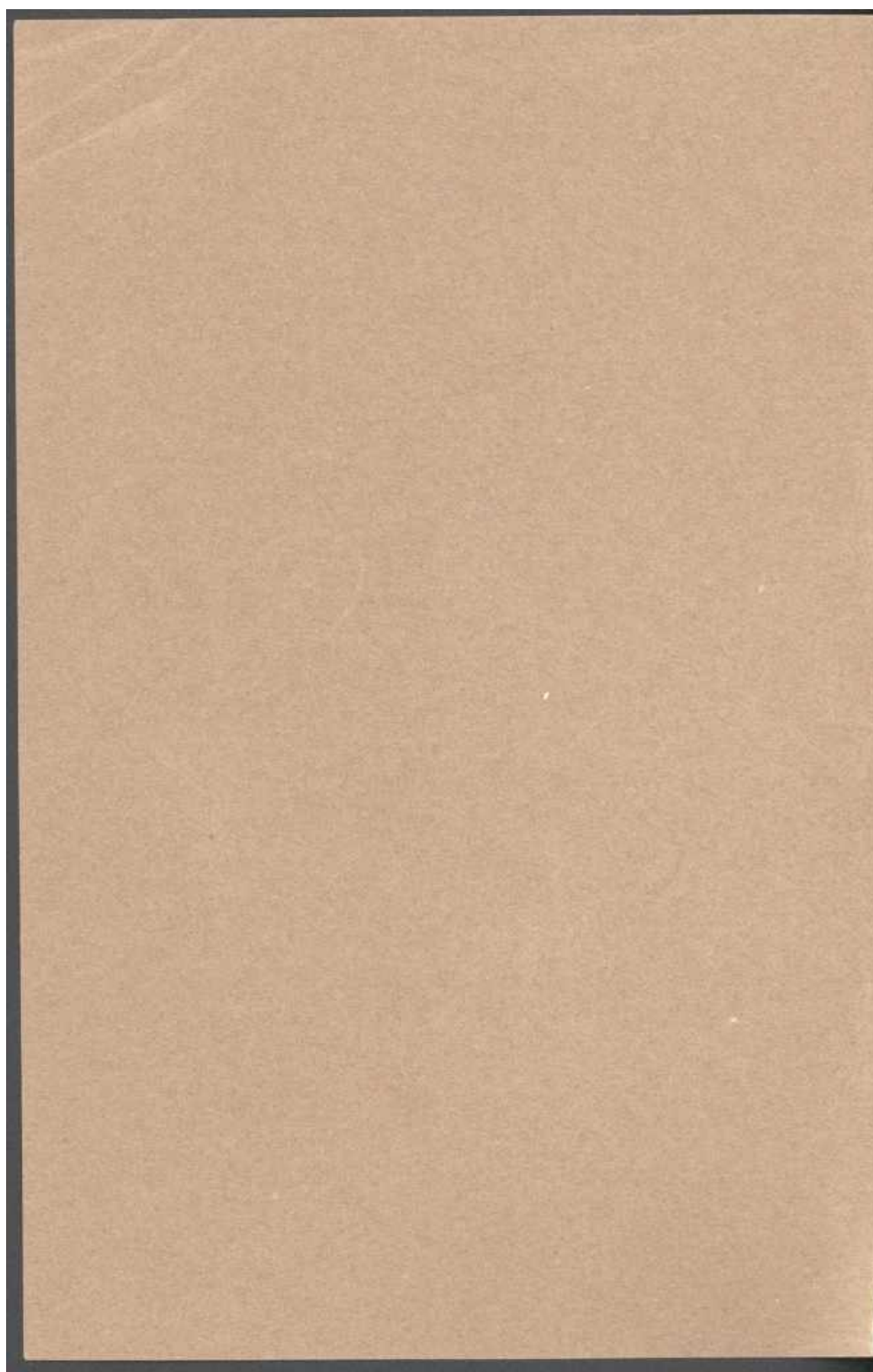


STATE · NORMAL  
SCHOOL · KEENE  
NEW · HAMPSHIRE



CATALOG · AND · CIRCULAR  
FOR · THE · THIRD · YEAR  
1911 ——— 1912

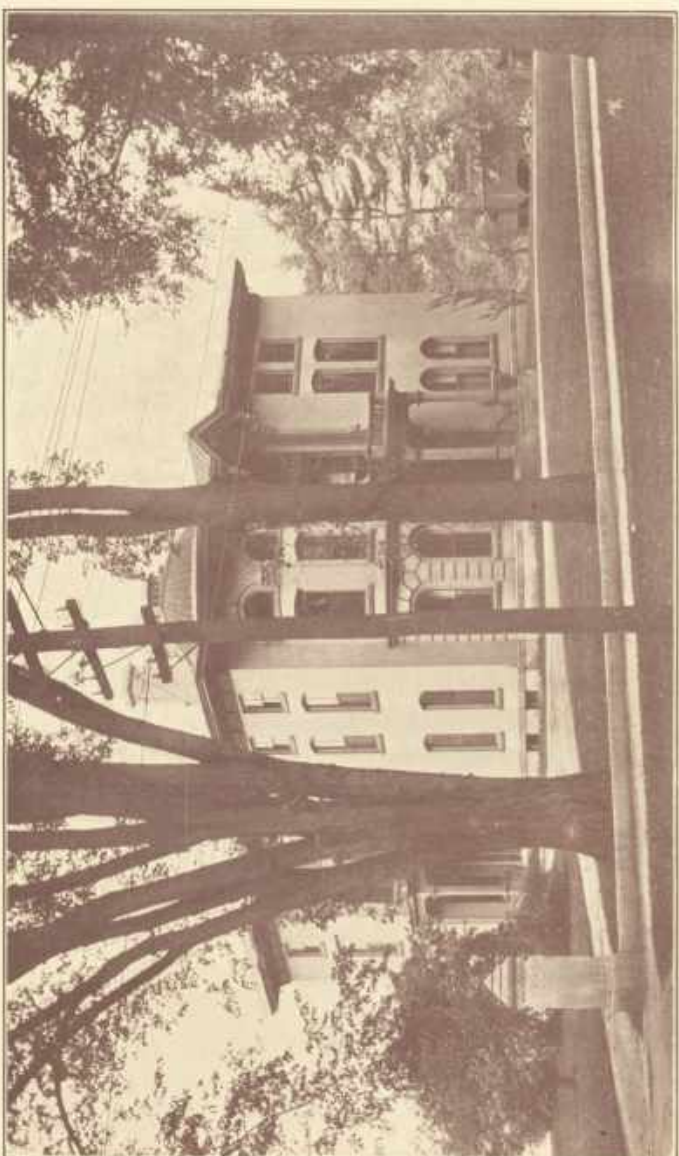


### The Child the Hope of the Race.

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There is nothing in all the world so important as children, nothing *so* interesting. If you ever wish to go in for some philanthropy, if you ever wish to be of any real use in the world, do something for children. If you ever yearn to be wise, study children. We can dress the sore, bandage the wounded, imprison the criminal, heal the sick and bury the dead; but there is always a chance that we can save a child. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race's salvation, it will be because a little child has led them.

—*David Starr Jordan.*



NORMAL SCHOOL.

CATALOG  
and  
Circular of Information  
of the  
NEW HAMPSHIRE  
STATE NORMAL SCHOOL  
AT KEENE

FOR THE YEAR ENDING JUNE 21, 1912



VOLUME III

JUNE, NINETEEN HUNDRED AND TWELVE



## BOARD OF TRUSTEES

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CATALOGUE AND CIRCULAR OF INFORMATION

Calendar, 1912-1913.

FIRST SEMESTER.

Monday, September 9, 1912. Practice Schools begin.  
Tuesday, September 17. Normal School begins. Chapel and  
Registration at 9 A. M.  
Thanksgiving Recess. Holiday from Wednesday 12 M. to Monday  
following at 2 P. M.  
Friday, December 20. Practice Schools close.  
Saturday, December 21. Normal School closes at 12 M.  
Monday, January 6, 1913. Practice Schools begin.  
Tuesday, January 7. Normal School begins.  
Saturday, February 1. First Semester ends.

SECOND SEMESTER.

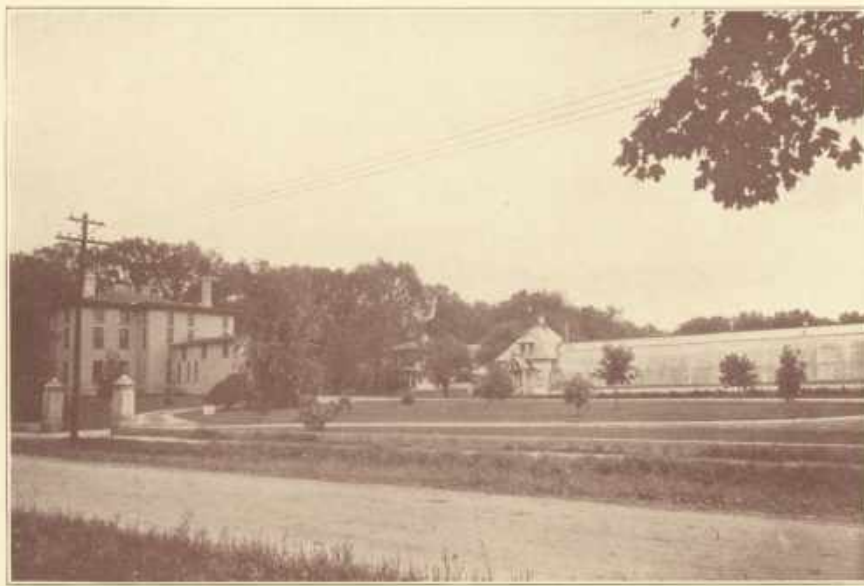
Tuesday, February 4. Second Semester begins.  
Saturday, February 22. Washington's Birthday, Holiday.  
Friday, March 14. Practice Schools close.  
Saturday, March 15. Normal School closes at 12 M.  
Monday, March 31. Practice Schools begin.  
Tuesday, April 1. Normal School begins at 9 A. M.  
Thursday, April. Fast Day, Holiday.  
Friday, May 30. Memorial Day, Holiday.  
Thursday, June 19. Normal School Graduation.  
Friday, June 20. Practice Schools close.

SESSIONS.

Normal School has no session Monday.  
Practice Schools have no sessions Saturday.  
Normal School hours, A. M. 8-12:15. P. M. 2-4.  
Practice School hours, A. M. 9-12. P. M. 2-4.  
Model District School hours, A. M. 9-12. P. M. 1-3.







VIEWS OF BUILDINGS AND GROUNDS.

KEENE, NEW HAMPSHIRE, NORMAL SCHOOL  
FACULTY.

---

WALLACE EDWARD MASON, PRINCIPAL,

NATURE STUDY.

A. B., Bowdoin, 1882. Principal High School, Thomaston, Maine, 1883-1888. Lawyer, Tennessee, 1889-1891. Principal High Schools, Orange, Mass., 1892-1897; Leominster, Mass., 1897-1902. Student Clark University Summer School, 1898. Harvard Summer School, 1900 and 1902. Hyannis Summer School, 1909 and 1910. District Superintendent of Schools, Leicester and Charlton, Mass., 1902-1906. Superintendent of Schools and High School Principal, North Andover, Mass., 1906-1911. President, Home and School Garden Club of New England.

