, Grace Robinson . . . .	Attleborough . . . .	" "
Richards, Helen Norton . . . .	Attleborough . . . .	" "
Wales, Alice Dudley . . . .	North Abington . . . .	" "
Wilkes, Ruth Howard . . . .	Abington . . . .	" "

Men, 0; women, 23.

#### ELEMENTARY COURSE.

ENTERED 1909.

Abbott, Alice Mabel . . . .	North Attleborough.
Andrews, Gertrude Beatrice . . . .	Whitman.
Andrews, Marion Edith . . . .	Brockton.

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



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Badger, Louise Goodrich . . . . .	Bridgewater.
Birnie, Annie Riddell . . . . .	Quincy.
Bonney, Annie Weston . . . . .	Hanover.
Bonney, Lucy Josselyn . . . . .	Hanover.
Burgess, Catherine . . . . .	Hingham Center.
Burrill, Laura May . . . . .	Winthrop.
Burt, Doris Catherine . . . . .	Taunton.
Carder, Inez Idella . . . . .	East Milton.
Clement, Marie Aurore . . . . .	Cambridge.
Connor, Marguerite Agatha . . . . .	East Weymouth.
Cronin, Ida May . . . . .	East Weymouth.
Deeg, Rosina Sophia . . . . .	Sharon.
Doane, Alice May . . . . .	East Braintree.
Dodge, Frances Badger . . . . .	Roxbury.
Dore, Hattie Mabel . . . . .	North Andover.
Downer, Lilla De Mar . . . . .	North Falmouth.
Driscoll, Catherine Helen . . . . .	Quincy.
Drislain, Ellen Gertrude . . . . .	Canton.
Emerson, Muriel Alice . . . . .	Reading.
Falvey, Katherine Anastasia . . . . .	Quincy.
Flieger, Annie Jane . . . . .	Winthrop.
Freeman, Mabel Snow . . . . .	Wareham.
Gordon, Marian . . . . .	West Medford.
Gormley, Bertha Frances . . . . .	Abington.
Hayford, Harriet Pierce . . . . .	Brookton.
Hays, Susan Ann . . . . .	Fall River.
Henchey, Mary Agnes <sup>1</sup> . . . . .	Quincy.
Hinks, Louise . . . . .	South Weymouth.
Homer, Eleanor Jean . . . . .	Winchester.
Jenney, Mollie Canfield . . . . .	Marion.
Johnson, Etta Mabel . . . . .	Melrose.
Johnston, Marion Borden . . . . .	Fall River.
King, Helen Marguerite . . . . .	South Braintree.
Lanphear, Nelle Caroline . . . . .	Richmond, R. I.
Laycock, Edith Lillian . . . . .	Unionville.
MacDonald, Jennie Scott . . . . .	Bridgewater.
Mangan, Elizabeth Margaret . . . . .	Abington.
Margeson, Helen Jane . . . . .	Winthrop.
McColl, Eugenia Augusta . . . . .	Niantic, R. I.
McCormick, Helena Ruth . . . . .	Wollaston.
McIntosh, Grace Emily . . . . .	Somerville.
Mendell, Annie Dennis . . . . .	Mattapoisett.
Murphy, Agnes Elizabeth . . . . .	West Stoughton.
Murphy, Helen Adelaide . . . . .	Boston.
Page, Rita Clarke . . . . .	North Weymouth.
Paine, Jessie Lincoln . . . . .	Provincetown.
Patterson, Hazel Estella . . . . .	East Milton.
Powers, Elizabeth Margaret . . . . .	Quincy.
Randall, Lydia Bird . . . . .	Kingston.
Reardon, Mabel Dwight . . . . .	West Quincy.
Roby, Delia . . . . .	North Hanson.

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

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Seymour, Rosa Margaret . . . . .	Waverley.
Sheehy, Alice May . . . . .	East Weymouth.
Shyne, Ellen Cecelia . . . . .	Quincy.
Smith, Doris Marguerite . . . . .	Quincy.
Snell, Helen Beatrice . . . . .	Fitchburg.
Staples, Marion Gertrude . . . . .	Campello.
Strickland, Vesta Ellen . . . . .	Hingham.
Sullivan, Alice Mary . . . . .	New Bedford.
Sullivan, Mary . . . . .	Ware.
Vinal, Mary Emma . . . . .	Scituate.
Wallace, Florence Elizabeth <sup>1</sup> . . . . .	Taunton.
Wheeler, Mary Evelyn . . . . .	Fall River.
White, Bessie Moser . . . . .	Fairhaven.
White, Ellen Till . . . . .	Fairhaven.
Whittier, Olive Elvira . . . . .	Somerset.
Williams, Ada Maud . . . . .	West Quincy.
Wood, Beulah Dodge . . . . .	Medfield.
Woodbury, Ethel McLain . . . . .	Haverhill.
Wright, Aliene Branch . . . . .	Boston.

Men, 0; women, 73.

ENTERED 1910.

Aitken, Jennie Helen . . . . .	East Braintree.
Allen, Ruth Gertrude . . . . .	South Weymouth.
Andrews, Beatrice May . . . . .	Sharon.
Backus, Helen Louise . . . . .	Nantucket.
Bailey, Ruth Nancy . . . . .	Hampstead, N. H.
Branch, Regina Layman . . . . .	Manchester, N. H.
Bridgham, Emma Florence . . . . .	Haverhill.
Buck, Isabel Lisette . . . . .	Mansfield.
Cooney, Mary Elizabeth . . . . .	Fall River.
Coyle, Catharine Elizabeth . . . . .	Taunton.
Crowther, Ruth Frances . . . . .	Fall River.
Cummings, Sara Gertrude . . . . .	Newfields, N. H.
Danielson, Ruth Lennia . . . . .	Quincy.
Delaney, Gertrude Elizabeth . . . . .	New Bedford.
Dill, Eva Gladys . . . . .	South Braintree.
Dillon, Mary Imelda . . . . .	Whitinsville.
Dingwall, Margaret . . . . .	North Weymouth.
Downing, Elsie Miriam . . . . .	Dorchester.
Duarte, Isabel Cecilia <sup>1</sup> . . . . .	New Bedford.
Eldridge, Ruth Merriman . . . . .	Quechee, Vt.
Faden, Grace Kimball . . . . .	Waltham.
Falvey, Anna Cecelia . . . . .	Holyoke.
Fay, Charlotte Morse . . . . .	West Upton.
Fitzgerald, Joanna Christina . . . . .	Taunton.
Freeman, Maude Reinette . . . . .	Winthrop.
Gallagher, Mary Elizabeth . . . . .	Rockland.
Gallagher, Mary Louise . . . . .	Rockland.
Gifford, Margaret Kaulbach . . . . .	Brockton.

