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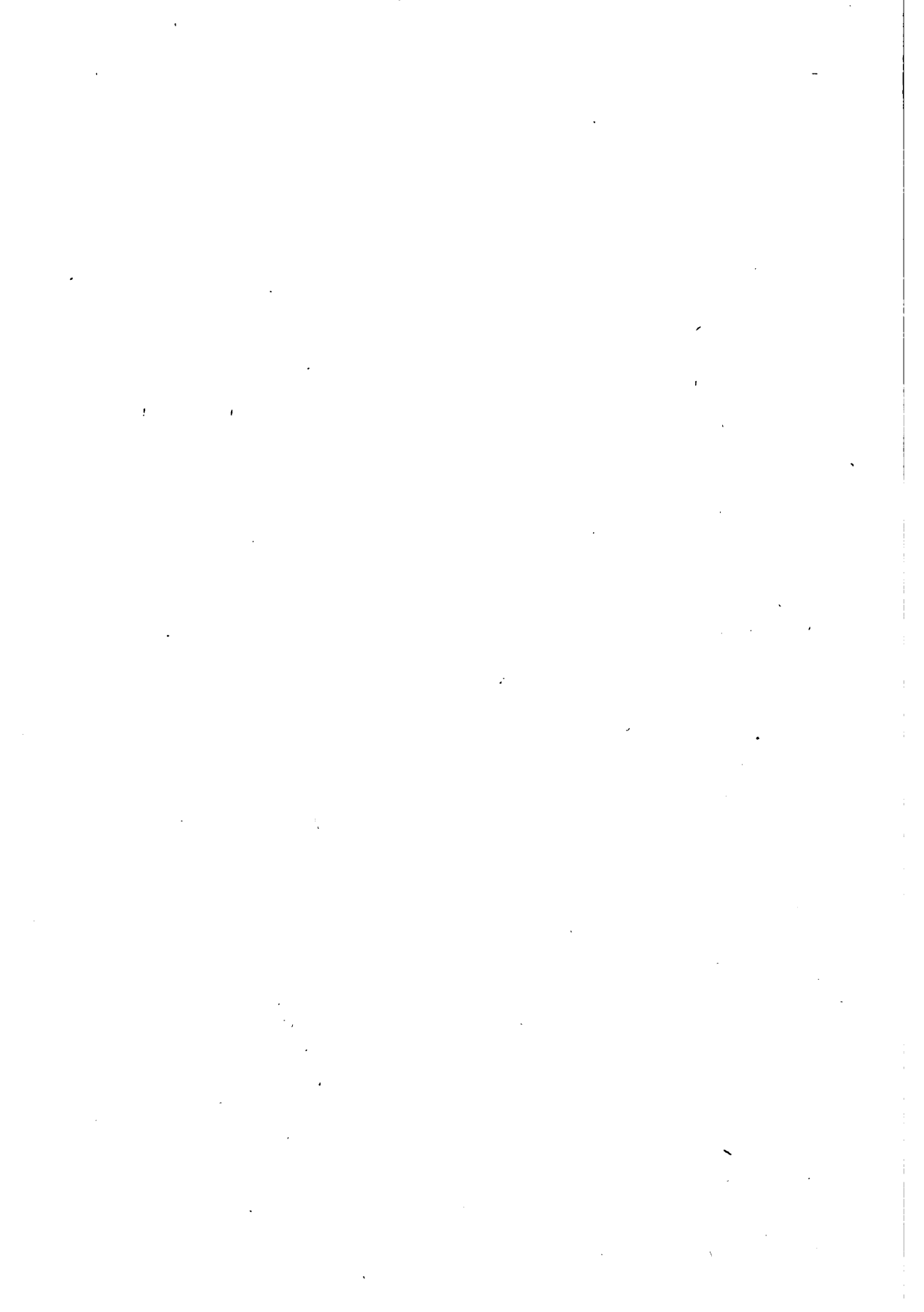


GIFT OF

THE AUTHOR



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ALBERT GARDNER BOYDEN

AND THE

BRIDGEWATER STATE NORMAL SCHOOL

A MEMORIAL VOLUME

BY

ARTHUR CLARKE BOYDEN, A. M.

Graduate, 1871. Instructor, 1879.

Vice Principal, 1896. Principal, 1906.

ARTHUR H. WILLIS, PRINTER:
BRIDGEWATER, MASS.
1919

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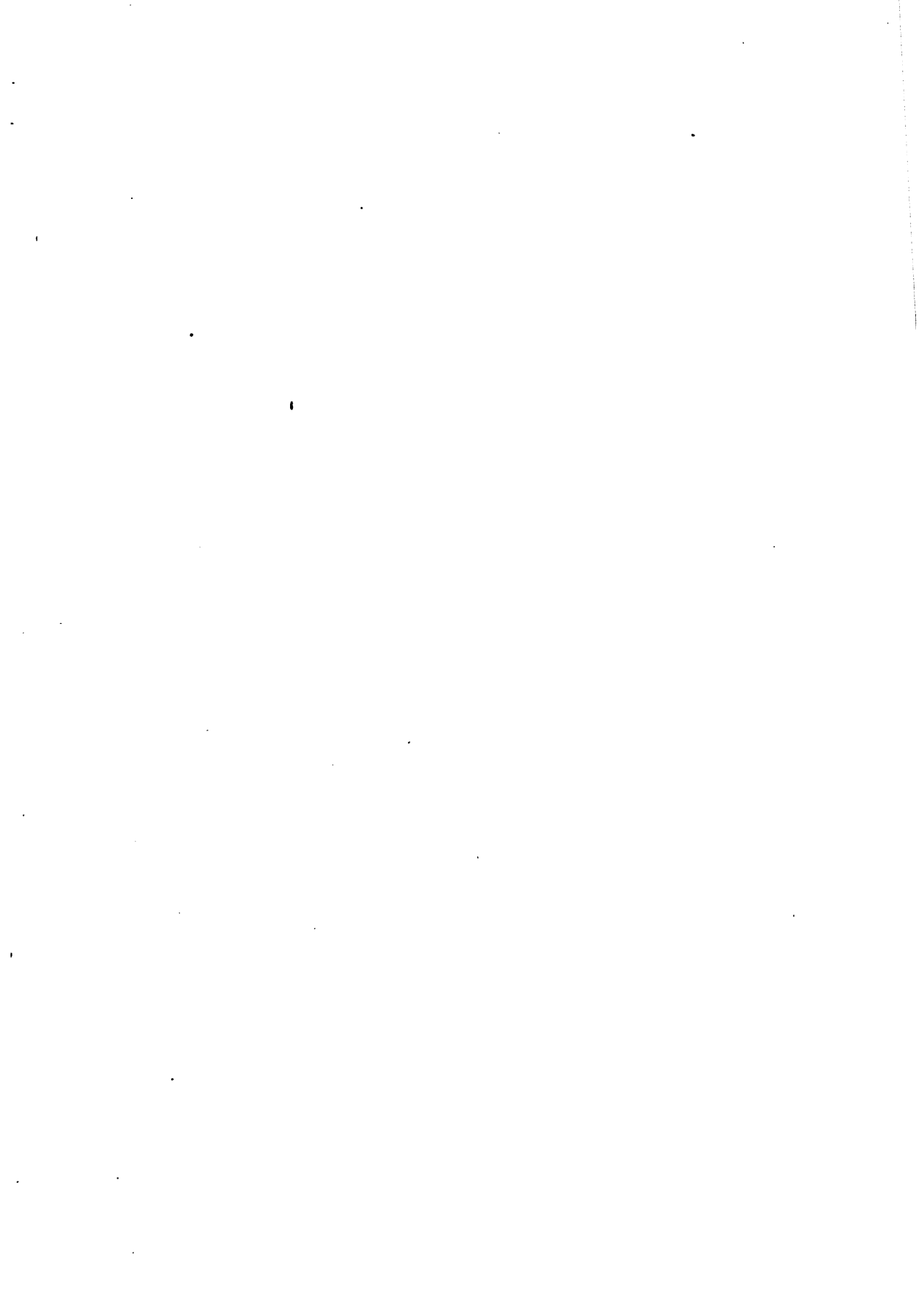
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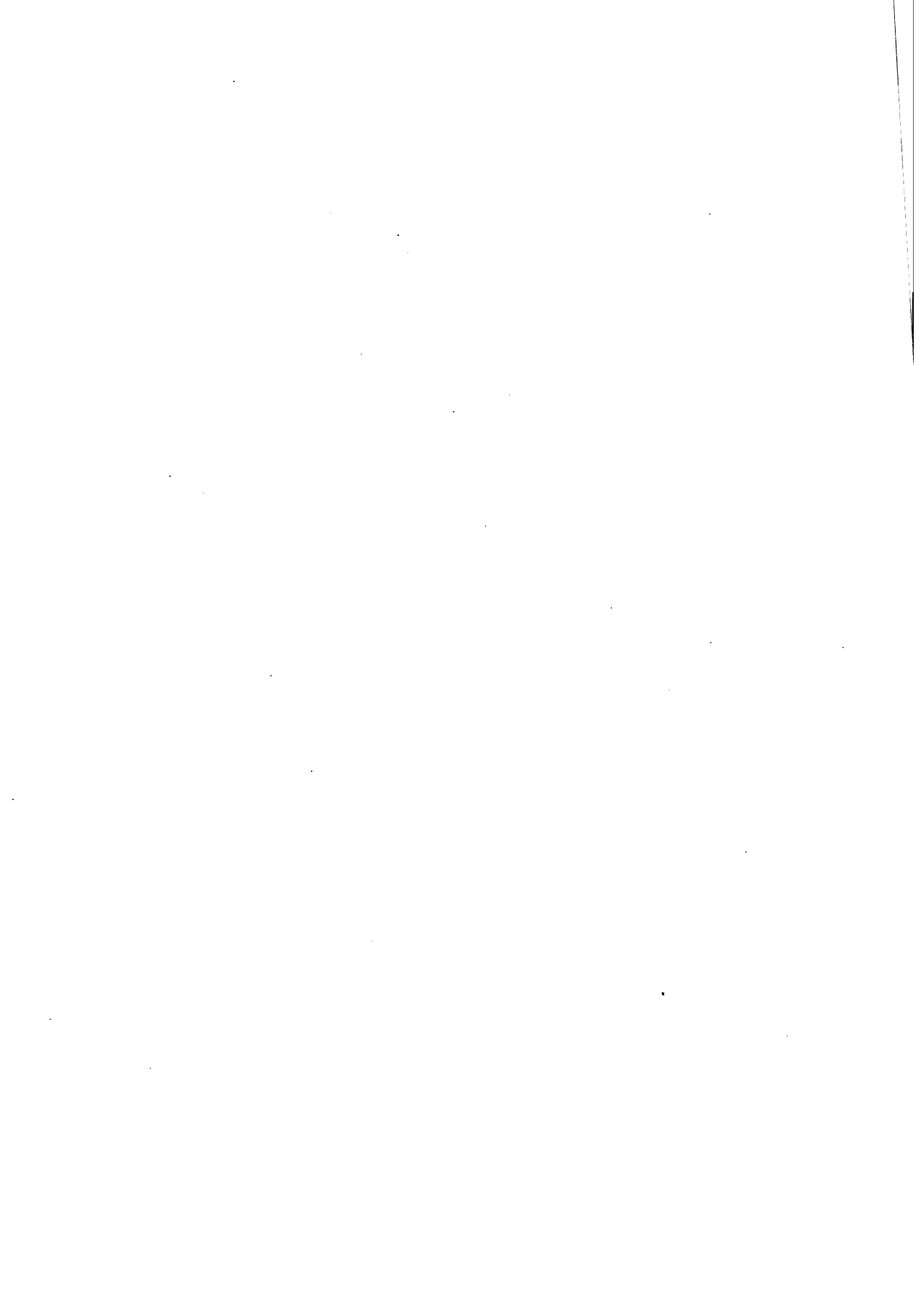


Case school.





Albert G. Boyden



PREFACE.

The identification of Albert Gardner Boyden with the Bridgewater Normal School, practically from 1848 until 1915, makes it possible to write a history of the school largely in his own words. Selections have been made from a great variety of sources, and organized in a running narrative. The purpose has been to give vivid word pictures of the school from period to period as it developed under his leadership. The continuity of ideals from the earliest years to the present time is a feature of this school that is unique. It is hoped that the personal touch will add to its value among the graduates. Certain characteristics of Mr. Boyden will be apparent in the narrative,—his strong personal interest in his students and their success; the gradual development of his ideas of teaching into a definite and logical philosophy; his persistent efforts to build up the material interests of the school in spite of repeated failures with reluctant Legislatures; the fixed purpose to prove all things and hold fast to that which he so sincerely believed to be true; the consistency with which he lived out his beliefs.

The pen pictures in the last chapter give the reflection of this life from the eyes of the graduates of different periods, and thus complete the picture of the history of the school.

This work has been done in loving memory of an honored father.

ALBERT GARDNER BOYDEN
AND THE
BRIDGEWATER STATE NORMAL SCHOOL

CHAPTER I

Inception of the Bridgewater School

One of the contributions to education by Albert G. Boyden was the collection and organization of the data regarding the first steps in the establishment of Normal Schools in Massachusetts. Short selections have been made from this material in so far as it relates to the Bridgewater School.

James G. Carter, of Lancaster, was the first to call public attention in Massachusetts to the necessity and advantages of Normal Schools, by a series of articles published in the Boston Patriot, in the winter of 1824-5, with the signature of "Franklin." In these he maintained that "the first step toward a reform in our system of popular education, is the scientific preparation of teachers for the free schools. And the only measure that will insure to the public the attainment of the object, is to establish an institution for the very purpose." He then describes the leading features of an institution for the education of teachers.

In 1830 the American Institute of Instruction was organized. The professional education of teachers was a constant theme of discussion in the annual meetings of the Institute, and these discussions had great influence in arousing public sentiment to the

necessity of special training for teachers. In the years 1835-37 Rev. Charles Brooks of Hingham, having become acquainted, by a visit to Europe, with the details of the Prussian system of normal schools, labored earnestly for the establishment of State normal schools in Massachusetts after the Prussian model, hoping that the first one would be located in Plymouth County. He delivered lectures upon the subject before conventions in nearly all the towns of this county, and in many other towns in the State and before the Legislature.

After twelve years of persistent effort by Mr. Carter and others, the Legislature passed an act establishing the Board of Education, which was signed by Governor Edward Everett, April 20, 1837. The Board held its first meeting June 29, 1837, chose Hon. Horace Mann its Secretary, and issued an address to the people of Massachusetts, asking their co-operation, and calling conventions for the discussion of the interests of education, which were held during the autumn of 1837 in every county of the State, except Suffolk.

The Board recommended the establishment of normal schools; and one of its members, Hon. Edmund Dwight of Boston, offered to give ten thousand dollars, to be expended under the direction of the Board, for qualifying teachers for our common schools, on condition that the Legislature should appropriate an equal amount for the same purpose. The Legislature accepted the proposition April 19, 1838. The Board thereupon decided to open three normal schools, each to be continued three years as an experiment. The people of the Old Colony, under the lead of Rev. Charles Brooks, were the first to make application, and asked that one of these schools should be located in Plymouth County. The Board, at its second annual meeting, May 30, 1838, voted to establish a normal school in Plymouth County, as soon as suitable buildings, fixtures and furniture should be provided and placed under the control of the Board, suggesting that accommodations for one hundred pupils should be secured. Six months later, on Dec. 23, 1838, the Board voted to open the other two normal schools, one at Lexington, and the other at Barre.

The Legislature of 1839 incorporated a board of five trustees,

of whom Hon. Artemas Hale of Bridgewater was president, with power to provide buildings. The competition for the location of the school was very strong between Middleborough, Plymouth and Bridgewater. A public hearing was given before a committee of three disinterested men selected for the purpose, and their decision was in favor of Bridgewater. The Board voted May 20, 1840, "that the school be established in Bridgewater for the term of three years, on condition that the people of the town put the town house in a suitable condition for the use of the school; that they place at the disposal of the visitors of the school the sum of five hundred dollars, to be expended in procuring a library and apparatus; and that they give reasonable assurance that the scholars shall be accommodated with board within a suitable distance, at an expense not exceeding two dollars a week."

The First Principal

Mr Mann selected Nicholas Tillinghast for this arduous work. He was a native of Taunton, Mass., the son of a prominent lawyer, a graduate of the United States Military Academy at West Point, had held command in the army in the west and south-west for five years, and had been instructor in natural science and ethics in the Military Academy at West Point for six years. At the time he was invited to take the principalship of this school he was thirty-five years of age and the teacher of a private school in Boston, having resigned his place in the army for the more congenial work of teaching. After serious consideration, and with great reluctance, Mr. Tillinghast finally decided to accept the post.

The school started on its career Sept. 9, 1840, with twenty-eight students,—seven men and three times seven women, in an old town hall, a one-story wooden building, forty by fifty feet, its interior including three rooms, an ante-room for students, an apparatus room and the school-room, which had a board partition so constructed that the lower half could be raised and lowered so as to make one or two rooms, as the school exercises might require. Its furniture consisted of pine board seats with straight backs at-

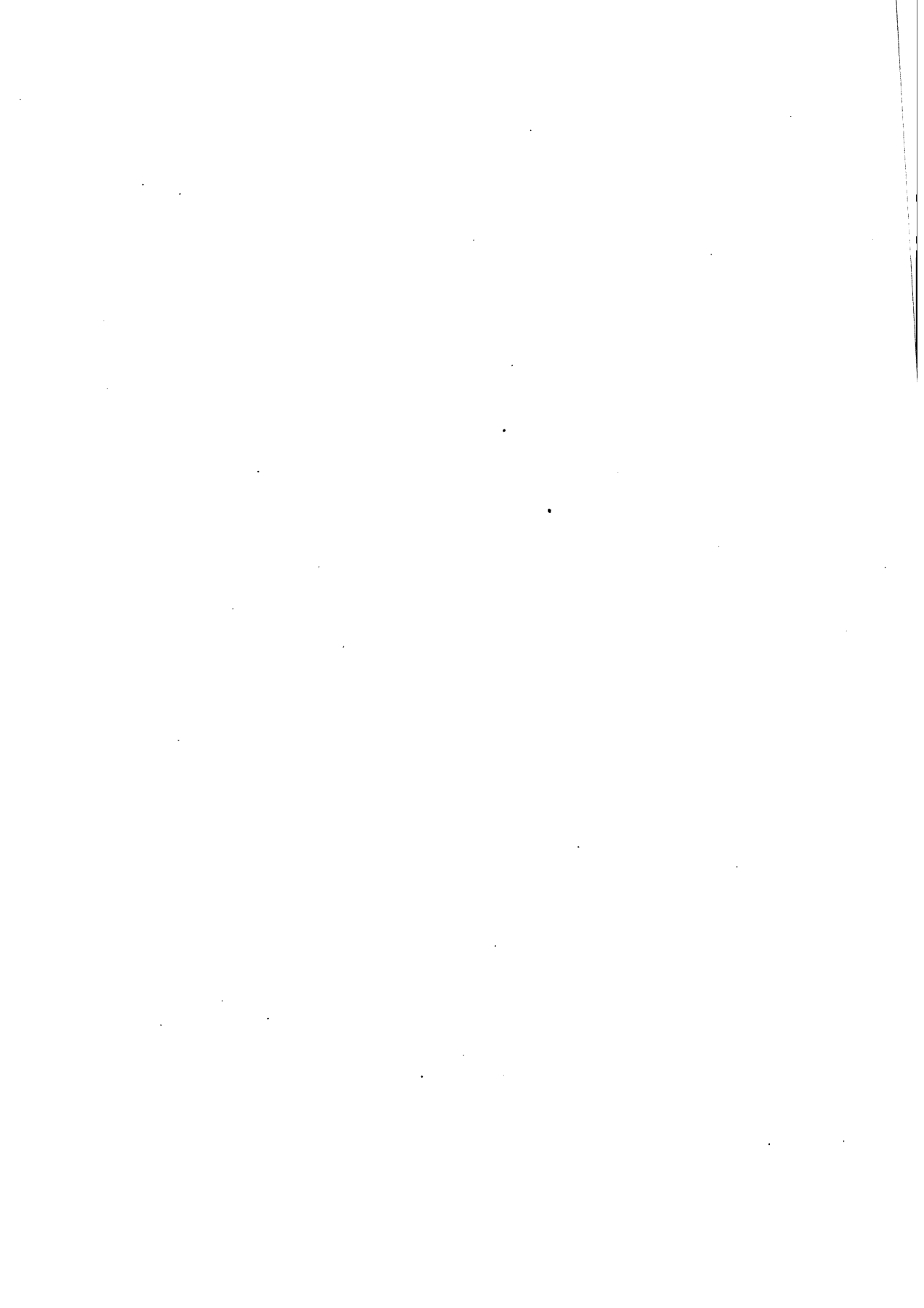
tached to the desks behind. In this simple, bare laboratory the experiment of a normal school in the Old Colony was successfully performed by the genius and skill of its Principal.

The course of studies was so arranged as to occupy one year, but provision was always made for the further instruction of those pupils, who, with the advice of the Principal, chose to continue in the school for a longer period. Pupils who had been members of any of the Normal Schools for one year or more, and had attended to its rules and studies in a manner satisfactory to the Visitors, were, on leaving, entitled to a certificate of qualifications, in such form as the Board, or the visitors, prescribed. The certificate was given by the Principal, under the direction or by order of the Visitors.

First State Normal School Building in America

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

The Board of Education appropriated twenty-five hundred dollars for the school building in Plymouth County, provided the same amount should be raised by individuals. Bridgewater was





HORACE MANN DEDICATES THE FIRST NORMAL SCHOOL, BUILDING IN AMERICA.
(As given in the Pageant, 1915.)

ready to comply with the conditions, and the decision was in her favor. The town of Bridgewater paid two thousand dollars, individuals contributed seven hundred dollars, and Horace Mann advanced seven hundred dollars to raise the sum necessary to complete the building. Col. Abram Washburn of Bridgewater gave the site, one and one-quarter acres of land at the corner of School and Summer streets, and George B. Emerson of Boston, always a warm friend of the school, gave the furnace for heating the building.

The completion of the new edifice for the accommodation of the School was signalized by appropriate exercises, on the 19th of August, 1846. Dedicatory addresses were made by Hon. William G. Bates, of Westfield, and His Excellency, Governor Briggs. The audience then adjourned to the Unitarian Church, and listened to an address from Amasa Walker, Esq., of Brookfield, the orator of the Bridgewater Normal Association, which held its annual convention on this day. After these addresses the company partook of a collation in the Town Hall, on which occasion the health of the Secretary of the Board of Education was given by the President of the day, and received by the company with enthusiastic applause. To this sentiment Mr. Mann responded as follows:

“Mr. President:—Among all the lights and shadows that ever crossed my path, this day’s radiance is the brightest. Two years ago, I would have been willing to compromise for ten years’ work, as hard as any I had ever performed, to have been insured that, at the end of that period, I should see what our eyes this day behold. I consider this event as marking an era in the progress of education—which as we all know is the progress of civilization—on this western continent and throughout the world. It is the completion of the first normal school-house ever erected in Massachusetts,—in the Union,—in this hemisphere. It belongs to that class of events which may happen once but are not capable of being repeated. Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres.”

The building was a plain edifice, constructed of wood, two stories in height. The upper story was divided into a main school-room and two recitation rooms. This story was designed for the Normal School. The lower story was divided into a Model School room, a chemical room, and two ante-rooms. Blackboards extended entirely around each of the school rooms. Each room was supplied with neat, new furniture. The location was excellent; upon a corner lot one and one-fourth acres in extent, and having an eastern slope. The light, cheerful, convenient rooms and the pleasant surroundings of the building, made it one of the most attractive school houses in the State.

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

The Second Principal

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

At the close of the summer term in 1860, Mr. Conant was compelled, by ill health, to resign his place. The Visitors, in their

report of the school, speak of him in the following language:—
“During his long connection with the school, Mr. Conant, by his accuracy of scholarship, his skill as an instructor, his industry and fidelity, had always secured and maintained the high regard of the pupils and had given entire satisfaction to the Board of Education, and his necessary resignation of office was universally regretted.”

Miss Eliza B. Woodward, who was an assistant teacher with Mr. Conant, spoke thus of him:—

“He was a most enthusiastic and inspiring teacher; he was thorough, exact, and eminently practical, and gave a charm to every subject which he taught by the store of collateral truths by which he surrounded it. He gave his pupils glimpses of treasures which they could mine for themselves in the future; he opened side-doors into choice museums free to be explored by the eager, curious student when the opportunity should come; so he seldom failed to inspire his pupils with a desire to obtain a high, liberal education.”

In August of 1860, Albert G. Boyden was appointed as the third principal of the school. During the previous six and one-half years of service as assistant teacher, he had been called upon to teach nearly every branch in the course of studies, and to make a careful study of the principles and method of teaching.

CHAPTER II

Mr. Boyden's Identification with Bridgewater

A remarkable, if not a unique, characteristic of this Normal School has been the continuity of ideals from the establishment of the school to the present time. This is due to the fact that Mr. Boyden served as an assistant under both the first and second principals, that he himself was principal from 1860 to 1906, and that he was a teacher in the school under the title of "Principal Emeritus" until his death in 1915.

Inspiration to Become a Teacher

Albert Gardner Boyden was born in South Walpole, Massachusetts, on February 5, 1827. From his early boyhood he was required to rise early, and he was actively employed until bedtime. He was a leader in the sports of his fellows, and knew the products of all the fields, woods and streams in the neighborhood of his native village. He attended the district school summer and winter until ten years of age, and in winter until eighteen. Under the inspiration of two teachers whom he honored, he decided at the age of fourteen to be a teacher. He worked on the farm and in his father's blacksmith shop until at twenty-one, he had mastered his trade, and in the meantime, had taught three winters in the Town of Foxboro. Having saved some money toward paying his expenses, he entered the State Normal School at Bridgewater, earning the remainder of his expenses by serving as janitor.

One of the teachers who inspired him with the desire for teach-

ing gave him the following recommendation, which started him on his career.

“To Whom It May Concern:—

The bearer of this paper, Mr. Albert G. Boyden, is a young man of industrious habits, superior talents, and a good moral character. He has distinguished himself as a scholar of the first order at the school he has attended in this place, and which I have had the pleasure of teaching for years, and in my opinion is well qualified to take charge of a Common District School.

I, therefore, hesitate not to recommend him, as one fully competent to teach the branches taught in our schools, and as one also that is perfectly worthy of trust and confidence in any business in which he may see fit to engage.

JULIUS CARROLL.”

South Walpole, Nov. 14, 1845.

Foxboro, Nov. 29, 1845.

We hereby certify that Albert G. Boyden has been examined respecting his qualifications to teach a common school in this Town, and the committee consider him duly qualified to teach all the branches required by law.

WILLARD B. PLYMPTON,
Per order of the School Committee.

Inspiration of Great Personalities

Mr. Boyden entered the Normal School in 1848, graduated in 1849, then spent an extra postgraduate term, and after teaching a winter school in Hingham, was called back to serve as assistant in the Normal School from 1850 to 1853. Mr. Tillinghast's letter of invitation gives an interesting picture of the conditions in those early days.