IRENE M. LANNING,

SUPERVISOR OF PRACTICE SCHOOLS, HEAD OF KINDERGARTEN  
DEPARTMENT, PHYSIOLOGY AND ELEMENTARY ENGLISH.

Graduate of Friendship Training Class. Taught District School, Haskell Flats, N. Y. Graduate of Buffalo State Normal School. Six years kindergartner of Lincoln School in Hornell, N. Y. Diploma of Kindergarten Supervision Teachers College, B. S. Columbia University, 1911.

KATE FAIRBANKS PUFFER,

PSYCHOLOGY, METHODS IN ARITHMETIC, GRAMMAR AND  
LITERATURE.

A. B., Smith College, 1900. Teacher of Mathematics in Preparatory Girls' School. Ph.D., Radcliffe, 1909. Keene 1909—

CATALOGUE AND CIRCULAR OF INFORMATION

CHESTER H. C. DUDLEY,

DRAWING, MANUAL TRAINING AND HISTORY.

A. B., College of Emporia. Student of the Fine Arts Department.  
1902-03, Special Student in English, Princeton University.  
1907-08, Instructor Night School, Y. M. C. A. Language and  
Crafts. 1909, M. A., Baker University, English and Latin.  
1910, Student Teachers' College, Columbia University Summer  
School. Fine Arts and Manual Training.

NAHUM LEONARD,

PEDAGOGY, HISTORY OF EDUCATION AND GEOGRAPHY.

Graduate of Normal School, Bridgewater, Mass. Four Year Course  
Maximum Work in History and Sciences. S. B., Harvard,  
Education and Science. A. M., Harvard, Education. Princi-  
pal, Center Elementary School, Rochester, Mass. Assistant,  
High School, Plymouth, Mass. Principal, Grammar and High  
Schools, Edgartown, Mass. Principal, Sanderson Academy,  
Ashfield, Mass.

LOUISA ISABELLE PRYOR,

HOUSEHOLD ARTS.

Salem, Mass., Normal School, 1904. Principal's assistant, Wash-  
ington School, Melrose, Mass., 1904-1905. Teacher, Grade 8,  
Haven School and High School, Portsmouth, N. H., 1905-1910.  
Student of Household Arts, at Simmons College, 1910-1911.

CLAYTON EUGENE HOTCHKISS,

MUSIC.

Department of Music, Yale University, 1908. Supervisor of  
Music, Winchendon, Ayer and Peterborough, 1908-1909.  
Keene, 1909—







ELLIOT SCHOOL.



LINCOLN SCHOOLS FOR OBSERVATION AND PRACTICE.

KEENE, NEW HAMPSHIRE, NORMAL SCHOOL  
SCHOOLS FOR OBSERVATION AND PRACTICE.

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LINCOLN SCHOOL.

HARRIET CATHERINE MACDUFF, Principal.  
(Plymouth Normal.)  
Seventh and Eighth Grades.

HARRIET WILDER. (Farmington, Me., Normal.)  
Fifth and Sixth Grades.

ALICE EUGENA RAMSDELL. (Bridgewater, Mass., Normal.)  
Third and Fourth Grades.

VIOLE L. HELFF. (Pennsylvania State Normal.)  
First and Second Grades.

ELLIOT SCHOOL.

HELEN FLORENCE MOULTON, Principal.  
(Plymouth Normal.)  
First Grade.

EDITH MAY HALL. (Gorham, Me., Normal.)  
Second Grade.

MARION WOODMAN. (Plymouth Normal.)  
Third and Fourth Grades.

HATTIE BLANCHE CHANDLER. (Keene Normal.)  
Fifth Grade.

CLERK AND LIBRARIAN.

MARTHA LEITA DODGE. (Keene Normal.)

JANITORS.

PATRICK GEORGE TAAFE, Normal and Elliot Schools.  
ALONZO D. SIMMONS, Lincoln School.

CATALOGUE AND CIRCULAR OF INFORMATION  
HISTORICAL AND DESCRIPTIVE.

In the state report of the Honorable Henry C. Morrison, superintendent of public instruction for the year 1907-8, the pressing need of more Normal School facilities for the state of New Hampshire was clearly and admirably set forth and the legislature of that year passed a law establishing a Normal School at Keene.

The City of Keene located at the junction of three divisions of the Boston & Maine Railroad, and connected with the neighboring town of Marlboro by electrics, is justly famed for its healthful location, the beauty of its scenery, and the hospitality and culture of its inhabitants.

No better city could have been selected in which to open a school for training girls for the profession of teaching.

The generous and hospitable attitude of the school authorities of the city and neighboring towns toward the school, and the cordial spirit of cooperation existing between the city and normal teachers have been large factors in the success which the school has attained during the three years of its existence.

The main street is one of the most beautiful in New England. The school campus, comprising a tract of about five acres is located on the west side of Main Street and flanked on either side by Winchester Street, a state highway, and Appian Way.

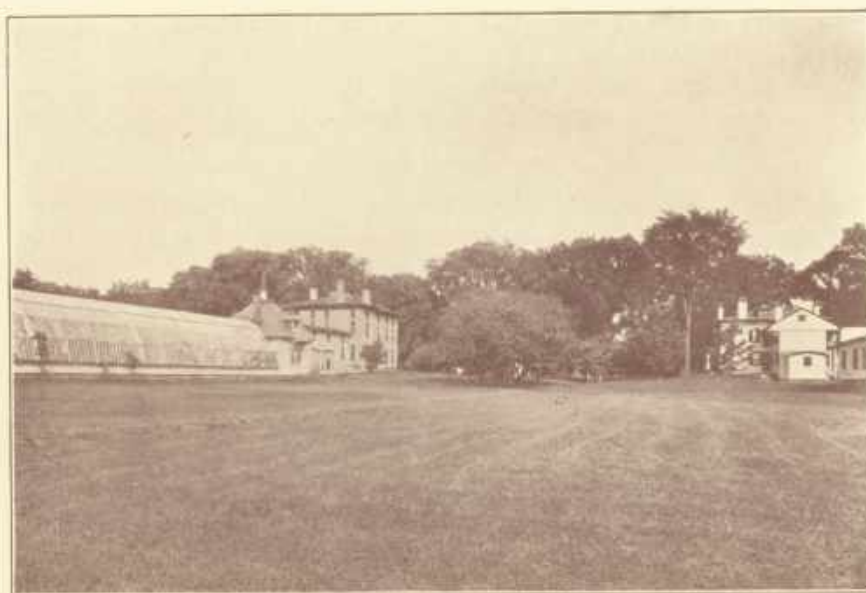
The Hale mansion, one of Keene's historic buildings and famed as the home of two New Hampshire governors, which was purchased by the city of Keene and presented to the state for Normal School purposes, is used as the main school building; and the Thayer homestead, once the home of the famous "Miss Fiske's Seminary for Girls" is occupied by the principal as a residence.

The other buildings on the grounds comprise a practice school, including a kindergarten room, a greenhouse for nature study, and a cottage occupied by one of the normal teachers as a dwelling.





THE CITY OF KEENE AND MOUNT MONADNOCK FROM HYLAND HILL.



THE CAMPUS, LOOKING FROM THE WEST.



## KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

### THE PURPOSE OF THE SCHOOL.

The purpose of the school is "Training for Service;" training teachers to teach in the schools of New Hampshire; to teach, not the State Program of studies, but, through the State Program of studies as a medium, to so train the children that they may best use their abilities for the welfare of society. Especial emphasis is laid upon the preparation for teaching in rural schools and intensive work is given on practical nature study as one of the best means of effective training in such communities.

In September a Model Rural School will be established in which all pupils will be required to observe and practise. The school is easily reached by electric and yet offers all the problems of the typical rural one room school.

### RELATIONS WITH NEIGHBORING SCHOOL SYSTEMS.

The Normal School which is not an educational center for the surrounding community and which is not working harmoniously with the school systems in its neighborhood is missing an opportunity. The Keene Normal wishes to be on terms of closest intimacy with all surrounding schools. The officials of these schools can help the Normal immensely. The Normal will try to help them. Visitors are welcome at any time. The Superintendents of this section met for lunch and discussion in October, and the High School Teachers of the vicinity were invited to a similar gathering in November. At each of these gatherings the Household Economies Department provided luncheon.

A lunch and conference of superintendents and committee men is planned for the month of April. The High School Seniors of neighboring towns will be given an afternoon reception and tea during the month of May.

## CATALOGUE AND CIRCULAR OF INFORMATION

### PRACTICE TEACHING.

The facilities at Keene, for practice teaching, which is by all means the most important part of Normal School training, are excellent. Two graded schools of the city of Keene are under the charge of the Normal authorities. In one of these buildings pupils are carried through the eight years, and in the other through five years of the State School Program. These buildings are of modern construction and splendidly adapted to practice teaching.

Two grades, sixth and seventh, and the kindergarten school are located in a third school building on the Normal grounds.

### SUBSTITUTE WORK IN NEIGHBORING TOWNS.

In addition to the work in the model schools, students are frequently sent to neighboring towns as substitutes. For this work they receive from eight to twelve dollars per week. During the Spring term of 1912 several schools in towns in the vicinity of Keene were carried on entirely by seniors students in relays, four weeks leave of absence being given to each girl for this purpose. The Normal teachers visited the girls while they were thus engaged. This form of practice work proves very helpful and in many cases materially aids the girls who need financial assistance.

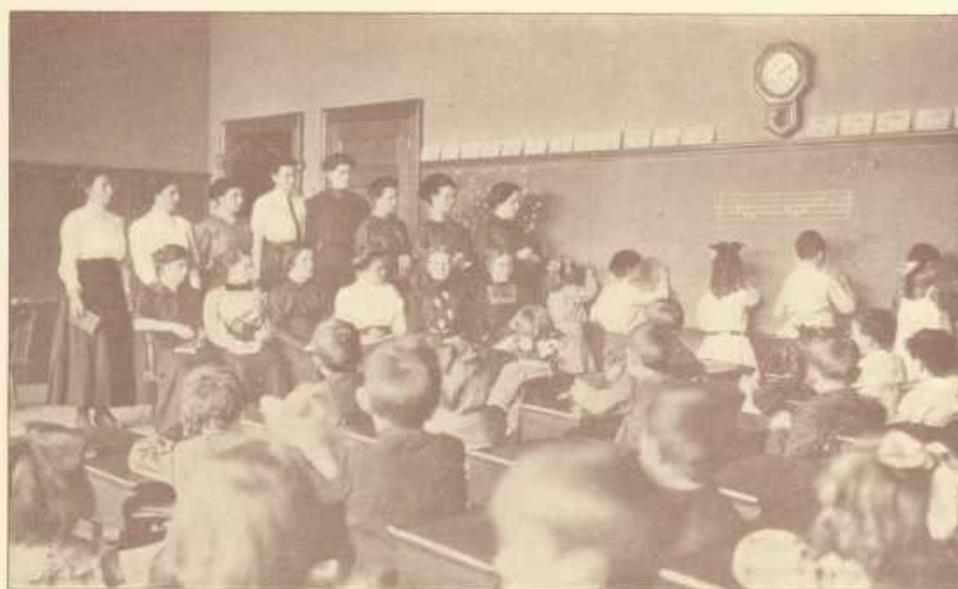
### MODEL DISTRICT SCHOOL.