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

Gifford, Mary Chace . . . . .	Fall River.
Goodhue, Marie Winifred . . . . .	Dorchester.
Hall, Constance . . . . .	East Boston.
Harrington, Anna Teresa . . . . .	Somerset.
Hart, Alida Frances . . . . .	Fall River.
Hanrahan, Grace Mary . . . . .	Taunton.
Henderson, Velma Augusta . . . . .	East Pembroke.
Hicks, Marion Estelle . . . . .	Quincy.
Homer, Sadie Vickery . . . . .	Fall River.
Johanson, Emma Helena <sup>1</sup> . . . . .	Quincy.
Johnson, Grace Frances . . . . .	Brookline.
Keene, Lillian Howland . . . . .	Weymouth.
Kelley, Elsie Mae . . . . .	East Milton.
Kelley, Madeline Marie . . . . .	Melrose.
Larkin, Anna Dorothea . . . . .	Wollaston.
Mackinnon, Florence Margaret . . . . .	Whitman.
Mann, Lillian Mary . . . . .	Canton.
Marsh, Ethel Faunce . . . . .	South Weymouth.
McCabe, Julia Etta . . . . .	Franklin.
McCullough, Olive Margaret . . . . .	Warren, O.
McDonald, Teresa Genevieve . . . . .	Brockton.
McGarrigle, Elizabeth Emmeline . . . . .	Calais, Me.
McKenna, Kathleen Margaret . . . . .	Leicester.
McKillop, Cora Elizabeth . . . . .	Holyoke.
McLaughlin, Anna Claire . . . . .	Brookline.
Morse, Katherine . . . . .	Haverhill.
Murphy, Mary Ellen . . . . .	Fall River.
Neves, Lila Annie . . . . .	New Bedford.
Nicholson, Sadie Wilson . . . . .	Fall River.
Nickerson, Christina Alison . . . . .	Provincetown.
O'Donnell, Katherine Ellen . . . . .	Bridgewater.
O'Donnell, Katharine Miriam . . . . .	Holyoke.
O'Hearn, Lillian Louise Kearney . . . . .	Fall River.
Page, Rose Lima . . . . .	North Weymouth.
Pearce, Clara Mildred . . . . .	Quincy.
Randall, Gertrude Beatrice . . . . .	Andover.
Raymond, Margaret Wentworth . . . . .	Roxbury.
Reidy, Helena Frances . . . . .	East Weymouth.
Reidy, Ruth Mary . . . . .	East Weymouth.
Reinhalter, Mildred Florence . . . . .	West Quincy.
Reynolds, Ruby Alma . . . . .	Campello.
Richards, Viola Mae . . . . .	Brockton.
Robinson, Edith Clinton . . . . .	East Taunton.
Roe, Charlotte Ethel . . . . .	Fall River.
Rogers, Elisabeth Ellen . . . . .	Raynham.
Rolley, Mary Irene . . . . .	Boston.
Selinger, Lottie Ellen <sup>1</sup> . . . . .	Fall River.
Sherwood, Elizabeth Ellis . . . . .	Attleborough.
Silsby, Marion Irving . . . . .	Sandwich.
Smith, Marion Althea . . . . .	Campello.
Spooner, Mildred Hoyt . . . . .	North Easton.
Stetson, Mildred Louise . . . . .	Brockton.

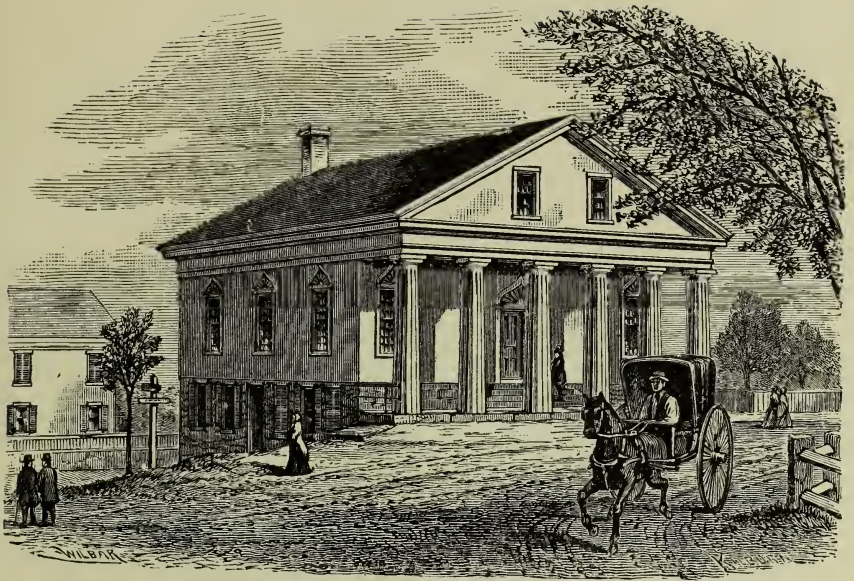
<sup>1</sup> Present part of first term.

Sturtevant, Bulah Adele . . . . .	Brookline.
Traver, Ruth Marion . . . . .	Upton.
Webster, Katherine . . . . .	Waltham.
Wilder, Helen Jane . . . . .	Winchester.
Williams, Gertrude . . . . .	Fall River.
Wormell, Harriette Fanning . . . . .	Haverhill.

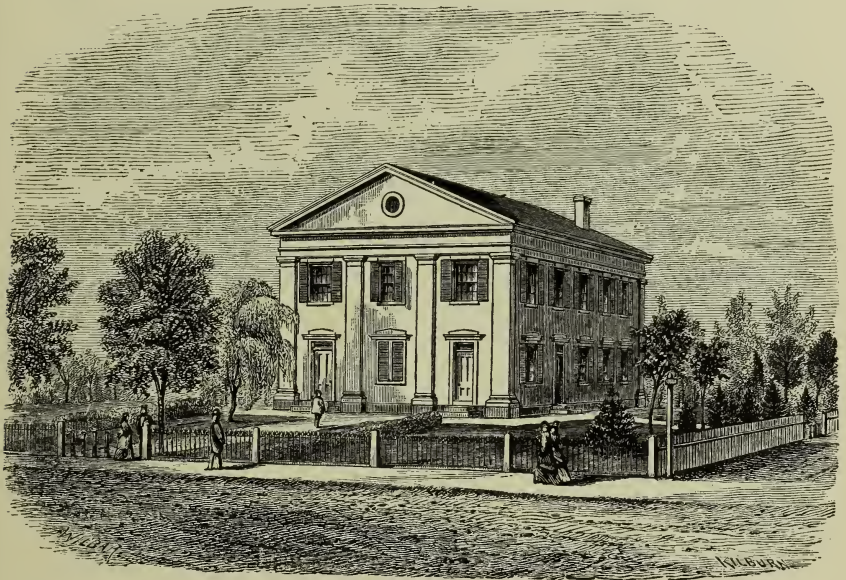
Men, 0; women, 86.

## SUMMARY.

	Men.	Women.	Totals.
Special course . . . . .	7	16	23
Regular course . . . . .	35	42	77
Intermediate course . . . . .	-	54	54
Kindergarten-primary course . . . . .	-	23	23
Elementary course:—			
Class entering 1909 . . . . .	-	73	73
Class entering 1910 . . . . .	-	86	86
Number for the year . . . . .	42	294	336
Number admitted this year . . . . .	12	140	152
Whole number admitted to the school . . . . .	1,417	4,749	6,166
Number graduated last year . . . . .	10	84	94
Whole number of graduates . . . . .	937	3,175	4,112
Number of graduates from four years' course . . . . .	183	174	357
Number enrolled in the model school . . . . .	-	-	484



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.

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## HISTORICAL SKETCH.

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This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish ten thousand dollars, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise ten thousand dollars for the erection of new buildings for this school. The towns of Abington, Wareham, Plymouth, Duxbury and Marshfield voted to make appropriations for the school from the surplus revenue which had just before been divided by the general government. After vigorous competition it was decided to locate the school at Bridgewater; whereupon some of the towns refused to redeem their pledges, and the funds were not realized. Bridgewater granted to the school the free use of its town hall for three years; the next three years the school occupied the same building at a rental of fifty dollars a year. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. The school was opened Sept. 9, 1840, with a class of twenty-eight pupils, — seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the first State normal school building erected in America.

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation.

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

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

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

In 1861 the school building was enlarged, increasing its capacity seventy per cent.; in 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students and the family of the principal; in 1871 the school building was again enlarged, increasing its capacity fifty per cent.; in 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students; in 1881 a new building, connected with the rear of the school building, was erected for physical and chemical laboratories.

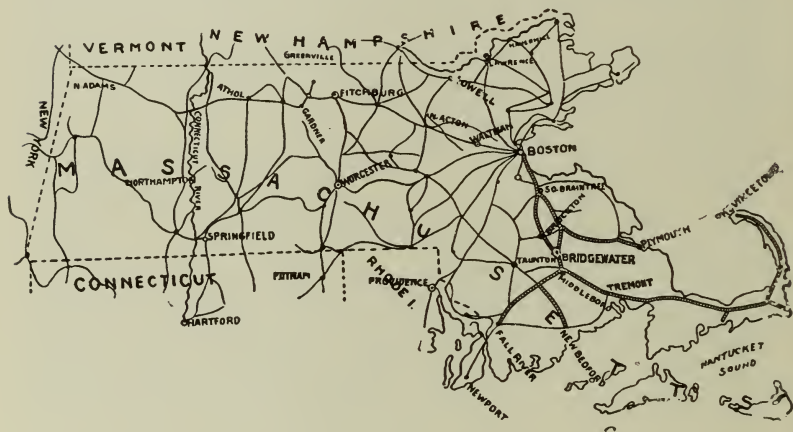
In 1883 a farm of four and one-half acres was purchased and prepared to receive the sewage of the institution; in 1886 "Boyden Park" was purchased for out-door recreations; in 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of one hundred and fifty thousand dollars. The same year the laboratory building erected in 1881 was converted into Woodward Hall, which accommodates thirty-two students; in 1894 the school building was enlarged, increasing its capacity fifty per cent., at a cost of seventy-five thousand dollars; in the same year South Field was purchased for athletic purposes; in 1895 Tillinghast Hall, a fine brick building which accommodates seventy-two students, and a steam laundry were erected; in 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of fifty-five thousand dollars; in 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden; in 1910 an appropriation of one hundred seventy-five thousand dollars was made for a new central power plant and for the erection of a new dormitory for ladies.