This is to certify, that Mr. Albert S. Byrne
was a Member of the State Normal School
under my charge for one year.

During this time his conduct was, in all
respects given me the highest satisfaction. I consider
him an excellent scholar in all the branches
taught at this school; and regard him as highly
competent to give instruction in any of our common
schools. I therefore recommend him accordingly.

Indorsed,
for \$y 12. 1879. 3

A. T. Collins, Pr. S.
Prin. S. N. School.

Bridgewater, June 20, 1850.

Dear Sir:

The place of assistant in this school will become vacant, at the end of this term, by Mr. Colburn's leaving.

The Board of Education has made a change in the appropriation, which gives the school a principal and permanent assistant, and a sub-assistant, who receives a salary of \$300 per annum, which may be raised to \$400. This situation I offer to you, and should be very confident that I subserved the best interests of the school by obtaining your assistance. You know the situation as well as I do, and can as accurately measure its advantages and disadvantages. Please write me immediately, as the term draws to a close.

Yours truly,

N. TILLINGHAST.

He writes of the influence of Mr. Tillinghast on him as follows:—

It was my privilege to graduate from the school and take an advanced course under his tuition, and to be an assistant teacher with him during the last three years of his principalship. I sat by his side, listened to his devotional exercises at the opening of the school, so full of the Christian spirit, and was favored with his wise counsel and sympathetic help in my teaching. I knew the man. He was an educator, who sought to give his pupils command of themselves and the principles of education, so that they might be able to practise the art of teaching in the education of children. He was a man of strong religious feeling, pure character, an unflinching devotion to principle, with "a real, heroic abnegation of self"; modest, accurate, thorough, of great analytical power, reading character readily and accurately, he had a power over pupils which is seldom attained. The secret of his power lay in his own personal character; he was himself what he sought to have his pupils be.

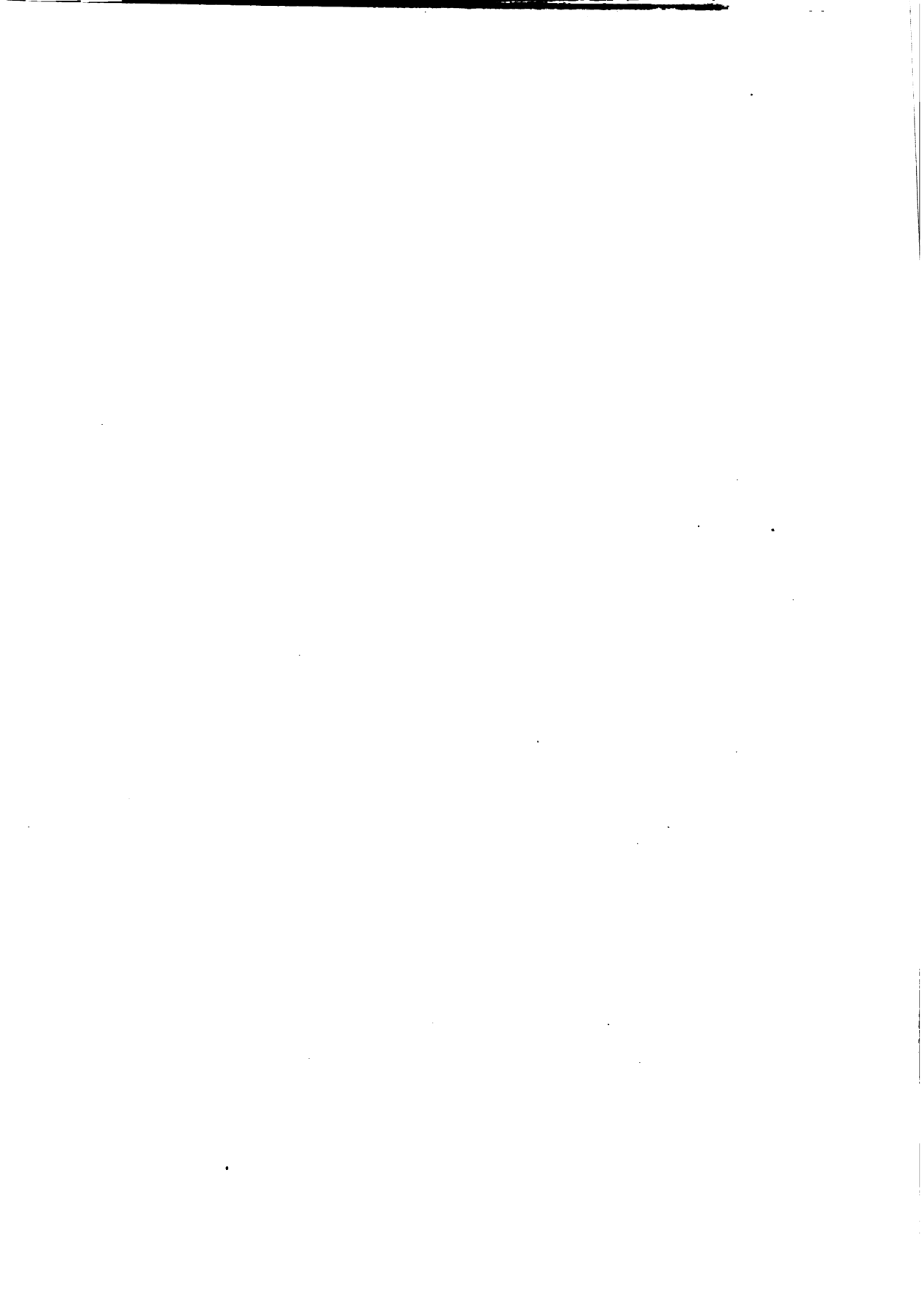
In 1853 Mr. Boyden was appointed Principal of the Classical and English High School at Salem, where he taught until 1856, when he was elected sub-master in the Chapman School, Boston. In 1857 he was called back to the Normal School to act as first

assistant under Marshall Conant. Again he came under the influence of a man of high professional ideals.

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

Early Teaching Exercises

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





SCHOOLHOUSE IN HINGHAM IN WHICH MR. BOYDEN TAUGHT. 1849-50.

The Third Principal Appointed

Mr. Boyden characteristically describes his first experiences :

On the twenty-second of August, 1860, a young man, thirty-three years of age, was appointed principal of the Bridgewater State Normal School. The Massachusetts Board of Education had just made the appointment, when the Treasurer of the Board, Hon. George B. Emerson, coming from the meeting, met this young man on Tremont Street in Boston, and said to him,—“The Board has appointed you Principal of the Normal School at Bridgewater; are you going to rise up and fill the place?” The young man modestly replied, “I shall do my best to meet the requirements.”

He had taught four winters in ungraded, rural schools, one year as sub-master in a city grammar school, three years as principal of a city high school, and six years as assistant in a Normal School. But when he assumed this new position, he found himself confronted with a task of far greater magnitude than any which had ever before engaged his attention. Where shall this young principal turn for a lamp to his feet, a light to his path to guide him in the performance of this work of infinite importance and delicacy? After much study, much reading, and many failures in his endeavor to guide his pupils, he found that he must come directly to the study of man, body and mind—first, to find the forces and powers active in man; second, to find the conditions and products of this normal activity; third, to find what is peculiar to the individual man. From this study he derived the principles of education, which guide the art of teaching and show how to bring up a child in the way he should go.

Mr. Boyden's Idea of a Normal School

The first normal school of which we have any record was opened in Palestine; its sessions were held upon the hills and plains of Galilee, Samaria, and Judea. The Great Teacher of the world called to him twelve men and gave them a three years' course in the study of the great principles of human living, illustrated by the marvellous power of his own life and teaching, and then gave them their diplomas, saying, “Go ye, teach all nations, teaching them to observe all things whatsoever I have commanded you.”

The Normal School stands for certain definite ideals—first, for the inspiration of its students with the spirit of the true teacher, who has the spirit of service, and comes to his pupils as the Great Teacher comes to men that they may have life and have it abundantly; second, for leading its students through the philosophic, scientific, and pedagogic study of the subjects of the public school curriculum; for leading its students through the broader educational study of man, body and mind, for the principles of teaching which underlie all true teaching; fourth, for leading its students to make a practical study of children under intelligent suggestion; fifth, for the leavening of public sentiment with higher ideals of education.

In his report to the Visitors of the School in February, 1861, Mr. Boyden says:—

We have endeavored to keep constantly before us the main objects of the Normal School,—the preparation of its members for the work of instruction in the public schools of the Commonwealth. We have followed, without material alteration, the course of study marked out for us by the wisdom of our teachers, the two former principals of the school, and we hope the time will never come when the traces of their teachings shall not be distinctly visible.

A New Building

The number of students had so increased under Mr. Corant that the school building and its furnishings were inadequate to the proper accommodation of the school. Plans for the enlargement and improvement of the building were prepared and presented to the Board of Education. These plans were approved, and the Board made application to the Legislature for the necessary appropriation. By a resolve, approved April 1, 1861, the Legislature appropriated for the enlargement and repairs of the Bridgewater Normal School building, a sum not exceeding four thousand, five hundred dollars.

At the completion of the first enlargement of the original building in February, 1862, Mr. Boyden outlines a policy of building which he continued through his long years of service, erecting and furnishing building after building as the school grew.

The school now completes the twenty-first year of its existence. Today it stands before you in its freedom suit. During the last vacation it took to itself the wings which are now extended over those who seek its fostering care, and the old building, endeared to hundreds of the past graduates of the school, is entirely remodelled so that it is now hardly recognized by them. The school house, as well as the school teacher, stamps its impress upon the character of the scholar; it educates his taste and quickens his aspirations. Improvements in the school building and its furnishings must ever keep pace with improved methods in teaching and more comprehensive views of the great ends to be attained in the education of the young.

We now have a hall and recitation rooms of suitable size, easy of access, all upon the sunny side of the house, properly warmed and ventilated, thus securing to us those indispensable conditions of bodily and mental vigor, and of a cheerful soul, a large measure of sunshine and pure air.

In 1862 the Legislature appropriated two hundred dollars for furniture.

We could not realize our ideal of a school today, in the small badly-warmed, ill-ventilated school house of the past generation, with its bare walls, its straight-backed chairs, and rough desks, inviting only the use of the jack-knife. The attractive school edifice of today, with its comfortable chairs and polished desks, its apparatus for illustrating the principles of science, and its walls adorned with works of art that please the eye and quicken the imagination, is the exponent of a higher life.

Beginning of New Courses

It is interesting to note that in Mr. Boyden's report to the Board in 1862, he states that new subjects are introduced by special teachers.

The instructors in the school are Albert G. Boyden, Principal; James H. Schneider, Eliza B. Woodward, and Charles F. Dexter. Mr. O. B. Brown of Boston instructs in vocal music (one day per week). A valuable course of fifteen lectures was delivered by Professor Sanborn Tenny of Cambridge, on physical geography and zoology, illustrated by a large number of superior maps and charts. Mr. James C. Sharp of Dorchester has commenced a course of twelve lessons in Chemistry.

Semi-Annual Examinations

These began as early as 1856, and occupied two full days. These exercises attracted the graduates as well as the public, for they exemplified the new methods used in the preparation of teachers. A selection from a report of the exercises given in 1863 is typical of those given for many years.

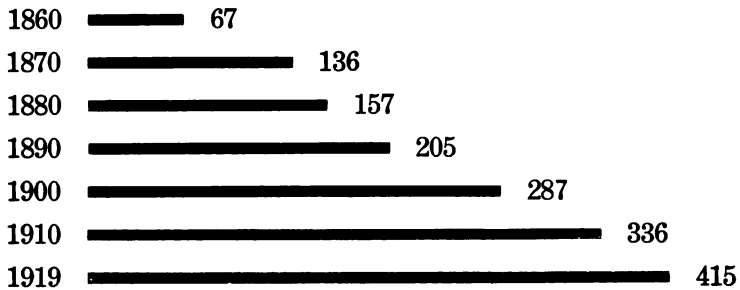
"In Astronomy, the Principal, A. G. Boyden, led the senior class in an exercise in astronomical definitions, the solar system, and the phenomena of the earth in its relation to the sun. Well-drawn chalk diagrams, executed before the visitors, illustrated every subject of the questions and answers. Geography came next, Mr. Dexter leading the class in an exercise that was interesting to all present. On Wednesday morning the seniors were

examined in English Literature. The biographies of distinguished authors, an account of their principal works, readings and explanations of what was read, made up an interesting exercise, conducted by Mr. Schneider. Then followed the reading by members of the middle class, candidates for the Lee prizes. The exercise was conducted by Miss Woodward. An exercise on mental arithmetic, conducted by Mr. Dexter, followed. This is always an exciting scene—rapid combinations of numbers, large and small, involving operations of every kind, keep the attention fully awake and test the readiness of the pupils.

“Principal Boyden then led the seniors in a conversation on the theory and art of teaching. The official visitors took part in it, and the interesting subjects of school discipline and instruction, qualifications of teachers, etc., were amply and intelligently discussed. In the afternoon Mr. Boyden made his report, which was made deeply interesting by notices of the pupils of the school, who in valiant lives or honorable deaths, have attested their patriotism in this day of their country’s great trial.”

CHAPTER III.

First Decade Under Principal Boyden 1860-1869



GROWTH OF THE SCHOOL BY DECADES.

After the close of the Civil War the school began its more rapid growth. The conditions of the country were becoming settled under the new spirit, and there was a growing demand for trained teachers. During this decade the school grew from 67 to 136, although between 1861 and 1864 thirty-two per cent of the whole number of young men in attendance entered the army. The total honor roll of the school includes 115 names, 69 officers and 46 privates. Of this number 12 gave their lives in the service of their country. The names of these men, inscribed on a beautiful marble tablet contributed by the graduates, have been a constant inspiration to patriotism through all the years since the Civil War. On the opposite wall of Assembly Hall will be placed, in due time, a memorial for the men who served in the great international war.

Death of James Henry Schneider, Assistant

Mr. Schneider, a graduate of Yale College, was appointed first assistant in September, 1860, and at once became the right-hand man of the principal. In 1863 he was drafted into the service of his country; he regarded the draft as the call of duty, and resigned his position in the school. He was chosen chaplain of his regiment, and died of yellow fever in Florida in 1864.

The Visitors of the school, in speaking of his resignation in their report, say: "His ardent and increasing love for his work, with his habits of thorough and exact study, and his aptness to teach, made his services exceedingly valuable, and his resignation is greatly to be regretted."

At the graduation in 1864, Mr. Boyden spoke feelingly of the loss of Mr. Schneider as follows:—

One year ago, as we were assembled here for the closing exercises of the term, James Henry Schneider, whom we so deeply esteemed and loved, stood by our side in the full vigor of his noble manhood. Today he sleeps in the soldiers' burial place at Key West, and his name is added to the list of those whose heroic self-sacrifice has ennobled, not them alone, but the whole land and race in the defence of whose liberties they have fallen. He was daily with us for three years. He came fresh from his college course to engage in his work here, bringing to it a clear, sharp intellect, a warm and generous heart.

Appointment of George Henry Martin, Assistant

In September, 1864, Mr. Martin, a graduate of the school, and then principal of a grammar school in Quincy, was appointed by the Board of Education as instructor in the school. Mr. Martin graduated as valedictorian of his class in the Lynn High School in 1855. He prepared for Amherst College, but was unable to attend because of lack of funds. In 1862 he entered Bridgewater at the suggestion of William H. Ladd, who had himself gone from Lynn to Bridgewater seventeen years before, and who loaned him money for the purpose.

At a complimentary dinner given Dr. Martin at the Boston City Club on October 28, 1911, Mr. Boyden spoke earnestly of his great services to education in Massachusetts. In his address he





EARLY HISTORY OF THE SCHOOL.

comments on Dr. Martin as he came to the school in 1864: "He brought with him a keen intellect, a nimble wit, quick sensibility, strong will power and a high moral purpose. He was a diligent and successful student, giving great promise of future usefulness."

Extension of the Course of Study

In 1863 a committee of the Board of Education invited the Principals of the Normal Schools to meet them with the Secretary of the Board "to consider if any plan seems feasible for increasing the amount and elevating the character of the instruction afforded by said schools." After a day spent in free and full discussion of the topic, "it was the unanimous opinion that it was not advisable to enlarge the general course of study, but that a more thorough mastery of that course in all its steps; and a considerable extension of it in several important branches of study, in order to meet the increasing demands of the schools for thoroughly educated teachers, is greatly desirable. This can only be accomplished by extending the time of the regular course." The committee therefore recommended that another term be added to the regular course of study in the Normal Schools,—thus requiring an attendance of two years in order to obtain a diploma. This went into effect in all the Normal Schools in March, 1865. At this time there came into use the terms applied to the four classes, which are so familiar to the older graduates,—Junior, ex-Junior, Sub-Senior, and Senior Classes. Along with this extension of time went a corresponding purpose to increase the efficiency of the school, as is shown by this quotation from the principal's report to the Visitors of the school for 1865:—

The Normal Schools of Massachusetts are intended to be model schools. Their object is not to communicate a very varied or high culture, but to make teachers. Therefore, we ought to spend the most time in training our pupils thoroughly in those elementary studies which they are to spend most of their lives in teaching. The great questions to be solved are in the interest of common school education,—How can little children be most easily and thoroughly taught how to read, write, and perform the simpler processes of arithmetic? How can the love of knowledge be communicated to little children? How can a good moral tone be given to a school? How can a school be governed with the best

mixture of order and freedom, of kindness and firmness? All the best modes of teaching, be they object lessons, phonic processes, analysis of sounds, drawing on the blackboard from memory, etc., should be introduced as soon as possible into our Normal Schools. Every new discovery in education should be at once naturalized there. In the Normal School every branch of study should be taught according to the best results of the highest and largest experience.

Alongside these earnest appeals for professional advancement came the urgent demands for adequate equipment. In the same report quoted above was the request that funds be made available for new apparatus. As in nearly every other case, constant repetition of the needs finally brought relief.

We would again call the attention of the Board to a pressing want, presented in the last report, which needs to be immediately supplied. An addition to the philosophical and chemical apparatus is very much needed, as well as suitable cases for properly keeping what the school now has, and the additions that may be obtained. The supply of apparatus was limited in amount when purchased, and there have been no additions for twenty years. The want of suitable means of illustration, which is indispensable to good teaching, is daily felt in this department. To meet this deficiency, a special appropriation of \$500 is needed. It is earnestly hoped that this sum will be appropriated for this purpose the present year.

Changes in Teachers

The school suffered then, as it has since, through the inadequate compensation of its teachers. Competent teachers kept resigning to accept generous offers in other positions. Among them we find the names of Solon F. Whitney, Elisha H. Barlow, Hosea E. Holt, Charlotte A. Comstock, Ellen G. Brown, and Emeline F. Fisher. No stronger words could be used today than those expressed in the report for 1866.

We lament the necessity of so many and frequent changes in the corps of instructors. This, however, will continue until the State enables us to offer higher salaries to our teachers than they can obtain elsewhere. We lament our loss, but not the fact that remuneration of skilled instructors is continually being advanced. The Normal Schools of Massachusetts ought to offer such inducements as to secure the very highest ability in the land, else they cease to be Normal Schools. Wherever a city or town can obtain better teachers than the State, the town school passes by ours and becomes the model school. Either the State schools should be what they profess to be,—the leading schools and examples of the highest art in education,— or they do not accomplish their ends.

Introduction of Dormitory Life

The last great achievement of this decade was the establishment of the new policy of building dormitories for the students of the normal schools, similar to the plan developed for many years in the colleges. The absolute necessity for this step was very clearly stated by the principal.

During the first eight years of the school, the price of board for the students was \$2.00 a week, including washing. From the end of this period the price gradually increased till in 1866 it was \$4.00 and \$4.25 a week without washing, fuel, or lights. Board for all the students could not be found at any price. The young men hired rooms for lodging, and formed a club for table board. The Principal was obliged to hire rooms and furnish them with the necessary furniture, in which the young ladies could board themselves, or else allow them to return home for want of accommodations. So urgent was the need of boarding accommodations that an effort was made to form an Association among the citizens of the town for providing a boarding house to be rented for the use of the students. This scheme failed, and application for relief was made to the Legislature of 1867, by the Board of Education, asking for an appropriation of \$30,000 for this purpose. The Committee on Education reported a bill for the appropriation of \$15,000 for the erection of a boarding hall for the school. This bill failed to pass the House.

The Visitors, in their report of the school for 1868, make the following presentation:—"The increase in the number of pupils in attendance makes still more urgent the need of providing better boarding accommodations. A very large proportion are obliged to board themselves, to the great detriment of their health. And even suitable accommodations for self-boarding cannot be obtained. The case is so plain that it does not admit of doubt. A hall for the students is an absolute necessity." A similar want having been experienced at the Framingham Normal School, the Board of Education made a strong appeal to the Legislature of 1869, and secured the passage of a resolve authorizing a loan from the Massachusetts School Fund of \$25,000 for this purpose. The Visitors of the school, including the Secretary of the Board, were appointed by the Board a Committee with full powers to erect the building, furnish it, and put it in running order. This Committee appointed Mr. Boyden, the Principal, superintendent of the work of building and furnishing, and agent to make all pur-

chases. "The arduous and responsible duties thus imposed upon him in addition to his exhausting labors as Principal of the school, he has performed in an admirable manner, and to the entire satisfaction of the Committee, sparing no pains to secure the best results at the least expense. He has rendered to the Committee a full report of his doings as superintendent, embracing a description of the building and an account of all the expenditures which have been incurred in its erection and equipment."

Mr. Boyden's own words express the importance of this step in the development of the school in his report for 1869.—

The most important event in the history of the school for many years past, has been the erection during the last year of a boarding hall for the use of the pupils. The work on the edifice was begun on the 18th of June, and it was completed on the 20th of November. On the 25th of the same month, the management of the establishment was organized and the rooms were at once filled with boarders. It is already evident that it will be highly beneficial to the school. It affords the young ladies in attendance good rooms and good board at \$1.25 a week less than they have heretofore paid in private families.

As this first decade of Principal Boyden's administration closed, it found the school firmly established in public confidence, with a demand for its graduates far beyond the supply. Its policy of internal and external growth was recognized by the very complimentary words of Hon. John D. Philbrick, the Visitor of the school, who wrote,—“Its improvement within three or four years past has been very marked. There has never been a period in its history when it has not been a school of high excellence, but its recent record is peculiarly gratifying, and the year just past has been, without doubt, its most successful and prosperous year, in all respects. Mr. Boyden has superintended and directed all the operations of the school with his usual wisdom and firmness, and his associates have co-operated with him in carrying out all his plans with the utmost harmony and cordiality. These teachers are eminently progressive, as all Normal teachers should be; their growing ability is evident in the fact that during the past year their work has been larger in amount and better in quality than it has been in any previous year.”

CHAPTER IV

The Second Decade 1870- 1879

This decade opened with a list of assistant teachers, whose names are honored by a long list of the older graduates, George H. Martin, Albert E. Winship, Francis H. Kirmayer, Eliza B. Woodward, Alice Richards, Mary H. Leonard, and Mary A. Currier. This period was marked by such prominent features as the establishment of the four-year course, the activity of building operations, the introduction of the State course in drawing under Professor Walter Smith, and the formulation of Mr. Boyden's educational creed, so well remembered by his graduates.

In 1871 Mr. Winship and Miss Richards resigned. Mr. Boyden said of them, "They were highly valued by us; they merit our warmest thanks for their earnest devotion to the interests of the school."

The vacancies were filled by the appointment of Mr. Barrett B. Russell, principal of a large grammar school in Dedham, and Miss Clara A. Armes, first assistant in a grammar school in Newton. Both were able and successful teachers in the positions from which they were called, and fully sustained that reputation in their new work.

Establishment of the Advanced Course

Hon. Joseph White, the Secretary of the Board of Education, than whom, the Normal Schools have had no truer friend nor stronger supporter, in his report for 1867, says, "It cannot have

escaped the notice of any who are conversant with the conditions and wants of our public schools, that, within a few years, a demand has arisen for a class of teachers, both male and female, who have a thorough normal training, added to a higher education than our Normal Schools can give. This demand is rapidly increasing, and it appears to me that it has now become so urgent, that the proper measures for supplying the demand ought to be devised without further delay." To accomplish this object, Mr. White recommended that "all of the existing Normal Schools be supplied with such additional teachers and apparatus as shall enable them to furnish, in connection with the present course of study, instruction in the higher branches of learning." In accordance with these recommendations the Board of Education, on February 3, 1869, voted, "that a supplemental course of study, occupying two years, be introduced into each of the four Normal Schools, which shall comprise Latin, French, Higher Mathematics, Ethics, Natural Sciences, and English Literature. The first regular class under this Advanced Course was formed in September, 1870.

In his report for 1872, Mr. Boyden represents the growing standards of the school in the following words:—

The advanced course of study is becoming each year more attractive to the students. It is believed that the school is every year approaching nearer to the true standard of what a Normal School should be. While it aims to impart knowledge with thoroughness, it places a greater value on right training. It tries to send out teachers who will love and respect their profession, and who will be capable of independent thought and action, and capable of judiciously adapting their plans and efforts to the varying circumstances in which they may be placed.

Enlargement of Buildings

The difficulties of securing accommodations sufficient to meet the growth of the school, the patience required, and the persistence which finally wrung from reluctant Legislatures the needed appropriations, are best told in Mr. Boyden's own words:—

The present edifice was the first building for Normal School purposes erected in the State, and it was originally designed for only eighty pupils. It

FAMILIAR
SCENES

ABOUT
NORMAL.



was enlarged in 1861, so as to furnish accommodations for one hundred and twenty pupils. By covering the main floor with extra desks, one hundred and forty-two pupils are now furnished with seats. The room is so crowded as to obstruct the movements of the school. In consequence of the large number of persons in the room, the air speedily becomes unfit for breathing. The only practicable remedy is to open the windows, thereby subjecting the pupils to chilling drafts of air. There are only five class rooms, while there are seven classes or divisions of pupils, which, were the accommodations adequate, might take their lessons at the same hour. Some of the more important principles of physics cannot be illustrated for want of a suitable lecture room. There is no chemical laboratory for class experiments. For the purpose of facilitating instruction in natural history, still another room is needed, where a museum of specimens illustrating the sciences might be so arranged as to be accessible to classes of pupils. Again, a room should be provided, especially adapted to instruction in drawing, a branch of education which deserves much more attention than has as yet been bestowed upon it in our Normal Schools. Finally, the dressing room is too small to afford room for a separate clothes-hook for each pupil. All of the rooms need more thorough ventilation than they now have. The school certainly deserves an edifice more complete in its internal provisions and more imposing in its external appearance.

The boarding hall is no longer an experiment; its success is beyond question. A further increase in the number of students is not to be expected until the additional boarding accommodations are provided. There is now as much difficulty in obtaining the requisite boarding places outside the hall, as there was in getting suitable boarding places before the hall was built. Those who are excluded from the hall are dissatisfied. Already numbers of pupils have been prevented from entering the school on account of the high prices of board in private families, and the difficulty in obtaining suitable board at any price.