Such a large proportion of our graduates begin work in district schools it is very essential that they should have special instruction in all the problems pertaining to the one room many-graded school. Accordingly a Model District School, located on the electric car line, only a few minutes' ride from the Normal will be





JUNIORS OBSERVING A GEOGRAPHY LESSON.



JUNIORS OBSERVING LESSON IN PENMANSHIP—GRADE 1.

#### KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

opened in September. This school contains all grades from I to VII. It is proposed to make here a demonstration of how the newer school activities of cooking, sewing, manual arts and nature study can add to the efficiency of the ordinary district school at a comparatively little expense.

The variety and extent of these training facilities enables the school to give thorough practical experience to its students.

#### ADMISSION.

**TWO YEARS COURSE.**—Graduates of approved high schools in New Hampshire, or of schools of equivalent grade in other states, are admitted without examination to this course. Upon graduation they receive a diploma and are entitled to a state certificate.

**ONE YEAR COURSE FOR TEACHERS.**—Teachers of experience are admitted, at the discretion of the principal, to this course without examination. Upon completing the course they receive a diploma. Graduates of this course receive a state certificate after completing fifty weeks of teaching service or upon passing the state examination. Admission to regular courses is at the beginning of the academic year in September, only.

**COLLEGE GRADUATES COURSE.**—Graduates of colleges are admitted to this course and given a diploma at the end of one year.

**SPECIAL PUPILS** are admitted at any time and may join any current classes.

**EXTENSION COURSES** are given on Saturday afternoons for the benefit of teachers of Keene and neighboring towns.

**KINDERGARTEN PRIMARY COURSE.**—A two years course preparing for the teaching of kindergartens, connecting primary, or primary grades. Graduates receive a diploma and a state certificate.



CATALOGUE AND CIRCULAR OF INFORMATION  
HIGH SCHOOL PREPARATION.

Good teachers have two qualifications, personality and academic preparation. The High School diploma is evidence of the latter. The principal of the school should however accompany his certificate with a full and explicit statement concerning the candidate's personality, her disposition, health, tact, attractiveness to children, and common sense. Should she be conspicuously lacking in any one of these qualifications, no amount of normal training will make her a successful teacher and it would be the part of kindness in the principal to advise her to pursue some other vocation.

To those who decide early in their high school course to come to Keene, we would specially recommend a strong emphasis on all their English studies, both oral and written, including composition, spelling, and penmanship. No other study will make for so much success in their normal course as English. A course in Elementary Science is next to be desired, and if the school offers an opportunity to learn drawing from the object and to read music, the pupil should not fail to take these studies.

APPROVED SECONDARY SCHOOLS.

Alton High School	Concord, St. Mary's School
Andover, Proctor Academy	Derry, Pinkerton Academy
Antrim High School	Dover High School
Atkinson Academy	Enfield High School
Bath High School	Epping High School
Berlin High School	Exeter High School
Bethlehem High School	Exeter, Robinson Seminary
Claremont, Stevens High School	Farmington High School
Colebrook Academy	Franconia, Dow Academy
Concord High School	Franklin High School

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Claremont, Stevens High School	Farmington High School
Colebrook Academy	Franconia, Dow Academy
Concord High School	Franklin High School

KEENE. NEW HAMPSHIRE. NORMAL SCHOOL

Goffstown High School	Milford High School
Gorham High School	Milton, Nute High School
Groveton High School	Mont Vernon,
Hampstead High School	Stearns School for Boys
Hampton Academy	Nashua High School
Hanover High School	New Boston High School
Haverhill Academy	New Hampton, Literary Inst.
Henniker High School	New Ipswich, Appleton Academy
Hillsborough High School	New London, Colby Academy
Hinsdale High School	Newmarket High School
Holderness School for Boys	Newport High School
Hopkinton High School,	Northwood Centre, Coes Academy
Contoocook	Pembroke Academy
Jaffrey (East),	Penacook High School
Conant High School	Peterborough High School
Jefferson High School	Pittsfield High School
Keene High School	Plymouth High School
Kingston, Sanborn Seminary	Portsmouth High School
Laconia High School	Rochester High School
Lancaster High School	Somersworth High School
Lebanon High School	Strafford Center,
Lebanon (West) High School	Austin-Cate Academy
Lincoln High School	Stratford High School
Lisbon High School	Tilton Seminary
Littleton High School	Walpole High School
Manchester High School	Warner,
Manchester, St. Anselm's College	Simonds Free High School
Marlborough High School	Whitefield High School
Meriden, Kimball Union Academy	Wilton High School
Merrimack, Reed's Ferry,	Woodsville High School
McGaw Institute	

CATALOGUE AND CIRCULAR OF INFORMATION

Program of Studies.

REGULAR TWO-YEAR COURSE.

Junior Year.

FIRST SEMESTER.

	Periods per week.
Psychology, .....	3
School Management, .....	3
Arithmetic, .....	2
English, .....	
Reading, Spelling, .....	2
Language, .....	2
Penmanship, .....	1
Music, .....	3
Household Arts, .....	4
Observation, .....	1
Practice teaching (with individual), .....	1
	<hr/>
	22

SECOND SEMESTER.

Psychology (nine weeks), .....	4
History of Education (nine weeks), .....	4
School Management, including School Law, School Hygiene, School Decoration, Plays and Games, .....	2
English Grammar and Literature, .....	2
Geography, .....	3
Physiology and Hygiene, .....	2
Music, .....	3
Household Arts, .....	4
Observation, .....	1
Practice Teaching (with small group), .....	1
	<hr/>
	22



KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

Senior Year.

FIRST SEMESTER.

Periods per week.

Pedagogy, .....	2
Rural Sociology, .....	1
English Literature, .....	2
Oral Reading, .....	1
History and Civics, .....	3
Nature Study, .....	4
Manual Arts, .....	4
Drawing, .....	3
Music, .....	1
Observation, .....	1
Practice Teaching, .....	1
	<hr/>
	23

SECOND SEMESTER.

Practice Teaching, .....	15
Nature Study, .....	4
Drawing, .....	2
Manual Arts, .....	2
Music, .....	1
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	24



CATALOGUE AND CIRCULAR OF INFORMATION  
KINDERGARTEN—PRIMARY COURSE.

Junior Year.

FIRST SEMESTER.

	Periods per week.
Psychology, .....	3
School Management, .....	3
Arithmetic, .....	2
Reading, .....	2
Language, .....	2
Penmanship, .....	1
Music, .....	3
Froebelian Theory, .....	1
Rhythmic Songs and Games, .....	1
Occupations, .....	1
Observation, .....	1
Practice Teaching (with groups), .....	1
	<hr/> 21

SECOND SEMESTER.

Psychology (nine weeks), .....	4
History of Education (nine weeks), .....	4
School Management, including School Law, School Hygiene, School Decoration, Plays and Games, .....	2
English Grammar and Literature, .....	2
Geography, .....	3
Physiology and Hygiene, .....	2
Music, .....	3
Mother Play, .....	1
Gifts, .....	2
Games, .....	2
Occupations, .....	1

KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

Observation, .....	1
Practice Teaching (with groups), .....	1
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	24

Senior Year.  
FIRST SEMESTER.

Pedagogy, .....	2
Rural Sociology, .....	1
Kindergarten Pedagogy, .....	3
Stories, .....	2
Games, .....	1
Nature Study, .....	4
Manual Arts, .....	4
Drawing, .....	3
Music, .....	1
Observation, .....	1
Practice Teaching, .....	1
	<hr/>
	23

SECOND SEMESTER.

Practice Teaching (9 weeks in kindergarten and 9 in primary grades), .....	15
Nature Study, .....	4
Drawing, .....	2
Manual Arts, .....	2
Music, .....	1
	<hr/>
	24

CATALOGUE AND CIRCULAR OF INFORMATION  
EXPERIENCED TEACHER'S COURSE.

One Year.

FIRST SEMESTER.

(Required.)		Periods per week.
Psychology, .....		2
Pedagogy, .....		2
Observation, .....		1
(Electives.)		
Arithmetic, .....		
Elementary English Grades, I-IV.		
Reading, Spelling, .....		2
Language, .....		2
Penmanship, .....		1
Advanced English.		
Literature, .....		3
Oral Reading, .....		1
History and Civics, .....		3
Household Arts, .....		4
Nature Study, .....		4
Manual Arts, .....		4
Drawing, .....		3
Music, .....		2

SECOND SEMESTER.

(Required.)		
Psychology, .....		2
Pedagogy, .....		2
Observation, .....		1

KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

(Electives.)

English Grammar and Literature, Grades V-VIII, .....	2
Geography, .....	3
Physiology and Hygiene, .....	2
Household Arts, .....	4
Nature Study, .....	4
Manual Arts, .....	2
Drawing, .....	2
Music, .....	2
Practice Teaching, .....	

In addition to the five periods of required studies, students must elect at least eighteen hours the first semester and fifteen hours the second semester and in addition must do enough practice work to satisfy their instructors that they can apply the principles which they have studied.

DETAILS OF PROGRAM OF STUDIES.

PSYCHOLOGY I.

The course is intended to serve as an introduction to educational psychology, pedagogy, and education.

It aims primarily to teach the student to psychologize, and in addition, it attempts to give such a knowledge of the facts of adult psychology as shall form a foundation for more advanced study and research. While an attempt is made to touch upon all the important phases of the subject, the following topics are emphasized: sensation, sense-perception, association, memory, habit, instinct, emotion, attention, will.

Individual and class experiments are introduced, both for demonstration and for illustration of general principles.

## CATALOGUE AND CIRCULAR OF INFORMATION

### PSYCHOLOGY II. OR EDUCATIONAL PSYCHOLOGY.

The aim in the course in educational psychology is to present the applications of psychology to specific educational problems.

As an introduction to the subject, a brief study is made of the psychological development of the child up to the time of his entrance into school. The remainder of the course is devoted to a consideration of the following topics: the development of mental ability during the school years; the differences of children and adults in respect to sense-perception, apperception, association, memory, attention, suggestibility, imitation, ability to learn; individual appearances; the external and internal conditions of mental work; the best methods of learning; fatigue; the relation of mental and physical work; the psychology of language; the psychology of reading, writing, spelling, arithmetic, and drawing.