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four

successive terms of twenty weeks. From the beginning students who desired to do so could extend their course through additional terms, taking elective studies. In 1869 the four years' course was introduced, and an intermediate course, including the studies of the two years' course and electives from the advanced part of the four years' course was also provided.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the centre district public school near by was made a school of ob-



servation for the students of the normal school; in 1891 the centre district school of the town, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students; in 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners; in 1894 a ninth grade was established in the model school, taking in all the pupils of this grade in the town.

#### LOCATION.

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







TILLINGHAST HALL,

WOODWARD HALL,

NORMAL SCHOOL BUILDING,

NORMAL HALL,

BOYDEN PARK.

## BUILDINGS AND GROUNDS.

The main school building consists of three blocks with narrower connections, thus giving good light and air in all the rooms. It is constructed of brick with blue marble trimmings, and has a slate roof. It is eighty-seven feet wide in front, three hundred and fourteen feet in length, and three stories and the basement in height. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. One third of the building is devoted to the model school.

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

Near by the school building are the residence halls, including the new dormitory for women recently erected. The buildings are ten minutes' walk from the railway station. They have a good location near the centre of the village, and the view from them is attractive.

The gymnasium is a new brick structure. The main part of the building is forty-eight by ninety feet in size; the projection on the front is twenty-four by sixty-four feet, with octagonal towers on the front corners for stairways. The basement story is in two apartments, one for men, the other for women; each apartment has a coat room, lockers, dressing rooms and the Hermann class shower baths. On the first floor are a directors' room, a ladies' retiring room, and the gymnasium. On the second floor are two meeting rooms, and the gallery with the running track. It is a first-class modern gymnasium, and serves the school not only for physical training, but also for social gatherings, and as a banquet hall for alumni gatherings.

The campus includes six acres of land across the street from the school lot. It has a beautiful pond, fine shade trees, and pleasant walks dividing it into open areas for tennis courts and other out-door sports,—making an attractive place for healthful recreation. Normal Grove, adjoining the park and including one-half acre, is a fine grove of chestnut trees. South field, across the street on the south side, includes two acres of level ground for athletic sports. A natural science garden of nearly two acres, adjoining

Normal Grove, serves as an out-of-door laboratory for biology, geography and school gardening; a greenhouse will be erected during the coming year.

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## LABORATORIES AND LIBRARIES.

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

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

**Chemical Laboratories.**—The department of chemistry has two laboratories. One, for the elementary course, is arranged for individual work at tables; the other is arranged for analytical work, qualitative and quantitative. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

**Mineralogical and Geological Laboratory.**—This room is arranged for physical and chemical tests and for blow-pipe work. It is provided with three sets of mineral specimens: one set of working specimens, for use at the tables; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating the classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

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

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



GYMNASIUM.



**Industrial Laboratory.**—This laboratory is furnished with manual training benches, sets of tools, closets for students' work, and special appliances.

**Domestic Science and Industry.**—Two laboratories are fitted up for the use of the model school in the study of domestic science and the industrial occupations of pottery, weaving and bookbinding.

**The Drawing Rooms** are furnished with adjustable drawing stands and with fine examples of casts and models for teaching in the various departments of the Manual Arts.

**Library.**—The school has a large and valuable library of reference books with topical card catalogues. In addition, each department has its own library of works devoted especially to the subjects taught in the department.

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## ADMISSION.

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Candidates for admission must declare their intention to teach in the public schools of Massachusetts and to complete a course of study in the school, and must pledge themselves to keep the requirements of the school faithfully. They must, if young men, have attained the age of seventeen years; if young women, the age of sixteen years.

### PHYSICAL EXAMINATION.

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

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

### MORAL CHARACTER.

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

## HIGH SCHOOL CERTIFICATION.

Candidates must be graduates of a four years' course of study in a high school, or must have received, to the satisfaction of the principal of the school, the equivalent of a good high school education.

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

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

## WRITTEN EXAMINATION.

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

## I. — LANGUAGES.

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

The list of books for study prescribed by the Commission of Colleges in New England for 1910–11 is as follows:— Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

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

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



## GENERAL REQUIREMENT IN ENGLISH.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction.

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

## II. — MATHEMATICS.

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

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

## III. — UNITED STATES HISTORY.

The examination calls for a knowledge of the history and civil government of Massachusetts and the United States, with related geography, and so much of English history as is directly contributory to a knowledge of United States history.

## IV. — SCIENCES.

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

(b) and (c) Any two of the following sciences, — physics, chemistry, botany, physical geography, — provided one of the two is either physics or chemistry. The elementary principles of these subjects, so far as they may be presented in the courses usually devoted to them in good high schools.

## V. — DRAWING AND MUSIC.

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

(b) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation in musical notation of simple melodies or of time phrases sung or played.

#### ORAL EXAMINATION.

Each candidate will be required to read aloud in the presence of the examiner; he may also be questioned orally. The object is to ascertain the candidate's personal characteristics and use of language, and to give an opportunity to furnish any evidence of qualification that might not otherwise become known to the examiners.

#### DIVISION OF EXAMINATIONS.

Candidates may be admitted to a preliminary examination a year in advance of their final examinations. Every candidate for a preliminary examination must present a certificate of preparation. (See blank at the end of this catalogue.) The English must be reserved for the final examinations.

Preliminary examinations must be taken in June.

Candidates for the final examinations should present themselves, as far as practicable, in June. Division of the final examinations between June and September is permissible.

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

#### EQUIVALENTS.

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

#### EXAMINATION DATES.

All candidates for admission to the normal schools, except those applying for the special courses and certificated candidates, are re-

quired to take the entrance examination. Examinations take place at the close of the school year in June, and also at the beginning of the school year in September. (See calendar.) New classes are admitted only at the beginning of the fall term.

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

The principal will be pleased to answer any inquiries which those who think of coming to the school desire to make. Those who propose to apply for admission are requested to notify him of their intention as early as possible, and to state whether they desire a room in the boarding hall.

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## DESIGN OF THE NORMAL SCHOOL.

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

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

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

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

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

bearing upon the teaching process, and also to get a broader view of their scope and meaning.

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

This study is invaluable for its influence "in expanding the mind, enlarging the views, elevating the aims and strengthening the character of the student." It is to be followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education.

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

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

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## PRINCIPLES OF THE SCHOOL.

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

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

Teaching, therefore, is the subtle play of the teacher's life upon the pupil's life, to cause him to *know* what he would not acquire

by himself; to *do* what he would not otherwise do; to *be* what he would not alone become.

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

Second, — The normal pupil is a student teacher.

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

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

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

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

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

## COURSES OF STUDY.

The school offers six courses of study:—

1. A kindergarten-primary course of three years.
2. An elementary course of two years.
3. An intermediate or three years' course.
4. The regular four years' course.
5. A special elective course of two years for teachers of three years' experience.
6. A special elective course of one year for college graduates.

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

### 1. KINDERGARTEN-PRIMARY COURSE.

This course covers a period of three years and prepares equally for teaching in the kindergarten and the primary grades. It trains teachers to work in the kindergarten with due regard to the succeeding years of the child's development, and in the primary grades with a proper use of kindergarten methods. The demand for such teachers far exceeds the supply.