As a result of the continued appeals, the Legislature granted the requests one by one, and building operations were actively carried on for five years. A resolve of the Legislature, authorizing the expenditure of a sum not exceeding fifteen thousand dollars, for the enlargement and reconstruction of the building, was approved May 12, 1871. The Committee of the Board appointed to take charge of this business appointed the principal of the school as their agent, to superintend the work in all its departments. His description of the new building will bring up a long list of pleasant recollections to the different classes who attended the school until 1890.

The plans for the enlargement were carefully matured, after visiting and examining several school buildings recently erected. The building was enlarged

by adding a story; and greatly improved in external appearance by an observatory on the centre of the new roof.

The first story contains the ante-rooms for the students, four class rooms, a chemical laboratory, and a room for philosophical apparatus. Upon the second floor are five commodious class rooms, with alcove, and cases for the library and cabinets. The third story contains the main school-room,—a spacious hall, well ventilated, light, and very cheerful,—the senior class-room, and the principal's room. It is now one of the most pleasant and convenient school buildings in the State.

The changes in the building created the necessity for new heating and ventilating apparatus. During the summer vacation of 1872, a fire-proof boiler house was constructed in the embankment at the south-east corner of the school building, and a complete steam-heating and ventilating apparatus was introduced, at a cost of six thousand dollars, the sum appropriated by the Legislature for the purpose.

An appropriation of six hundred dollars was made by the Legislature of 1873 for fitting up an art-room for drawing. This sum was expended in supplying the room appropriated to this purpose with drawing desks of the most approved pattern, and drawing boards and instruments, together with the valuable casts and models which had previously been imported from London, thus affording excellent facilities for teaching drawing.

The Legislature of 1873 made an appropriation of \$36,000 for enlarging and furnishing the boarding hall and the Legislature of 1874 passed an additional appropriation of \$7,600 for the introduction of gas into the building.

An appropriation of one thousand dollars was made by the Legislature of 1875, for fitting and furnishing a chemical laboratory, combining the most approved modern ideas, in which twenty-four pupils could work at one time, each pupil himself manipulating the apparatus and dealing with the substances which he studied.

The Principal's policy of continued growth was very clearly stated by him in 1876, at the close of this active period of building,—

“The first Normal School-house ever erected in this hemisphere” still

stands in the centre and foundation of the present improved school building. It has increased to the present dimensions as the growth of the school has made it necessary. With all the enlargements, the school has no more than met the demands of the public. Additional facilities will always be needed to meet the constantly increasing demands of an enlightened public sentiment. The outlays for educational institutions are but "the ounce of prevention," more economical and far more productive of good than the "pound of cure."

Mr. Boyden's Educational Creed

In 1876 the first "Alumni Record" was prepared as a part of the centennial celebration of our country's achievements. In this volume Mr. Boyden stated the aims and methods of the school in words that are very familiar to all of his graduates.

The ultimate end of school work is the education of the child. The ultimate object of the Normal School is to make the Normal pupil a skilled instrument for the education of children, or, in other words, to make him, as far as possible, an educator.

Education is training all the powers of the child till it gains the ability and inclination to make the best use of his powers. The processes of education are instruction, teaching and training. Right thinking is secured by the right use of these processes. The product of right thinking is mental power and knowledge.

The "teacher" is an educator. As such he must know what the different mental powers are, the order of their development, and how they are called into right activity. In addition to this knowledge of mind, he must know each pupil as an individual. Ideas and thoughts are to be gained from the objects of thought. The right arrangement of ideas must be observed. All lessons are conducted upon the topical plan. The same method is employed with both subjects and objects. Each is considered as a whole first, and then in its parts. A subject is presented as a whole by clearly defining it to show what it includes. It is then analyzed in its main divisions, and each division is outlined in topics logically arranged. The topics for the study of an object are arranged in the natural order.

CHAPTER V

The Third Decade (1880-1889)

This period was marked by distinct professional progress along lines of scientific study, and by corresponding material changes.

Several well-known and honored instructors of the previous decade had resigned and new names were appearing in the yearly catalogues. In the former class were Barrett B. Russell and Clara A. Armes, who resigned in 1879 to accept more important positions. Both were very able teachers. Among the new names were Isabelle S. Horne, Edith Leonard, Elizabeth H. Hutchinson, Clara C. Prince, and Arthur C. Boyden.

The standard of the school was gradually rising as shown by the fact that two-thirds of those admitted to the school at the opening of this period came from high schools.

Two personal incidents in this decade deserve special notice,—the celebration of the 25th Anniversary of Mr. Boyden's appointment as principal, in 1885, and the resignation of Miss Woodward in 1887.

In 1881 Mr. Boyden received from Amherst College the honorary degree of Master of Arts.

Amherst, Mass., July 19, 1881.

My dear sir:

The Trustees of Amherst College, at the recent commencement, voted unanimously to confer the Honorary

Degree of Master of Arts on Mr. Albert G. Boyden of the State Normal School at Bridgewater, and in their behalf, I would respectfully ask your acceptance of the same.

Respectfully and truly,
Your obedient servant,

W. A. STEARNS.

Importance of Trained Teachers

Mr. Boyden was constantly bringing this subject before the public in his well defined purpose to improve the teaching profession of the State. A short quotation from his article in the Boston Journal of September, 1881, illustrates this plan of propaganda.

The training of teachers for our public schools is one of the most important factors in our system of education. Every teacher in our public schools should be thoroughly prepared for the work of organizing, governing, and teaching his school in such a manner that he may train his pupils in the way they should go.

Among the various methods proposed for the accomplishment of this object, the one pursued at the State Normal School at Bridgewater is worthy of thoughtful consideration. The plan of the school includes the preparation of teachers for all grades of the public schools. The courses of study are adapted to this end. The two-years' course includes the English branches, and the four-years' course includes all the branches required to be taught in the public schools. The pupils are led to make a careful analysis of each branch in the course to ascertain what is to be taught from the beginning to the end in both the elementary and advanced portions of the subject; to learn in what order the different parts of the subject should be taught, and then they are trained in the best method of teaching each part of the subject, by teaching it to their fellow students, who are actual pupils, under the criticism of their fellow students and their teachers. They are thus led to a comprehensive view of each subject to be taught so that they can teach any part of the subject in its proper relation to the other parts and to the whole. They enter upon this work of teaching at the beginning of the course and continue it to the end.

School of Observation

The early plans of the Board Education provided a Model School, or school of practice, in connection with each normal school, composed of children of the neighborhood who were to be taught by the normal pupils under the eye and direction of their teachers.

Practice teaching in the model school was not very attractive to the normal pupils. Those who had taught before coming to the normal school felt that they were not specially benefited by this practice, and those who had never taught before, did not become sufficiently interested to appreciate the work, and some parents preferred that their children should not be "experimented with." Mr. Tillinghast was quite willing that the school should be discontinued. It was closed in March, 1850.

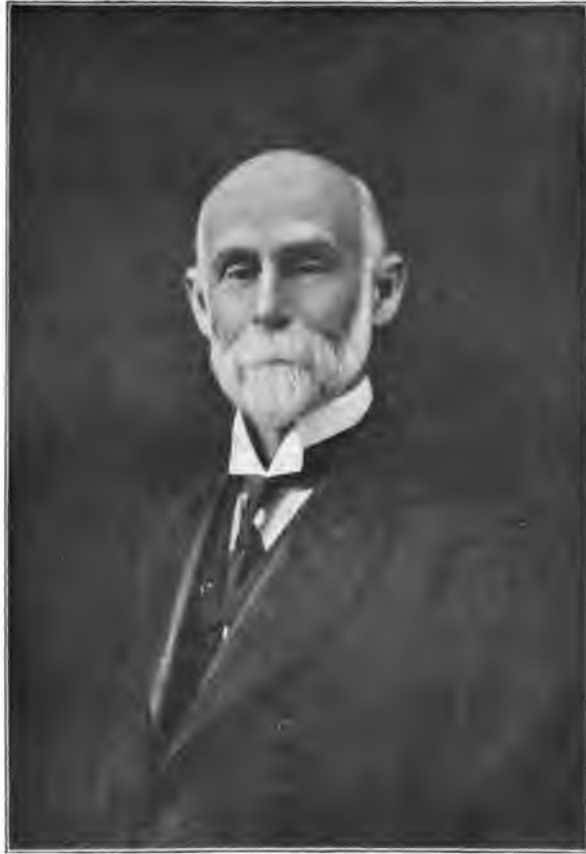
The prevailing demand for the closer connection of normal schools with children led in 1880 to the establishment of a School of Observation, which became the nucleus of the present training school. The early principals of this school were Caroline E. Morse, Clara T. Wing, Caroline L. Wing, and Grace M. Holden. Mr. Boyden described the new plan as follows:—

An arrangement has been made with the Town of Bridgewater, by which one of the schools of the town is to become a school of observation and practice for the normal school. This arrangement will furnish an opportunity to the members of the senior class to observe a good school with reference to its organization, its course of studies, its methods of teaching, and its discipline. In addition to this, the class will have an opportunity to put to the test under the direction of skilled teachers, the principles they have learned in the normal school.

Development of Natural Science

Following the Philadelphia Exposition in 1876, there was a marked expansion of science teaching in the American schools, and this influence was early reflected in the normal schools. The serious limitations in this school were overcome by the erection of a separate laboratory building in 1881. The principal was granted a leave of absence for six weeks in the early part of the spring





HON. GEORGE H. MARTIN.

term. A portion of this time was spent by him in observing other schools and school buildings, for the purpose of perfecting the plans for the new chemical and physical laboratories. He describes the result thus:—

The new building for laboratories was begun in June, and was ready for occupancy in September. It is a handsome structure, two stories in height, standing on the south side of the schoolhouse. The rooms on the lower floor are used for physical laboratories, one for the elementary course, the other for the advanced, with facilities for microscopic work and for projection. The rooms in the upper story are used for chemical laboratories, elementary and advanced. These rooms are furnished with the best modern appliances for teaching how to study and teach physics and chemistry. Each student has a place at the tables, and performs the experiments, and is taught how to make and use simple, inexpensive apparatus, such as he can secure for use in his own school. Rooms in the main building have been converted into laboratories for the study of natural history. These improvements have greatly increased the efficiency of the teaching and training, and the students are enthusiastic in the use of them.

The instruction in the sciences was largely given by Mr. Arthur C. Boyden and Mr. William D. Jackson. The visitors recommended that each year one pupil of the graduating class, who had shown fitness for the work, should be retained as an assistant, to serve for two years at a moderate salary, in the laboratories. Among those who were chosen for this purpose were Frank W. Kendall, Joseph Boylston, Charles E. Adams, Harlan P. Shaw, and Sarah E. Brassill. Four years later the principal reports on the rapid growth of these departments.

Most marked advance has been made in the increased facilities for teaching the natural sciences. A society called the "Bridgewater Science Club" has been formed, whose object is to promote the subject of natural science, and to provide for this school a representative collection of the minerals, plants and animals of south-eastern Massachusetts. It is of great importance that the teachers of our country schools should have that familiar acquaintance with nature which will enable them to be guides and interpreters to the opening minds of the children.

Resignation of Mr. Martin

In September, 1882, Mr. G. H. Martin, for eighteen years an assistant teacher, was appointed Agent of the Board of Education. His place was filled by the appointment of Mr. William D. Jackson, a graduate of the four-years' course of the school, and for more than two years a teacher in the Royal Normal College for the Blind in London.

The Secretary of the Board, Mr. Dickinson, commended the work of Mr. Martin in the highest terms,—“His experience as a teacher of the public schools, and as a teacher of teachers, gives him a special preparation for a skillful performance of the duties of his office. He has rendered most valuable aid in organizing and conducting teachers' institutes, and in meeting the teachers and school authorities for a discussion of the topics that relate to the management of the public schools.”

Extension of Out-Door Facilities

The acquisition of extensive areas of land for the expanding interests of the school began during this decade. The Commission appointed by the Legislature of 1883, to provide a way for utilizing the sewage for the buildings, purchased four and one-half acres of land for the State, and prepared it for the reception of the sewage, which was used for the irrigation of growing crops and grass land. Thus began the first agricultural venture of the school. The need of opportunity for out-door exercise led to the acquisition of the land that now forms the beautiful campus of the school. Mr. Boyden stated the need very clearly when he said:—

The school grounds include only one and three-eighths acres of land, and are completely occupied by the school buildings and their approaches. The little park in the neighborhood and the free country offer attractions to the students, but it is a serious problem how properly to provide for the systematic, out-door life and muscular exercise so requisite to students, with their tendency to sedentary life.

In 1881 a piece of land across the street from the school

premises came upon the market under a mortgagee's sale. Mr. Boyden purchased the land, amounting to six acres, excavated a pond, and laid out the grounds as a campus for the school. In 1882 he built the ice house near the pond. All this was done at his own expense, with the hope that some time in the future the State of Massachusetts would be willing to purchase the land for the school. In 1886 the State bought the land, Mr. Boyden contributing a generous sum for the purpose. The visitors suggested that this land should be called "Boyden Park," and the name passed into familiar use. It is interesting to note that, while Mr. Boyden fully appreciated the great value of the grounds to the school, at the same time he had his mind on still greater facilities in the near future. He said:—

The whole area, aside from the pond, is occupied by tennis courts, croquet grounds, and grounds for ball games and other athletic sports, and the heartiness with which the students enter into these healthful, out-door sports augurs well for the intellectual work of the school. The whole school community finds a tonic in this natural reaction. It is greatly to be hoped that the mild weather advantages of the campus may be supplemented, before long, by a convenient gymnasium with simple apparatus, where the students can secure regular exercise during the winter months, thereby adding to their mental and moral vigor, and at the same time acquiring that substantial acquaintance with the laws of healthy action which will serve them in such good stead when they come to have charge of the boys and girls of our common schools.

Foreign Students

In 1885 the first group of foreign students entered the school under official arrangement with the government of Chile, although individual students from other countries had graduated from the school. The circumstances under which the decision in favor of Bridgewater was made were very gratifying.

A. G. Boyden, Esq.
Principal of the State Normal
School, Bridgewater, Mass.,

Dear Sir:

I hope that you may remember my visit as a Commis-

sioner of Education from Chile (S. A.) to the Bridgewater State Normal School in 1880.

After an educational voyage in several States of America and in Europe, I returned to Chile where I was appointed Inspector General for our Schools, and my opinion having been asked for the proper place to send two young Chilean ex-alumni of our Santiago Normal School in order that they may improve their pedagogical education, I recommended at once the Bridgewater State Normal School as one of the best I had known in the United States.

These lines will be handed to you by the said ex-alumni Messrs. Alvarado and Lopez, who have been appointed by the Government of Chile to pursue the whole course of studies necessary to qualify themselves as if they were to become American school teachers, in the Bridgewater State Normal School, and I beg to recommend them most earnestly to your kindness and attention as foreign students, who have made such a long trip to improve, under your direction, their knowledge of the Science and Art of Teaching.

I fear you may find Messrs. Alvarado and Lopez not entirely prepared to answer all the conditions established for ordinary admission in your Normal School—chiefly on account of their limited knowledge of English, but I feel satisfied that both will work hard and make themselves worthy of becoming good alumni of such an important school.

I beg to remain, Dear Sir,
Very respectfully yours,

J. ABELARDO NUNEZ.

No. 37 Agustinas,
Santiago, Chile, June, 10/85.

These young men completed a three-years' course in 1888, in a manner reflecting the highest credit upon their ability and fidelity. On their return to Chile, Mr. Alvarado was elected by the

government as a professor in the College of Santiago, while Mr. Lopez was appointed Superintendent of Schools for the northern provinces of Chile.

Twenty-fifth Anniversary

The meeting of the Alumni Association in June, 1885, was made a silver jubilee in recognition of the 25th year of service of Mr. Boyden as principal of the school. Mr. John T. Prince of Waltham, who presided, spoke of the silver jubilee of any man as one of the happiest events of his life, in that he can then look back over what he has experienced with the feeling that he is still in the vigor of life and that he has much still to enjoy; it is also a pleasant event for those who are of his family.

Mr. George H. Martin, who had become an Agent of the Board of Education, was the speaker of the occasion. He said that these events have their true importance when considered in connection with those of the period preceding them. Forty-six years ago the first Normal School was started; then there was scarcely any school spirit. There were but 14 High Schools in the State; now there are 228. Three hundred schools were in one year broken up by the insubordination of pupils. By 1860 the battle had been nobly fought and nobly won, and trained teachers were in demand. In 1860 the enemies of the school system made their last attack, asking the Legislature to abolish the school fund, the Normal and High Schools and the town system; these petitioners were given leave to withdraw their request. Just at this time Mr. Boyden came to the school. Within a year the buildings were enlarged, and to this and other improvements Mr. Boyden has continuously devoted the time of the summer vacations. The work of the school has been steadily broadening; literature has a term given to it; chemistry, mineralogy, geology, botany, music and drawing have all been given places, without neglecting the old studies; in the full advanced courses of four years the languages are taught, and seventy pupils have taken it. Early in Mr. Boyden's mastership psychology took its place as the basis of instruc-

tion; that the system pursued is the best possible may not be said, but it is the best that has yet been devised. Every department of the school is equipped for practical work; last of all an industrial laboratory has been added, in which all the students are taught the practical use of wood-working tools. But the spirit of the school is far above its buildings and its appliances in value; the currents of moral and spiritual life have ever been flowing through the same deep channels.

Portrait of Mr. Boyden

At this time a movement was started among the graduates to have Mr. Boyden's portrait painted, the same to be hung in the hall with those of the other principals. Funds were quickly collected, and the work was committed to Dr. Edgar Parker, the well-known portrait painter. The result was very satisfactory to all concerned, as delightfully expressed by Dr. Albert E. Winship in a letter to Mr. Boyden,—

“I am more than satisfied with Dr. Parker's art. I do not see how he could have been more happy in choice of position, in pose, in expression, in that peculiar individuality of facial expression near the corner of the mouth with its blending of character and geniality. I am so glad that we have it now, so that it will always be with the full vigor and healthy, hearty expression.”

The presentation of the portrait was made by Mr. Martin, in his usual felicitous manner, as shown in the following communications:—

Bridgewater, April 26, 1886.

Mr. Albert G. Boyden,
Principal of State Normal School,
Dear Sir:—

The portrait of yourself which, in behalf of a Committee of the Alumni, I have the honor and pleasure of

presenting to you, is a gift from those who have been your pupils in the Normal School,—an expression of their regard and affection.

It is their wish that at some time in the future, to be determined by you, the portrait be placed upon the walls of Normal Hall, to be a perpetual reminder of your long and honorable service.

Sincerely yours,

GEORGE H. MARTIN.

Bridgewater, Mass., June, 1886.

Mr. George H. Martin,

Chairman of the Committee of the Alumni,

Dear Sir:—

I desire to express through you to those who have been my pupils in this Normal School my grateful and tender appreciation of the expression of their regard and affection, in the gift of the portrait of myself to be placed upon the walls of Normal Hall, there to greet them when I shall have left the place of my life work. This generous and kind expression of your feeling towards me has given myself and my family, who share my labors, the highest pleasure.

May the richest blessings of the Good Being who has permitted us to be co-workers in these halls of our "Alma Mater" rest upon you all in this life and in the life to come.

Sincerely yours,

ALBERT G. BOYDEN.

Moral Training

Public statements were made in the Journal of Education of 1886 that moral education in Massachusetts was a failure because the statutes did not prescribe definite instruction from a text-book

of morals. These articles gave Mr. Boyden the opportunity to state his own views of moral training in the public schools.

I venture to affirm that not a day passes in the schoolroom of any teacher of competent ability and good morals without his pointing many a moral, beginning with the reverent reading of the Word of God, and extending on through the day. He teaches reverence for God, His name, and His word. He trains his pupils to obedience, to rightful authority, to truthfulness, honesty, industry, punctuality, order, cleanliness, neatness; to the observance of the Golden Rule; to good behavior. The will of the pupil is under constant training, his conscience is under daily enlightenment. The moral power of a well-ordered school is very great.

All true teaching is a systematic and harmonious training of intellect, sensibility, and will. The moral element is the leaven hidden in the meal. Does not the faithful mother build up the moral character of her child by constantly instilling the principles of morality in the conduct which she encourages and requires? Does not the unfaithful parent fail by neglecting to do this work? So it is with the teachers. More attention should be given to moral training; but, in emphasizing this need, let us be just and give the schools credit for what they are doing. It is gross injustice to the whole body of faithful teachers to say that there is no systematic, moral training in the public schools, because "we have not yet a text-book on morals, simplified for beginners."

We have always found that the school child must be taken as a whole; that he was not susceptible of separation into thirds, that the child, not a third part of him, made the choice and performed the moral act. The moral element is in the act of willing; and this takes *the whole child* either on the right course or on the wrong course. Massachusetts in this question must mean the people of the State, the families, the churches, the communities, and the State in its governmental functions. The child is educated under the combined action of these four agencies,—the family, the church, society, and the State. The public school is supported by the people as an *aid*,—*an indispensable aid*,—to the education of the child. It is dependent upon, and finds its educational power and limitation in, the action of these agencies; it is what the public sentiment demands it shall be.

It is time for the friends of public schools, at least, to discriminate, and to distribute the responsibility for crime in the State upon *all* the agencies concerned in the formation of the moral character of the criminal. The public school is not responsible for all the crime of the State.

Resignation of Miss Woodward

Miss Eliza B. Woodward, of revered memory to the older graduates, graduated from the school in the 47th class, July 28, 1857, under Principal Conant. In September she was invited to

return as an instructor, and taught until July, 1887. She died in November of the same year. Of many words of sincere appreciation of Miss Woodward's character, we quote only those of Mr. Boyden:—

For thirty successive years Miss Eliza B. Woodward has been a teacher in the school, and for the past twelve years has been a teacher of drawing. In her long connection with the school, she won the love and honor of all who were associated with her or came under her care, impressing them with a sense of her genial sympathy, her thoughtfulness, her ready encouragement, her faithfulness in teaching, her fidelity to the school, and her fine loyalty to the truth. Hundreds of teachers who look back to their school days at Bridgewater will hold in distinctest remembrance Miss Woodward's kindly face.

Agitation for a New Building

By 1888 history was repeating itself in a new demand for enlargement of facilities to meet the rapidly growing school. Mr. Boyden, as usual, came forward with unanswerable arguments, but it took two years to accomplish the result and then only through the aid of influential members of the Legislature, who were strong friends of education and of the school.

When the addition of 1881 was made, it was hoped that the school would be able to accommodate the pupils that would present themselves for many years to come. The pressure on the school still continues, and there are no indications that this increase will be lessened. The limit of capacity has now been reached, as regards the requirements of good teaching. The school-room and the class-rooms are overcrowded; every available place for case, cabinet, and closet is full; there is no suitable provision for the growing library, and the books are scattered inconveniently in different rooms. The work in all the departments suffers from the friction caused by overcrowding, and the necessity of constant readjustment of classes. The school buildings should at once be enlarged, and this enlargement should take into account the certain increase up to the number of two hundred and fifty pupils. Beyond that, in the opinion of the Visitors, the school ought not to be allowed to grow.

CHAPTER VI

The Fourth Decade 1890-1899

This period was especially marked by great building projects, in which brick buildings superseded the old wooden structures, and also by an equal expansion in professional development. Several important incidents made the period one of great interest.

Trip to Europe

The Principal was granted leave of absence from February to August of 1890. Mr. and Mrs. Boyden spent the most of this period in Europe, with much profit, and returned with renewed strength for the discharge of their duties. They visited the educational centres of England, France, and Scotland, with special reference to the facilities for the training of teachers. The trip closed with a visit to the noted Lake region of Scotland, and while there the image of the home school was still vividly in his mind, as he writes:—

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

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

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

Semi-Centennial Celebration

The semi-centennial of the school was celebrated on August 28, 1890, in connection with the biennial convention of the Normal Association. Mr. Arthur C. Boyden, president of the Association, conducted the exercises. More than 600 former members of the school were present, including representatives of nearly all the classes. Richard Edwards, LL. D., State Superintendent of Instruction in Illinois, was chosen to give the principal address. Principal A. G. Boyden gave the historical address. Secretary Dickinson of the Board gave an address upon the "Function of the Normal School," which was followed by short addresses from invited guests and graduates.

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

Mr. Boyden in his address emphasized the points of progress in the history of the school.

The same spirit has prevailed in the school during the last thirty years as that which governed its operations in the preceding twenty years. It has been conducted on the principle that the ultimate object of the normal school, in training teachers for the public schools, is to make the normal student, as far as possible, an educator.

The introduction of the four years' course was the most important step forward in the history of the school, in the beneficial influence which the advanced pupils exert upon the tone of feeling in the school, in raising the standard of scholarship, in drawing in better prepared pupils, in sending out better trained teachers for the high and normal schools, in giving the school character and standing in the community. The studies in the whole course required by statute law to be taught in the public schools cannot be properly considered, in less than four years.

There has been a very large increase in the collections of minerals, plants and animals, illustrative apparatus and reference books, made necessary by the objective system of teaching and study. The institution now has seven laboratories, well supplied with typical, working and classified collections.

The grounds of the school have increased from one and one-fourth acres to fourteen acres, and include the school lot of three acres; "Boyden Park," containing six acres; "Normal Grove," a half-acre of fine chestnut growth adjoining the park, the gift of Messrs. Lewis G. Lowe and Samuel P. Gates of Bridgewater, alumni of the school; and a sewage farm of four and one-half acres.

Three thousand five hundred seventy-two students have been members of the school, two thousand one hundred fifty-two of whom are graduates. From returns made, it appears that nearly ninety-eight per cent of all who have been members have engaged in teaching; their work will aggregate at least twelve thousand years of teaching.

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

her efficiency and progress only by the diligence and constant vigilance of her officers and graduates.

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

Dedication of the New School Building

The following extract from the report of the exercises of dedication on September 3, 1891, is taken from the columns of the "Boston Herald."

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

"The hour set for opening of the proceedings at Normal Hall was 10:30, and every seat, numbering more than eight hundred, was occupied before that hour by an intelligent and greatly interested audience, at least two-thirds of whom were ladies, whose handsome faces and gay attire gave a peculiar charm to the scene."

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

Our friends have been many and our friends have been strong. They have been friends indeed, because they were friends in time of need. We have had friends in the State Board of Education who have done what they could to sustain our work year after year; in the secretaries of the State Board of Education; in the Legislature from year to year; and we have had warm friends elsewhere. We have had friends among our graduates who are scattered far and wide, and who have used their influence in distributing information in regard to the aims and the work of this normal school. All these influences have worked together for good. We greatly rejoice, therefore, in the possession of this building. In the simplicity of its arrangements, in its adaptation to school wants, and in all its appointments, this building which we dedicate today is a model of which the State may justly be proud.

Gen. Francis A. Walker of Boston, Chairman of the Board of Visitors, said: "Having, in behalf of the Commonwealth, been instrumental in approving the plans which were drawn and in approving the contract for this building, it seemed to me that, though far away in the heart of the White Mountains, I should come down here to see how many and how great mistakes had been made in this enterprise on behalf of the Commonwealth. On looking about this morning I have come to the conclusion that no mistakes were made; that the Board of Education made no mistake in giving way to the urgent appeals of Professor Boyden for this new building, and that the Legislature made no mistake in granting this munificent appropriation that would justify the place Massachusetts holds in educational matters."