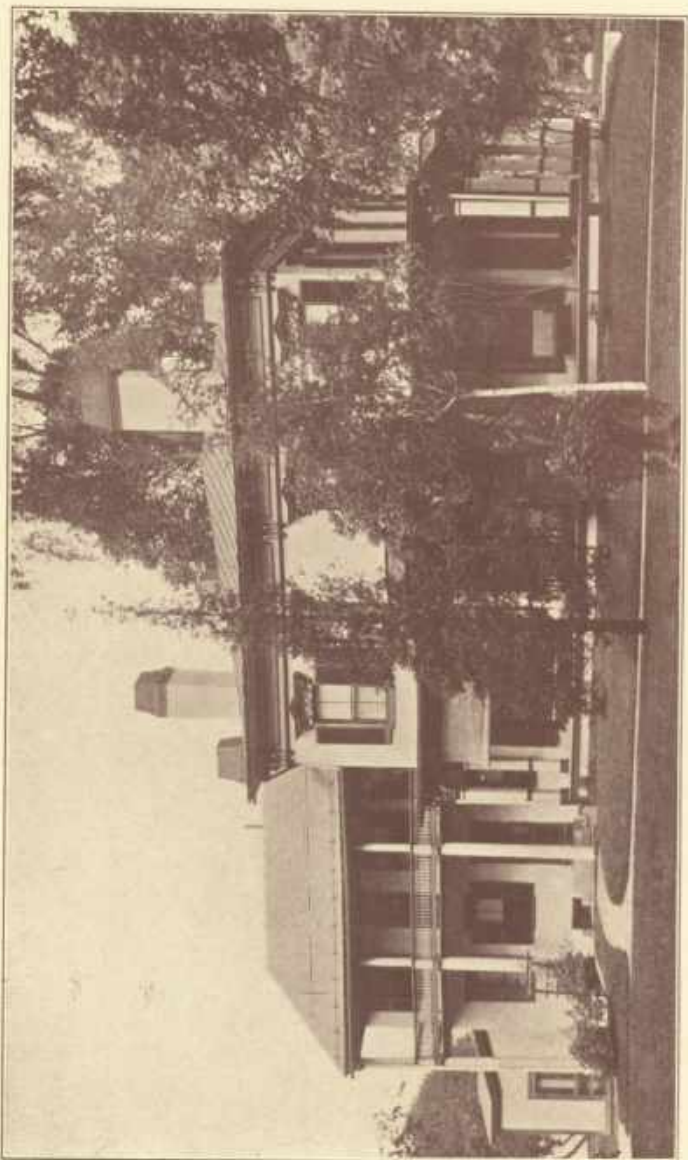
### HISTORY OF EDUCATION.

The course in the History of Education covers one-half of a semester, four periods a week being devoted to the subject.

The first part of the course includes a study of the educational development from primitive culture down to the present time. The doctrines and theories of each period are considered from the standpoint of their bearing upon present ideals. Considerable attention is given to the accomplishments of the most noted educational reformers with a careful summary of the contribution made by each one to educational advancement. Monroe's Brief Course in the History of Education is the text-book used, but frequent references are made to the works of Davidson, Compayre, Kemp, Seely, Quick and other standard texts. Occasional extracts from the educational classics, such as Rousseau's *Emile*, Froebel's *Education of Man*, etc., are made.







PRINCIPAL'S RESIDENCE.

#### KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

The latter part of the course emphasizes the development of American Education, closing with a critical discussion of the distinctly modern movements and tendencies. Special attention will be given to the growth of education in New Hampshire. Dexter is the text-book more frequently used, but constant reference is made to the works of Barnard, Martin, Hinsdale, Boone and Butler.

#### PEDAGOGY.

The course in Pedagogy is designed to follow the course in Psychology and the former is closely correlated to the educational phase of the latter. Three periods a week is given over to the discussion of this subject.

This course aims to emphasize the actual class-room application of psychological principles. General methods are studied with the view of creating a genuine professional attitude that may be intelligently employed in the class-room. The observation work in the model school serves as a basis for critical discussion. Bagley's *Educative Process* is the text-book used, but the writings of nearly every prominent educator are drawn upon to supplement this text. Thorndyke, Rowe, Home, Dexter and Garlick and many others are freely employed.

#### PEDAGOGY FOR TEACHERS' COURSE.

Two hours a week for one year. This is a course in Education designed to fit the needs of those students who take the one year teacher's course. The course includes, not only a study of the principles of education, but also school management and school sociology. This combination makes of the course a condensed treatment of all phases of technical education. The experience and maturity of students of this group is presupposed and, therefore, more attention to the advanced problems of education will be undertaken. The texts for the most part will be the same as those used in the regular courses in technical subjects.

## CATALOGUE AND CIRCULAR OF INFORMATION

### RURAL SOCIOLOGY.

A study of certain educational forces and ideals which are above and beyond the technique of instruction is made a part of the course of Pedagogy of the senior year. The following list of topics suggests the scope of this course:

- Personality of Teacher.
- Teacher's Growth.
- School and Community.
- School as a Social Center.
- Affiliated Interests.
- Cultivation of Craft Ideals.

In taking up such topics, especial emphasis is laid upon the problems arising in the rural schools. It is in such schools that the principles involved in the above topics need to be well established.

This course is given once a week during one semester of the senior year. No regular text is used. Informal discussion based on reading and observation forms the chief part of the treatment.

### SCHOOL MANAGEMENT.

Three periods per week during one semester. This course aims to prepare pupils to actually meet the problems of the school-room. The routine factors such as habit-building, making of a daily program, attendance and discipline are first considered. Observation in the model school forms a basis for class discussion, while this practical work is fortified by text-book work upon the theory. After the routine factors have been treated, attention is directed toward the judgment factors of management. Lastly there is an intensive treatment of the technique of instruction. In this section, the planning of work is made important, each type of lesson being adequately treated. Bagley's Classroom Management is the basis for the theoretical work, but all other works on management that are available are constantly consulted.

## KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

### SCHOOL HYGIENE, DECORATION AND GAMES.

During the second semester of the Junior year, the principles of school hygiene, decoration and games are considered. The course follows that on school management and is closely correlated to it. A careful examination into the proper physical conditions of school site, building and rooms is first undertaken. Then follows a discussion of personal hygiene with some attention to the matter of infectious diseases and medical inspection. The work in physiology is strengthened by a further insight into the underlying forces of sanitation and health.

The matter of decoration is taken up from both the hygienic and the aesthetic point of view and is thereby correlated with the art department's work.

Games are considered from the point of view of their educational value. Both the physical and ethical sides are emphasized, the emphasis being laid on the bearing that games have upon development.

### SCHOOL LAW.

In compliance with the state statutes a study of the school law of New Hampshire is made. Those laws which most directly concern the actual duties of the teacher are given the more intensive treatment.

### READING METHODS.

This course gives a brief history of reading as to materials selected and methods previously used that the present day standards may be more clearly understood.

Theory and purposes of the various methods as alphabetic, word, sentence, phonic, etc., discussed also the systems as Rational, Natural, Comprehensive, Aldine, Gordon, etc., which are based on these various methods.



#### CATALOGUE AND CIRCULAR OF INFORMATION

The work of the course is divided into three divisions: Primary, intermediate and advanced, that the aims, sources of materials, problems in phonics, methods of study, right and wrong habits may be more practically and effectively stated.

Meaning and methods of teaching correct breathing—its relation to good oral teaching, emphasis, tones—kinds, pauses, force, pitch, articulation, enunciation, inflection and hygiene of reading in all the grades are carefully considered.

Through discussion and demonstration of the principles underlying, together with a thorough knowledge of literature and methods, this course aims to equip the teacher to meet the difficulties and understand the needs of the child in any grade, that his imagination may be stirred, his ambitions aroused, and a love for reading and good literature result.

The observations in the practice schools are planned to cover all phases of this work.

#### SPELLING.

In connection with the Elementary English and Reading, methods of teaching spelling, discussion of spelling lists, devices for correcting and reviewing will be considered once a week. As far as possible efforts will be made to assist those students who come to the normal deficient in ability to spell correctly.

#### PENMANSHIP.

The study of penmanship includes drill in forearm movements, methods of presenting the same in each grade, instruction in the mechanics of penholding, position of body, arms, feet, instruction and practice in the use of the Ayre chart for measuring penmanship.

#### ELEMENTARY ENGLISH.

A study of literature for children will be made in a sufficiently detailed way to give a good basis for the appreciation, selection and presentation of the best and most suitable material for the kindergarten and elementary grades.

#### KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

Myths, fables, legends, animal, nature, history, Bible and realistic stories, humorous tales, rhymes and poems will be considered from a psychological and pedagogical standpoint. A careful classification of this material will be made according to its fitness for various ages and purposes.

Practical application of the principles given in theory will occur in the telling and reading of stories to the children and class, dramatization, telling stories by means of pictures, writing of good short stories, condensing and adapting stories for use in the various grades and in the making of literary programs for special days.

Observations in the practice schools will furnish suggestive ideas as to the use of this material and the correlation of literature with the other subjects in the school curriculum.

#### ARITHMETIC.

The aim of the course is to give the student such a training as shall secure the greatest efficiency in the teaching of arithmetic.

Of all subjects in the curriculum, arithmetic is, perhaps, the one to which the average high school graduate comes with the least comprehension of the real nature and significance. Now, no teacher can make vital to a child what she regards merely as a clever juggling with figures. It is evident, then, that a course which attempts to turn out a capable teacher, must bring the student to a realization of the reasonableness and logic of the science of arithmetic and to an understanding of its relationship with other sciences and with the practical problems of every day life.

In the particular course in question, the method of attack is to plunge the pupil at once into the psychology of number. Accordingly, a study of the development of the conception of number in the race and in the individual is undertaken. A careful analysis is then made of the decimal notation, of the four fundamental

#### CATALOGUE AND CIRCULAR OF INFORMATION

operations, of common and decimal fractions. The teaching of these important topics is also considered. So far as seems advisable, the seminary method is followed in conducting the class. Special topics in business arithmetic are assigned for investigation and presentation and opportunity to preside over the class is given to each student.

#### HISTORY.

The work in history follows along the lines adopted by the state for the teaching of history in the elementary schools. Methods of teaching and the planning of lessons in the various grades are discussed. Stories are selected from Indian legends and folk-lore, from the myths and from early colonial history. These are adapted and told in a manner suitable for the elementary work in history.

Following this, a rapid but concise study is made of Grecian and Roman history. The principles for which each nation stood, and the nation's additions to the advancement of culture and society are carefully studied.

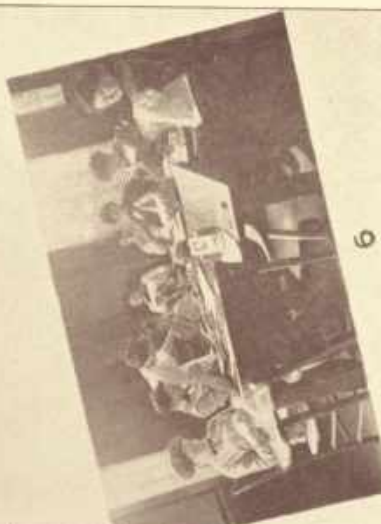
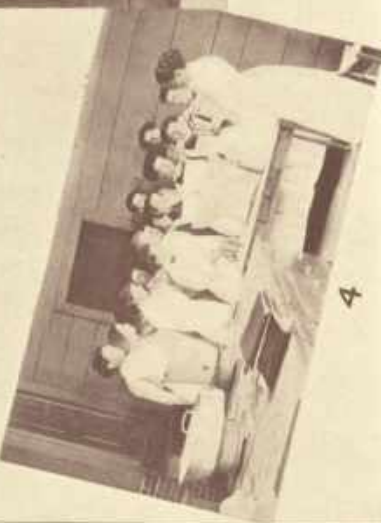
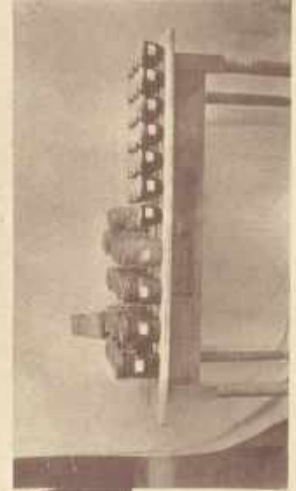
A study is made of the colonization period in American history and of other critical periods such as the struggle for Independence and the establishment of the Federal Government. History is studied from the geographical standpoint by the use of a historical outline map-books. Collateral reading in historical poetry and fiction is required.