#### FIRST YEAR.

First Term.	Periods per Week.	Second Term.	Periods per Week.
English I. . . . .	2	English III. . . . .	3
Vocal Expression . . . . .	2	Vocal Expression . . . . .	2
Nature study . . . . .	3	Nature study . . . . .	3
Geometry I. . . . .	4	Arithmetic . . . . .	4
Vocal Music . . . . .	4	Physiology . . . . .	3
Manual Arts . . . . .	4	Manual Arts . . . . .	4
Gymnastics . . . . .	2	Gymnastics . . . . .	2
Penmanship . . . . .	1	Penmanship . . . . .	1
Elementary Psychology . . . . .	2	Kindergarten Theory . . . . .	2
		Observation in Model School	2

## SECOND YEAR.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week.
Vocal Expression . . . .	2	Vocal Expression . . . .	2
Manual Arts . . . .	3	History . . . .	3
Gymnastics . . . .	2	Manual Arts . . . .	4
Educational Psychology . .	10	Gymnastics . . . .	2
Observation in Kindergarten	2	Penmanship . . . .	1
Kindergarten Theory . .	4	Kindergarten Theory . .	6
Penmanship . . . .	1	Teaching . . . .	10

## THIRD YEAR.

Fifth Term.	Periods per Week.	Sixth Term.	Periods per Week.
History of Education II. . .	4	Nature Study . . . .	4
Kindergarten Theory . . .	6	Primary Methods . . . .	4
Teaching . . . .	15	Teaching . . . .	15

## 2. ELEMENTARY COURSE.

This course prepares for teaching in the elementary grades; it has no elective studies. A diploma is given upon the satisfactory completion of this course.

Students are urgently requested to consider the advantages of the three and four years' courses in preparing for teaching the upper grades.

## FIRST YEAR.

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

## SECOND YEAR.

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

## 3. THE INTERMEDIATE COURSE.

In this course the elementary subjects are taken up in a more advanced form; an opportunity is given for elective studies, and more extended practice in teaching is afforded in the model schools and in other schools. It requires *three years* for its completion. A diploma is given upon the satisfactory completion of this course.

## FIRST YEAR.

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

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

## SECOND YEAR.

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



## THIRD YEAR. — CLASS B.

Fifth Term.	Periods per Week.	Sixth Term.
English V. . . . .	4	Electives from the regular course or
Vocal Expression II. . . . .	2	teaching in neighboring towns.
Psychology . . . . .	10	
Model School II., III. . . . .	2	
Teaching . . . . .	2	
Gymnastics . . . . .	2	

## 4. THE REGULAR FOUR YEARS' COURSE.

This course, which is a distinct course from the beginning, includes the *maximum* work in the subjects of the elementary course and the educational study of the advanced phases of the subjects. It gives abundant opportunities for practice teaching and for intensive study in preparation for principalships and departmental teaching *in the upper grades*. It enables its graduates to take advantage of credit given by the colleges (see page 56).

## FIRST YEAR. — CLASS D.

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

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

## SECOND YEAR. — CLASS C.

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

## THIRD YEAR. — CLASS B.

Fifth Term.	Periods per Week.	Sixth Term.	Periods per Week.
English V. . . . .	4	German II. . . . .	5
Vocal Expression II. . . . .	2	Greek . . . . .	5
Latin III. . . . .	4	Astronomy . . . . .	5
German I. . . . .	5	Chemistry III. . . . .	10
Geometry III., Algebra III. . . . .	4	History III. . . . .	4
Physics III. . . . .	5	Manual Arts . . . . .	4
Agriculture . . . . .	4	Gymnastics . . . . .	2
Gymnastics . . . . .	2	Model School III. . . . .	2
Model School II. . . . .	2		

## FOURTH YEAR. — CLASS A.

Seventh Term.	Periods per Week.	Eighth Term.	Periods per Week.
Zoölogy II. . . . .	5	English VI. . . . .	4
Gymnastics . . . . .	2	Vocal Expression III. . . . .	2
Educational Psychology, School Laws . . . . .	10	Geometry IV., Trigonometry	6
History of Education . . . . .	4	Botany II. . . . .	4
Model School, IV. women . . . . .	10	Zoölogy III. . . . .	4
Model School, VI. men . . . . .		Geology . . . . .	5
		Chemistry IV. . . . .	10
		Teaching V. . . . .	20 weeks

## 5. SPECIAL COURSE FOR TEACHERS.

Teachers of three years' experience who bring satisfactory testimonials regarding their work and their character may select a course approved by the principal, as follows: —

*Required Subjects.* — (1.) Principles of Education, the Art of Teaching, School Organization, School Government, School Laws of Massachusetts. (2.) History of Education. (3.) Child Study, observation, and a limited amount of teaching.

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

This course may be adapted to preparation for teaching in primary or grammar grades, or for departmental work.

The written examination is not required for admission to this course. A certificate is given for a course of one year; for a two



KINDERGARTEN.



A TYPICAL LABORATORY.



years' course a diploma is granted. A minimum of twenty periods per week is required.

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

#### 6. COURSE FOR COLLEGE GRADUATES.

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

*Required Subjects.*—(1.) Principles of Education, the Art of Teaching, School Organization, School Government, School Laws of Massachusetts. (2.) History of Education. (3.) Observation either in the model school or in a large high school, practice in teaching.

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

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

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

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## COURSES IN DETAIL.

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### ENGLISH LANGUAGE AND LITERATURE.

*English I.*—The elementary facts of language are organized from the teacher's standpoint: (a) the language of action, considered with reference to life and conduct in the schoolroom, in the street and in the social relations; (b) conventional language,—sign, oral, written,—with the special uses of each variety and something of its history. Analysis of the spoken word, to discover elementary sounds, syllabication and accent, with their bearing upon correct pronunciation; analysis of the written word to discover relations between sound and symbol and their bearing upon correct spelling, oral and written; application of these analyses to the teaching of children. Etymology briefly treated as a key to the meaning of new words.

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

**English III.** — This course has two aims: the literary culture of the teacher, and direct preparation for teaching English in the grades. It includes (1) a wide range of reading, especially of American literature, with careful study of a few selected works for the purpose of developing appreciation of a piece of good English; (2) elementary composition, oral and written, with reference to choice of words, note-taking, letter writing, social forms, and the teaching of composition in the grades; (3) theme writing, for the purpose of developing the power of literary expression.

**English IV.** — (*a*) Study of the history of the English language as it has been affected by the political, social and industrial life of the people, as a help to the more effective teaching of the language. (*b*) Study of typical selections of narrative, emotional and reflective poetry, in preparation for conducting class exercises upon them. Similar work with essays of Bacon, Addison, Macaulay and Lamb.

The aim is to cultivate the power to guide pupils in understanding and appreciating what is read, and to give to the students the stimulus which may come from an acquaintance with good literature, as an aid in teaching.

**English V.** — Periods into which the English language and literature are divided; historical characteristics of each period; changes which have taken place in the language; classes of literature most prominent in each period, and representative authors; illustrative works of each author read and discussed for the discovery of thought and expression, as a professional basis for the use of literature in the different grades of schools. Students present topics and conduct class exercises.

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

## VOCAL EXPRESSION.

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

From the point of view of professional literature the students (1) are led to read widely in the literature of childhood; (2) are taught to interpret orally the "literature of power" with some degree of personal mastery, especially in connection with the study of the dramatization of children's literature; (3) are trained in the use of voice and body; (4) are taught to value and use professional literature in connection with the special subjects of this course.

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

1. *Phonics*—with application to work in the different grades.

2. *Literature* taught in connection with the reading of fables, fairy tales, folk tales, cumulative stories, myths and legends, biographical and historical stories, literature for special occasions, and children's plays.

3. *Methods of illustrating literature*,—dramatization; paper cutting; by use of crayons, brush and ink, and water colors; clay modeling.

4. *Use of pictures* in connection with the reading lesson,—prints, blackboard sketching, illustrations in books.

5. *Sight reading*, oral and silent. Value, material to be used, how conducted. Reading to children; memory selections.

6. *Text-books* in reading; points for judging them; discussion of the leading methods of teaching reading in use.

7. *Hygiene* of reading. (a) Reading fatigue; (b) speech defects; (c) backwardness in speech.

II. Students in the advanced courses, in addition to the above work, will study and present one of Shakespeare's plays or some other studied drama.

III. For the *men*, special emphasis is placed upon extemporaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body; platform speaking; study of principles of debating and public speaking; preparation and delivery of short addresses on original topics; preparation of briefs; practice in debating, individually and in teams.

## MODERN LANGUAGES.

(ELECTIVE.)

