NORMAL OFFERING

1888.
The Normal Offering.

Published monthly during the School Year, by the Lyceum of the Bridgewater State Normal School

EDITORIAL BOARD.

Editor-in-Chief, .... FRANK E. GURNEY.
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Terms: 50 cents per year, payable in advance; Single Copies 5 cents.

(Entered at the Post Office as second class mail matter.)


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We suppose that you have examined and duly admired our new print dress of last month. Of course you have, and, as it is eminently proper that a new outside garment should be included in our spring outfit, we have, during vacation paid a visit to the city, and selected one which in color, fit, and style we hope will meet your approbation. As you will observe, it is modest in appearance, accommodating itself to the purse and circumstances of the wearer. It is not intended to cover any defect or lack of skill in the make up of the dress, but to preserve its freshness, and, perchance, to protect its wearer from any unseasonable chill of adverse criticism.

A circular has been received from Mr. Alfred Bunker in reference to the excursion to California and the Pacific Coast by the Teachers of New England, to attend the meeting of the National Educational Association at San Francisco in July. For full particulars, address either Mr. C. E. Hussey of Newton Upper Falls, or Mr. Alfred Bunker, Quincy School, Boston, Mass.

We were in doubt where to place the article on Military Drill, whether under the head of "Sports" or "Departments" of labor. But appreciating the sentiment of the company, we have put it under "Sports." If not agreeable, please inform us through these columns.

On account of the large number of articles we have received and the limited space at our disposal, we must ask the indulgence of our contributors for any delay in the appearance of their communications.

This month we have an interesting article upon "How do you teach Physics?" by Prof. W. D. Jackson. In the next number we shall have the pleasure of presenting one from the pen of Prof. F. H. Kirmayer.

It would be an accommodation to the Business Manager if the clause "payable in advance" in our "Terms" were more thoroughly observed by our subscribers. It greatly facilitates his work to have the subscriptions come in promptly.
For the benefit of the townspeople we would state that the Offering is on sale at C. R. Smith & Co.'s.

The Zenana Band will send the box by the second week of May, and all contributions should be sent in by the ninth. Several articles have been received already and more are promised. With a little effort we can make this the best box that the Band has ever sent; let each one do all in her power to help make it so.

HOW DO YOU TEACH PHYSICS?

PROF. W. D. JACKSON.

The aims and methods in teaching Physics have undergone of late a decided change in schools at large, greater than in teaching any other science, with possibly one exception. The aim in most schools, until recently, was simply to give information, and the means used were adapted to that end only. Now, in all progressive schools, the primary aim is to train the powers of observation, and to develop the habit of reasoning from observed phenomena to their causes. The best means for securing these results, and at the same time giving skill in the use of apparatus, is laboratory practice.

The aim in this school has always been just stated; the erection of the laboratory building a few years ago furnished the means for accomplishing the desired end more fully than before. Since that time the problem has been one of adaptation and detail. The following statement shows the way in which the question above is now answered.

There are two courses, one elementary, the other scientific. In the elementary course the object is to teach what Physics includes, an idea of each of the forces, the simple, essential truths concerning their action, and the results which they cause. This work is done by means of a systematic set of experiments. At the beginning of the course all the class make the experiments at the same time, under the immediate direction of the teacher, who at once leads them to the appropriate observations and inferences. The pupils are trained to conduct such exercises; at first the class repeat what the regular teacher has taught, afterward all prepare the same new matter, and finally each individual has his own work, so that he does real, original teaching; in the last two cases just what is to be taught is indicated in print, and the necessary directions as to the method are given.

The second part of the elementary course each pupil makes his experiments by himself and records his own observations and inferences. These notes are examined by the teacher and discussed in the class, so as to be sure that the real teaching of the experiment is secured. The students have practice in conducting these discussions. Throughout the course there is a constant effort to lead the pupils to see the application of the principles taught to things outside the classroom, and to train them to observe physical phenomena thoughtfully, wherever they occur. The necessary instruction in the use of tools for making apparatus is given in a separate laboratory.

In the experimental part of the scientific course the pupils are led to discover the great laws of Physics from their own experiments, by their own thinking. They also work out experimentally the more important of the so-called "physical constants" in each department of the science, and study the physical properties of particular bodies, or substances, given them for examination. The students are put in the position of investigators, but care is taken to guard them against an expenditure of time and effort which does not lead directly to the desired result. They are led to consider the conditions which modify the results and for which allowance must be made in drawing their conclusions. All results are discussed in class.

In this course the whole subject of Physics is outlined in print, with references to the best authorities, both general and special. These references are used to supplement the knowledge gained by experiment, and to give information in regard to the development of physical science, and in regard to current progress along various lines of research. Pupils have opportunity to conduct exercises upon this part of the work. Practice is also given in outlining special subjects for study, and in preparing experiments for teaching them.
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Throughout both courses the aim is to give the pupils training as students of Physics, and also to give them opportunity to do, under direction, all the kinds of work which they will have to do as teachers of that science.