#### NATURE STUDY.

Prof. L. H. Bailey of Cornell says: "Nature Study gives the child a sense of companionship with life out-of-doors and an abiding love of nature. If Nature Study as taught does not make the child love nature and the out-of-doors, then it should cease. However if the love of nature is in the teacher's heart there is no danger."







1. Cooking the Breakfast. 2. September Problem. 3. A Lesson in Cleaning. 4. Juniors Studying Traps. 5. A Lesson in Table Setting. 6. The Sewing Room.



#### KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

This is the key note of our work at Keene. The aim of our nature course is to implant in the hearts of our embryo teachers the love of nature. To a certain extent we must study *about* natural objects. The High Schools have so completely neglected this side of their graduates' training that the Normal School has to make a part of its work academic. But for the most part we *study the things themselves*, plants and animals, not as dead specimens, but living organisms, and concern ourselves especially with their functions, how they grow, live and act.

We follow no hard and fast course, but beginning in the fall with bulb planting, a study of seeds and insects, and nature's preparation for the long winter, we continue our work in the splendid greenhouse, one hundred and twenty-five feet long and twenty-four feet wide, with which the school is equipped. In the spring we finish our work in an our-of-door garden on the campus. In this garden are raised most of the common vegetables, a dozen varieties of flowers and various beds of agricultural staples, such as oats, wheat, rye, alfalfa, cotton, peanuts, sorghum, etc.

The vegetables raised in the garden are used by the cooking class in their lessons.

In addition to this each girl in the nature study class makes an intensive study of at least one project, such as poultry raising, bee-keeping, gypsy and brown-tailed moths, corn raising, winter bird feeding, aquarium making, etc., and prepares a chart showing the characteristics of two of our common trees.

The children of the fifth grade have a garden which is under the care and direction of the Nature Study class.

The admirably conducted Pine Tree Nursery located in Keene offers a splendid opportunity for the study of the elements of forestry. An illustrated lecture on Forestry is given each year by Mr. Robert Faulkner, a member of the New Hampshire Forestry Commission.

## CATALOGUE AND CIRCULAR OF INFORMATION

### GEOGRAPHY.

The course in geography contemplates; first, the enlargement of the student's knowledge of geography and its meaning and place in the child's life; second, training in interpretation of courses of study and the planning and presentation of lessons; and, third, training in the collection, preservation and use of materials. A large part of the work is given to the study of type lessons from the geography of North America and Europe with occasional brief applications to other continents. The physical side is studied as the dominant factor in man's environment and a determining factor in man's progress. What man does and how and why he does it, is the chief object of the study. Aside from its geographical content each lesson is planned to illustrate a method or principle in teaching. A portion of each term is given to courses of study, plans and materials, and methods of presentation of work in the various grades.

Lantern slides and stereoscopic views are made use of in all phases of the geography work. Special emphasis is laid upon the industrial and commercial sides of geography. Occasional trips will be made to industrial plants and walks will be taken for observation of geographic phenomena.

### PHYSIOLOGY.

Health being the first consideration in the life activities of a really valuable citizen, the work of the course in physiology is made to form a basis for correct living. The subject matter is presented very largely by the object lesson and laboratory plan of work. The aim is to give the pupils a thorough knowledge of the workings and requirements of the human body, which knowledge can be used for their own betterment and for the instruction of others.





"WE MADE THESE OURSELVES."



NORMAL STUDENTS IN SHOP WORK.

#### KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

Special emphasis is laid upon a knowledge of health and sanitation both personal and public. A special study is made of uncleanly and careless conditions and care of self and for injuries which are likely to lead to contagious diseases. The general trend of the work is not toward the scientific but toward what will be of practical benefit and capable of application by the teacher and the grade student. The course is supplemented by a series of practical talks by the local physicians.

#### MANUAL TRAINING.

##### *First semester. Eighteen weeks.*

The work of the first semester is devoted to bench problems in wood-working.

Four weeks. Learning to plane and saw. Problem: Waste paper basket.

Three weeks. Simple joinery. Problem: Flower-pot rest.

Five weeks. Learning the use of other tools; also glueing and clamping. Problem: Book-rack or taboret.

Two weeks. Learning to sketch problems and make working drawings of the problems studied.

Two weeks. Learning the sharpening and care of the tools; the care of the benches; the staining and finishing of the various problems studied.

Two weeks. Learning the simple repairing that a boy should be able to do about a home.

It is intended that this course shall enable the teacher to successfully handle the problems in wood-working, suggested by the State Course for the Sixth, Seventh, and Eighth grades.

##### *Second semester. Eighteen weeks.*

The work of the second semester is devoted to problems in other fields of manual training.

Four weeks. Reed basketry. Problems: Mat, basket, and serving tray.



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Four weeks. Raffia basketry. Problems: Braided raffia mat or basket. Basket in lazy-squaw stitch or soft coil.

Note.—Plans and designs are drawn for the baskets. The raffia is dyed with vegetable dyes. Much of this work in basketry is done as outside required work.

Four weeks. Weaving. Problems: Paper mats. Jute rug (the loom being previously made.) Some article made on card-board loom.

Four weeks. Paper and card-board construction. Problems: Christmas and Easter cards. Basket and boxes. Simple book-binding, using notes and plans made during the year.

Two weeks. Studying the life history of the different materials used in the construction work of the two semesters.

#### TEACHER'S MANUAL ARTS COURSE.

This course is intended for students taking the one year course. The work includes both drawing and construction work. The emphasis is laid on the elementary side of the work.

Eight weeks. Drawing and painting leaves, autumn flowers, vegetables.

Four weeks. Drawing and painting buds, spring flowers.

Four weeks. Study of color.

Ten weeks. Raffia basketry. Problems: Napkin ring, table mat, raffia doll. Braided raffia mat, basket or bag, coiled basket.

Four weeks. Paper construction. Problems: Christmas baskets and boxes. Cards. Simple book-binding of notes made during the year.

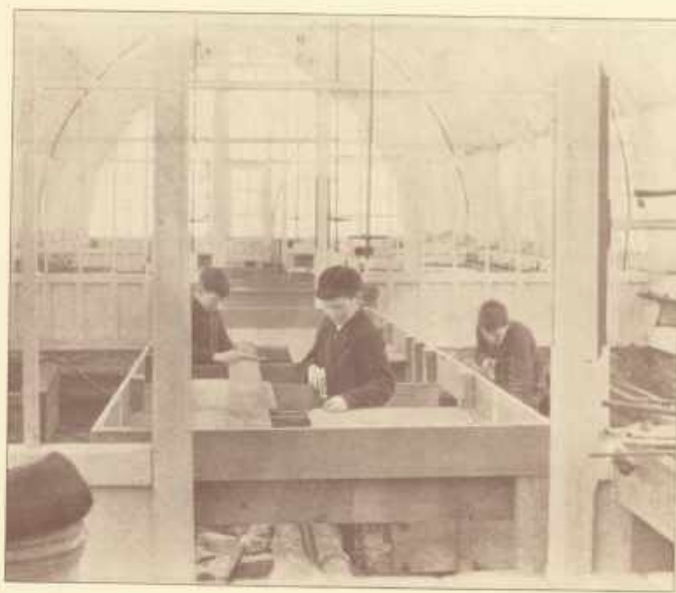
Four weeks. Weaving. Problems: Bogus paper mats, oil-cloth mats and splints, jute ring on loom. Some article on card-board loom.

Two weeks. Studying the life history of the different materials used in the construction work. Dyeing raffia. Making plans and working drawings.





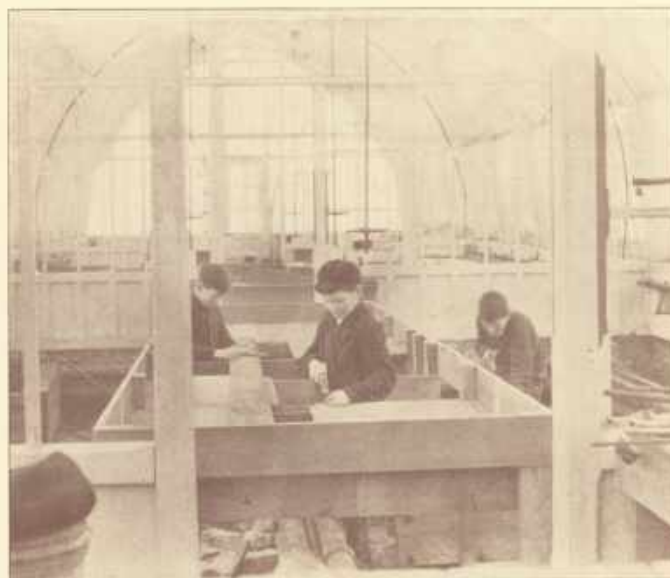
PRACTICE SCHOOL PUPILS LAYING A PIER FOR A LILY POND IN THE GREENHOUSE.



PRACTICE SCHOOL PUPILS BUILDING BENCHES IN THE GREENHOUSE.



PRACTICE SCHOOL PUPILS LAYING A PIER FOR A LILY POND IN THE GREENHOUSE.



PRACTICE SCHOOL PUPILS BUILDING BENCHES IN THE GREENHOUSE.

KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

COOKING.

TIME. Eighteen weeks.

Four hours laboratory work per week.

One hour recitation requiring one hour of preparation per week.

CONTENT.

Two weeks. Principles of food preservation.

Three weeks. Preparation of cereals, vegetables, and study of starch.

Four weeks. Flour mixtures, eggs, cheese, study of flours, baking powders, etc.

Two weeks. Sugar, salads, and frozen dishes.

Two weeks. Meats and fish.

Five weeks. Review of principles through combinations as for meals, menu-making, serving, marketing.

NOTES.

Throughout the course as occasion demands or time permits, lessons in household sanitation with special reference to kitchen, pantry, etc., also lessons in household processes as sweeping, dusting, and care of minerals, metals, and woods.

The work outlined covers the work prescribed for Grades 7 and 8 in the State Program.

AIMS.

1. To teach by typical lessons the principles involved in the work outlined in the State Program.

2. To afford opportunity for planning and presenting lessons under supervision.

3. To establish habits of neatness, accuracy, thoroughness, etc.

4. To acquaint students with the literature of the subject.



## CATALOGUE AND CIRCULAR OF INFORMATION

5. To lead to an understanding of the educational value of domestic science, in the words of the State Program, "(a) in developing higher coordinations of brain and muscle. (b) in putting pupils in concrete relations with the industrial basis of the modern world."

### SEWING.

TIME. Eighteen weeks.

Four hours laboratory work per week.

One hour recitation requiring one hour preparation per week.