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

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

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

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

**German II.** — Reading German literature, ear practice, conversation and story telling.

**Spanish.** — The method is the same as that used in German and French, — good pronunciation, facility in correct reading, ear practice. The ultimate object is ability to use Spanish in ordinary intercourse with people who speak the language. Spanish is easily acquired by those who have a good knowledge of Latin.

## LATIN AND GREEK.

(ELECTIVE.)

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



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

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

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

**Greek.** — Method of teaching Greek — alphabet, inflection, exercises, reproduction, translation.

#### GEOMETRY AND TRIGONOMETRY.

**Geometry I.** — Observation and definition of forms; derivation of principles of logical division; occurrence of geometric forms in nature and in architecture. Inductive observational work with practical applications, including field exercises. Construction: (1) with ruler, square and protractor; (2) with ruler and compasses. Mensuration of areas and volumes; working formulæ derived and applied practically. Syllogistic reasoning explained and applied.

**Geometry II.** — Observation and definition of forms; derivation of principles of logical division. Review of the demonstration of a few typical propositions in plane geometry to teach the meaning of proof by syllogism; study of the method of teaching by consideration of the first book in solid geometry through individual, original work by each student. With the principles of the subject established, the course of study in observational, inventional and demonstrative geometry is considered, with reference to grammar school geometry. Application of geometry to practical life, with special reference to the facts and principles used in the industries. Pedagogical value of the subject; its place and importance in the curriculum.

**Geometry III.** — (Elective.) Original demonstrations in solid geometry. Applications of these geometrical principles in common life and in industries. Problems based on the applications. Methods of teaching, with practice.

**Geometry IV.** — (Elective.) Plane analytical geometry, with practice in teaching certain topics.

**Trigonometry.** — (Elective.) Plane, with applications in finding distances and areas; use of the transit. Spherical, with applications, as in finding great circle distances, and in calculating length of days and times of sunrise and sunset. Practice in teaching certain topics.

## ARITHMETIC AND ALGEBRA.

**Arithmetic.**—The analysis of the subject, to show what parts shall be used in teaching. The study of the principles of the system of numbers; the expression of numbers, the operations upon and the relations of numbers. The method of laying out and teaching the subject in primary and grammar grades. Study of the applications of arithmetic, and of commercial papers and mensuration, for the method of teaching; how to conduct class exercises; the preparation and use of appliances and devices.

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

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

**Algebra II.**—(Elective.) Quadratics reviewed; permutations and combinations; the binomial theorem; logarithms; the higher series, operations upon them, convergency and divergency of series; use of undetermined coefficients; continued fractions. Frequent practice in conducting class exercises.

## PHYSICS AND CHEMISTRY.

**Physics I.**—The work is based on the belief that, while very few of the students may ever teach physics as such, every teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in the subjects that are taught, as in geography, physiology and nature study. The teacher should also be able to help children to a clear understanding of the allusions met in their reading, should know something of the construction and operation of common instruments in the schoolroom and in the home

in which children are interested, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse.

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

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

**Physics II.** — (a) Same lines of work as in Physics I.

(b) Laboratory practice in measurement work, largely on the mechanics of solids and liquids, intended to give experience in the careful handling of apparatus, and in the interpretation of results, which will be useful in teaching. Practice in the graphical expression of results; solution of problems. Preparation and presentation of subjects.

**Physics III.** — (Elective after Physics II.) Experimental work in sound, heat, light, magnetism and electricity, for a wider range of laboratory methods, more power in the successful use of apparatus, and a broader knowledge of physics as a science. Laying out of subjects and teaching by the students. Collateral reading and acquaintance with some of the best books on the subject. Practical applications; solution of problems.

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

alkalis; of the common metals and alloys. Acquaintance with some of the best reference books.

*Mineralogy I.* — Practical study of a few common minerals, building stones and typical kinds of soil. Application to the study of geography and to the industries. Each student is provided with the needed appliances, specimens and reference books.

*Chemistry II.* — The purpose of the course is to impress the importance of a knowledge of the laws of chemical change in the affairs of life; to illustrate methods of investigation, conditions of success, ways of recording, probable reasoning, verification and application; to develop in the student the power of initiative, resourcefulness in emergencies and to give some mastery of materials and forces; to learn to appreciate the work of trained investigators and practical inventors. Laboratory study of the chemistry of air; combustion and fuels; drinking water; alkalis, acids and salts; metals and non-metals; bleaching and dyeing; foods. Acquaintance with the best reference books.

*Mineralogy II.* — Minerals, rocks and soils, — their occurrence, properties, uses, classification and process of formation. Ores, pigments, gems, rock-forming minerals and building stones. Mining, quarrying, smelting. Laboratory exercises, to teach the method of determining the physical and chemical properties of mineral substances. Field work and individual collections, to familiarize students with the material to be used in schools in nature study and geography. All needed specimens, appliances and reference books are furnished to each student.

*Chemistry III.* — (Elective.) *Qualitative analysis*, — to learn how to organize chemical facts for a practical purpose, and to gain breadth of chemical knowledge and mastery of laboratory technique. Theory and practice of qualitative chemical analysis, including thorough study of the metals and acids by groups; consideration and use of effective methods of separating and identifying them in many typical combinations, and complete qualitative chemical analysis of twenty or more "unknown" substances and mixtures progressively arranged according to difficulty.

This part of the course presupposes a knowledge of general chemistry and considerable previous laboratory practice. It practically covers the ground included in Gooch and Browning's *Outlines of Qualitative Chemical Analysis*, and serves as a preparation for Chemistry IV.

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

*Determinative Mineralogy.*— Analysis of minerals in the laboratory, using Brush's *Manual* as the guide.

Students taking this course are provided with all the best modern facilities, such as reference books, laboratory equipment and Merk's C. P. reagents.

**Chemistry IV.**— (Elective.) Quantitative analysis, water analysis, milk analysis, soil analysis. Students may elect any one of the lines for thorough study, or typical problems in each of the lines.

### BOTANY AND ZOÖLOGY.

**Nature Study.**— This course includes laboratory and field study of seed distribution and germination, plant growth and habits, the influence of adaptability in competition, the influence of cohesion and adnation in production of seeds, the most common trees, lichens, mosses and ferns, the land birds of the vicinity, the metamorphosis of insects, and lessons on domestic animals.

**School Gardens.**— This part of the course is intended to fit the students to plan and conduct a school garden. To that end the fundamental principles of agriculture are taught, experiments are made and recorded, and each pupil plans, plants and cultivates a small garden.

**Botany I.**— Study of plant forms from the simpler to the more complex types; power of adaptability of each type; experiments in growth, respiration, digestion, and propagation; analysis of plants.

**Botany II.**— (Elective.) A study of the form, structure, habits and phases of development of nonflowering plants. The student begins with the minute algæ in the aquaria of the laboratory, and broadens his acquaintance until it includes sea mosses, fungi, lichens, true mosses, ferns and club mosses.

**Zoölogy I.**— A study of the form and structure of animals, with relation to their habits of life, power of adaptation, relations with man, the persistence or extinction of their type. After taking this course the student should have a systematic knowledge of the animal kingdom upon which to draw for teaching zoölogy, conducting nature study, or taking advanced courses in zoölogy.

**Zoölogy II.** — (Elective.) This course includes the dissection of the sea anemone, starfish, worm, clam, lobster, fish, frog, bird, cat. It furnishes a foundation for the advanced study of physiology and for advanced work in college.

#### PHYSIOLOGY AND HYGIENE.

The following lines of work are taken up: —

1. The human body as a whole, for its external and structural parts, its general plan and its building materials.
2. Laboratory work, for a knowledge of tissues, structures and processes.
3. The various systems of the body, for (*a*) the essential facts of anatomy, (*b*) the functions of the various systems and organs, (*c*) the fundamental laws of health.
4. Effects of alcohol and narcotics.
5. Foods and food values.
6. A study of the principles of sanitary science, including such topics as (*a*) ventilation and heating, (*b*) plumbing and drainage, (*c*) water and milk supply, (*d*) preparation and preservation of food, (*e*) bacteria in relation to disease, (*f*) contagious and infectious diseases, (*g*) disinfection and vaccination, (*h*) relation of food, air and water to disease, (*i*) school hygiene, (*j*) personal hygiene.
7. Study of a graded course in physiology, to determine its adaptation to practical school work.