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

Hon. Thomas W. Bicknell said the last time he was at the school was little more than two years ago, with a committee of the Legislature, of which he was a member, and spoke of the pleasant way in which the committee was received; of the manifest need which they found of a new building; of the recommendation of the committee that a new building worthy of the State and of the school should be erected, instead of an extension of the old

wooden building which had done its work; and of his satisfaction in seeing the recommendations of the committee realized in the substantial and beautiful new building of today.

Professional Development

The new and enlarged facilities made possible the professional development which had been waiting its opportunity. A gymnasium made systematic physical training possible, at first under the direction of Mr. Frank F. Murdock, one of the regular instructors. In 1894 a specially trained instructor, Miss Bessie L. Barnes, was appointed, and the new department was launched. The new industrial laboratory, with Mr. H. P. Shaw as instructor, made possible the organization of manual training courses. The well-equipped laboratories and collections in physical and natural sciences gave a new impetus to the teaching of elementary science under Mr. William D. Jackson., Mr. Harlan P. Shaw, and Mr. Arthur C. Boyden. The drawing course was thoroughly organized by Miss Elizabeth H. Perry in an art room fitted up with the best type of furniture and furnished with fine examples of casts and models. Miss Perry was assisted by Miss L. Eveline Merritt. The library was arranged in two large rooms, one containing books on history and literature, arranged with tables for research on the laboratory plan, the other arranged for general reading and consultation. Card catalogues were arranged for the direct use of the books in the different departments. The English courses were carefully developed by Miss Fannie A. Comstock and Miss Emily C. Fisher, both graduates of the school. Courses in astronomy and bookkeeping were organized in the careful and thorough manner that was natural to Mr. Frank E. Gurney. As a part of the professional development the instructors in the different departments prepared outlines of their courses, which extended the influence of the school far beyond its own walls. Mr. Boyden, in 1894, writes:—

Bridgewater is rendering a substantial public service by conducting a series of experiments on graded courses of study. These courses it tests in the model school, and, when perfected, they are furnished on request to teachers and superintendents. A course of nature study, adapted to the fall, winter and

spring, has been called for very widely. Mr. Murdock has done similar work in preparing outlines in geography; Miss Perry has prepared courses in drawing for schools of all grades, and they have been tested by use in the model school, and in the Bridgewater High School, under her direction.

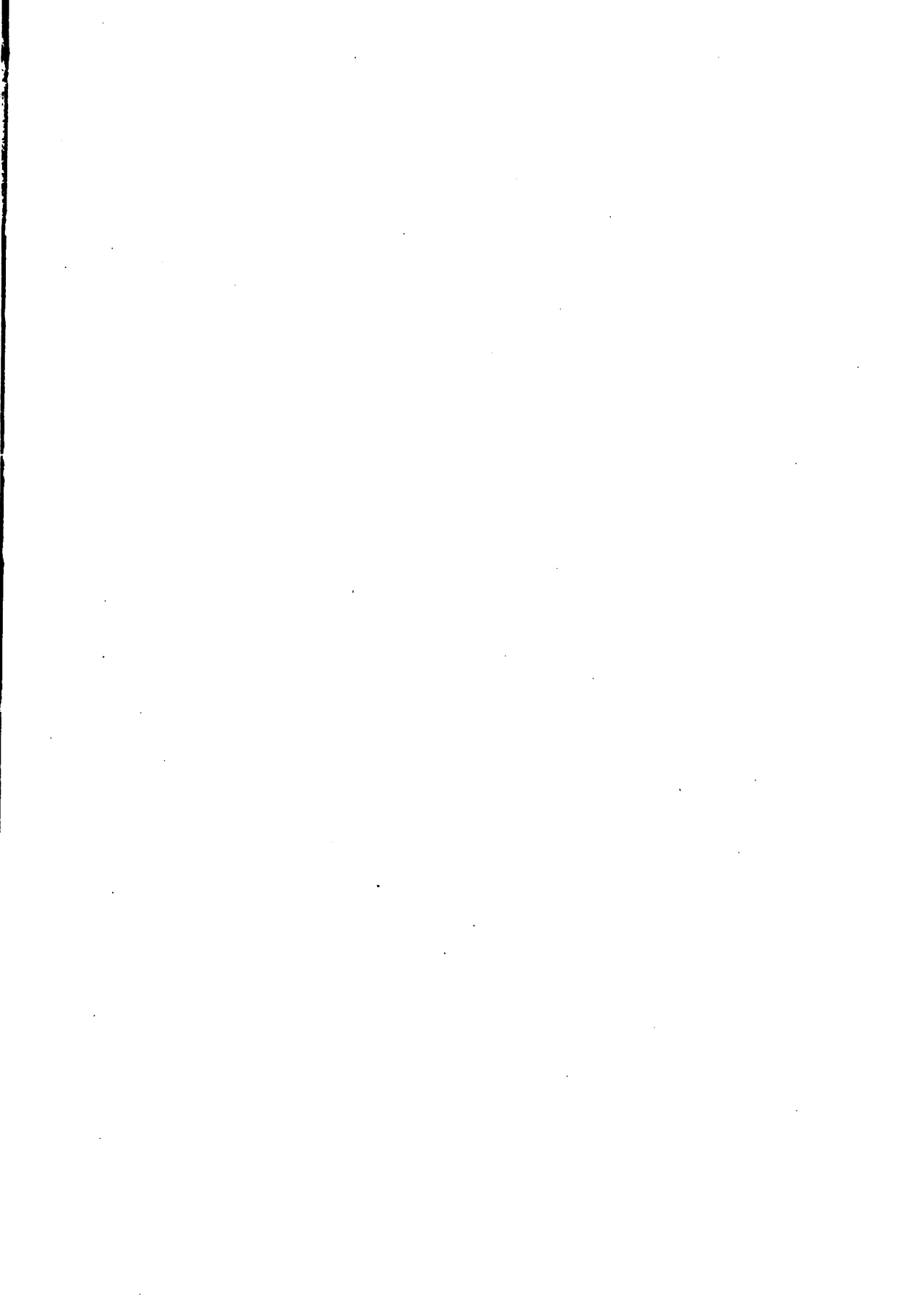
New Admission Requirements

The forward movement for the professional preparation of teachers was voiced by Mrs. Alice Freeman Palmer in the report of the Board for 1893. She said, "The Board of Education believes that the time has come when the standard of admission to the Normal Schools must be raised, in the interests of the schools of every grade. They, therefore, announce that on and after September, 1894, all students, before presenting themselves for examination for admission to the normal schools, shall be graduates of high schools of a standard satisfactory to the Board, or shall have had an equivalent education."

The Model School

By far the most far-reaching development for which the new building provided, was the establishment of a training school in 1891, in place of the former School of Observation. This school was established through an arrangement with the town, and included the different grades of the Centre District, in charge of Miss Lillian A. Hicks, principal, and four assistants, Misses Martha W. Alden, Flora M. Stuart, Charlotte L. Voigt, and Alice M. Wormwood.

The most important single event of the year 1893 was the establishment of a kindergarten under the direction of Miss Anne M. Wells. This was done in spite of many difficulties. There was no room for this addition, and it was, therefore, decided to give up temporarily the general library during the morning for the kindergarten, since it seemed impossible to longer delay providing this essential training for the intending teachers. The Legislature of 1894 appropriated \$75,000 for the enlargement of the school





KINDERGARTEN; CHILDREN AS GROWING FLOWERS.
(As given in the Pageant, 1915.)

building by the addition of a third section, mainly for the use of the Model School. This made it possible to organize the training department with a full corps of teachers. The plan and purpose of this school was carefully described by Mr. Boyden as follows:—

Its purpose is to exemplify the mode of conducting a good public school, and to train the normal students in observing and teaching children. The normal students have a definite course in practical child study, under the careful direction of Miss Hicks, the principal of the Model School, and make reports on their study. Such study includes the school as a whole and the details of school work in the different grades. The study also includes the individual child, his relation to the class, his physical and intellectual condition, his moral qualities, his home and social life, and his adaptation to special work, aiming in each case to find out the cause of his condition, the effect of that condition, and the remedy for it when abnormal.

At the close of this decade the increase in the number of pupils in the ninth grade made it necessary to appoint another teacher. Mr. Brenelle Hunt, a graduate of the four-years' course and a teacher of experience in grammar schools, was appointed principal of the Model School in charge of the executive department of the work, and Miss Hicks, who had so ably conducted the school for eight years, was appointed supervisor of the practice work, giving her whole time to this service. The Model School was now conducted by a very strong corps of instructors, who served not only as regular teachers of the children, but as critics of the student teachers. The list included, in addition to the principal and supervisor, Misses Adelaide Reed, Martha M. Burnell, Hannah E. Turner, Nellie M. Bennett, Jennie Bennett, Mary L. Wallace, Sarah W. Turner, Sarah E. Pratt, Flora M. Stuart; kindergarten, Misses Anne M. Wells and Frances P. Keyes.

The Mexican Students

In 1896 correspondence was had with the Governor of the State of Coahuila, Mexico, in which he asked for the admission of five young men, graduates from the Normal School of that state, to take a two-years' course in this school. He said: "We have observed with great interest the rapid growth and prosperity of your

country, and believe this is due to the better public education of your people. We desire to send these young men to you, that they may be better fitted to teach in our State. After examining many catalogues, we have selected your school for this purpose." They entered Bridgewater in September, 1896, accompanied by Professor Andres Osuna, one of the instructors in their Normal School, who also took a two-years' course.

Building Activity Renewed

As already noted, the school building was enlarged in 1894, but the growth of the school demanded further increase in facilities. In 1895 Mr. Boyden, with the assistance of Senator James C. Leach, of Bridgewater, obtained an appropriation of \$59,000, to be expended for the erection of two brick buildings, a dormitory and a laundry, and for the purchase of a large lot on Grove Street, containing two acres, which was to be used for athletics. The local paper, in speaking of the principal's activity, said, "His manner of proceeding is apparently a simple one, but it would really prove tedious and a serious task to the majority of us. The actual needs of the institution are continually coming to his ever-watchful eye, and after he has been fully convinced of the things required, he immediately draws up his plans, obtains estimates, and then begins his active work of convincing those in authority of the things he desires."

The new residence hall was named "Tillinghast Hall," in honor of the first principal of the school. Normal Hall was greatly improved by the enlargement of the cooking department and dining room, and by the conversion of the first floor of the east wing into a large reception room.

Death of Mrs. A. G. Boyden

Isabella Whitten Clarke Boyden was born in East Newport, Maine, September 9, 1825, and October 1, 1895 she passed to rest at the age of 70 years, 22 days. On August 2, 1848, at the age of

twenty-three she entered the State Normal School at Bridgewater. She stood in the front rank in this school, taking advanced studies in addition to the regular course. After her graduation she was a teacher of marked ability in Westerly, R. I., in Hingham, Mass., and in Wheaton Female Seminary, Norton, Mass. She married her classmate, Albert G. Boyden, who was then assistant teacher in the Bridgewater Normal School, in November, 1851. She was a student as long as she lived; she studied much in connection with the Normal School. She was a thoughtful reader, an easy and effective writer.

For thirty-five years the Normal School at Bridgewater was under the united guidance of Mr. and Mrs. Boyden. At the memorial exercises held at the convention of the Normal Association in 1896, Mr. G. H. Martin paid her a tribute of loving remembrance in the following words: "My first thoughts on this occasion go back to my first visit to Bridgewater, when I came, a stranger and unannounced, to inquire about the Normal School. Mr. Boyden, whom I came to see, was away. Mrs. Boyden received me most cordially, made me at home for the long day which I must spend in town, and gave me the information which I had come for. The impressions of her character made during that day have only been deepened by the lapse of years. Most marked of all was her absorbing interest in this school and its work. She not only knew its history, but she had imbibed its spirit, and had devoted herself to its interests. This devotion never weakened. She anticipated every forward movement with satisfaction, entered unreservedly into every plan, familiarized herself with every detail of administration, and contributed of her own ample mental and moral resources to make this the best possible fitting school for teachers. Her natural endowments for this work were great. On the intellectual side she was remarkably strong and clear in her thinking, and pronounced and firm in her judgments. Her moral instincts were unerring. She was active and interested in all the great social and religious movements of her generation, and was always on the side of progress."

Resignation of Mr. Murdock

Early in 1897 the Board of Education, by its appointment of Mr. Frank F. Murdock to the principalship of the new State Normal School at North Adams, took from this school an efficient instructor, who had for twelve years held an honorable position on the faculty. Mr. Charles P. Sinnott of the Milwaukee Normal School, a graduate of the four-years' course at Bridgewater and of Harvard College, was appointed to succeed him. At the dedication of the North Adams School on September 3, 1897, Mr. Boyden was asked to give an address. He said in part:—

I have a peculiar interest in this school, for the man chosen to be its principal is my personal friend. He was my pupil for four years and a hearty co-worker with me as an honored member of the faculty at Bridgewater. He comes in the full vigor of his manhood to give himself to the planting of an institution for the training of teachers on this hill top, which shall be a light that cannot be hid, and which shall be a blessing to the children of this section of the state. I know that all which energy, ability, fidelity and enthusiasm can do for this purpose he will accomplish. I come especially to bid him Godspeed in the great work that has been committed to his hands.





NICHOLAS TILLINGHAST.



MARSHALL CONANT.



ALBERT G. BOYDEN.



ARTHUR C. BOYDEN.

CHAPTER VII

The Fifth Decade

1900-1909

At the opening of this period, the school offered five courses of study: the two-years' course, which included only English studies; the four-years' course, which included advanced English and classical studies in addition to those of the two-years' course; the three-years' course, which included the studies of the two-years' courses with electives from the advanced studies; the kindergarten course; and special elective courses, which were for graduates of colleges and normal schools, and former teachers of five years' experience. The attendance steadily increased, notwithstanding the opening of the four new normal schools in the State. There had been a noticeable improvement in the qualifications of candidates for admission.

Several changes in the faculty occurred in the early part of this period. Miss Emily C. Fisher, who had been a most efficient instructor in the English department for ten years, was given a leave of absence, and Miss Mary A. Emerson, a graduate of the four-years' course and of Wellesley College, who had valuable experience in teaching, was appointed to this department. Miss Sarah E. Pratt, a superior teacher in the Model School, was obliged to relinquish her work, and Miss Clara R. Bennett, a graduate of a Pennsylvania Normal School and from the special course in this school was appointed her successor. Miss Hannah E. Turner, an earnest and faithful teacher in the Model School, resigned, and Miss Sarah V. Price, a graduate of the special course, took her

place. Miss Annie L. Sawyer, a recent graduate of the school from the special course was added to the Model School faculty.

The second general catalogue was issued, to commemorate the 60th year of the history of the school. A record of nearly 95 per cent of all who had attended the school was obtained.

Table Showing the Average Years of Teaching of the Graduates

	Men	Women
Mr. Tillinghast's Administration,	11 years	8.5 years
Mr. Conant's Administration,	11 years	9 years
Mr. Boyden's Administration,	10 years	8 years

Students Enrolled During Sixty Years

From Massachusetts,	4,107
From 23 Other States,	606
From 11 Foreign Countries,	45

Teachers' Institutes

During all this decade a large number of Institutes for teachers in service were held all over the State under the direction of the Secretary of the Board of Education. The teachers of the school were called to act as instructors in a great many of these meetings, especially in the subjects of nature study, history, geography, elementary science and English. The influence of the school spread throughout the State, and the outlines of the different subjects were in great demand. At this time the nature study movement was at its height in the country, and Bridgewater was taking a leading position in its development.

Nature Study Award at St. Louis

At the World's Fair, held in St. Louis, the exhibit of the work done in the Model School received the grand prize. A full description of the exhibit was given in one of the educational papers, at

the time of the award. The writer said: "While it is true that the West is more strongly represented than the East, the exhibit from the State Normal Model School at Bridgewater, is pre-eminently the fullest and richest and the most carefully prepared nature-work in the whole educational exhibit. It is arranged under the personal supervision of Mr. Arthur C. Boyden, who for twenty-five years has been an enthusiast on Nature Work and is today the leading exponent of the subject in Massachusetts."

Recognition of Normal Work by Colleges

For a number of years the work of the three and four-year courses had been recognized and accepted by the Lawrence Scientific School of Harvard University, and scholarships were provided which made it possible for young men to continue their advanced work after graduation from the Normal School. A broad culture or an intensive study of certain subjects was thus added to their professional preparation. In other colleges abundant credit was granted to the young men. In 1906 Harvard College opened full privileges, with credit according to the work done in the Normal School. A large proportion of the young men, nearly all of whom held honor distinctions, received their degree from college. In turn, each year a number of college graduates took their professional preparation in the normal schools. The official encouragement of this broad equipment for teaching was of great value to the State and attracted many men to the profession of teaching. The removal of this encouragement in recent years was a serious blow to the school. The lifting of the educational interests of the Commonwealth to a higher plane of service depends on the re-establishment of broad professional courses leading directly to an educational degree.

A Gymnasium Building

The last building erected under Mr. Boyden's direction was the gymnasium. As far back as 1901, he began agitation for a

new building for a gymnasium. He stated the case strongly to the authorities:—

The school has outgrown the gymnasium in the basement of the school building. The room is too low and too small, and there are no baths and dressing rooms connected with it. Fortunately, a lot of land just across the street has come into the market. This land should be purchased to protect the future interests of the school, and it is well suited for a site for a gymnasium building. Physical training is indispensable to the complete command of the body as the instrument of the mind.

The land was purchased, and in 1903 an appropriation was made for a gymnasium building, which was dedicated on June 24, 1905. Mr. George I. Aldrich, Chairman of the Visitors, who presided, said: "We have gathered to dedicate Mr. Boyden's latest building enterprise. He first began this enterprising career in 1861, and there has been something doing ever since. His success has been due to good friends in the Legislature. No enterprise of his has met with utter defeat. The money given him has always been judiciously spent, and he never asked for anything that was not needed."

Mr. Boyden, speaking historically of physical training in the school, said in part:—

In 1860 we introduced some outdoor sports and gymnastics which were originated by Dr. Dio Lewis. In 1886 Boyden Park was purchased for the benefit of the school. In 1891 our new building was completed and Swedish gymnastics introduced, with Mr. F. F. Murdock as instructor. In 1893 a lady teacher was appointed. In 1895 the South Field playground was purchased for baseball and football, and today we have a new gymnasium. This is a day of great interest to us, and we owe it in a great measure to the Legislature. When we asked for \$55,000 the Legislature was amazed and wanted to know if we could not get along with a much smaller sum, but I said, "No, we had rather do without unless we could have a good one." The report on the bill was against us, and it looked like defeat, but thanks to our good friends in the Legislature, Senator Pratt and Representative Turner, the matter was reconsidered and the bill went through.

Later, the building was officially named by the Board of Education "The Albert Gardner Boyden Memorial Gymnasium."

In 1904 Miss Bessie L. Barnes, who had been a valued and beloved instructor in physical training for eleven years, resigned



ALBERT GARDNER BOYDEN MEMORIAL GYMNASIUM.

her position for needed rest, and Miss Elizabeth F. Gordon, a teacher of successful experience in this work, was appointed her successor. Miss Margaret E. Fisher, a recent graduate of the Boston School of Gymnastics, was appointed assistant instructor in this department. The physical training of the young men was placed in charge of Principal Brenelle Hunt of the Model School.

Appointment of Mr. G. H. Martin as Secretary of the Board of Education

A signal honor came to the school in the selection of Mr. Martin for this important position. After leaving Bridgewater, he had served ten years as an Agent of the Board of Education and twelve years as Supervisor of the Boston Schools. His character, ability, and varied experience gave him peculiar fitness for the new position. An editorial in a Boston paper spoke thus of the appointment: "It is flattering to the standards set in this city that after scouring the country for a man, who could come up to the high standard set by the Board, the choice finally fell on a Boston man." The Board itself said of him, "Mr. Martin brings to the place a ripe experience, a willing spirit and an energy capable of accomplishing many things. He has it in his power to broaden and extend the influence of his office and of the Board."

Gifts of Appreciation

At the 52d annual meeting of the Bridgewater Normal Association, held in Boston in April, 1905, special recognition was made of the fact that the meeting marked the 50th year of Mr. A. G. Boyden's connection with the school as a teacher. In recognition of the event, Mr. George H. Martin, Secretary of the State Board of Education, presented him, on behalf of the Association, \$700 in gold, as a mark of appreciation.

On Mr. Boyden's 79th birthday, at the close of the opening exercises, Mr. John E. Keefe, Jr., arose, and, in behalf of the students, presented their principal with a handsome loving cup, inscribed

with these words: "Greetings to Principal Albert Gardner Boyden. From the students of the Bridgewater State Normal School, February 5, 1906."

Resignation of Principal Boyden

On August 1, 1906, Mr. A. G. Boyden resigned from the principalship of the school, a position which he had held for forty-six years. At the same time he was appointed to the honorable position of principal emeritus, with charge of the instruction in the "educational study of man" and the school laws of Massachusetts. Mr. Arthur Clarke Boyden, who for a number of years had held the position of vice-principal of the school, was promoted to the principalship.

The Visitors of the school expressed their very high regard for his long and valuable services. "The Board of Education deeply appreciates the long, unselfish, and eminently successful administration of Mr. Boyden. He has brought to the school the highest ideals of the teacher's work, a thorough application of the principles of teaching in all the subjects of study, and an economical administration of its business affairs. To him, in large measure, is due the high place which the school occupies in the public estimation, and it is a source of congratulation that the institution is still to have the benefit of his valuable experience."

Mr. Boyden's letter of resignation follows, together with the letter from the faculty of the school, and his reply:—

Bridgewater, Mass., Jan. 1, 1906.

To the Visitors of the State Normal School, Bridgewater,
Mass.

In accordance with what I have said to you, I hereby resign the trust committed to my keeping by my appointment as principal of this school in August, 1860, This resignation to take effect, if it so please the Board of Education, on August 1, 1906, at the completion of my forty-sixth year of service as principal.

I desire to express my grateful appreciation of the

confidence which the Board has reposed in me, of the courteous consideration which they have given to my recommendations, and of the cordial support which they have always given me in my work through all these years of service.

I am, Respectfully yours,

ALBERT G. BOYDEN.

Bridgewater, Mass., Jan. 12, 1906.

Dear Mr. Boyden:

We regret that the time for a change in our relations must come soon, as a time for change must come in all human relations; we are glad that the time has been long in coming, and that the change is attended by so many happy circumstances.

We congratulate you that you have served long enough to see the abundant fruits of your labors, and that you have received such assurance that your work has been appreciated. We are confident that, however extended the life of the school may be, your administration will always be memorable, not so much for its duration, as for the progress which the school has made under your guidance.

We congratulate you that you are to transfer your leadership to one who is bound to you by the closest of ties, who has shown his thorough fitness for the place, who knows well the high purpose which has guided your work, and whose own ideals will be equally high.

We congratulate you that you are to continue your association with the young life with which you have sympathized so heartily, whose elastic spirit you have always shared, and whose unfolding powers you have trained for noble ends. You have said that you are never so happy as when face to face with your class; we hope that the pleasure which your teaching gives you may be increased when you are freed from the other responsibilities which you have borne so long and so well.

We appreciate your constant kindness to us individually, and the strong support which you have given us in our work. We are glad that you are to continue with us, that the personal ties which have united us are not to be weakened, that your presence and your influence are to be with us still, an example and an inspiration.

Yours with affection and gratitude,

The Normal and Model School Teachers, by
WM. D. JACKSON.

To The Normal and Model School Teachers,
My dear friends:—

Your very kind words of congratulation and appreciation, called forth by my resignation and the appointment of my successor, have moved me very deeply. Such words from my associate teachers are exceedingly grateful. I prize them above measure.

I have been abundantly blessed in my labors by your loyal support, by the love of my pupils, and by the progress of the school. The Master has taught me, strengthened me, and given me His blessing.

I am greatly pleased that my son is to be my successor in the principalship, which gives the assurance that the school will move in the same spirit that has dominated it from the beginning, and with equally high ideals. It is a great joy to me that I am to continue to have the privilege of teaching school; I rejoice greatly in sharing this young life of these prospective teachers, so full of promise for the unfolding and perfecting of the life of the children of the State.

I am very happy that I am to continue my association with you who have so ably, so faithfully, and so loyally supported me in all my work for the school which we all love so well; that the personal ties which have united us will still hold us in loving fellowship.

Yours with reciprocal affection and gratitude,
A. G. BOYDEN.

In a personal letter from Mr. Martin, we find certain words which we quote: "It will be hard for those of us who have thought of Bridgewater as "our school" to think of it without you as its head. It can never again be quite the same to us. But we realize that you have borne the burden and heat of many days and that you are entitled to a relief from the most pressing of the cares. We are glad, too, that the school is not to fall into new and strange hands. We have the fullest confidence that all its splendid traditions will be maintained, while it will adapt itself to the changing conditions, as it has always done."

At the convention of the Normal Association in June, 1906, over 800 graduates returned to pay their loving respect to the retiring principal. President J. Herbert Tuttle organized a most delightful series of tributes at the convention dinner. Mr. George I. Aldrich, than whom the school never had a more devoted friend, spoke for the Board of Education. He said that it had been the good fortune of the Board to have in Mr. Boyden a principal to whom they could give great freedom. He rejoiced that there would be no break between the past and the present.

Walpole Celebration

On the occasion of Mr. Boyden's eightieth birthday, his native town of Walpole organized a celebration in recognition of the intellectual and educational work to which he had devoted his life. Special exercises were held in the Walpole Town Hall on the afternoon of February 9, 1907. Lifelong friends of the teacher were present, together with many from the neighboring towns. Sixty old pupils of Mr. Boyden in Bridgewater, now masters or sub-masters in the public schools of Boston, were invited. With the guest of honor on the platform were the town officials, the local school committee and ministers of different denominations.

Mr. Charles S. Bird, chairman of the committee of arrangements presided. He expressed satisfaction that so large a body of men, women and children had assembled to show recognition of the value of a fine unselfish life, devoted for over fifty years to teaching—a calling as great as one can choose—and said that the

coming into this country of all kinds of people, representing many races, most of whom have not had political, social, or educational advantages, increased much the responsibility of citizens for the education of the young.

Said he: "The admixture of the blood of these people—a fusion greater, perhaps, than ever known before in the history of the world,—will result, if we all do our full duty, in the most virile and successful democracy the world has ever known. May the life we are here to commemorate make you teachers feel anew that you have a responsibility it is almost impossible to overestimate."

George H. Martin, secretary of the State Board of Education, said, in the course of his address: "If it is true that "we live in deeds, not years," he is doubly to be congratulated, who, like Mr. Boyden, has lived in both deeds and years.

For a town to do honor to one of its sons who has achieved distinction is not uncommon, but it has usually been distinction in public life, as a soldier or sailor or statesman. To give such honor to a teacher marks a new and higher ideal of public service. Were such occasions more common, the profession of teaching might be more attractive. In honoring the man the town honors its own past, for every man carries out in his life something of the characteristic of his birthplace."