#### CONTENT.

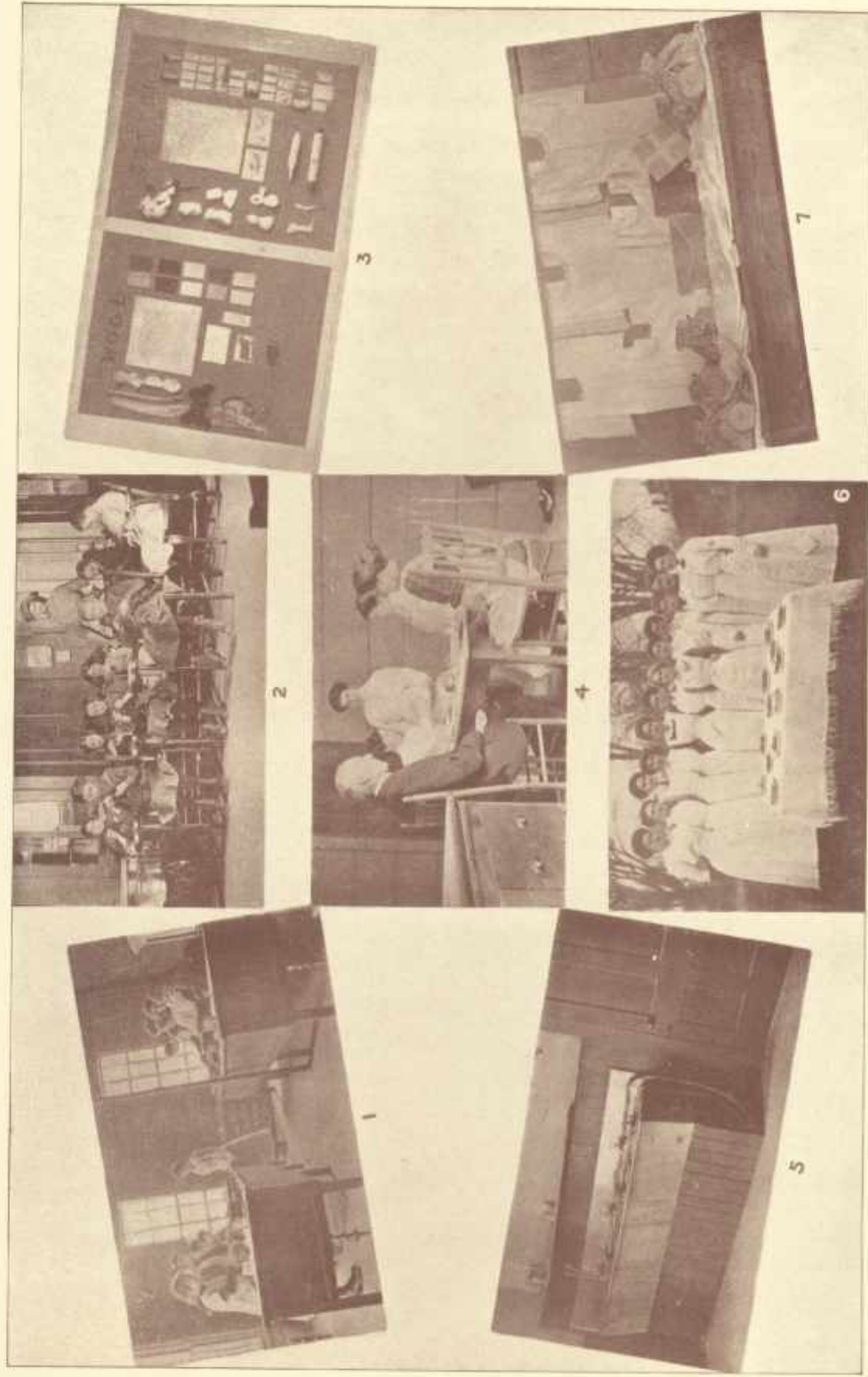
1. Plain stitches,—basting, gathering, backstitching, overcasting, overhanding, hemming, etc.
2. Ornamental stitches,—featherstitch, catch-stitch, hem-stitching, blanket stitch, etc.
3. Seams,—plain, French, fell.
4. Mending,—darns, patches, sewing on of buttons, hooks, etc.
5. Buttonholes.
6. Taking measures and cutting from patterns.
7. Use of sewing machine and attachments.
8. Study of textiles.
9. Laundering and cleaning dress goods.
10. Problems of dress, home and school decoration, etc., as time permits.

#### NOTES.

This includes all work outlined for Grades 6, 7 and 8 in State Program.

Stitches, seams, buttonholes, etc., are not taught as such, but as they are needed in the making of garments and other finished products.





1. Senior Teaching Cooking to Grade VIII. 2. Senior Teaching Stocking Darning. 3. Textile Charts Made by Students. 4. Cooking Class Serving a Breakfast.  
5. A Corner of the Laundry. 6. A Salad Lesson. 7. Some Sewing Problems.

#### KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

##### AIMS.

1. To familiarize future teachers with the content of the State Program and to give them actual practice in the work outlined therein.
2. To afford practice in teaching the work under supervision.
3. To furnish a basis of reference material.
4. To develop an appreciation of beauty through simplicity, utility, and suitability that will find concrete expression in dress, school and home.
5. To give a broader outlook on the possibilities of domestic art in the public schools through an understanding of its educational aims as,
  - (a) Physical. (b) Ethical. (c) Social.

##### DRAWING I.

First semester of senior year. Three hours per week.

A study of the Principles of Design.—The arrangement of composition in the simple, square, different-sized rectangles, and the circle, is carefully considered. Simple landscapes and their correct spacing are studied. Symbolic designs for book-covers, rugs and wall-paper, are made. The work is done in crayon, charcoal and water colors.

##### DRAWING II.

Second semester, senior year. Three hours per week.

A study of the Principles of Perspective and the harmony and relations of colors. Drill is given in the teaching of the rules for circular, parallel and angular perspective in the grades. Landscapes, flowers and objects done in the medium of pencil, crayon and water colors. As far as possible, the work of both terms is correlated along the lines of the Applied Arts Drawing Books.

## CATALOGUE AND CIRCULAR OF INFORMATION

### MUSIC.

It is generally conceded that the study of music has become, by a gradual growth, an important factor in public school education. The time has passed when music can be taught in a desultory or superficial manner. There must be a definite aim and reason for its being taught. Briefly stated, the aim should be as follows: first, to teach the language of music, its sounds and symbols for reading and singing; second, to develop the emotional and aesthetic sense; third, to develop an appreciation of good music.

The teacher of today must have a thorough preparation in this important subject, a lack of which often militates against securing a good position. The normal course offered in music is a practical one. The subject will be considered wholly from the standpoint of the class-room. Its ultimate end, the relation to and effect upon the child, will be kept constantly in mind.

The course in outline is as follows:

Subject matter.—The signs and symbols of music notation, the principles of rhythm, etc., as taught in a system intended for public schools. Singing practice will accompany each step of this course; in short, the student must show a certain proficiency and practical knowledge of the fundamentals in music before taking up the methods and application. This will constitute the larger part of the year's work.

Methods and application.—The study of lesson plans and general pedagogy as applied to music. Practice teaching in normal student classes. Observation and practice teaching in children's classes.

During the course, all phases of the work will be touched upon. The problems to be met with, for example the treatment of monotones, will be thoroughly discussed from time to time.



KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

THE KINDERGARTEN-PRIMARY COURSE.

The Kindergarten-Primary course, which will be begun September, 1912, prepares students to teach in a kindergarten or in any of the first four grades. Students are received in September only. Ability to sing and play the piano will add greatly to the success of students in this course.

Students in this course will begin at once observation in the kindergarten school which is held in the Winchester Street School on the Normal grounds, and their discussions and conferences on Froebelian Theory, Gifts, Games, Stories, Plays, Programs-making and Mothers' Meetings will be based upon these observations in the kindergarten. The kindergarten will be divided into groups and each student will begin early in the fall term of the Junior year to teach one of these groups, and will also assist in individual instruction in the primary grades. All theory will be based on actual school room observation and experience.

EXPENSES.

Tuition is free. There are no fees. Pupils are expected to teach in New Hampshire for as long a period as they attend the school. There is no dormitory at Keene, but many of the refined and cultured homes of its people have been hospitably thrown open to Normal pupils. Rooms can be secured at very reasonable rates and excellent meals at \$3.50 per week. Many girls, in small groups, are reducing their total expenses to \$3.50 or less a week, by getting their breakfasts and suppers at their lodgings, and taking their dinners out. Many people rent rooms allowing the girls the privilege of using the kitchen stove, cooking utensils and dishes of the household for the morning and evening meal.

## CATALOGUE AND CIRCULAR OF INFORMATION

Several of the girls find opportunities to earn part or all of their living expenses by waiting on the table, assisting at household duties and in other ways. Seniors are often sent out to substitute at \$10.00 per week. Pupils who need to economize in this way should make early application for such opportunities.

### EXTENSION COURSES, LECTURES, ETC.

#### EXTENSION COURSES.

The faculty of the school feel that one of the important functions of a Normal School is to offer facilities to teachers in the vicinity for professional improvement.

During the past year an extension course in Psychology has met on Saturday afternoons and been attended by teachers of Keene and neighboring towns.

A class in charcoal sketching has also met regularly on Thursday evenings.

There have been requests for classes in other subjects, and it is expected that extension classes in Nature Study and Household Arts will be offered next winter.

Several of the pupils of the school take advantage of the unusually fine opportunity to secure practice in chorus singing by joining the Keene Chorus Club, one of the finest musical organizations in New England. Two concerts are given each year.

#### SATURDAY AFTERNOON LECTURES.

Somewhat of the same nature as the Extension Courses are the Saturday afternoon lectures, although these are planned with special reference to the needs of the pupils and the public invited to attend.

The following have been given during 1911-1912.





MAY DAY AT KEENE NORMAL, 1911.

KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

COURSE IN MUSICAL APPRECIATION.

How to Listen to Music, Mr. Clayton Hotchkiss  
Assisted by the Misses Hazel Geddes and Beatridge Tucker of  
Winchendon, Mass.

Development of Music. The Early Composers, Mr. Hotchkiss  
Assisted by the Unitarian Church Choir.

Development of Music. The Modern School, Mr. Hotchkiss  
Illustrated by Victor Machine Selections.

An Hour with Grieg, Mr. Chester Haviland Crane Dudley  
Illustrated by Piano Selections.

An Hour with the Opera, Mr. Nelson C. Coffin  
Illustrated by the Victor Machine.

An Afternoon with Liszt, Program by the Keene Music Club  
Lecture by Mrs. Frances Mackintosh.

Piano Illustrations:

Mrs. Frank Huntress, Mrs. Harrie MacGregor,  
Mr. C. H. C. Dudley

Violin Selections, Mrs. Edith Christie Miller.

GOOD HEALTH TALKS.

First Aid to the Injured, Dr. Herbert Faulkner  
With Illustrations and Drill in Bandaging by Elliot City  
Hospital Nurses.

Care of the Eyes and Ears, Dr. Arthur A. Pratte

TRAVEL TALKS.

A Journey Through Scotland, Miss Jane Elliot  
Illustrated by the Stereopticon.

The stereopticon and victrola have both proved themselves  
important educational agencies, and we are planning to use them



#### CATALOGUE AND CIRCULAR OF INFORMATION

more frequently next year. We hope to have a victrola of our own, and by frequent use of the standard records make students familiar with the master pieces of the great composers.

#### COURSE IN ART APPRECIATION.

A series of Art Appreciation lessons has been planned for the Saturday afternoons of next year, and the health talks, travel talks, and industrial talks with stereopticon views will be continued.

#### MISCELLANEOUS.

##### PHYSICAL EXERCISE.

The ample grounds of the school afford splendid opportunities for out door games. Basket-ball, croquet, tennis, archery and school games are all enjoyed in their season.

##### SOCIAL LIFE.

All work and no play makes Jill a dull girl, as well as Jack a dull boy. The social side of life is not neglected. The Young Peoples Societies connected with the churches of Keene show their hospitality by receptions at the commencement of the fall term. A reception to the new girls by the seniors, a Hallowe'en party, a mid-winter reception and dance, Mountain Day, and similar simple social events vary the routine of study.