The subject is taught by the aid of a human skeleton, a life-sized manikin, models and charts, specimens of internal organs, and the dissection of specimens from the lower animals. Tissue structures are studied by means of microscopic sections and lantern slides.

#### GEOGRAPHY AND GEOLOGY.

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

Laboratory exercises and field trips are designed to give to the student an understanding and appreciation of the important facts connected with the composition and structure of the earth's crust,

the great agencies that are operating to give the surface its present topographical features and how the topography influences man's industrial life.

Each student has his place at the table, studies rocks and soils, models and charts, makes collections and prepares class exercises.

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

(1) The earth as a planet, for the underlying principles of astronomical geography, including the effects of the earth's rotation and revolution. (2) The atmosphere, for the great laws of climate. (3) The ocean as a modifier of continents and climate and as a great commercial highway. (4) The evolution of topographic forms and the uses which man makes of them, with the qualities which render them thus useful. (5) The people in their industrial and institutional life, including the development of the great industries and institutions among men, and a comparative study of the great commercial nations. (6) Locational geography, to fix important facts of location for general intelligence. (7) Field work and laboratory exercises, for the practical application of principles learned. (8) The preparation of materials and exercises for teaching. (9) Practice in conducting class exercises. (10) The study of a graded course in geography, to determine its adaptation to practical school work. (11) Juvenile literature appropriate for grade work in geography. (12) Schoolroom appliances for teaching the subject.

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

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

**III. Geology.**—The course is designed to give the student a practical working knowledge of structural and historical geology. His previous work in physiography is extended and new lines are taken up.

The laboratory study of an extensive collection of rocks and fossils constitutes a large part of the work of the course. This is supple-

mented by geological trips into different parts of the State for practical application of the principles worked out in the laboratory.

Much reading is required, and maps, together with other apparatus, are prepared for teaching.

#### ASTRONOMY.

(ELECTIVE.)

Observations on the sun, moon, stars, planets, comets, meteors and nebulae, as a foundation for astronomical theory. Each student learns to recognize in the heavens at least twenty-five constellations, and to represent the same upon a planisphere. The mythology connected with the various configurations is noticed. Study of the terrestrial and celestial spheres in their relation to each other, of the heavenly bodies, and of the astronomical theories of the varied phenomena of the universe. The method of bringing these fascinating astronomical facts to the attention of the children in the schools is considered. The practical value of astronomy in chronology, navigation, geodesy, surveying, exact time, and many other lines of study is emphasized. Students have the aid of a telescope with four-inch object glass.

#### HISTORY.

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

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



tures, and study of sources of history; practice in conducting drill exercises and discussions; arrangement of a graded course of study; how to use the text-book.

**III. General History.** — The purpose of the course is to trace, in a broad way, the development of Oriental, classic and Teutonic peoples, (1) for the cultural purpose of understanding the historical development of principles of government and of social institutions, (2) as a basis for the study of the history of education, (3) as a basis for teaching historical stories, (4) as supplementary knowledge to be used in the study of the geography of different countries. Use of the historical library in preparation of abstracts of topics for teaching; preparation of outlines, comparative maps and tables of time; how to use historical pictures; practice in conducting discussions

#### VOCAL MUSIC.

1. The principles of musical expression and their application, including the right use of the voice and individual sight singing; rote songs, ear training, melody writing, study of intervals, chords and the elements of harmony; musical history and biography. These subjects are considered in their relation to grade work, and opportunities are given for conducting the class. In the latter part of the student's course opportunity is given for teaching in the grades.

2. Chorus practice throughout the students' course. The study of musical form, and the analysis of masterpieces.

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

#### THE MANUAL ARTS.

Two parallel, correlated courses are offered in manual arts; one in drawing and design, the other in handiercrafts.

In the two years' course emphasis is placed upon simple, elementary processes, with direct relation to the ordinary schoolroom equipment. In the three and four years' courses more advanced forms of drawing, painting and constructive design are taught, together with experience in working upon co-operative problems in connection with other school subjects and interests.

**Elementary Course.** — 1. *Drawing from Nature*, — with application to design for decorative purposes. Technical facility with the pencil and brush.

2. *Drawing from Objects*, — with application to picture making and to building scenes to illustrate stories, occupations and trades, — to develop the power to understand and appreciate pictures.

3. *Construction and Design*. — Application to cardboard and paper construction for sand-table projects; to knotting of cord and raffia; to weaving; to basketry; to elementary bookbinding, etc. Selections are made from a list of projects adapted to local requirements: (1) articles for individual school use; (2) articles for general school equipment; (3) illustration of subjects in the school curriculum; (4) gifts for the school or home; (5) objects of special interest to the children; (6) objects for school festivals or pageants.

The courses in woodwork include the care and use of tools, a knowledge of materials in the planning and working out of problems arising in the making of articles for individual or school purposes.

4. *Color Theory and Practice*. — Application in matching colors, in reproducing color effects, and in selecting colors for harmonious effects in decoration and design.

5. *Blackboard Sketching and Drawing*, — for illustrative and decorative purposes in the schoolroom.

**Advanced Courses.** — These courses are for the preparation of teachers for the upper grammar grades and for departmental teaching.

*Minor Crafts*, — including metal work, leather work, bookbinding, stencilling; domestic art and home decoration; advanced forms of drawing and painting; history of art.

*Mechanical Drawing* (for men), — with drafting room methods; advanced bench work and shop practice in making furniture, school appliances, etc.

The aim of both courses is, (1) to develop technical skill with tools; to give a practical knowledge of art, design and handwork in its simpler forms as adapted to teaching classes of children in the public schools; (2) to cultivate good taste and æsthetic appreciation of things beautiful and appropriate by giving the students opportunity to make choice of problems and materials, and by bringing them in contact with beautiful examples of works of art in loan exhibitions from the Boston Museum of Fine Arts. The history of art is introduced into the course in connection with the various subjects as they are studied. Outlines of courses in the manual arts used in neighboring cities and towns, as well as those used in larger centers, are studied and worked out by groups of students.

### PENMANSHIP.

Penmanship is taught during both the junior and senior years. One period each week is devoted to practice under the personal direction of the supervisor, for the purpose of developing a plain, practical style of writing. Students are required to submit their practice work to the supervisor for inspection, criticism and graduation. Each student practices from a complete course of lessons prepared by the supervisor himself.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. Students will be able to write well if they conscientiously try to apply the movement in all their written work. Since writing is essentially a co-ordinated movement, it has to be developed through patient and persistent practice. The seniors are also given blackboard practice, practice in counting, and in teaching lessons before their own classes. The seniors have abundant opportunity to observe the teaching done by the supervisor and the regular teacher in the model school. During the senior year the supervisor outlines a scheme for each grade, so that the students will have a knowledge of the theory of teaching the subject of penmanship in all the grades in the public school.

### PHYSICAL TRAINING.

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

The purposes of this department are:—

1. To aid the student in attaining his highest degree of physical efficiency and bodily symmetry; to stimulate and strengthen his co-ordinative faculties and establish the proper relation between his mental and physical powers.

2. To enable him to detect the sense deficiencies of children, and to recognize the faults of posture or growth and prevent the abnor-

malities of the sitting and standing positions characteristic of the schoolroom.

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

The theoretical and practical work is based upon the principles of the Swedish Ling system, adapted to American needs. The course includes: (1) Practical talks on personal hygiene. (2) A study of the principles and applications of educational gymnastics, with special attention to the effects of gymnastic exercises. (3) Instruction and drill in gymnastic positions, movements and exercises. (4) Squad and class drills directed by students. (5) The analysis of plays and games suitable for the schoolroom and school yard. (6) Observation of gymnastic work with children and practice in teaching them under public school conditions. (7) Emergency lessons: checking the flow of blood, resuscitation, transportation, and practical treatment of the common accidents and emergencies of school life. (8) Classic dancing, rhythmic exercises and æsthetic movements according to the Gilbert system. (9) Folk lore dancing. (10) Corrective gymnastics. (11) Anthropometry in its application to the strength tests of the students, and instruction in measurements of school children.

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

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

#### PSYCHOLOGY AND PEDAGOGY.

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

II. *The Nature and Scope of the Teacher's Work and his Preparation for its Accomplishment.*—1. *The educational study of man* to find the principles of education which underlie all true teaching, including the study of the structure, function and normal action of the human body as the instrument of the mind. The study of the mind in its threefold activity of thought, feeling and will, through ob-

servation of its activity in self and in other minds, and by hearing and reading the testimony of other observers of mind.