Fred W. Atkinson Ph. D., president of the Brooklyn Polytechnic Institute and late superintendent of Public Instruction in the Philippine Islands, spoke in part as follows:—

"It is significant that this celebration originated in town meeting, not in a convention of educators, and doubly significant that it is a teacher and not a philanthropic capitalist that you honor thus. The only similar celebration that I recall is the one which was given in the summer of 1890 in a Swiss valley village on the shores of Lake Neufchatel, at the unveiling of the statue of that great teacher, Pestalozzi.

"Pestalozzi's spirit has been exemplified in Mr. Boyden's life and work. Both exalted the office of teacher, and both devoted their lives to the training of teachers."

After touching on the good teacher's personal characteristics, Mr. Atkinson said: "In his teaching he insisted on the clearest and

sharpest definition of terms before answering a question or engaging in a discussion, and thus often made the inquirer answer his own question by an accurate definition. His chief mental characteristic was his power of analyzing a subject. The outline study or topical analysis of a subject as given by Mr. Boyden has helped me as much as anything in my work. He seemed to have the faculty to a wonderful degree of arranging his subject logically by outline, grouping the important ideas in main divisions, and the less important ideas, referring to any particular head, in subdivisions. This enabled his students to analyze a course of study and to separate the important from the unimportant.

There was beyond all this a certain power of personal presence, a force of character and moral strength which lent a tremendous weight to his teaching. Mr. Boyden's graduates show by their mode of life that he excelled in training their moral nature."

The following letter from President Roosevelt was read by Mr. Plimpton:

January 28, 1907.

The White House,
Washington.

My Dear Mr. Plimpton:

I entirely agree with you that it is a mighty good precedent for any town to celebrate the birthday of so good a citizen as a man who has lived eighty years, who has been a teacher for sixty years, and principal of a State normal school for forty-six years. The town does itself honor when it celebrates a life as long and as useful as this. It ought to be proud of a soldier who has rendered analogous service in war, and it should emphatically be proud of a man who as a teacher has done such work; for no work can be more valuable to a community than the work done by a teacher, and what better thing could a town do than honor one of its sons who has done such work?

Surely it is unnecessary to say that every community owes more to its teachers than to almost any

other set of men or women. The normal citizen is a father or mother; therefore the normal citizen must feel, from the standpoint of the interests of those nearest and dearest to him or to her, no less than from the standpoint of the State as a whole, the liveliest concern for the fate of a future generation; and it is the teachers who do more than any other one set of their fellow citizens to determine whether the future generations shall do well or ill. A life such as that which the town of Walpole proposes to celebrate represents an amount of usefulness to the community at large, an amount of honorable service, greater than can be represented by any possible career spent wholly in money-making, no matter how successfully.

With all good wishes,

Sincerely yours,

THEODORE ROOSEVELT.

To Mr. George A. Plimpton,
70 Fifth Avenue,
New York, N. Y.

After the reading of this letter Mr. Boyden was introduced and appropriately responded to the sentiment offered and expressed his appreciation of the honor shown him.

Later a large number availed themselves of the invitation of Mr. and Mrs. Charles S. Bird to a tea in their East Walpole home, where Mr. Boyden had a cordial handshake and characteristically hearty greeting for everyone.

Two other letters are worthy associating with the one already mentioned.

The Commonwealth of Massachusetts
Executive Chamber

State House, Boston,
Feb. 8, 1907.

Mr. Charles S. Bird,
Walpole, Mass.

My dear Mr. Bird:—

I am extremely sorry that I cannot attend the public meeting held in honor of Mr. Albert G. Boyden.

The Boyden family have made themselves notable among the notable educators in this Commonwealth. I owe them a debt of gratitude, as the Boyden methods of hammering mathematics into a very stupid boy's head gave me honors in mathematics at my entrance into Harvard, although I have never made a specialty of that branch of learning.

I am sincerely glad that Mr. Albert Boyden is to have this reception and regret that I cannot in person join you in the bestowal of honor so richly deserved.

With cordial personal regards, believe me,

Faithfully yours,

CURTIS GUILD, JR.

Harvard University
Cambridge

February 8, 1907.

My dear Sir:—

Mr. Albert G. Boyden, as principal of the State Normal school of Bridgewater, built up that school from small beginnings into a strong and permanent institution which will render good service to its pupils and to the State through long generations. I may be allowed to express strongly my sense of the great service Mr. Boyden has thus rendered, because I have seen for many years past a stream of graduates of the Bridgewater Normal School coming year by year to Harvard University to continue

the studies in which they have been well grounded at Bridgewater. They have been intelligent and vigorous young men who have later gone out from the University to serve efficiently the cause of education in many parts of our broad country. The good which Mr. Boyden has done during his long career is of a singularly fruitful and multiplying kind.

Wishing you a cheerful and expressive meeting at Walpole, I am, with hearty congratulations to Mr. Boyden,

Sincerely yours,

CHARLES W. ELIOT.

Mr. Charles S. Bird.

Natural Science Garden

The idea of the natural science garden was the outgrowth of the nature study movement in which Bridgewater took such a prominent part. It was also the natural expansion of the school garden movement which had developed so rapidly all over the country. The purpose of such a garden is three-fold. (1) It is to serve as an out-of-door laboratory for biological study and experimentation for normal students and children; (2) It is to train students in the different phases of school-ground decoration and in the development of school gardens; (3) It is to furnish such school gardens for the children as will be practically beneficial in training them to make their home gardens of the most value, esthetically and economically.

The scheme of such a garden was made possible through the generous gift to the school by Mr. Albert G. Boyden of nearly two acres of land for the purpose. The land adjoined the campus and was well adapted to this use. It did much to promote the teaching of the elements of agriculture, horticulture and floriculture.

April 5, 1907.

My dear Mr. Boyden:

I am directed by the Board of Education to convey



NATURAL SCIENCE GARDEN.

to you its grateful acceptance of your generous gift of land for a natural science garden in connection with the State Normal School at Bridgewater.

The gift is another indication of what the Board has for so many years appreciated of your unselfish devotion to the cause of normal instruction. It will endeavor so to administer the gift that it shall be useful to all future students.

Yours very sincerely,

C. B. TILLINGHAST.

To Albert G. Boyden, A. M.,
Principal-Emeritus, State Normal School,
Bridgewater, Mass.

Entrance by Certificate

It is universally recognized that Massachusetts was the first to require first-class high school education for admission to the normal schools. The adoption of the plan of admission by certification at once began to attract the stronger students from the high schools, and it eliminated many of the objections which always will exist against a system of examinations. The school increased in size, but the most marked effect was in the quality of the candidates who were admitted.

Apprentice Teaching

Up to the year 1909 the practice teaching had been conducted in the Model School. It was seen that there were certain elements of experience that the amateur teacher might gain more satisfactorily by going out into other schoolrooms and assisting in teaching and disciplining. It was found that there were many towns which would be glad of the assistance of these students, who had already had the intensive training in the Model School. The students, in turn, would gain from efficient teachers much valuable criticism and experience. This plan was gradually extended until it included every kind of experience, from the small rural school to that of the large city.

Faculty Changes

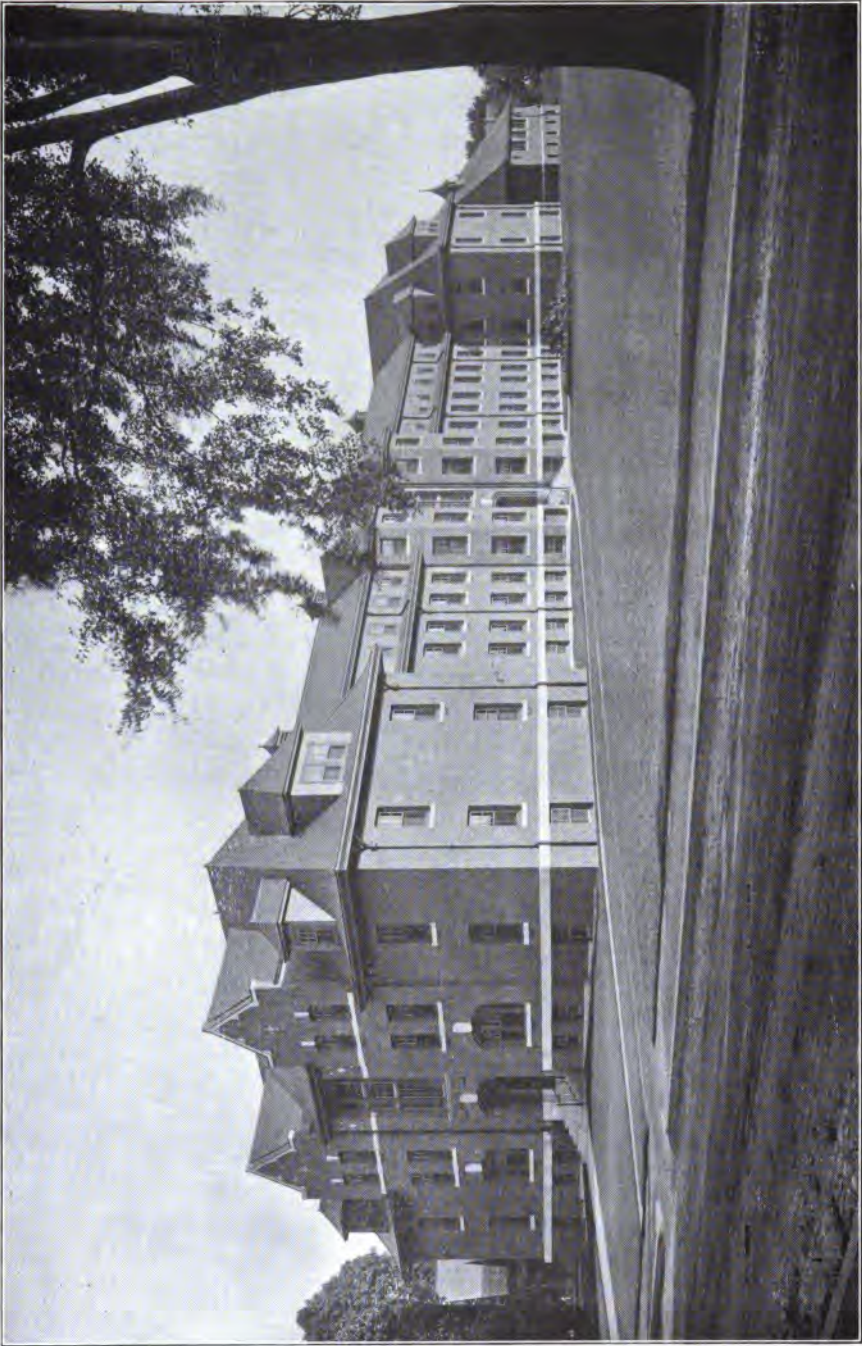
During the latter part of this decade there were a number of changes in the faculty. The times of these changes are indicated in the Appendix. Special notice should be made of a few of the teachers who completed or began their service. Miss Isabelle S. Horne, for thirty years in charge of the department of vocal culture and reading, resigned in 1906 on account of failing health. By her faithful service and eminent fitness, she brought this department to a point of high efficiency. By her refined manner and sympathetic nature, she endeared herself to the students as a personal friend. Mr. Boyden spoke of her in these words: "In her gracious personality, her skillful stimulation of the appreciation of noble literary ideals, her cordial interest in the promotion of all social, dramatic and generally uplifting enterprises undertaken by the members of the school, the service she rendered is deserving of the highest praise."

In September, 1906, a new department of biology and school gardening was established, and Miss Florence I. Davis, teacher of biology in the Fall River High School, was appointed as instructor.

In 1908, Miss Adelaide Reed, for many years a most faithful teacher in the ninth grade of the Model School, resigned. Her quiet, refined manner and clear teaching left an indelible influence on a large number of young people.

For many years the courses in penmanship were conducted by different teachers on the faculty. In 1909, after a period of experimentation with different styles or systems of penmanship in the public schools, it was deemed essential that an expert instructor should be employed to prepare the students to do effective teaching in this subject. Mr. Charles E. Doner, a supervisor of penmanship in the public schools for many years, was appointed to give his time to three of the Normal Schools,—Bridgewater, Framingham, and Salem. The results at once commended the plan, both to the Normal School and to the superintendents of schools of the State.





WOODWARD HALL.

CHAPTER VIII.

Sixth Decade 1910-1919

The present period, like the previous ones, has been characterized by marked changes in the buildings, by the continued organization of new departments, and by incidents of interest to the graduates who follow the development of the school year by year.

Erection of a Greenhouse

The first of the new buildings to be erected was an 84-foot greenhouse, built in connection with the natural science garden. This building was the generous gift of Mrs. Elizabeth R. Stevens of Swansea, who graduated from the school in 1872, and her name is raised on a tablet over the entrance of the building as a continued reminder of the fine contribution she has made to the effectiveness of this phase of the activities of the school. Its purpose is entirely educational, for it has become the working laboratory for all the classes in biology and gardening. Under the skilled and experienced direction of Miss Florence I. Davis and Mr. Louis C. Stearns, courses have been organized in practical botany and horticulture. The students have had an excellent opportunity to direct the children in the planning and cultivating of their own little gardens. As a result of this training, many of the graduates have gone forth equipped to superintend and develop home and school gardens in their own communities. A reunion of this "gar-

den club" is held each year to report on their experiences. During the war a large quantity of fruit and vegetables was raised by the students for use in the dormitories.

New Dormitories

Normal Hall, erected in 1869, had served its purposes for a long series of years. It had been the home of a host of students and teachers, and around it clustered the fond recollections of school life, but it was entirely inadequate and also was a fire menace. The first attempt to obtain a new building was unsuccessful as usual, but in 1910 the renewed efforts of the friends of the school in the Legislature won a hard contest, and an appropriation of \$175,000 was made for a dormitory adjoining South Field. This building was thrown open in September, 1911, and was filled to its capacity at once. There were rooms for one hundred and sixty-eight students, with all the conveniences of a modern residence hall. Later the building was formerly named "Woodward Hall," in honor of Miss Eliza B. Woodward, who for thirty years was a beloved teacher in the school.

Old Normal Hall was still used for offices and for all the domestic departments, but it was to the last degree unsatisfactory. Finally, in 1916, after a long campaign of education, the Legislature was convinced that the antiquated and unsafe building should be replaced by brick buildings, fitted up with the best of modern facilities. An appropriation of \$237,000 was granted. The old building was torn down and a new Normal Hall rose in its place and on the same spot. This block was in three parts—a refectory building with the administration offices and reference library on the first floor and the large dining room on the second floor, a service building, and a dormitory.

Departmental Changes

Many changes in the course of study were made during this decade. Three distinct curriculums were organized: (1) An Elementary Curriculum, two years in length, for the preparation of



FAMILIAR SCENES AROUND NORMAL.

teachers for the first six grades of the public schools; (2) An Intermediate Curriculum, three years in length, for the preparation of departmental teachers for the Junior High School; (3) A Kindergarten-Primary Curriculum, three years in length, for the preparation of teachers for the primary grades. In each of these curriculums many of the courses were modified or enlarged to meet the new demands, while some new courses were added.

The space will admit of only a brief mention of some of these courses: (1) Story-telling, modern methods of teaching reading, American literature with appropriate dramatization, children's literature; (2) current events and community civics; (3) black-board sketching, various handicrafts, art appreciation; (4) general science, economic chemistry, economic nature study and gardening; (5) children's games, esthetic dancing, anthropometry; (6) Glee Club and Dramatic Club activities.

Junior High School Curriculum.—The four years' course was officially dropped with the class graduating in 1917, to the great disappointment of faculty and students. In its place was established a three years' course for those preparing to teach in Junior High Schools, including the seventh, eighth, and ninth grades. During the second and third years in this course students could elect certain major groups of subjects in which to prepare for departmental teaching. The groups usually comprise English and history (including community civics), English and geography, English and modern languages, geography and history, mathematics and science, science and geography.

Apprentice Teaching.—This is an expansion of the intensive practice in the training school, and together with the courses in special method, has been developed under the expert direction of Miss Cora A. Newton. For one third of a year the students are assigned as assistants in rooms or buildings, under experienced teachers approved by the normal school authorities. Here the student assumes his or her full share in assisting the regular teacher in conducting classes and individual teaching. From time to time the assistant is left in full charge of the room, or serves as a substitute in the building or in another school of the town as the superintendent may require. The men act as assistants to the

principal of the building and thus share in supervising and directing the activities of the school, or act as departmental teachers in a Junior High School.

Teacher-Librarian Course.—In the English department there was established in September, 1917, a new teacher-librarian course. Miss Martha C. Pritchard was appointed director of the course. She was engaged in similar work in the Geneseo, N. Y., Normal School, and had had most careful training and large experience in this new line of work which had been established in only a few of the normal schools in the United States. The course includes such subjects as the following: Children's literature, methods of directing children's reading; the essentials of good books, with emphasis on the successive tastes in books the children have at different ages; the use of reference books and magazines for professional reading; the organization of bibliographies; instruction in library organization; and library lessons in the different grades of schools. All of the graduates will have some definite knowledge of children's literature, and those of the three-year students who elect this division of the work will be ready to organize and supervise libraries in the Junior High Schools.

Faculty Changes

During this period a number of the teachers completed their service as instructors in the school after many years of great usefulness. Miss Elizabeth H. Perry resigned in 1910, owing to ill health. She died in 1912. "Her wide influence, both in and out of her profession, was of the highest order. She was both a student and an artist, combining the eager open mind of the one with the enthusiasm and lofty ideals of the other. Nothing short of excellence contented her. Her teaching was marked by wonderful clarity, penetration and power."

Miss Fannie A. Comstock resigned in 1913, after twenty-five years of service that won the love and appreciation of a long list of students. Her instinct of appreciation for the fine points of character and action, her spirit of refinement in all her teaching,

and her loyalty to the best interests of the school, gave her an honored place on the faculty.

On March 29, 1914, the school was shocked at the announcement of the sudden death of Mr. Frank E. Gurney. He had, for over twenty years, taught mathematics and assisted in the Latin classes. "There was an affecting scene at the Normal School that morning, when the students and teachers gathered while Principal Boyden paid a tribute to the dead instructor. Before he had ceased speaking many were in tears. The room in which Mr. Gurney held his classes was closed and the silent reminder of his passing also was most impressive. Principal Boyden spoke of Mr. Gurney's modesty, sincerity, cordiality and helpful nature, and how ready he was to give others the benefit of his ability and rich mental endowments."

Miss Anna W. Brown came to the school in 1907 as the instructor in English expression and dramatization. She resigned in 1915 and died the same year after a long illness. "She was of pleasing personality, a brilliant teacher, and one who endeared herself to all,—faculty, students and social acquaintances."

Miss Clara C. Prince retired from active teaching in 1916, after thirty-seven years of devoted service, as a successful teacher of mathematics and of music. Her labors had been abundant and fruitful. Her teaching was exact and forceful, and her loyalty to the best traditions of the school was unremitting.

Miss Alice E. Dickinson, instructor in English composition and grammar from 1905 till the time of her death in 1917, was a woman of broad culture and extensive travel. She was a teacher of marked logical power and clearness. Her work was always done with the utmost care. She was a favorite among the teachers and students for her genial wit and humor.

At the close of the school year 1919, Mr. Francis H. Kirmayer retires from active service with the sincere regard and appreciation of all who have worked with or under him during these forty-nine years of faithful service. Mr. Kirmayer was born in Bavaria in 1840, and was educated in the universities of Munich and Giessen. Soon after finishing his university studies, he came to America, and in 1863 enlisted in the Federal Army. He was

severely wounded at Kenesaw Mountain on July 3, 1864. In 1867 he returned to Germany to fit himself as a teacher of languages. He was appointed vice-consul of the United States at Munich, and while there he was offered an appointment by Hon. J. W. Dickinson, as a teacher of languages in the Massachusetts Normal Schools. He began to teach in Bridgewater in 1870 and has remained ever since, a respected and honored teacher. "To his wide and profound linguistic acquirements many learned scholars have given endorsements, and to his steadfast devotion to the interests of his pupils and of the school, the esteem and affection of hundreds of teachers who have been his pupils give abundant testimony."

Complimentary Dinner to Dr. Martin

On October 28, 1911, there gathered at the Boston City Club a very large and markedly representative body of Massachusetts educators to do honor to Dr. G. H. Martin at the close of his services as Secretary of the Board of Education. Mr. A. G. Boyden gave the opening address of greeting. This was one of the last of his public addresses. Among other things he said:—

"For eighteen years we wrought together in building up the Normal School. He was a most efficient helper in every way, and constantly growing in wisdom and stature. Here he wrote his book on Civil Government and his Manual of the English Language. His clear thought, his apt illustrations, his masterly command of English gave him great power with his pupils. It was with them as with the pupils of Goldsmith's "Village Schoolmaster," "And still they gazed and still the wonder grew, that one small head could carry all he knew."

"He came to the office of Secretary of the Board of Education with equipment second to that of no man among his predecessors, in his strong grasp of the principles of education, and of the principles of civil government, in his knowledge of the system of public education in the State, and in his acquaintance with the actual condition of the public schools; he has discharged the duties of this high office honorably and efficiently.

"As a man, as a scholar, as a teacher, as an educator, as a



NORMAL BUILDINGS FROM CAMPUS.

speaker upon educational themes before the State and the Nation, he has taken his place in the front rank, and has exerted an influence upon the life of the Commonwealth which will be felt through all succeeding generations.

"We do well to come together and express personally to Mr. Martin our high appreciation of his personal merit and the noble life work he has done. As a personal friend of Mr. Martin of fifty years standing, I am happy to join with you in doing him honor."

Death of Albert G. Boyden

Mr. Boyden died on May 30, 1915, in his 88th year. He had continued his teaching until within a short time of his death. The decline of bodily strength came very rapidly toward the end, although his mental alertness was not dimmed. Many beautiful and appreciative tributes were paid to his long life of usefulness.

"As a noble example of a life actuated by the highest motives, as an inspiring teacher for half a century, and a sincere and helpful friend to all his pupils and fellow teachers, I know that he has awakened in hundreds of hearts a feeling akin to my own as I write, "He was one of the best personal friends that my life has known."

"Mr. Boyden was early among those teachers who realized the advantage of instruction given from the object rather than the text book. That which is a commonplace now was once a novelty, and the growth of the method was a triumph of common sense in education."

By the Central Square Church: "Resolved that we record our appreciation of his many years of varied and important service to the church, his deep interest in all that pertained to its material and spiritual welfare, his constant attendance upon its services, his high estimate of the value of the christian church to the community, and his signal constancy in maintaining its honor and enhancing its influence in the world by the faith and practice of a genuine religious life."

Seventy-Fifth Anniversary

The seventy-fifth anniversary of the founding of the school was celebrated on Saturday, June 19, 1915, by a pageant on the campus, depicting the history of the school from its beginning. Mrs. Walter S. Little was the author of the pageant, Miss Lotta Clark of Boston the director, and Miss Adelaide Moffitt of the faculty the assistant director. The great success of the pageant was due, not alone to the untiring efforts of those in charge, but also to the strength of co-operation and team work of members of the school and graduates. The first historical address was prepared by Dr. George H. Martin; in this address the history of the school was carefully traced, and characteristics of the former principals given, with estimates of their work, showing how each one had helped to make the school the power, educationally, which it is at the present time. The other historical address was given by Dr. David Felmley, president of the Illinois Normal University. He showed, in an interesting manner, the great influence of Bridgewater graduates in the building up of the Normal Schools in the West. The sentiment expressed by Mr. Boyden, some years before, seemed to be that of the whole company assembled:—"Thank God for the Bridgewater spirit of progress, of enlargement, of culture, of devotion to service, of inspiration which has quickened so many thousands of young lives."

The chairman of the committee on the pageant, Mrs. Flora Townsend Little, has well described the fine spirit which characterized the preparation of this elaborate celebration.

"How well the machinery worked, once it was set in motion, how freely all responded, giving time and strength, is well known, and makes the achievement one worthy the traditions of the School. It was decided to transform the ice-house into the time-dial needed, and to center the action about the south of Campus Pond, with the pond, the dial, and the trees as background. In quick succession followed choice of leaders, of dancers, of color-scheme, work on properties and costumes, rehearsals, and more rehearsals.

"It would be a pleasure to give credit to each and all; to note





WOODWARD HALL.

TILLINGHAST.

NORMAL HALL.

ADMINISTRATION BUILDING.

NORMAL HALL.

how many willing hands made the handsome banners and shields, the grassy dais, and all the numberless properties; how cleverly patterns for costumes were evolved from pictures and suggestions; how many yards of cloth were measured, and how many thousands of loyal stitches taken. The achievement of Miss Burnell and her aids in borrowing, distributing, and returning intact scores of all kinds of old-fashioned costumes is worth a chronicler. How admirable was the music of the Glee Club, and the Orchestra; and what a credit the smooth finished performance of the Pageanters was to Miss Moffitt's dramatic training! So we might go on and fill a volume, if the full tale of loyal service were told. It must suffice to say that it proved a fine school spirit.

"The main theme was this: the Spirit of Enlightenment shows that page from the book of time which deals with the inception of normal schools, and with the past growth and present strength of the Bridgewater School."

Some facts of unusual interest about the school and its career were compiled at this time, as showing something of its work and that of its graduates:—

Normal and Training School Principals,	35
Normal school teachers,	150
Superintendents and supervisors,	125
High school teachers,	155
Masters of Boston grammar schools,	58
Masters of other large city grammar schools,	200
Teachers in colleges,	28
State superintendents,	2
Agents of State Board of Education,	6
Whole number of graduates:	
Men,	951
Women,	3635
Whole number of years of teaching:	
Men,	12425
Women,	31191
Average number of years of teaching:	
Men,	13
Women,	8.6

Death of George H. Martin

Dr. Martin died in Lynn in 1917, at the age of seventy-five years. He was one of the most honored of Bridgewater's graduates, and "one of the dozen great schoolmasters that America has produced." A co-worker said of him:—"If one were to select a single trait which most distinguished all of his work, that trait would be *clearness*; clearness of insight into problems before him, whether a practical matter in town meeting, a scientific principle, or an educational theory; clearness of thought, of utterance, and of expression; clearness in criticism and in suggestion of remedies when criticism was adverse." A student under him well expressed the sentiments of a large number of his former pupils:—"As a teacher Mr. Martin was unusually clear and logical. His mind instinctively sought the vital point in every piece of work, and a rich vein of humor lightened up the whole treatment of the subject. No student ever grew dull or apathetic under his instruction."

Still another pupil of Mr. Martin has written words of genuine appreciation of his ability and spirit:—

"A clear thinker, a forceful speaker, a ready writer, a wise counsellor, an inspiring teacher, a genial friend, he has left a lasting impress upon those whose privilege it was to feel his influence. Two years ago he wrote the historical address for the seventy-fifth anniversary of this school. Even then his health was so frail that he was unable to be present, but his paper was read by one whom he had selected for that purpose. It is probable that the preparation of this address was his last important public service. Surely he would have wished it so: that the school to which he had given more of his life than to any other cause, and to which he had remained intensely loyal through all the years since he left it, should be the subject of the last effort of his mind, and hand, and heart."

War Activities

The influence of the war upon the school was felt very early.