##### TOMATO CLUB.

To incite interest in Nature Study in the schools of southwestern New Hampshire the Nature Study Department has organized a *Tomato Club*, which has already enrolled a membership of over a thousand pupils from Keene and the surrounding towns. Seeds were provided free to all members and generous promises for prizes have been made by the local Granges. A *Tomato Day* will be held in September.





SENIORS OBSERVING THE DRAMATIZING  
OF "HIAWATHA" IN GRADE 1.



NATURE STUDY. A POULTRY PROJECT.  
FEEDING THE SITTING HEN.



MAKING CHICKEN COOP.

KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

NATURE STUDY LEAFLETS.

A series of Nature Study leaflets is issued by the school for the assistance of New Hampshire teachers. These leaflets give detailed instruction for simple lessons in Nature Study and are sent free to teachers, superintendents, and school committees of the state upon request.

The numbers already printed are as follows:

October, 1911, ..... Bulb Gardens.  
November, 1911, ..... Apple Growing. The Fruit.  
January, 1912, ..... Apple Growing. Insect Enemies.  
February, 1912, ..... Apple Growing. The Tent Caterpillar.  
March, 1912, ..... Apple Growing. Buds and Branches.

GRADUATES REGISTRATION BUREAU.

A Normal School has not fulfilled its mission when it has given the graduate her diploma. It should keep her constantly in view, alert to assist her financial and professional advancement.

Accordingly a careful and complete record is kept of each graduate, where she is teaching, her grades, salary, etc., with the opinion of the superintendent or chairman of the school committee under whose jurisdiction she is carrying on her work. This Bureau enables the school to be of great advantage both to its graduates and to school boards, bringing together the teachers of successful experience who wish for promotion and advancement, and the superintendent or committee man who can offer them better opportunities. Correspondence with school officials is cordially invited.

CATALOGUE AND CIRCULAR OF INFORMATION

ALUMNAE REUNION.

The first mid-winter meeting of the Alumnae was held at the school on Jan. 19, 1912. A dinner was served by one division of the senior cooking class. The members of both alumnae classes voted to contribute for a class gift to be presented at commencement 1912.

OFFICERS OF CLASS OF 1911.

Miss Agnes Barrett, ..... President.  
Miss Blanche Chandler, ..... Vice-President.  
Miss Leita Dodge, ..... Secretary and Treasurer.

REGISTER.

GRADUATES.

Class of 1910.

COLLEGE COURSE.

Josephine Holt Howes, ..... Portsmouth.

ONE YEAR COURSE.

Catherine Matilda Willoughby, ..... East Swanzey.

Marietta Isabelle Willoughby, ..... Marlboro.

Nina May Ball, ..... Contoocook.

Bertha Sara Merriam, ..... Marlboro.

ONE YEAR COURSE.

1911

Millicent Belle Ross, ..... Walpole.

Catherine Leola Bowles, ..... Lisbon.

Fannie May Conrad, ..... West Swanzey.

Mrs. Carroll Melburn Sawtelle (nee Hattie Jordan), ..... Canaan.

Katie Fales Nichols, ..... Peterboro.

Helen Maud Patterson, ..... Claremont.

Alice Marion Guillow, ..... Troy.



# KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

## TWO YEAR COURSE.

Agnes Frances Barrett, .....	Walpole.
Marie Antoinette Bergeron, .....	Ashuelot.
Hattie Blanche Chandler, .....	Keene.
Winifred Helen Cheever, .....	Chesham.
Elva Miller Clark, .....	Charlestown.
Mary Ellen Coll, (attended 3 terms) .....	Hinsdale.
Vina May Davis (attended 1-2 term), .....	Chesterfield.
Martha Leita Dodge, .....	Keene.
Ethel Maud Farley (attended 3 terms), .....	Worcester, Mass.
Bessie Mary Hubbard, .....	Charlestown.
Helen Pauline Heath (attended 6 terms), .....	Washington.
Gertrude Lucretia Kingsbury, .....	Ashuelot.
Ida Wilhelmina Lindquist, .....	Durham.
Alice May Lord, .....	Newington.
Mrs. Nelson (nee Carrie Watkins), .....	Walpole.

## TWO YEAR COURSE.

Bertha La Blanche Ramsey, .....	Charlestown.
Emma Elmira Reed, .....	West Freemont, Maine.
Florence Elise Russell (attended 3 terms), .....	Keene.
Alice Melvina Thomas (attended 1 term), .....	Keene.
Ruth Lawrence Wiswall, .....	Penacook.
Bessie Eva White (attended 3 terms), .....	Marlboro.

CATALOGUE AND CIRCULAR OF INFORMATION  
STUDENTS.

Class of 1912.

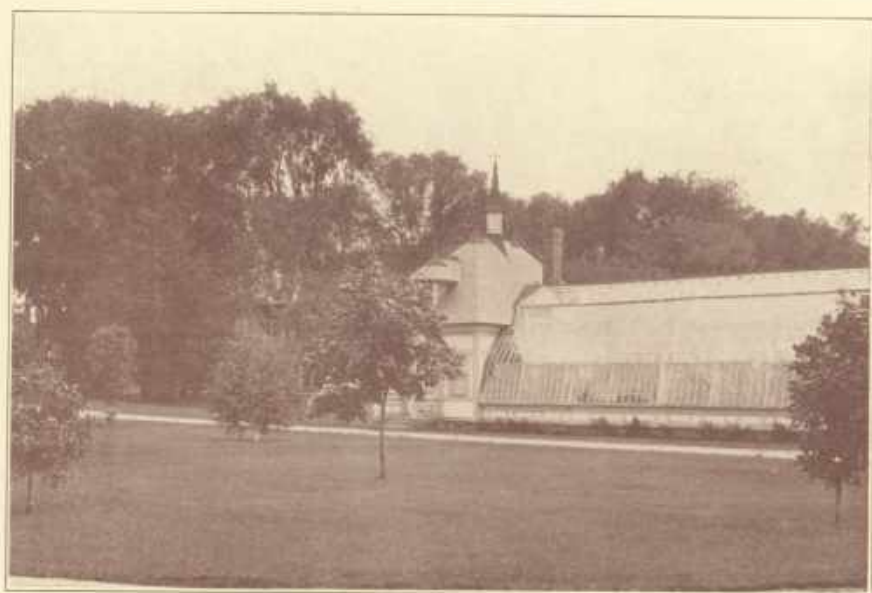
ONE YEAR COURSE

Rachel Evelyn Andrews, .....	Bradford.
Louise Augusta Aldrich, .....	Keene.
Mary Gertrude Cole, .....	Warner.
Blanche Christine Follansbee, .....	Enfield.
Gertrude Johnson, .....	Newport.
Mildred Emeline Green, .....	Chester.
Bessie Maud Hardy, .....	Haverhill.
Sara Adeline Lucas, .....	Wolfboro.
Georgia Isabelle Kendall, .....	Fairlee, Vermont.
Irene Elizabeth Laffee, .....	Enfield.
Minnie Sarah Ripley, .....	Marlboro.
Maude Asenath Styles, .....	Peterboro.
Florence Lillian Truell, .....	Enfield.
Alberta Hope Veasey, .....	Hancock.

TWO YEAR COURSE

Bertha Brickett Ames, .....	Milford.
Blanche Adelaide Browne, .....	Keene.
Clara Ella Campbell, .....	Winchester.
Doris Elene Cantlin, .....	Hinsdale.
Mabel Mary Cogswell, .....	Henniker.
Edith Margaret Cowper (attended 3 terms), .....	Woodsville.
Margaret Louise Cullen, .....	Nashua.
Ida May Dutton, .....	Hancock.
Lila Vivian Dyke, .....	Lisbon.
Margaret Elizabeth Gallagher, .....	North Walpole.
Bertha Emeline Heald, .....	Keene.
Doris Tyler Hildreth, .....	Winchester.
Anna Margaret Hennessey, .....	North Walpole.





NATURE STUDY LABORATORY.



A LESSON IN SALADS.

# KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

Helen Aldrich Hunnewell (attended 3 terms), ..... Keene.  
 Alice Lillian Jarvis, ..... 377 Highland Ave., Malden, Mass.  
 Emma Louise Knight, ..... Derry.  
 Marjorie Whiting Parker, ..... Hollis.  
 Mrs. Frank Perry (nee Helen Kimball, attended 5 terms), Marlboro.  
 Bertha Philbrick, ..... Milton Mills.  
 Bernice Jocina Pickard, ..... Canterbury.  
 Zoe Edna Stebbins, ..... Keene.  
 Maude Mary Taylor, ..... North Walpole.  
 Edna Beatrice Wellington (attended 3 terms), .... West Rindge.  
 Edna Beatrice Willey, ..... Portsmouth.  
 Nancy Alberta Taylor, ..... Milford.  
 Mabel Sara Wilson, ..... East Concord, Vermont.

## Class of 1913.

### TWO YEAR COURSE

Blanche Burnadette Boucher, ..... Hinsdale.  
 Mary Stewart Field, ..... Keene.  
 Lois Emeline Frye, ..... Wilton.  
 Agnes Garland, ..... Henniker.  
 Helena May Hebert, ..... Marlborough.  
 Edith Mary Holbrook, ..... West Swanzey.  
 Marion Maud Hopkins, ..... Keene.  
 Dorothy Bridge Jones, ..... West Paulet, Vermont.  
 Mary Ruth O'Connor, ..... Nashua.  
 Daisy Doris Merritt, ..... Hinsdale.  
 Mary Etta Perkins, ..... Hudson.  
 Louise Margaret Phippard, ..... Nashua.  
 Mabra Maria Stevens, ..... Keene.  
 Carrie Aurora Tarbell, ..... Keene.  
 Lillian Hurley Timmins, ..... Exeter.  
 Grace Louise Whipple, ..... Keene.



# CATALOGUE AND CIRCULAR OF INFORMATION

ONE YEAR TEACHER'S COURSE, GRADUATING IN FEBRUARY, 1913.

Bessie Lovisa Gage, ..... Bedford.  
 Roseland Tilden, ..... East Weare.  
 Kathryn Eleanor Woods, ..... Surry.  
 Gertrude May Woodward, ..... Nashua.

TWO YEAR COURSE, GRADUATING IN FEBRUARY, 1914.

Lena Flora Carr, ..... Bradford.  
 Marion Ethel Firmin, ..... Fitzwilliam.