2. *The consideration of the educational study of subjects* to get the principles of the subject, to learn why it should be taught, to find its pedagogical value.

3. *The analysis of the art of teaching*, to find definite directions for the practice of the art, considering the special study of human nature; of the individual pupil; the selection and arrangement of subject matter; the presentation of truth; the motives to study; study by the pupils; examination of pupils; object and method of criticism; the teacher's daily preparation.

4. *The study of school organization* to find what it is to organize a school; the advantages of a good organization; opening of the school; classification of the school; distribution of studies; arrangement of the exercises; provisions relating to order.

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

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

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

### III. School Laws of Massachusetts.

#### HISTORY OF EDUCATION.

The purpose of these courses is to trace the great typical movements in educational development as the basis of progress in educational theory and practice; to broaden the horizon of the teacher through an acquaintance with the work of a few great leaders in education; to emphasize the relation of the spirit and environment of a people to their elementary and higher education; to lay a foundation for future educational reading and discussion.

1. **Elementary Course.**—Development of education in Massachusetts, with special emphasis on the principles established. Brief treatment of the contributions of the great nations and prominent educational leaders to broaden the conception of the development of

educational principles and methods. Problems of modern elementary education.

II. *Advanced Course*.—Thorough treatment of the subject, based on Monroe's *History of Education*, and on the use of library references.

#### TRAINING DEPARTMENT.

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

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

*Course II.*—*School hygiene*, to develop sensitiveness to physical conditions in the child and his environment. The course includes the hygiene of the schoolroom (lighting, heating, ventilation, etc.), and the personal hygiene of the child with special reference to physical abnormalities, *e.g.*, defective sight, hearing, voice, posture and fatigue. The material for study is obtained by observation in the grades, and by reading, experimentation and discussion.

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

*Course IV.*—*Practice teaching*. After careful observation in a grade to know the children, the students serve as assistants, conduct class exercises, teach different subjects, and finally, when sufficient

skill in school management has been attained, take charge of the class. A special study of school administration is made by systematizing the results of observation, reading and discussion.

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

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

#### KINDERGARTEN-PRIMARY COURSE.

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

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

2. *Kindergarten Theory and Practice.* — This group includes Froebel's mother play, with collateral reading, to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational

principles to life; the psychology and practical use of the gifts; Froebel's occupations and other handiwork adapted to little children; classification of songs, games and stories, with a study of their educational value and practice in their use; program work, including the adaptation of all material to children of different ages, and a comparative study of other programs; observation and practice in the kindergarten.

3. *Primary Methods and their Application.*—This includes observation in all grades of the model school; school hygiene and child study as outlined in courses I., II. and III. of the training department; a study of the pedagogical value of the elements of the culture subjects (nature study, geography, history, literature, the fine arts), together with a study of the methods and material used in teaching them; a psychological and comparative study of historic and current methods of teaching reading, writing and number; teaching in grades I., II. and III. *The greater part of the practice teaching may be done in the primary or in the kindergarten grades, as the student elects.*

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## GENERAL INFORMATION.

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

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

**School Expenses.**—The use of text-books in all the studies is free. Note books and outlines are purchased by the students. Drawing kits, materials used in the handicrafts, breakage, and all supplies which are carried away from the school are also paid for by the student. A gymnasium suit, provided at cost price, is required at the beginning of the course.

**Pecuniary Aid.**—The State makes an annual appropriation of four thousand dollars for the normal schools which is given to students



from Massachusetts who are unable, without assistance, to meet all their expenses. It is in the nature of a scholarship for those who stand well in their studies. **This aid, however, is not given for the first half year of attendance,** and it is not given to students from Bridgewater. "Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid." Blank forms for application will be furnished near the end of each term.

A loan fund, at present amounting to over two thousand dollars, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The provisions for its use are prescribed by a financial committee of the faculty.

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

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

2. Students must not make arrangements involving absence from any school exercise without previously obtaining permission. Students who are necessarily absent must make up the work. Students must return punctually after any recess or vacation.

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

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

1. He must have competent ability, as shown by his personality.
2. He must have good morals.
3. He must have passed satisfactorily the prescribed course of studies.

4. He must show the ability to teach and govern in his practice work.

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

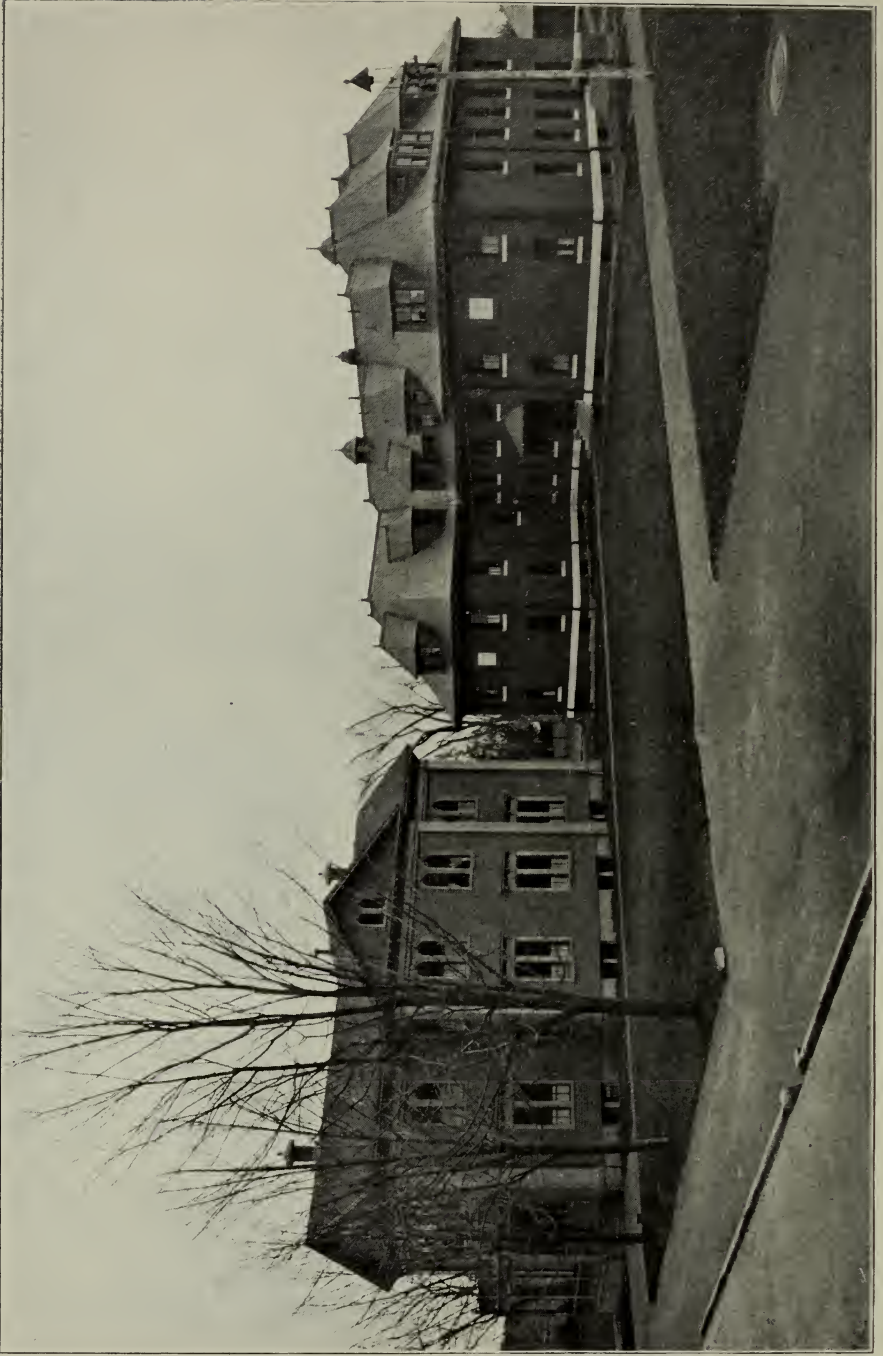
**Register of Graduates.**— As complete a record as is possible of the graduates is kept, showing their scholarship, training and experience after graduation, together with such testimonials of their success in teaching as may be filed from time to time. Such data will be accessible to superintendents and school committees. This plan enables the school to be of assistance both to its graduates and to superintendents who are seeking good teachers. The graduates of the school are in quick demand. During recent years the majority of the graduating class have been engaged to teach before they graduated, by superintendents and school committees who came to the school to see their work. The graduates find places according to their ability and experience.