On January 19, 1916, Mr. Armenag Chamichian died in a deportation camp in Mesopotamia. He graduated from the school in

1909 and received the degree of Master of Arts from Harvard College in 1912. "When he was offered the principalship of the Cicilian Normal School in Armenia, Mr. Chamichian did not refuse, although he knew that he must leave a country of peace and liberty for a country of despotism. From the beginning of his career in 1912 until his tragic death, his life had been a life of sacrifice, hard labor, and noble service. In two years he had brilliantly organized his school, and he was hopeful to see it more prosperous with the co-operation of six instructors of Armenian education, two of whom had studied in Bridgewater, then at Harvard and Columbia; but the world war broke out and let loose the spirit of evil, which swept before it the splendid work and the worker."

On August 29, 1916, Sergeant Robert E. Pellissier, of the class of 1903, was killed in action at the Somme, by Clery. He graduated from the four-years' course and entered the senior class of the Lawrence Scientific School in the fall of 1903, graduating with honors the following June. After teaching for several years he returned to Harvard in 1908 and took up graduate work in the department of Romance Languages. After receiving his Master's Degree in 1909, he was given an instructorship in Leland Stamford University. In 1910 he resumed his study at Harvard, where he remained until he won the degree of Ph. D. Early in 1914 he was appointed Assistant Professor of Romance Languages at Leland Stamford University. "When the war broke out he immediately gave up this work, for which he had so carefully prepared himself, and, although he was not called to the colors, sailed for France on the first steamer that returned with French reservists. He was under no legal obligation to join the army; yet his love for his Fatherland was so strong that he felt it both his duty and his privilege to serve her to the full extent of his powers. He was wounded in the shoulder near Steinbach during January, 1915. After coming out of the hospital, he spent four months in a military school for officers. He went back to the front with the rank of "sergeant." When in action at the Somme, his battalion suffered heavily, he remained until the last, to secure the connection with the battalion which was to replace his own, and was mortally

wounded, dying the same day at the Ambulance Hospital."

"To every person connected with our Alma Mater, the career of this true son of Bridgewater should be a lasting inspiration. His keenness of mind, his high ambition, his strength of purpose, but, above all, his vision of duty, which led him to give even his life for a noble cause,—these constitute an ideal which each one of us should aim to attain."

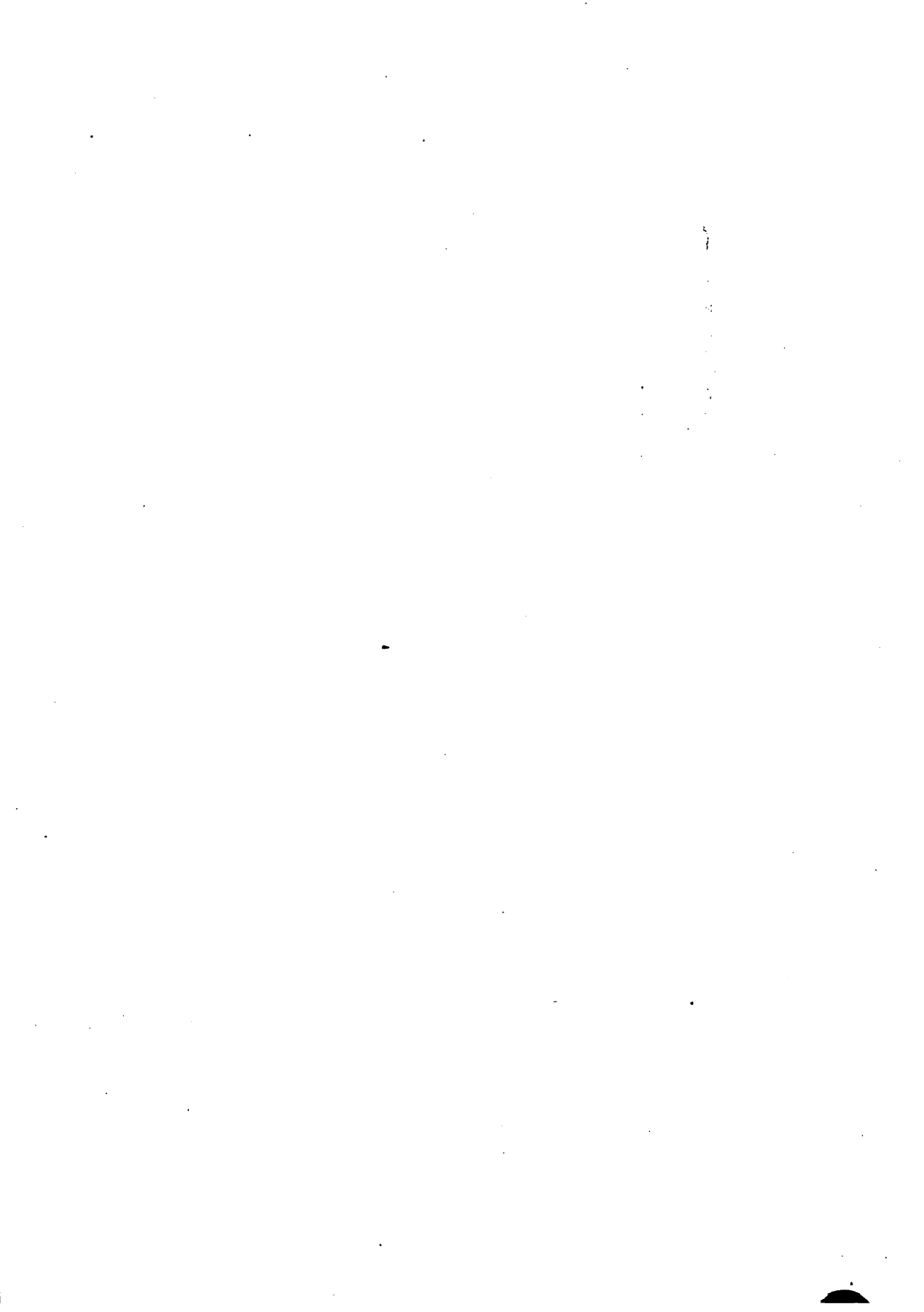
On learning of the death of Mr. Pellissier, a committee of the Alumni organized a campaign to procure a memorial for him, and \$950 was quickly raised. It was decided to use a portion of the fund for the purchase of an ambulance to be sent over to France on its errand of mercy. This ambulance reached the front in September, 1917, bearing a name plate which read as follows:—

"Robert Pellissier Memorial Ambulance
Donated by the Graduates and Undergraduates
of the Bridgewater Normal School,
Bridgewater, Massachusetts."

It was proposed to use the balance of the fund to erect a suitable memorial tablet on the wall of Assembly Hall, as a perpetual reminder of the noble sacrifice of this graduate for the cause of world liberty.

By the last of March, 1916, knitting for the Navy League was begun by the students, without any definite organization. In April the Normal School Section of the Service Unit of Bridgewater was organized with about seventy members.

In January, 1918, all the students were called together and organized into the Normal School Section of the Bridgewater Auxiliary of the Taunton Red Cross Chapter. Miss Cora A. Newton was elected chairman of the Section. Committees were appointed to take charge of all work. The students pledged a certain amount of leisure time weekly to the war service work. The Training School also did its share in this work, turning the drawing and manual training classes into war service. The Manual Training classes in the Normal Department made large contributions for the hospitals and for refugees; the Household Arts Department developed the use of substitutes for wheat, butter, etc., and accomplished a large amount of work in canning and drying fruits and





ROBERT PELLISSIER MEMORIAL AMBULANCE.

vegetables, which were raised by the garden classes; the History classes expanded their study of current events to the political and military movements of the world; the different school organizations turned all their profits into service contributions; the school became a community centre for public addresses and celebrations; twice the school went "over the top" in its contribution to the Relief Funds of America, paying in over \$1900 for this work.

The service flag of the school has fifty-seven stars upon it. Four deaths are to be recorded from this list:—Robert E. Pellissier, (1903) who has been spoken of; Jesse S. Matossian (1903) and Armenag Chamichian (1910) who were victims of the Turkish atrocities on the Armenians; and Harold R. Blake (1913), who died of spinal meningitis in France.

Normal School Conference

A conference of the faculties of the Normal Schools of Massachusetts was held at the school during the first week of September, 1918. The conference was called by the Commissioner of Education, for the purpose of bringing the Normal School teachers into closer acquaintance, and also it was planned to organize a definite movement toward the standardization of professional preparation in the State. Addresses were made by eminent educators and committees were organized for the study of each subject in the course of study. It is planned to make this an annual occasion at the Bridgewater school.

CHAPTER IX.

School Organizations

The organizations of the school have developed from two, that were established in the early days of the school, to a large number which cover all phases of student activity.

The Normal Lyceum. In the autumn of 1839, several of the students of the Bridgewater Academy formed themselves into a society called the "Bridgewater Speaking Club," having for its object, as its name indicates, the improvement of its members in the exercise of declamation. Soon, debating was introduced as a regular exercise, and much interest was manifested. In 1841, a lecture was delivered before the society on the discovery of America by the Northmen. This lecture gave so much satisfaction that it was proposed to have occasional lectures from the members of the Club. The lectures seemed to give a new life and interest to the meetings of the society. About this time some of the students of the Normal School became members of the Club, a new constitution was formed, and the society adopted the name of "The Bridgewater Young Men's Lyceum."

In 1844 the constitution was amended so as to have a standing president and vice-president. On the sixth ballot, Horace Chapin was elected the first President. The Lyceum had now passed from the Academy into the hands of the Normal students, although open to all the young men. Its meetings were often crowded, a large part of the audience consisting of ladies.

From this time onward the Lyceum continued to hold its meetings on Friday evenings during the terms of the school, later on al-

ternate Friday evenings. The "Normal Offering" was read once in four weeks. Music, declamations, and select readings were interspersed during the exercises. At each regular meeting the discussion of a question reported at a previous meeting was in order. The great variety of questions proposed for debate gave ample scope for the display of learning and skill. Many a triumph was earned, many a defeat was stoically borne.

In 1870, an exceptionally good paper, prepared under the editorship of Mr. A. E. Winship, led the proposition to print the Normal Offering. One interesting issue appeared, but for some reason the plan of printing was suspended until 1895.

In 1895, the Normal Lyceum was changed to "The Normal Congress," fashioned after the Congress of the United States. This Congress gave the young men a clear idea of how business was transacted by our law makers, and lasting benefits were derived from the debates. The "Normal Offering" was published monthly by the Editorial Board. Since the business of the Congress was transacted by the young men, and since the young ladies, who formed the larger part of the membership of the school, did not take a prominent part in the exercises, it was thought best in 1898 to change the Congress into a "Normal Club." Mr. A. C. Boyden was elected the first president of the club. The object of the club was threefold:—musical, literary, and social. Three committees carried out these plans. Entertainments of a high order were held on alternate Friday evenings; the committees vied with each other to procure the best possible talent in the literary and musical world. An editorial staff published the "Normal Offering" once a year at the end of the school year, in the form of an attractive, finely-illustrated year-book.

With the entertainments given by this club definitely began the movement which culminated in the formation of the Glee Club, Orchestra, Dramatic Club, Gurney Debating Teams, and various social organizations. In 1912, the different functions of the Club were assumed by these organizations.

In 1899, there was inaugurated a series of Tuesday evening entertainments, occupying the half-hour directly before seven o'clock. The aim was to furnish something of general interest to

the students. The exercises consisted of readings, travel talks, musical selections, stereopticon views, and social entertainments. The plan was very successfully executed for several years.

Various festivities have for many years given joy and spice to student life, notably at Hallowe'en, Christmas, St. Valentine's Day, and numberless birthdays celebrated in the dining room and dormitories.

Class Day Exercises occur on the afternoon of Graduation Day, and attract crowds of interested spectators. The Ivy March is the most spectacular feature of these exercises. "Few of those who gaze each year at the Ivy March as it is given at the Bridgewater Normal School understand that it teems throughout with symbols of our human life. At the appointed time, the members of the Junior Class are seen forming on either side of the walk that leads to the school and with oak boughs in hand they form an arch which represents the living strength of the school. As the bugle sounds the call to life's duty, the graduating classes, marching two by two, pass to the Campus, the field of life. As they reach it, the double line changes to one of single file, illustrating the manner in which the individual life begins to count, for, as the comrades drop away, we must stand alone and face life's problems on our own merits. The graduates, ivy garlands in hand, encircle the Campus Pond, which symbolizes, in the images of themselves which they see in its cool depths, the truth that all we do is reflected in life's mirror, to our credit or dishonor. As next they stand in the grove and listen to the story of what has been and what is to be, there comes to the listeners the realization that the classroom of life is resplendent with opportunities, and they who stand on its threshold have prophetic promises, if they will but lay hold of them. The march is then resumed, that the sons and daughters of our beloved school may make their last bequest to those left behind. The ivy is planted, a symbol of love and affection for Alma Mater."

The Normal Association. In 1842, the number of persons who had been pupils in the school was one hundred and thirty. As they were widely scattered, and had few opportunities for perpetuating school friendship, the plan of a Convention was devised, hav-



THE FIRST IVY EXERCISES.

ing for its objects the gathering of the Alumni and pupils of the school, thus enabling them to spend the day in social intercourse and *Normal* enjoyment.

The first convention was held in the school-room at Bridgewater, August 3, 1842. Ninety-nine of the past members of the school were present. Joseph Underwood, Jr., presided. After the transaction of the necessary business, addresses were delivered by Mr. Tillinghast, the Principal of the school, Hon. Horace Mann, and others. At noon the Convention proceeded to the Academy Hall and partook of a collation provided by the Normal students and their friends. From the Academy the company proceeded to the Unitarian Church and listened to a lecture on "Punishment," delivered by Horace Mann. When Mr. Mann had concluded, Rev. S. J. May made some remarks on the duties of parents toward their children, as scholars. The procession then returned to the school-room, where a committee reported a series of six resolutions complimentary to the following: The Normal School, the Common School Journal, The Friends and Patrons of the Normal School, the Board of Education and its Secretary, the Teachers of the Normal School, and the people of Bridgewater." The Convention then adjourned for one year.

The Convention continued to be held annually. In 1845, the Convention formed itself into an Association by adopting a Constitution. From year to year at Bridgewater, until 1858, and biennially since, and also at Boston in the intermediate years since 1883, meetings of this Association have been held. For several years meetings of the Bridgewater men who resided near Boston were held under the name of the Normal Club, but later this was merged with the winter meetings of the Association.

Several worthy efforts have been made by the Association. In 1868, a memorial tablet was placed in the school hall, bearing the roll of honor of graduates who have served in the Civil War. In 1886, a portrait of Mr. Boyden was painted. Two years later, a monument and a portrait of Miss Woodward were procured. The three principals of the school, from time to time, have been remembered by substantial testimonials, the last of which was to Mr. Boyden, in 1905, to mark his fifty years of service in the school.

In June, 1904, just before the biennial reunion, there appeared the school song, "Alma Mater." There had been a need long felt for a song that would express the school loyalty. The words were written by Miss Zelma Lucas (1904), and the music was composed by Mr. William L. Bates (1892). The song has proved worthy of its purpose. "Its theme is loyalty,—not merely the zest of school spirit which enlivens social life and athletics, but the deep, intense love which time has no power to change." No gathering is complete without the singing of "Alma Mater."

Religious Organizations.—From an early date religious meetings were held by the students in their rooms, usually on Wednesday evenings. A Zenana band was formed for the maintenance of the "Eliza B. Woodward Scholarship" in a mission school in Calcutta. In due time the Y. P. S. C. E. was organized and held its meetings every Saturday evening in the vestry of the Central Square Church, and later in the reception room of Normal Hall. In 1908, this society was found inadequate to meet the needs of the school, and a Young People's Union was organized on a basis broad enough to include every member of the school. Various committees were selected to carry out the objects of the Union:—religious, musical, missionary, and social, the last including the new student committee that welcomes the new class each year.

The Athletic Association has charge of all athletic matters pertaining to the school. All teams, football, baseball, and basketball, which represent the school, are controlled by this Association. Tennis is a branch in athletics in which there has always been considerable interest in the school; courts are laid out on the campus, and many tournaments are held during the season. A tennis club develops the enthusiasm in this sport and has charge of the courts.

With the acquisition of a campus and gymnasium, basketball sprang up as a sport enjoyed by a large number of students. Inter-class tournaments developed a marked interest in this form of physical exercise. But the great development of basketball came with the new gymnasium, and since then this has been the branch of athletics that has awakened the greatest interest among the young men.

Out-door Interests. There are many of these that come up in the memories of the school days at Bridgewater:—

“There is a place we all hold dear
In every season of the year;

As a panacea for every ill
Sure, Carver’s Pond will fill the bill.”

“How dear to our hearts is the old South Piazza
When fond recollections present it to view.”

“The lake familiarly called the “Nip”
Is far-famed for its beauty rare,
You can go by wheel, on foot, or by car,
You’re sorry to leave it if once there.”

“A geology trip may be recommended as a capital way of combining business with pleasure.”

“Of all the jolly places for a good time the campus is the best. It affords every form of amusement, from watching the flirtations of the pollywogs to cheering yourself hoarse over a basketball match. There are no awe-inspiring signs which confine you to the walks.”

Sprague’s Hill. “A landmark famous the standpipe stands.
. . . but above all behold the view.”

Social Organizations.—Although there had been for many years informal social groups, it was in 1900 that these organizations began to take definite form, when a number of the young men who had been in the habit of meeting together for the purpose of social intercourse and entertainment, decided to form a permanent society or fraternity known as “Kappa Delta Phi.” The principal and other members of the faculty are honorary members of the fraternity. It is a representative body of the male graduates and undergraduates of the school, “having for its object the promotion of all enterprises and activities of merit that bear the name of the school, and the cultivation of such a wholesome, loyal, intelligent spirit among its members as shall perpetuate the fraternity as a worthy exponent of our Alma Mater.”

Following the example of the young men, the young ladies organized local sororities, for the purpose of developing a strong school spirit, of building up higher ideals of student life, and of

encouraging the social life of their members. These organizations hold reunions during each year, usually at Bridgewater, to perpetuate the memories and associations of school days.

Various Bridgewater Clubs have been organized in different cities, to bring about a closer union of the graduates who may be living in these cities. Notably among these clubs are those of New York City, Springfield, Cambridge, Haverhill and Fall River. In 1917, Woodward Hall Association was organized for the development of self-government among the young ladies in the dormitories. The principal and the dean are advisers of the Association, while the officers are chosen from the student body. Regular meetings are held weekly.

Many other small companies of congenial spirits unite from time to time in helpful or social groups. The gymnasium has become the centre for the large social functions of the classes and organizations, while the social rooms in the dormitories serve the smaller groups.





IVY EXERCISES.

CHAPTER X

Personal Words to Graduates

It was a custom at graduation for the principal, at the close of his formal report to the Visitors of the School, to give words of appreciation and counsel to the classes about to graduate. These words revealed Mr. Boyden's philosophy of teaching and of life. Many of the graduates cherished these farewell words as choice memories. Selections from a few of these addresses have been chosen for this volume.

Twice have the seasons come and gone, with all their varied life, since you came to us, the first class to enter the school for a two-years' course of study. Swift as the sunbeams in their flight these years have glided by, and like the sunbeam, I trust they have shed light and warmth on your life. They have been faithfully spent in preparing for a work that is worthy of all the talent, skill and character which you can bring to its performance. You look into the untried future and long to enter on your chosen profession. Go forth in all the freshness and vigor of youth, and give your soul to the work. As teachers of the young, you are to aid in training their intellects, in calling out their affections, and in establishing the dominion of conscience. (February, 1866.)

Importance of Normal School Training

There is a growing conviction in the community that teachers should be thoroughly trained for their work. There is no question that a course of training in the Normal School is the best preparation a young man or young woman can make for teaching in the public schools. I do not mean to say that one cannot be a good teacher without going through the Normal School; there are many excellent teachers who have never had that privilege. Neither do I mean to say that every one who goes through a Normal School course will for that reason be a good teacher. But I do mean to assert that, other things being equal, a person who spends two years in thorough, earnest,

special preparation for teaching will be a vastly better teacher than he ever could have been without that training. The special object of the Normal School is to prepare for teaching, and it furnishes facilities for this work which no school designed for general culture can afford. (July, 1866.)

Importance of Mental Development

I purposely direct your thought to the idea of mental development as a matter of primary importance. In the short period of school life your pupils are able to receive but little of all they will need to know as men and women. Evidently you will do most for the child by putting him in the way to help himself when he has left your guidance. The waking up of his mind, the getting command of his powers, the gaining such a love for observation, study and thought as will lead him to continue the work of self-education through life are what the child most needs. Direct your best energies to the accomplishment of this grand result. Remember that elementary training is the most important part of your work. Train your pupils to see, to hear, to think, and to obey the voice of conscience. These are the elements of power in character. In the different branches of study you may teach, seize upon the fundamental ideas, the elementary principles, and study them with the greatest care, that you may present them clearly and forcibly to the minds of your pupils with the greatest economy of time which the nature of the work would permit. The grandest monument, the stateliest structure that ever was built had not so much need of a master workman to lay its foundations as has this work of forming character which is committed to your hands. (1871.)

The Work of a Teacher

And now, my young friends who are to graduate today, allow me a parting word as you go from us.

We have endeavored, so far as time would permit, to secure to you a thorough knowledge of the subjects you are to teach and the best mode of teaching them, to unfold to you the nature of the work and to deepen your love for it. You now go forth to enter upon the active duties of your high calling. Ever bear in mind that your first work is with yourself. Seek first to be true men and true women. A teacher's life is a fountain either of sweet water or bitter to every one of his pupils. Strive to be all and more than all you would have your pupils become. The unconscious influence of your life is vastly more to your pupils than all you can teach of the prescribed branches of study. As a teacher, aim to be always well prepared for your daily work. Listen not to the counsel of those who say a teacher does not need to study. Like the tree, the large roots of past preparation will hold you in your place; it is the small fibres drawing in the daily supplies of nourishment that will keep you fresh, growing and attractive to your pupils.

Heartily sustain everything which will advance the interests of your profession,—attend educational meetings, seek intercourse with your fellow teachers, read educational journals and other educational literature, seek to hold pleasant relations with school committees and superintendents under



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NORMAL HALL.

whom you may serve. So far as you can, visit the homes of your pupils. When the family and school are what they should be each supplements the other in the education of the child.

And, above all, remember that it is the highest privilege to be co-workers with the Great Teacher of us all. (1872.)

Meaning of the Normal School Course

You have come today to the last lesson of your course of study in this school. We have taken the parts of the course one by one. We have considered the parts in their relation to one another. And now in accordance with the principle of teaching which we have learned, it remains for us to review the whole course in its outline that we may ascertain what has been accomplished in these years of study in the school.

You have learned something of the human mind, something of what its powers are, and the order and method of calling them into right activity. You know something of the course of study, which is necessary as a means for training the young mind to right habits of thought, feeling and action. You have learned that moral activity must go hand in hand with intellectual activity; that that only is true intellectual training which awakens those feelings that move the mind to such choice and action as produces a true and noble character. You have learned in some good degree how to study, what objects of thought to select, and how to arrange them in the natural, logical order for teaching and study. You have learned to some extent what teaching is,—its object, what principles should guide it, and its method. And you have begun to learn how to teach, for you cannot hope ever to reach the state in which you will have nothing more to learn in the art of teaching. You have broader, truer, higher view of life and its work than when you entered the school. You have strong desires for those things which have for their object the up-building of the perfect mind. You have some knowledge and some ability to acquire and teach, but not much when compared with what you will need to carry on the work of educating children. You have enough to enable you to start upon your career as teachers. (1879.)

Conditions of Success

The first condition of true success in teaching is that you love your work. This will cause you to look up and not down, to aspire and not despair, to be hopeful, to look on the bright side of every event. It will open the door of the hearts of your pupils.

The second condition is that you be willing to work. You will have only what you work for. The power to work and the opportunity to work is what you want. The daily preparation of your lessons and of all the details of your school exercises will call for a large amount of work, but this is not enough. You must put forth your energy in all directions, that you may be thoroughly prepared to meet every demand of the growing wants of your pupils.

The third condition is that you are willing to sacrifice. Your work is to

do for others, to give and not to receive. You will have success and joy in your work in proportion as you work for your pupils and not for yourself. Working for your pupils will prepare the way for the next condition of success, which is that you have love for your pupils. You cannot hope to do them good unless you feel a personal interest in their welfare. You can lead them to put forth voluntarily the effort necessary to the development of their minds only as your affection for them awakens in them the desire to accomplish this end.

In all your work and life,—seek the truth, speak the truth, teach the truth, live the truth. (1880.)

Learning to Live

We trust you have learned in some good measure that teaching is the subtle play of the teacher's life upon the pupil's life, in which the best life of the teacher flows into the life of the pupil to cause him *to know* what he would not by himself acquire; *to do* what he would not otherwise do; *to be* what he would not alone become.

The aim of teaching is not preparation for life, but living itself, *now*, under our present conditions. Living is the one great business of every human being. Living is the conscious exertion and control of all our powers under the laws of our being. Self, nature, men, and God are the prime factors of our life.

Directing the unfolding and perfecting of young human lives is a work of infinite importance and delicacy. It calls for the most intelligent study of human life in the present and in the past.

The one thought I wish to emphasize with you as you go from us is this—Make the most and best of yourself, for your own sake and for the sake of those whom you will influence. To accomplish this, there are a few things you must seek with all earnestness.

The first is:—seek to keep your body sound and under complete control, that it may serve you effectively at all times. It is through the body that all your life finds expression.