## Distribution of Students of 1911-12.

### BY TOWNS.

Bedford .....	1	Lisbon .....	1
Bradford .....	2	Marlboro .....	3
Canterbury .....	1	Milford .....	2
Chester .....	1	Milton Mills .....	1
Derry .....	1	Nashua .....	4
Enfield .....	3	Newport .....	1
Exeter .....	1	Peterboro .....	1
Fitzwilliam .....	1	Portsmouth .....	1
Gilsum .....	1	Swanzey .....	1
Hancock .....	2	Walpole (North) .....	3
Haverhill .....	1	Warner .....	1
Henniker .....	2	Weare .....	1
Hinsdale .....	3	Winchester .....	2
Hollis .....	1	Wilton .....	1
Hudson .....	1	Woodsville .....	1
Keene .....	9	Wolfboro .....	1

KEENE, NEW HAMPSHIRE, NORMAL SCHOOL

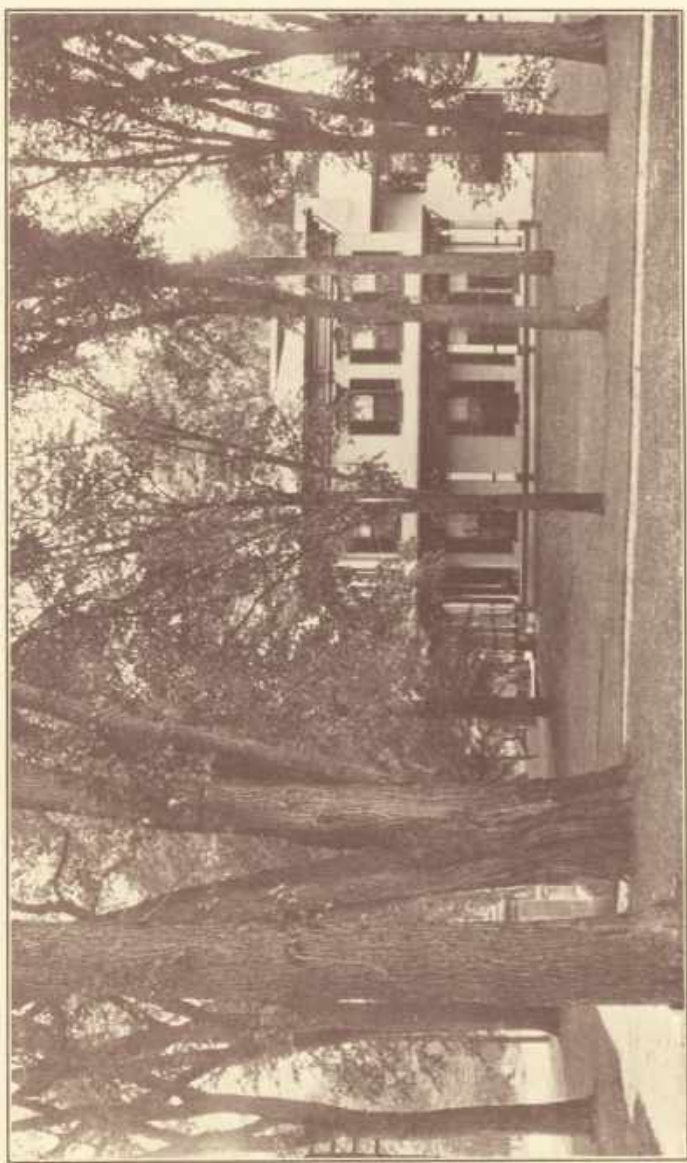
Other States: Massachusetts	1	
Vermont . . .	2	3
		<hr/>
Total,		59

BY COUNTIES.

Belknap . . . . .	1	1
Cheshire . . . . .	23	8
Hillsboro . . . . .	14	9
Grafton . . . . .	6	4
Merrimac . . . . .	6	4
Rockingham . . . . .	4	4
Strafford . . . . .	1	1
Sullivan . . . . .	1	1
	<hr/>	<hr/>
	56	32



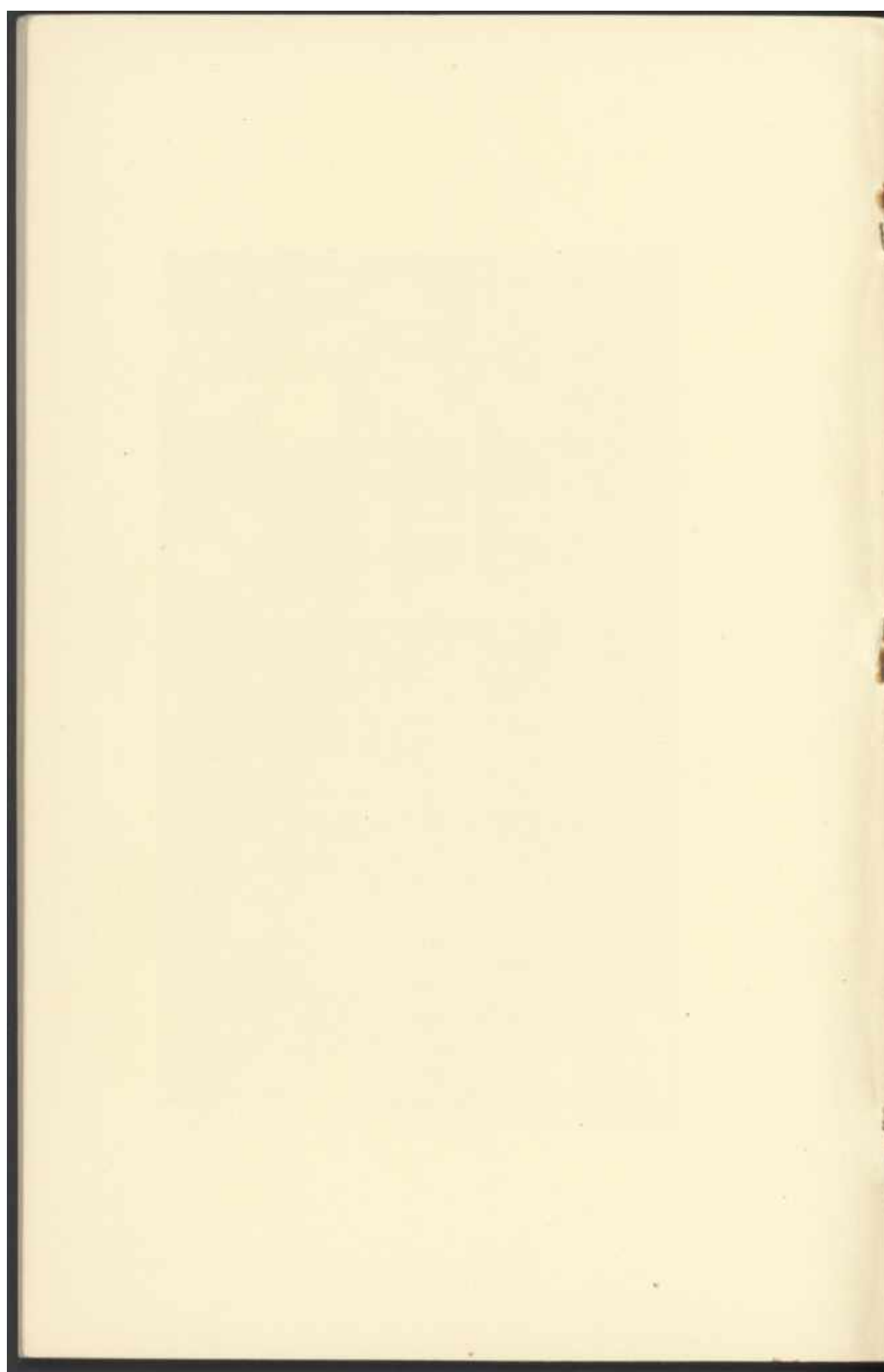


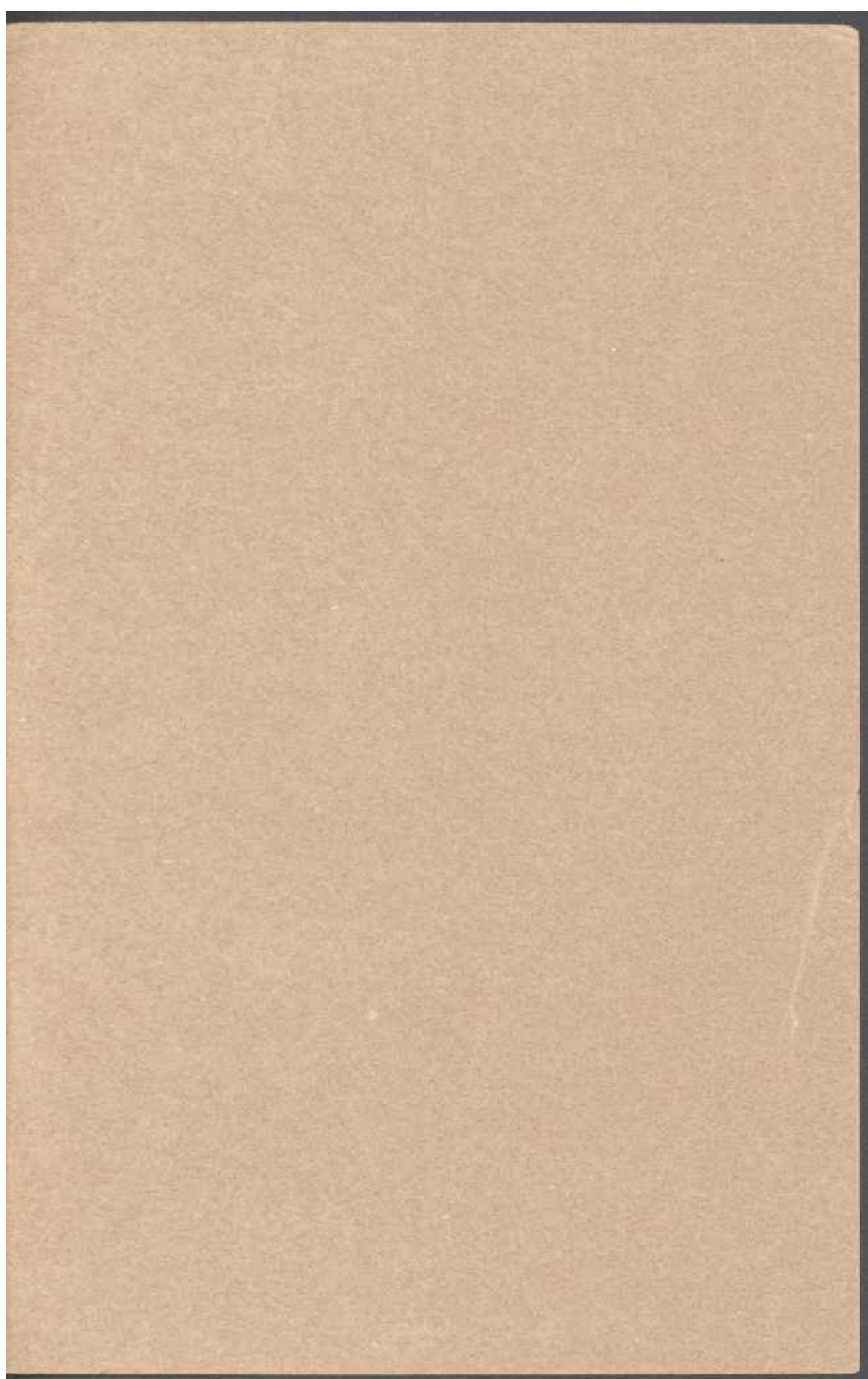


A CORNER OF THE CAMPUS.









APPLICATION FOR ADMISSION  
TO THE  
KEENE NORMAL SCHOOL.

Name \_\_\_\_\_ Age \_\_\_\_\_  
Residence \_\_\_\_\_  
Graduated from \_\_\_\_\_ high school;  
year \_\_\_\_\_, course \_\_\_\_\_  
Experience as a teacher: place \_\_\_\_\_  
year \_\_\_\_\_, grade \_\_\_\_\_  
References: \_\_\_\_\_  
Date \_\_\_\_\_  
I desire to enter the Keene Normal School \_\_\_\_\_ month,  
\_\_\_\_\_ year.