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

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

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





WOODWARD HALL.

TILLINGHAST HALL.

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## RESIDENCE HALLS.

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Mrs. IDA A. NEWELL, Dean.

Mrs. C. H. BIXBY, Matron.

Miss ROSE E. JUDGE, Resident Nurse.

WILLIAM S. GORDON, Engineer.

WILLIAM MOORE, Superintendent of Gymnasium and Grounds.

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

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

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

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

**The New Dormitory** for women, to be completed ready for occupancy in September, 1911, contains ninety rooms.

In the assignment of rooms precedence is given to those who have been longest in the school. The assignment of rooms to students in the school is made just before the close of the spring term.

### PAYMENTS.

The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry and service. The aim is to make these expenses not more than eighty dollars a term for women, and not more than eighty-five dollars a term for men. The sum of forty dollars is to be paid by each woman, and forty-two dollars and fifty cents by each man, at the beginning of the term, and the same amount at the end of ten weeks from the beginning of the term. The women take care of their own rooms. These rates are made on the basis of two students occupying one room, and do not include board during the recesses. An extra charge is made to students rooming alone and for

board during vacations. A deduction of three dollars will be made for each full week's absence. No deductions will be made for absence of less than a full consecutive week.

Payments are required to be strictly in advance, without the presentation of bills. The object of payment in advance is to secure the purchase of supplies at wholesale cash prices. All school bills must be paid before a diploma is granted.

The price of board for students attending the school for a period of less than ten weeks is four dollars and twenty-five cents a week.

Visitors can have good accommodations at five dollars per week, or, for a period of less than a week, at the following rates: breakfast, twenty cents; luncheon, twenty cents; dinner, thirty-five cents; lodging, twenty-five cents.

Checks should be made payable to the order of A. C. Boyden, principal, and when sent by mail addressed to State Normal School, Bridgewater, Mass.

#### FURNISHINGS.

Each boarder is required to bring bedding, towels, napkins and napkin-ring, and clothes-bag. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name; initials are not sufficient.

Each room is supplied with furniture, including mattress and pillows, is heated by steam, lighted by electricity and thoroughly ventilated. The rooms are furnished with single beds.

The equipment needed for gymnasium work is as explained under Physical Training; arrangements for these articles must be made with the instructor in the department.

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#### WHAT THE SCHOOL OFFERS.

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It invites students to a plant costing \$650,000, in one of the pleasantest locations and having one of the best-equipped school buildings in the country.

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

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It has eleven laboratories, scientific and industrial, furnished with modern appliances and superior collections of specimens for class use; also a natural science garden with a greenhouse.

It has a library of 11,500 volumes in the different departments.

It offers six courses of study, the product of seventy years of experience.

It has a practice school of nine grades and a kindergarten, with abundant opportunities for practice in the neighboring towns. Tuition and use of text-books are free.

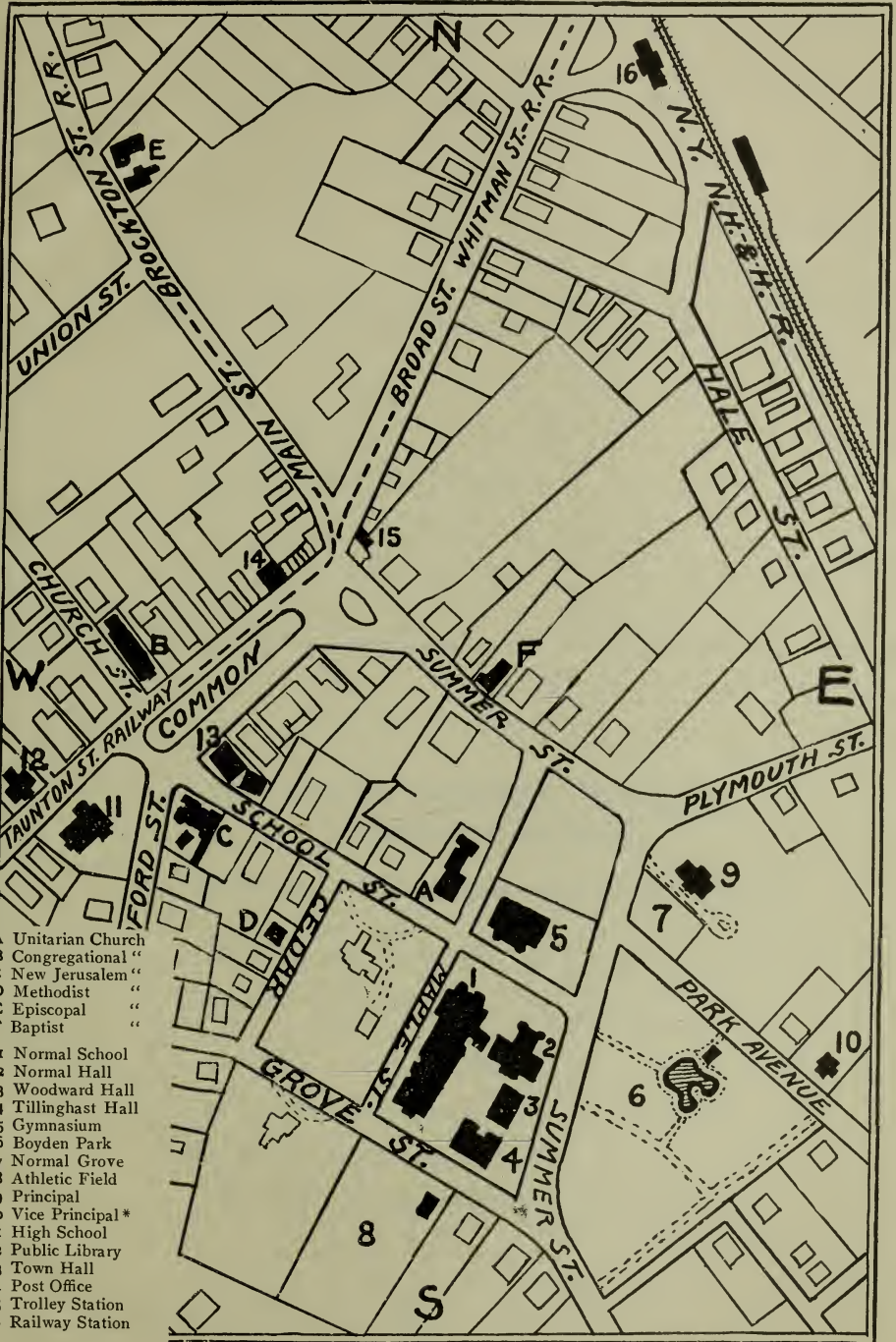
It provides for good living at the minimum cost. It has three pleasant, commodious residence halls, furnished, heated by steam, lighted by electricity, and well ventilated. Rent of rooms and use of furniture are free. Board, including table board, heating, lighting, laundry, and service, is furnished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

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

It has a first-class, modern gymnasium, and athletic fields.







\* Office discontinued.



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

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

\_\_\_\_\_ 1911.

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

Group II. \_\_\_\_\_ Group IV. \_\_\_\_\_

Group III. \_\_\_\_\_ Group V. \_\_\_\_\_

Signature of principal or teacher, \_\_\_\_\_

Address, \_\_\_\_\_

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

**Certificate of Graduation and Good Character.**

THIS IS TO CERTIFY THAT M \_\_\_\_\_

is a regular graduate of a four years' course of the \_\_\_\_\_

\_\_\_\_\_ High School.

Average standing in studies is \_\_\_\_\_

Average standing in conduct is \_\_\_\_\_

Any additional information may be given by personal letter.

\_\_\_\_\_ *Principal.*

\_\_\_\_\_ 1911.

In addition to filling out this certificate, high school principals are invited to send a letter in regard to the candidate's preparation and fitness for normal school work.