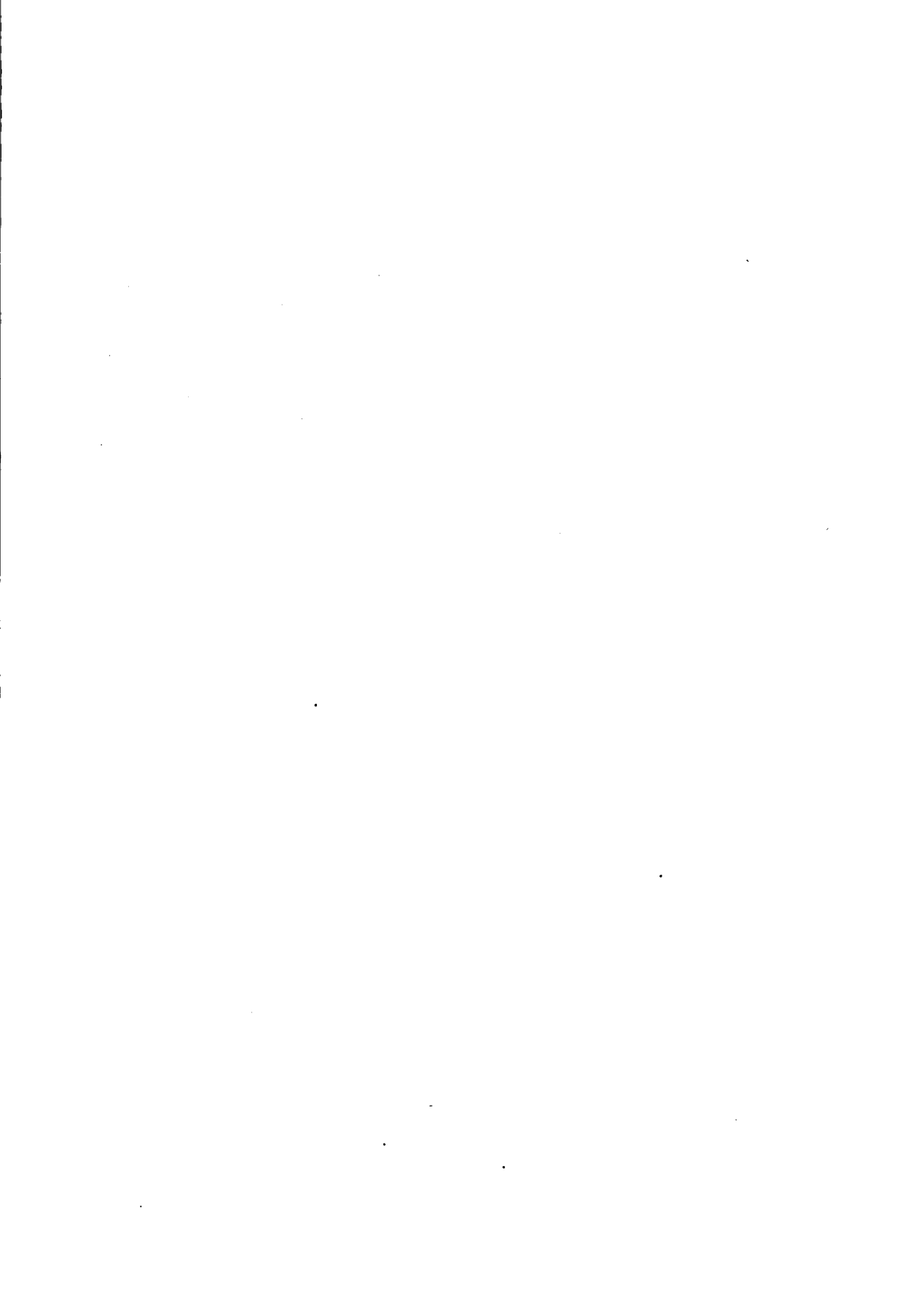
Seek to be habitually hopeful, hopeful for yourself and hopeful for all with whom you have to do. Cheerfulness is a great promoter of health, it is sunshine to the soul.

Look well after your thinking. "The secret of great lives is the habit of thinking great thoughts." Be seekers of truth in all your thinking. "Truth is the most important thing in the world, since even fiction is governed by it, and can please only by its resemblance."

Seek refinement of feeling, that you may be quick to appreciate truth, beauty and goodness. Cultivate a sense of humor, that you may see how ridiculous and weak is the flippant conceit and censorious spirit which fills the mouths of shallow thinkers, who find nothing good except in themselves.

Seek decision and energy in your choice and action. "One is made great or little by his will."

Seek to make an enlightened conscience the supreme ruler of your life. Make christian morality the standard of your conduct. Horace Mann says,





NORMAL HALL, 1919—SOUTH SIDE;

"So far as I have observed in this life, ten men have failed from defects in morals, where one has failed from defect in intellect."

Be true teachers, you, young men, must be gentlemen; and, you, young women, must be gentlewomen. If you would have gentleness, seek the wisdom that is from above, that is first pure, then peaceable, gentle, easy to be entreated, full of mercy and good fruits, without partiality, and without hypocrisy.

And may the blessing which God gave to the children of Israel through Moses and Aaron ever abide with each one of you:—"The Lord bless thee, and keep thee; the Lord make His face to shine upon thee, and be gracious unto thee; the Lord lift up His countenance upon thee, and give thee peace."
(June, 1901.)

Importance of Right Thinking

If I were to condense into one word what I would say to you today, I should say, "Think." Why are you to think? Because everything in one's life depends upon one's thinking. Of what would you think? Think of yourself, of the powers with which you are endowed, of the end for which you were created, think of the self you are, and of the self that you are not, the ideal self that you desire to be. Think of your natural environment, of this beautiful world in which we live, in which every natural object around and above us is the expression of a thought of God, all of which he has made to furnish this beautiful home for his children. Think of this, that you may love nature and bring your pupils into sympathy with her.

Think of your human environment, of the men, women, and children whom you meet, of what they are in their capabilities, of what they have done for you, of what you can do for them, of how much your own personal development and theirs depends upon the relations which you hold to one another. Think of your divine environments, of all the influences from God which flow in upon you, of the revelation which He has made to you in His words of truth, promise, and love; think of the Master the highest ideal of humanity, the one perfect man, who came into this world that we might have life and have it more abundantly; think of his spirit speaking within your own soul, and bearing witness with your spirit that you are the child of God.

As a teacher think of your pupils, of what their needs are, of the steps they must take to satisfy these needs, and of what means you must use to invite them to take these steps.

What are the fruits of thinking, or not thinking? You know the universal excuse given for all waywardness of choice and action, "I didn't think." The switchman didn't think and left the switch open to the side track. The engineer didn't think to look at his signals, ran his train off the track, and scores of human beings were killed. The young man didn't think of the consequences, forged a note and found himself in the State prison. The young woman didn't think of the outcome of her waywardness and ruined her reputation. The teacher didn't think of the folly of giving herself up to having a good time and failed ignominiously.

Sir Isaac Newton did think and he discovered the law of gravitation. Agassiz, the great naturalist, did think until he could give the whole structure

of the fish upon seeing one of his scales. The prodigal son did think of his father's house from which he had so foolishly wandered and was restored to his father's favor. (1903.)

"Lest We Forget"

You stand here today the product of all the influences that have acted upon you up to this present time. This is the best day of your lives. You are more today than you have ever been before. You have more intelligence, more will, more character. You have a broader vision. You have more to look back upon, more to look forward to, more to be thankful for.

Great things will be expected of you as graduates of the Bridgewater State Normal School. There is no limit to the perfection of qualifications desired by those who are seeking teachers. Some even want to bring the angel Gabriel right down into their school-room and have him teach on a salary of six hundred dollars a year.

Remember that life for you means work. Work is an activity for an end. You can live only as you have a high purpose and strive constantly for its accomplishment. The hod carrier carries the material up the ladder, the man at the top does the work. You are the man at the top. If you cannot get the work you want, get what you can. Work at something.

Be faithful in your work. Do what is intrusted to you to the best of your ability, then your services will be wanted. "He who never does more than he is paid for, will never be paid for any more than he does."

Be persistent in your work. Stick to your bush until you get all its berries. Let your vocation be much more in your thought than your vacation. The only eight hour day for you is eight hours a day for sleeping. Be diligent through all your waking hours and when the time for rest comes drop all thought of your work and rest. "The only work that will tell must cost you something." Sir Walter Raleigh used to say, "The men who hold the high places of the earth are men who can "toil terribly."

Remember that you are to work under obedience to the laws of your being. The greatest freedom is found in obedience to law. The greatest evil of our times is the strong tendency to lawlessness in human nature. First of all, you are to feel and teach reverence for law as the great safeguard of liberty.

Remember that you are a rational soul. That the soul is intellectual, emotional, moral, and spiritual. That all the good and evil of your life lies in your power of choice.

Dr. Alexander MacKenzie says, "Our choice in life must be a cubic choice. It must have three dimensions. First, it must be very high—as high as I can reach with my life. Next, it must be very broad, covering all the powers of my life—mind, voice, hands, feet. And then it must be very long—run out seventy years, if that be the sum of my days on earth."

Remember that you are a social being, that you are to live with and for others; that you are not to be ministered unto, but to minister.

Remember that you are going out into the public schools to be centers of power and influence; you are going to act upon the lives of your pupils

and through them upon the life of the homes from which they come. You are to be a factor in the life of the community in which you live, and in the life of the State, the nation, and the race. Your life is to be tributary to the great stream of life that is flowing on into the generations which are to come.

Remember that you must be willing to be forgotten. It will surely come within your experience. Your pupils will forget a large part of the subjects they have studied under your teaching. These subjects are but the scaffolding for the character you are building with your pupils.

And yet affection is ours in a large degree. The rewards of the teacher are the highest rewards on earth. Bonar says,—

“Not myself, but the truth that in life I have spoken,
Not myself, but the seed that in life I have sown,
Shall pass on the ages—all about me forgotten,
Save the truth I have spoken, the things I have done.”

(June 1904.)

Making of a Day

I know no theme more interesting or more fascinating to a young teacher, because the teacher not only makes his own day but he furnishes impetus and gives coloring to the day of every one of his pupils.

We live by the day, only one day at a time, that we may concentrate all our power into the effort. Yesterday has flown. Tomorrow has not come. Today is ours to make or lose. If we lose it we can never make it up.

We work by the day. We spend our energy in the day and have to spend the night in recuperation. We are all day laborers. If we do a day's work we get a day's pay. If we stop work the pay stops. We have to work for all we get.

We make character by the day. By the daily repetition of our acts either right or wrong, we form habits either good or bad, which determine our characters. Perfection of character is the end for which all our days are given.

Each day is cumulative either of progress or of retrogression. “Upon the stepping stones of our living selves we ever more rise to higher things,” or upon the stepping stones of our dead selves we ever more sink to lower levels. The power of each day is the accumulation of the power of all the preceding days of one's life. Lincoln's wonderful speech at Gettysburg was the accumulation of his past life. The making of a day is a matter of the highest moment because it is the making of our life, its present and its future.

In conclusion, let me say that every person makes his own day. Every one has in himself the elements of success. Every one has also in himself the elements of failure. Which of these elements shall dominate his life depends upon which he cultivates. It is not by his heredity, nor by his environment, nor by his circumstances that one achieves success, but by his own thoughtfulness, his own regnant conscience and robust will, and faith in God, which surmount the obstacles that rise before him and overcome the difficulties which beset him. The kingdom of heaven is taken by conquest; you cannot drift into it. Every day you must fight if you would win. (June, 1905.)

CHAPTER XI

Side-Lights on Normal Life

To give another touch of life to the history of the school, a few graduates from different periods have been asked to send in pen pictures of the life at Bridgewater as they saw it. These are preceded by one from the pen of Mr. Boyden himself, in which he pictures the life in his early days at the school.

"When I was a pupil in the school in the years 1848-49, the school had been in its new home,—the first building in this hemisphere erected for a State Normal School,—two years.

"The personnel of the school included Nicholas Tillinghast, the principal, Richard Edwards, the first assistant and Dana P. Colburn, the second assistant. It was a strong faculty, the Principal was a graduate of West Point Military Academy and each of the assistants became a normal school president in a few years. The students numbered fifty-six, twenty-seven men and twenty-nine women. "Co-eds" you will note, with two surplus women for chaperons. It was a body of working students from the middle rank who knew the value of time and money."

"The course of studies extended through three consecutive terms of fourteen weeks each. We had a three hours session each half week day except Wednesday and Saturday afternoons. We studied Arithmetic very thoroughly, also Geography and Grammar. For a text book in Geography, we used McCulloch's Geographical Dictionary, a volume four inches thick. Geography was considered to be the *description* of the surface of the earth and its products. De Sacy's General Grammar and Greene's Analysis were fruitful studies, the latter included logical analysis of the thought, and grammatical analysis of the expression. Three of the young men made a Trigonometrical survey of Carver's Pond and mapped it. Psychology had not then come into the course of study, but Mr. Tillinghast was our text book in the Theory and Art of Teaching known and read by all of us.

"Horace Mann closed his service as Secretary of the State Board of Education in 1848 and was succeeded by Dr. Barnas Sears. He secured for the school two most fruitful courses of lectures. One by Louis Agassiz, the great

naturalist, who had recently come to this country. The first sentence of his lecture was "I see before me many bright eyes, I have come to help you see." Then he delineated upon the board a huge grasshopper and showed us how he lived and used his sense organs. He sowed the seed of the objective study of natural objects which has sprung up and borne fruit in our courses in Natural Science. The other course of lectures was by Prof. Arnold Guyot, who came over with Agassiz, who revolutionized the teaching of geography in this country by teaching that geography is "the study of the earth as the home of man."

"On Tuesday evenings once a fortnight the students had a social gathering at the house of the Principal, and on alternate Friday evenings we had our Lyceum meetings, with debates by the young men, and the Normal Offering, a paper sustained by the women. These were live meetings.

"Most of the students boarded in the families of the village at two dollars a week. They roomed in chambers mostly. Some were so lofty that they had attic chambers which looked out upon the front view of life, while some had to be content with the posterior view. A few boarded themselves. Some of the men roomed in "Bachelor's Hall," and some formed a Club and Madam Loring cooked their meals for them.

"Physical exercise was not neglected though we had no gymnasium. The students knew the names of all the streets, and knew all the roads for miles around, and many a lesson in nature study was learned in their long walks. Carver's Pond, in those days, was noted for its lilies and snapping turtles. Lover's Lane, a cart path through the woods from Bedford Street to South, was distinguished for its scenic beauty. Round baseball was a regular game in the spring, and genuine football, without any toggerly or rooting, was a vigorous fall game in which the ball was kicked "sky-high."

"Thank God for the 'Bridgewater spirit' of progress, of enlargement, of culture, of devotion, of service, of inspiration, which has quickened so many thousands of young lives. It has been the animus of the Institution from its very beginning, and is marching on to multiply its achievement."

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

A member of the school at the time Mr. Boyden was appointed first assistant under Mr. Conant said of him:—"He raised that school up on his shoulders like a young Atlas. His spirit began to make things different almost immediately."

Words of Appreciation by Former Members of the Bridgewater Normal School

I entered the Bridgewater Normal School in 1861. Mr. Albert G. Boyden was then Principal, a man of sterling qualities, dignified, kindly, with sympathetic interest in his pupils, always approachable, and a man of few words. When he spoke he always said something that demanded attention because of its substance and simplicity and clearness of style. A precept which he often gave was "Know what you are going to say and then say it," and he practiced his precept. Apparently without effort, he inspired in his pupils absolute confidence in him and a desire to do whatever he required.

Unfortunately for me, so far as class fellowship is concerned, I entered the Union Army in 1862, and when I returned to take up my work again in the School I went into another class than the one with which I entered. But throughout the School there was an excellent school spirit and comradeship, and absolute loyalty to the School.

I have pleasant memories of all the teachers and pupils connected with the school while I was at Bridgewater. Much might be said of the earnest young men and women who were members of the school with me who have gone out into the world and gained honorable positions which they have filled to the credit of themselves and to the honor of the school, but I will only name one, George H. Martin, who was pre-eminently a student, and one whose mind was always alert and who possessed high ideals, and a strong moral character. He graduated with high rank and studiously took up teaching and afterward school supervision, reaching a very honorable and distinguished position in the educational work of this Commonwealth.

All who have come in close relations with these noble men to know them well must have been wonderfully blessed and uplifted. They have greatly honored the Bridgewater Normal School. It is with gratitude to them, for their friendship, and the impress they have made upon me, that I write these few words of appreciation.

Beriah T. Hillman, '61.

The State Normal School at Bridgewater has been a great benefit to this Commonwealth, more especially to the south-eastern part, though by no means has its influence been limited even to the Commonwealth, but it has extended across the continent and beyond the Atlantic. Its good work has not always been understood, and in the earliest days was not appreciated.

Prior to the establishment of this institution, the schools throughout the State were mainly rural, or district schools, as there

were then only three cities,—Boston, Salem and Lowell,—though there were many large villages, and the teachers were, in the main, the product of the schools in the district, but usually the most scholarly. A few attended the local academy, and, as a result, were the best teachers. The proportion of college men as teachers in these schools was very small, and colleges for women were not yet established. As the outcome of this preparation, or rather, lack of preparation, each teacher taught about the same as her predecessors, with very little improvement.

My early teaching was in a district school, where I followed in the footsteps of my instructors. However, I soon realized that there must be a better way, and my attention was turned toward Bridgewater, where I entered in 1864, but remained only one term, and returned in 1867 to complete my course. There were then the following teachers:—Mr. A. G. Boyden, the principal; Mr. Solon F. Whitney, Mr. Austin Sanford and Miss Eliza B. Woodward, assistants. At that time there were eighty-six pupils in the school.

I remember visiting the school a short time before I entered it, and hearing Miss Woodward teach a class in reading. The method was so much above anything I had ever known, that I decided, at once, to enroll at the beginning of the next term.

My vision of education, of teaching, and of the work of the teacher was very much broadened during my course, and I left the school with a much higher ideal of my life work, both in the schoolroom and in the community, than when I entered. The whole atmosphere of the school was elevating and very unlike anything I had observed in any other school.

During my connection with the school as a pupil, there were as teachers, besides those already mentioned,—Miss Charlotte A. Comstock, Elisha H. Barlow, George H. Martin, Edward W. Stephenson, Albert E. Winship, Mary H. Leonard, Alice Richards, and the two music teachers, O. B. Brown and Hosea E. Holt. I think only two of these teachers, Mr. Winship and Miss Leonard, are now living.

In 1865, the plan of having the pupils go before their classes and give teaching lessons was adopted. This has always been an unpleasant task for the beginners, though valuable training for a teacher, and it has been highly appreciated later when they had schools of their own.

Up to the time of my graduation in 1869, there was no boarding hall, and the pupils boarded in families. During the summer of this year the first boarding hall was erected, but it has now been displaced by the new dining hall. At first, only the young ladies had rooms and lodging there; the young men took their meals there but roomed in families, as before.

With my return to the school as a teacher in 1871, I came to know it better and to come into closer relations with it and with the

other teachers. The teachers at this time consisted of Mr. A. G. Boyden, principal; George H. Martin, Franz H. Kirmayer, Eliza B. Woodward, Mary H. Leonard, Clara A. Armes, Mary A. Currier and myself. Later Isabelle S. Horne, Edith Leonard, and Elizabeth H. Hutchinson were added to our number.

I want to say of these teachers that I have never taught with a more earnest, more studious, or a more efficient body of teachers than they were.

Mr. Boyden was a great teacher and a great executive. It was his wise management and clear insight into the trend of education that carried the institution to the front and sent out teachers who were to build up schools even in the most remote parts of the State and in the most thinly settled sections.

It was in the year, 1871, that the second story was added to the old two-story wooden building, which will always be remembered by the pupils of that day.

The first chemical laboratory was equipped for individual work in 1874. This was a great step forward and made the study of chemistry a reality, and analytical chemistry was then added to the course for the four years' pupils.

The Lyceum always interested me as a student, and the debates proved of great value to me as a citizen. Then, too, this organization furnished opportunities for those gifted with the pen, and many articles appeared in the Normal Offering which possessed merit. Another side of this organization was the musical, which furnished pleasure for those who participated, and entertainment for the others.

When the graduate of the past sees the magnificent buildings of the present day, with their generous equipment and the spacious grounds, he recalls the earlier time with limited accommodations and still more limited equipment, and is led to say that the pupils of today have better opportunities than were furnished then, and we must expect more of them.

B. B. Russell (1867-69.)

Among my vivid memories are the visits of "The Board,"—that is, of the Secretary of the Board of Education and the special visitors to our school. They generally gave the school a "talk," which was followed by visits to some of the classes.

In my student days the venerable George B. Emerson, who had long been interested in the Normal Schools, was still a member of the Board, and, though not an official visitor of this school, used to make us appreciative visits.

The first Secretary that I knew was Honorable Joseph White. His talks were usually on Government, and I associate him with the 13th Chapter of Romans, "Let every soul be subject to the higher powers." At this time Dr. James Freeman Clarke and

Mr. John D. Philbrick, Superintendent of Schools in Boston, were our frequent and friendly visitors.

Mr. J. W. Dickinson was a familiar figure in our school, while still Principal at Westfield. Later he was for many years Secretary of the Board, and I think he had a good deal of influence on the policies and methods adopted in Bridgewater.

One of our visitors for a number of years was Mr. Gardner G. Hubbard. He had a deaf daughter, who married her teacher, Graham Bell of telephone fame. I suppose that Mr. Hubbard's appointment on the Board was due largely to his interest in the education of the deaf, which made him active in establishing the Clarke Institution for the Deaf at Northampton. Mr. Hubbard was a man of wealth, who had travelled extensively, and his talks to us were usually regarding countries which he had seen. In his choice of classes to visit, he often selected Geography, of which I was for some years the teacher. This was an easy ordeal for me, as whatever the subject or country that we were considering, I could always refer a point to Mr. Hubbard, who then took the cue and went on talking in an interesting way to the end of the period. But one unlucky day he elected to visit my Grammar Class, and after listening with a bored expression to our teaching exercises and discussions, he told me at the end of the period that he did not know what we had been talking about. Needless to say, he never favored my Grammar Class with another visit.

Mrs. Alice Freeman Palmer, the first woman, I think, to be an official visitor to Bridgewater, came at a later period, and the valuable services of our own Mr. Martin as Secretary of the Board was later than my time of teaching in the school.

The visits of the Board were doubtless helpful, but I wondered whether Mr. Boyden felt the same sense of relief that some of us teachers did, when their visits to our classes were over and they had gone back to Boston.

Mary H. Leonard

Bridgewater Normal School put out her hand to me long before I knew her. She drew me into her family circle through one of her graduates in the winter of 1883 and welcomed me as a new-born. And it was like being born again. Take a slip of a girl from an isolated shore home, and place her abruptly in dormitory life and it is not unlike birth into another world. The first night was the worst. All that happened there stayed. I found myself absolutely alone in the reading room of the old dormitory, filled with girls of my own age, waiting to be assigned a room-mate. We shared beds in those days and I can remember distinctly the terror which possessed me as I wondered which girl I would have for a bed-fellow that night.

If it is true that real training aims to enlarge the withinness of the teacher, to make him aware of hidden forces unknown be-

fore, to release his capacities and bring them under the law of orderly progress, if the one aspiring to teach must have big self to give to the world, then Bridgewater in the early eighties was well equipped as a Normal School to produce this sort of a teacher. She sent out to the children of the land young men and women not only familiar with the rules of pedagogy but steeped in those unseen things which nourish the souls of men. They were prepared to let character teach over their heads.

At that time the school was one great family of 150 young men and women living together with teachers and principal under one roof, in the old wooden dormitory. There was a teacher in a strategic corner on each upper floor while the head of the household with his family occupied a suite on the first. We had dear appropriate nick names for those set in authority over us. The Principal and his wife were "Pa" and "Ma" Boyden of course, and into those two homely words were crowding the loyalty, love and respect which leaps so spontaneously from young life. Those who were here since the new dormitories have sprung up can never feel towards the head of the school what we felt for Mr. Boyden. Succeeding principals may be great men but Mr Boyden was a great father.

It was a well ordered family. Naturally there were rules and regulations which seemed absurd, severe and withal most unnecessary. The one requiring the greatest courage to keep was the silent study hour from 7:00 to 8:30 P. M. At that time there could be no whispering even between intimate room-mates. One must bury one's nose in one's book and keep it there no matter what wild idiotic ideas were pounding through one's brain. All must attend church on Sunday, must walk or exercise in the open an hour each day, must refrain from visiting other rooms at certain prescribed hours. Our relations to the young men were carefully guarded. I believe we could converse with them for a short time after supper in the reading room, but if we wished to accompany one of them to a public place of amusement our escort must get a special permit. In spite of this strict surveillance, however, several romances developed during that period. I do not quite understand even now why I decided the first week to obey these rules rather than be a "smasher", a term then applied to the lawless. It must have been the ring of splendid men and women about us which made it well nigh impossible to choose to be dishonorable.

Perhaps the most trying experience which was cruelly prolonged through the entire course came from using the classroom as a training school. One was obliged to teach one's own class. the members for the time "becoming as little children." principalship, was scarcely less than that of his father. The admiration for him and the devotion to him by both faculty and students was a striking feature of the school. Among themselves

the students referred to him as "Mr. A. C." or simply as "A. C.," though always with the greatest respect. Students sought him, quite as frequently as the principal, for advice concerning their work in the school or concerning the course to be pursued after leaving school. His advice was invariably that the students continue their studies and thus prepare themselves as fully as possible for their life work. It is very doubtful if any one of the many students entering Harvard from Bridgewater ever undertook his. Few can estimate the value of this experience for after life. To mount the platform and brace feet, mind and heart for this difficult task called continually for a large measure of self-control and personal power. There is no doubt also but one of the most potent factors in helping now to keep the State safe for Democracy is the habit gained by hundreds of Bridgewater graduates in the eighties of making things plain and intelligible to others. My own tenacious instinct to make a sermon clear to an audience I trace to my struggle in Normal School to teach my class-mates how to square a -- b. It is of course an advance to enter a real school and teach real children but some of us cannot help feeling that the world suffers no loss because we were obliged to practise upon our contemporaries.

Bridgewater in those days was charged with the religious spirit, the ideal of which was service. One felt it everywhere even in the dining room where spiritual considerations are supposed to stop. It is significant that the one thing connected with that room which reacted most enduringly upon many a student's life was Mr. Boyden's quiet voice asking grace. The Sunday sings also fostered the same spirit. It was customary to gather in the early Sunday evening in Mr. Boyden's parlor and led by Miss Prince sing the beautiful old hymns of the Christian church. I can now after all these years feel the choke in my throat and the thrill in my heart and see again the vision of wonderful life while we sing "There's wideness in God's mercy like the wideness of the sea." To sing such hymns together for two years could do no other than prejudice our young lives in favor of truth, beauty, service, holiness and God. Those were all old fashioned things which we did and may not be in vogue now but they made for faith and bigness and were tremendous forces bearing upon minds and hearts at a most susceptible time.

I cannot remember our courses of study or any particular examination paper. I do know the spirit, devotion and moral excellence of the men and women who made up the faculty. Miss Horne. Miss Woodward. Miss Prince. Miss Leonard. Mr. A. C. Boyden, Mr. Murdock and Mr. Jackson and Principal Boyden were the teachers. A young soul couldn't escape its best life having once entered a world created and largely bound by these men and women. We were held strongly and gently to the Way of Life and at the end of two years were sent out into the world

greatened and enriched by these personalities. Supreme because of his position and most of us believe because of his excellence was Mr. Boyden the Principal. I was told the first half term not to get "within range of his eyes"; that they were deep and would look right through me. They did. But we all discovered soon that those eyes were windows of a fine soul that not only could scotch out the petty meannesses and wickednesses of girls and boys at our age but could gently and strongly bring to the fore the best and noblest thoughts. Like all great souls he pushed us to our best and kept us there.

If the other sections of Bridgewater's life have produced as great a number of men and women of marked ability as the section of 83-85, then Bridgewater may well be proud of her share in shaping America's destiny for her graduates always carry into the world that type of culture which is known to be peculiarly fine and spiritual.

Sarah A. Dixon 1883-5

The students at the Bridgewater Normal School from 1890 to 1900 realize anew, as they look back, the value of the preparation they received for the events of world-wide and age-long importance which have marked the last twenty-five years as unique in human history. From the first day, when the kind but searching eye of Principal Albert G. Boyden greeted us, until we were sent out as representatives of Bridgewater's high standards of living and teaching, we were under the influence of ideals which made for character and intellectual leadership.

The school was more like a home than an institution. Our angular natures gave way before the good-natured training of the large family. Friendships, lifelong and sacred, were formed. We learned to rejoice in one another's success.

These were years of mind and soul awakening. We came to love learning for learning's sake. We found that if there were diversities of gifts, the right spirit was the one thing needful. What if some of us would never excel in music and drawing, we could at least strengthen our appreciation of these gifts by doing our best. Mr. Boyden's morning question hour shamed the lazy minds and stirred us all to be alert and observing.

For years we have tried to give expression to the impressions we received at Bridgewater. The longer we try, the more we marvel at the patience our teachers had with us and their faith in us. As raw material, some of us gave little promise. We chafed under the accuracy of thought and statement which our wise instructors insisted upon. However poor may be the superstructure we are building, the foundation they laid has stood the test of time. All honor to our teachers!

Our words of appreciation and expressions of gratitude will not differ widely. Students during all the years of Bridgewater's

history acknowledge a debt they can never fully pay. More than many another student, however, I feel that I touched the real heart as well as the real mind of Bridgewater. Months of serious illness during my last year as a student brought into my life such expressions of unselfish ministry and lofty ideals from faculty and students that the course of my whole life was changed. No word of mine, therefore, spoken or written, can adequately express my gratitude for the permanent, helpful influences of the Bridgewater Normal School.

Burt N. Timbie (1894-6.)

My impressions of Bridgewater Normal School are not alone the result of two years' experience as a mature student. Long before I entered the school I had heard of Bridgewater through its graduates who were teaching in other normal schools, through classmates who had attended the school and who had become imbued with its spirit, and through the success of men who had gone out from the school and had become known beyond the boundaries of the state. Of this latter class George H. Martin and Grenville T. Fletcher were types.

Whatever the medium by which the impressions of Bridgewater Normal School came, there were always certain elements common to them all, the elements of earnestness and sincerity. As I entered the school I found the chief source of the spirit of the school to be the principal, Albert G. Boyden. Mr. Boyden impressed me as feeling keenly his great responsibility as a leader of young people who, as members of the teaching profession, were to go forth and exert an unbounded influence upon the youth of the Commonwealth. His dignified presence, his earnestness, his sincerity, and his untiring devotion to his life work—to him a sacred calling—could not but make a lasting impression upon every student of the school. In the morning talks—which the students appreciated, though often dreaded, for fear that they might be questioned before the whole student body—the superior qualities of the man always showed themselves. The purpose of the talks was to make the student realize the significance of the work for which he was preparing himself and to enable him to measure up to his full responsibility. The school was Mr. Boyden's life. With what pride and pleasure he announced the success or promotion of a graduate of the school! What genuine distress he showed concerning anything which tended to bring discredit to the school! The influence of such a man as Albert G. Boyden, exerted for more than fifty years upon a school, could have but one effect, that of placing it in the front rank of the educational institutions of the country.

The same spirit which actuated the principal made itself felt through the members of the faculty. The influence of Mr. Arthur Boyden, who at that time was assuming some of the duties of the

college work without many conferences with "Mr. A. C." I feel sure that all graduates of the school, who have received from Mr. Boyden encouragement and inspiration for further study, join me in an expression of appreciation of his helpfulness.

One could mention other members of the faculty who have had much to do with shaping the lives of pupils of the school. Their influence was due, not only to the personality of the men and women themselves, but to their willingness to give themselves without stint to their work and to their pupils. There was manifest a hearty cooperation among the teachers in their attempts to reach the high standards which they had set for the school.

The spirit of the students was that of loyalty—loyalty to the leaders of the school and loyalty to the principles of the school which they learned to appreciate and to admire. In any educational institution the attitude of the students is determined, not only by the character of the school itself but also by the standing and attitude of the graduates. In this latter respect Bridgewater has long had a strong hold upon its students. Probably no school has a larger proportion of loyal graduates than Bridgewater. The graduates realize more fully than the students can possibly do what the school has done for them. They also realize the standing of the school in the Commonwealth and the educational world. They see fellow-graduates occupying the highest positions open to the teaching profession in city, state, and nation. Thus among the graduates is produced the attitude of appreciation and loyalty which in turn is transmitted to the student body. On the whole it seems to me that that which has made the Bridgewater Normal School preeminently successful is the spirit of earnestness and devotion to duty which has characterized its leaders, its faculty, and those who have come under its influence.

Leonard O. Packard, 1898

An excellent description of Mr. Boyden as a teacher was given by a student while under his instruction.

"Three characteristics of Mr. Boyden as a teacher seem especially distinctive. First, he is a practical idealist. He combines, in a rare degree, an optimistic, far-reaching grasp of educational ideals, with a practical, shrewd conservatism. Ahead of his age, and yet of his age, he moves forward to the goal, "without haste, without rest." He knows how to dream, to work, and, when need be, even to wait, for the carrying out of God's great plans.

"Then, too, Mr. Boyden handles men and things with consummate skill and tact. He studies every situation with reference to the present and the future. He makes up his mind cautiously, impartially, firmly.

"The third trait of Mr. Boyden's character, and the one which,

perhaps, we admire the most, is his sympathy with the ambitions, successes, failures and possibilities of every individual pupil. If he ever seems not to recognize a fond desire of ours, it is doubtless because he wishes to hold us to our best and truest ideals. His sympathy has a tonic quality, and he always shows us the inspiration of a great trust."

Normal Offering, 1903

The good fortune of knowing the classes of one's Alma Mater for a period of six years came as a surprising compensation to one whose school course was broken midway by necessity. It was a great privilege to know the school through a period which included an acquaintance with the classes numbering from eighty-four to one hundred. It is only natural to think of one's own time in the school as one of the greatest opportunity. We know indeed that today is the accepted time, that the growth of a larger Bridgewater, with its up-to-date methods and modern equipment, is the joy of every loyal graduate, but when on festival days we are asked to write of the Bridgewater we knew best,—then for a little space we forget the present, and revel in the satisfaction of a reasonable pride. What indeed was the purpose of that wonderful "Who's Who," that noble "Register of Graduates" published at the Seventy-fifth Anniversary, if not to confirm us in the knowledge of our own grandeur? "Other classes" do you say? What are others, compared with the numbers from eighty-four to one hundred? What would Simmons College be today without the early work of its untiring Dean who planned so wisely for its courses long before its walls were raised? What were all our Normal Schools without our Bridgewater graduates of this period? Fifteen masters of the Boston schools are upon our shining pages. The Brookline schools have a woman principal who drew inspiration from the halls of Bridgewater. When we think of the distinguished masters and teachers throughout the country belonging to our favored day, when we remember the superintendents of schools, the directors of training schools, the ministers and the deans of religious schools, the doctors, lawyers, merchants, chiefs, all the better for Bridgewater training,—the editors, the orators, the fathers and the mothers and the children, we are consumed with the zeal of our own house, and dare not consult other pages of the School Register lest our glory should suffer eclipse. For one little hour may we not be "clouded by our own conceit?" Do we not own the Boston Herald?

Of another glory we are proudly secure. To what group of students was ever vouchsafed such a leading of superior teachers? To have been a pupil of Albert G. Boyden in his very prime—to have been touched by his rare equanimity, his searching judgment, his enduring courage and his unfailing goodwill—was cause

for lifelong gratitude. How truly each and all may think of his protecting spirit, and reverently say,

“He wrapped one in his great man’s doublet,
Careless did it fit or no.”

Again to have been touched by the creative mind of George H. Martin, to have been quickened by his teaching, cheered by his ready wit, chastened by his healthful criticism, to have been a sharer of his culture,—was not this a remembrance for all the years to come?

“He lives, he wakes—’tis Death is dead, not he.”

To our day was given the great satisfaction of enjoying the first teaching of Arthur C. Boyden in the Bridgewater school. He came to us from Amherst College, with “The flame of freedom in his soul and the light of knowledge in his eyes” and was the promise of “a good time coming.” His discriminating mind and his ease in teaching were at once our admiration and despair. It all seemed so simple until we tried to emulate his skill!

How gratefully our period remembers Eliza B. Woodward with her great-hearted, motherly ways, her keen insight into all our difficulties, and her ready moods of helpfulness! “Tell me all about it,” she would say, “My heart is full of graves.” That was her playful way of assuring us that secrets would be kept securely forever and ever. Nor can we forget that we knew Isabelle S. Horne in the height of her power and charm, as a teacher of voice culture, and have been benefitted by her teaching all our days. We learned of Mary H. Leonard to follow the stars in their courses, to teach the wonders of the hemispheres, and to learn that our bodies were fearfully and wonderfully made, nor were we permitted to forget the informing spirit. We treasure the true and gentle ways of gifted Edith Leonard, whose missionary spirit took her far away from our halls of learning. We remember the definite, thorough teaching of Clara A. Armes, and later the persuasive teaching of Clara C. Prince, who convinced us that we could sing aright if we would only try. We recall very gratefully the teaching of Barrett B. Russell and his constant efforts to make us accurate. Afterward we had reason to know him gladly as the able superintendent of the public schools of Lawrence and of Brockton. Never shall we forget the marvel of Francis H. Kirmayer’s linguistic mind, so arranged in compartments that the many languages he had at command were kept perfectly distinct, and ready for immediate use. We were reverent, too, of his sacrifice for our country. How impressed we were when we saw all of these teachers on the platform before us in the devotional exercises of the school! We had not then learned to say with Matthew Arnold, as later years have taught us:—

"For vigorous teachers seized my youth,
And purged its faith, and trimmed its fire,
Showed me the high, white star of truth,
There bid me gaze and there aspire."

Even now, as then, we feel how still and reverent was the place, when Mr. Boyden read the words from the Bible that told us to "be strong and very courageous," when he led the school in prayer, and when we all sang together, "In the morning I will pray." The great branches of the trees were swaying about the windows, moved gently by the breezes, or rudely by the storm winds, telling us the brave message that through their struggles they were strong.

And even now, as then, we can see Mr. Boyden leading in the general exercises, helping us to rapid arithmetical calculations, teaching us lessons from the observations of nature; or we can behold Mr. Martin unfolding a survey of the early history of America. Tremulous moments those, when our names might be called at any moment to answer a searching question, and when, alas, at that very moment of our need, our wits might miserably forsake us!

In those early days of a smaller school, we re-assembled at late afternoon for a closing hymn. Some of us still remember the appropriateness of the lines,—

"Veil the day's distracting sights;
Show me heaven's eternal lights."

This hymn was especially soothing at the close of a day when a teaching exercise, perfected in the quiet of the study-hour, had gone wide astray under the test of the class-room.

The smaller school, also, made possible the homelike atmosphere of our one dormitory, Normal Hall. There lived Mr. and Mrs. Boyden and their son, Wallace, who was at that time a student in the school. In their living rooms were held the Sunday evenings' hours of song and other social gatherings. In the dining room at their table with the students, their presence was felt as a blessing. Here, standing at the head of the table, Mr. Boyden was able to give to us, after meal times, many a needed word of friendly admonition. We sometimes wonder, too, how we could ever have behaved aright without Mrs. Goding's brisk and fearless ordering of our ways. We owed much to our good matron's decisive manner and to her atmosphere of work and cheer.

I do not forget the early days of the lyceum with its "Normal Offering", and with its opportunities for dramatic and literary expression. Friday evening lectures at the Town Hall brought to us among other distinguished speakers,—Wendell Phillips and John D. Long.

Graduation Days for a series of years gave us the presence of John W. Dickinson and Christopher C. Hussey, who presented to

us our diplomas, with the congratulations of the State Board of Education, which they represented so eminently. Alumni gatherings rejoiced in the presence of the distinguished superintendent of the Boston schools, Mr. Edwin P. Seaver, and that of his genial and gifted co-worker, the Boston supervisor, Mr. Robert C. Metcalf. The Allen brothers of the West Newton Schools were other welcome graduates, who returned to us at Alumni gatherings with words of inspiring cheer.

Altogether the years of our connection with the school were rich with priceless treasure. The town, with its steeples pointed heavenward; the quiet homesteads, whose doors swung open at our coming; the streets, with their over-arching elm trees; the green pastures; and the still waters whither we were so often led,—all made an appropriate setting for the hallowed walls that aimed to teach first of all a reverence for God and a faith in man, a knowledge of life's principles and a brave self-reliance, that should make teachers of youth and leaders of men.

“We are not now that strength which in old days
Moved earth and heaven; that which we are, we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.”

Clara Bancroft Beatley. (1877-1882.)

APPENDIX

REGISTER OF FACULTY

1860—1919

*ALBERT G. BOYDEN, Principal, August, 1860, to August, 1906. Principal Emeritus, August, 1906, to 1915. d. May 30, 1915.

Assistants

- *ELIZA B. WOODWARD, (47). September, 1857, to July, 1877. d. November 2, 1887.
- *CHARLES F. DEXTER, (52). March, 1860, to May, 1863. d. Dec. 21, 1904.
- *O. B. BROWN, Special teacher of Music, 1860 to 1864.
- *JAMES H. SCHNEIDER, A.B. September, 1860, to September, 1863. d. April 26, 1864.
- *AUSTIN SANFORD, (52). June, 1863, to July, 1864. d. December 28, 1908.
- *SOLON F. WHITNEY, A. M. September, 1863 to March, 1866.
- *CHARLOTTE A. COMSTOCK, (56). May, 1864, to July, 1866. Mrs. Charles Tomlinson.
- *GEORGE H. MARTIN, (59). September, 1864, to August, 1882. d. March 28, 1917.
- *HOSEA E. HOLT. Special teacher of Music, 1864, to 1868.
- ELLEN G. BROWN, (63). March, 1866, to Dec. 1866. Mrs. Nelson D. Pratt.
- *EMMELINE F. FISHER, (63). March, 1866, to February, 1867. Mrs. Francis C. Tucker. d. 1902.
- *ELISHA H. BARLOW, A. B. September, 1866, to January, 1868.
- *EDWARD W. STEPHENSON, (63). April 1867, to November, 1867. d. November, 1867.
- *ALICE RICHARDS, (66). December, 1867, to September, 1871. Mrs. James S. Allen. d. July 24, 1901.
- ALBERT F. WINSHIP, (61). February, 1868, to July, 1871.
- MARY H. LEONARD, (65). April, 1868, to February, 1882, and September, 1883, to July, 1884.
- *MARY A. CURRIER. February, 1869, to July, 1875.
- FRANCIS H. KIRMAYER. Ph.D. October, 1870, to —. Instructor in Latin and Modern Languages.

- BARRETT B. RUSSELL, (69). September, 1871, to May, 1879.
- *CLARA A. ARMES, (69). September, 1871, to July, 1879. Mrs. A. G. Boyden. d. April, 1904.
- *ISABELLE S. HORNE. September, 1875, to July, 1905. d. December 31, 1907.
- EDITH LEONARD, (77). December, 1878, to February, 1882, and in 1883.
- ELIZABETH H. HUTCHINSON, (84). December, 1878, to July, 1880, and September 1885, to July, 1889. Mrs. Eugene C. Murdock.
- ARTHUR C. BOYDEN, (74). May, 1879, to July, 1896. Vice Principal, July, 1896, to August, 1906.
- CLARA C. PRINCE, (76). September, 1879, to September, 1916.
- CYRUS A. COLE, (62). September, 1880, to July, 1884.
- WILLIAM D. JACKSON, (87). February, 1883, to —. Instructor in science and mathematics.
- FRANK F. MURDOCK, (86). September, 1884, to February, 1897.
- FRANK W. KENDALL, (94). September, 1885, to July, 1887.
- JOSEPH BOYLSTON, (101). February, 1887, to July, 1887.
- ABBY M. SPALTER. September, 1887, to March, 1888. Mrs. Jerome C. Field.
- SARAH E. BRASSILL, (106). October, 1887, to July, 1890.
- FANNY A. COMSTOCK, (81). February, 1888, to May, 1913.
- *MRS. EMMA F. BOWLER. September, 1898, to July, 1891.
- EMILY C. FISHER, (102). September, 1889, to July, 1901.
- HARLAN P. SHAW, (108). September, 1890, to —. Instructor in chemistry and physiography.
- *FRANK E. GURNEY, (108). September, 1891, to March, 1914. d. March 28, 1914.
- *ELIZABETH H. PERRY. March, 1888, to July, 1888, and September, 1891, to July, 1910. d. March 20, 1912.
- SUMNER W. HINES, (106). February, 1890, to July, 1890.
- LILLIAN A. HICKS, (81). September, 1891, to April, 1910. Prin. Training School, September, 1891, to September, 1899. Supervisor of Training. September, 1899, to April, 1910.
- ANNE M. WELLS. September, 1893, to —. Head of Kindergarten-Primary Course.
- BESSIE L. BARNES. September, 1893, to July, 1904.
- L. EVELINE MERRITT, (116). September, 1895, to July, 1907.
- MILDRED L. HUNTER, (112). September, 1895, to July, 1897. Mrs. Mildred L. Sinnott.
- CHARLES P. SINNOTT, (90). B.S. February, 1897, to —. Instructor in Geography and Physiology.
- M. ALICE EMERSON, (100). A.B. September, 1901, to July, 1905.
- ELIZABETH F. GORDON, September, 1904, to —. Senior Instructor in Physical Training.
- MARGARET E. FISHER. September, 1904, to July, 1907. Mrs. Margaret E. Williams.
- *ALICE E. DICKINSON. December, 1905, to August, 1917. d. August, 1917.
- CAROLINE A. HARDWICK. October, 1905, to July, 1907.

ARTHUR C. BOYDEN, A.M. Principal, August, 1906, to —.

Assistants

- FLORENCE I. DAVIS, (91).** September, 1906, to —. Instructor Biology and School Gardening.
- RUTH W. SMITH.** September, 1907, to July, 1908.
- GRACE C. SMITH.** September, 1907, to January, 1909.
- ***ANNA W. BROWN.** September, 1907, to February, 1915. d. May 15, 1915.
- GERTRUDE OSTERHOUDT.** September, 1908, to July, 1910. Mrs. G. W. Watson.
- CHARLES E. DONER.** September, 1909, to —. Instructor in Penmanship.
- RUTH F. ATKINSON.** September, 1910, to July, 1913.
- ELIN JONSEN.** January, 1910, to July, 1913. Mrs. Elin J. Grevé.
- MABEL B. SOPER.** April, 1910, to —. Senior Instructor in Drawing.
- MABEL L. HOBBS.** September, 1910, to July, 1912. Mrs. Arthur Veasey.
- CORA A. NEWTON.** September, 1912, to —. Supervisor of Training.
- ADELAIDE MOFFITT.** September, 1912, to —. Instructor in Oral Expression.
- EDITH W. MOSES, B.S.** September, 1912, to —. Instructor in Literature.
- BERTHA S. BADGER.** September, 1912, to August 31, 1914.
- ETHEL M. FLOWER, (140).** September, 1912, to August 31, 1914. Mrs. Roy T. Sheldon.
- FREDERICK M. WILDER.** September, 1912, to September, 1913.
- LELIA E. BROUGHTON.** September, 1913, to September, 1916.
- FLORENCE A. FLETCHER, A.B.** April, 1914, to —. Instructor in History.
- FRILL G. BECKWITH.** September, 1914, to —. Instructor in Manual Arts.
- DOROTHEA DAVIS.** September, 1914, to September, 1916.
- CHESTER R. STACY.** September, 1915, to October, 1918.
- HARRIET W. FARNHAM.** September, 1916, to September, 1918.
- BRENELLE HUNT, (120).** October, 1918, to —. Instructor in Psychology and School Management.
- FRIEDA RAND, A.B.** September, 1918, to —. Instructor in Music.
- MARY A. PREVOST.** September, 1916, to —. Assistant Instructor in Drawing.
- BRETA W. CHILDS, A.B.** September, 1916, to September, 1917.
- EDITH L. PINNICK.** September, 1916, to —. Assistant Instructor in Gymnastics.
- JOSEPH W. CORLEY.** September, 1916, to September, 1917.
- JOHN J. KELLY.** September, 1917, to —. Instructor in Practical Arts.
- MARTHA C. PRITCHARD.** September, 1917, to —. Instructor in Library Methods.

TRAINING SCHOOL TEACHERS.

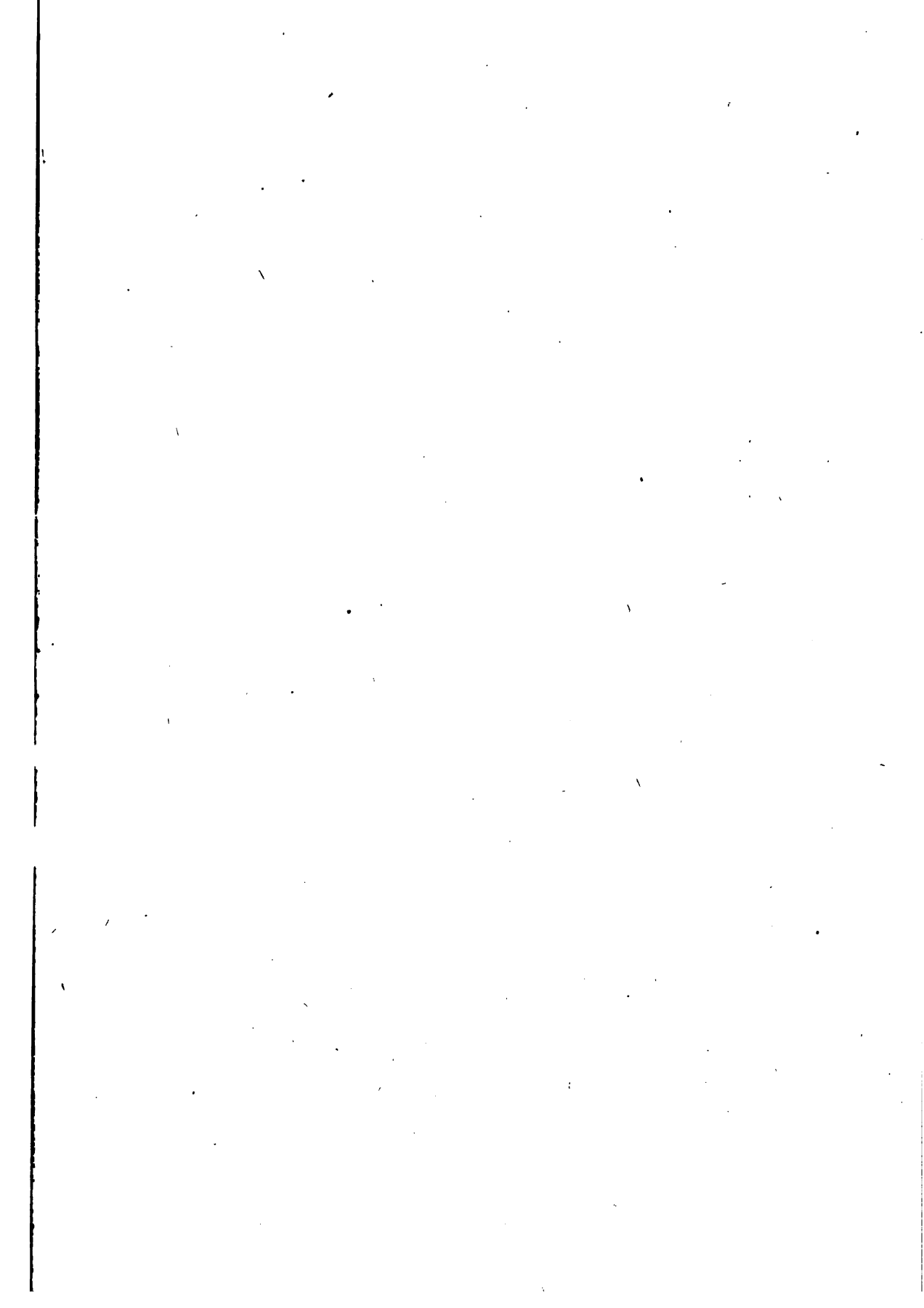
- CAROLINE E. MORSE, (82). September, 1882, to September, 1883.
CLARA T. WING, (88). September, 1883, to September, 1885. Mrs. Clara T. Guild.
CAROLINE E. WING, (96). September, 1885, to September, 1887. Mrs. C. E. Parker.
*GRACE M. HOLDEN, (102). September, 1887, to January, 1891. d. April 4, 1893.
ANNIE W. COBB, (98). September, 1887, to January, 1890.
MARTHA W. ALDEN, (106). January, 1890, to October, 1898.
FLORA M. STUART, (101). February, 1891, to —. Grade 1.
LILLIAN A. HICKS, (81). Principal, September, 1891, to September, 1899.
CHARLOTTE L. VOIGT, (94). September, 1891 to July 1894.
ALICE M. WORMWOOD. September 1892, to July, 1894.
ANNE M. WELLS. September, 1893, to —. Head of Kindergarten-Primary Department.
ANNIE S. BEALS, (107). September, 1894, to May, 1896. Mrs. George Knight.
EMMA M. MAGUIRE, (110). September, 1894, to July, 1895.
MARY F. BOSWORTH, (110). October, 1894, to July, 1896. Mrs. Franklin A. Park.
ALICE V. WINSLOW, (102). September, 1895, to July, 1897.
MARTHA M. BURNELL, (120). September, 1895 to —. Grade VIII.
MARY L. WALLACE, (117). September, 1895, to March, 1906. Mrs. Rev. Harrison L. Packard.
FRANCES P. KEYES. September, 1895, to —. Kindergarten.
SARAH W. TURNER, (88). May, 1896, to November 30, 1913. Mrs. Frederick B. Cudworth.
*ADELAIDE REED, (62). September, 1896, to July, 1908. d. 1911.
NELLIE M. BENNETT, (108). September, 1896, to —. Grade VI.
SARAH E. PRATT, (69). September, 1897, to July, 1901.
HANNAH E. TURNER, (88). December, 1897, to July, 1902.
JENNIE BENNETT, (104). October, 1898, to —. Grade V.
BRENELLE HUNT, (120). Principal, September, 1899, to October, 1918.
CLARA R. BENNETT, (130). September, 1901, to July, 1906. Mrs. Louis H. Stilman.
SARAH V. PRICE, (129). September, 1904, to May, 1906.
FLORA P. LITTLE, (118). September, 1902, to —. Asst. in Drawing.
ANNIE L. SAWYER, (130). January, 1903, to July, 1907.
*MYRA E. HUNT, (122). March, 1906, to July, 1912, d. January 27, 1919.
MAY L. PERHAM, (125). September, 1906, to July, 1909.
SARAH L. WILSON, (128). October, 1906, to July, 1907. Mrs. John H. Caton.
NEVA I. LOCKWOOD, (136). September, 1907, to —. Grade II.
ETHEL P. WHEELER. September, 1908, to July, 1914. Mrs. Warren C. Tudbury.

BERTHA O. METCALF, (137). September, 1908, to —. Grade IV.
RUTH E. DAVIS, (135). September, 1911, to —. Grade I.
BERTHA S. DAVIS. September, 1912, to —. Grade VII.
RUTH W. MOODIE. February, 1914, to January, 1919. Mrs. R. W. Fillmore.
S. ELIZABETH POPE. September, 1914, to —. Grade IX.
BERNICE E. BARROWS, (141). September, 1914, to —. Non English
Grade.
MARY L. HASTINGS. February, 1919, to —. Grade III.











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