LYCEUM MEETINGS.

MARCH 10. The entertainment began with music by the Normal Orchestra which was followed by a reading of “The Hero Woman” by Miss F. D. Allen. Miss M. E. Selano sang a solo and responded to an encore. Mr. G. A. Smith’s rendering of “The Wounded Soldier” was excellent. After a piano duet by Misses Paddleford and Bosworth the following question was debated: Resolved: That the National Prohibition Party is the best means of securing Temperance. Messrs. Farnham and Nickerson had the affirmative and Messrs. Batch and Hatch the negative. Vote of Lyceum, affirmative 30, negative 8.

MARCH 30. The program of the evening was almost entirely musical, and was much enjoyed by those who were present; it is to be regretted that the number who attended was so small. The first number on the program was a cornet solo by Mr. Ferguson and encore. Mr. Palmer then sang “Out on the Deep,” followed by “Take me back to Home and Mother.” A selection from Dickens’ “Hard Times” was then read by Miss Anna Sawyer; the scene chosen was the opening of Mr. Cradgrind’s school and the rendering was very good. “The Angel’s Serenade” was sung by Miss Maude Field, with piano accompaniment and violin obligato; this number was especially enjoyable, and was received with enthusiasm by the audience. In response to an encore Miss Field sang “Tit for Tat.” Master Lindsay Sanford then favored the audience with a piano solo. A debate followed upon the question, Resolved: That Winter is a better time for sports and healthful recreation than Summer. As will be easily seen the question was one requiring deep thought and careful preparation, and it was treated as it deserved to be, by the disputants Messrs. Abele, Leavitt, Crosby and Parker, and Mr. White, who spoke in general debate. We would suggest, that the next disputants choose a less profound subject, that the minds of the listeners may not be subjected to so severe a strain in following the arguments.

Extra preparations are being made for the coming meetings of the Lyceum. Programs will be furnished for the musical entertainment of May 4, and a war concert is promised in the near future. We shall all be present.

THE CAUSE OF FAILURE IN TEACHING.

We were glad to see Mr. Prince with us once more and to hear a few words from him; as Mr. Boyden says “Mr. Prince is our line of connection with the outside world,” and it certainly does us all good to hear occasionally about those who are already engaged in the work for which we are preparing.

After speaking of the improvements in the school, and of the many advantages that we have which those of the earlier classes did not have, Mr. Prince took as the subject of his remarks “The Cause of Failure in Teaching.” He says that most of the failures are due to the fact that the teacher does not have in mind the purpose of his work. He should always remember that the ultimate end of his work is the preparation of his pupil for a life of usefulness in the world, and he should frequently ask himself, “Is this I am doing tending to help my pupil to do better what he has to do in life?”

A most important step toward this result is the formation of good habits in the pupil. Such as the habits of attention, industry, obedience, self control and a sacred regard for the truth; such habits are ends in themselves and more valuable than the acquisition even of useful knowledge.

Lack of attention is due to some fault in the method or manner of the teacher; often it is the result of calling upon the pupils either in turn or by card, sometimes it is caused by teaching words instead of ideas, and sometimes it is due to the fact that the work is beyond the pupil’s ability.

The lack of obedience is due to the teacher’s method of government, and is often the result of the habit which many teachers have of attempting to govern by means of threats and promises.
Any moral act has behind it some act of self control, therefore the formation of a habit of self control is most important, an end in itself in the formation of character. In order to assist in the formation of this habit the teacher should not act as a spy, nor should he be continually reproving the pupils for small offenses, but he should have each pupil to be a strength unto himself.

Four out of five teachers neglect to impress upon the pupil a sacred regard for the truth. Going into almost any school one may see children watching the teacher and waiting for an opportunity to do something without being seen. The act may be small in itself, but an important principle is involved. One boy complains of something that another has done to him; the second boy denies the charge brought against him; the teacher perhaps punishes one of the boys, but hardly notices that a lie has been told and so loses the opportunity to impress a lesson of truthfulness upon the children.

In closing Mr. Prince emphasized strongly the necessity of improving every opportunity of impressing moral truths upon the minds of the pupils, and of helping them to form good moral habits.

**THE EX-JUNIOR.**

Who through the day and half the night
With grammar topics has to fight
And Algebra problems to get right?

The Ex-Junior.

Who through the livelong night is blest
With troubled dreams of how 'tis best
To teach the points of east and west?

The Ex-Junior.

Who in her sleep will vaguely talk
Of circle, square, and rule, and block,
And "Make four marks for me with chalk?"

The Ex-Junior.

Who, spite of all her looks so meek,
Other employment fain would seek
Than drawing work four times a week?

The Ex-Junior.

Who such a term 'never' saw before,
And never wants to see it more,
But 'll doubtless have to take it o'er?

The Ex-Junior.

---The proposed addition to Normal Hall will not be built this year, from the fact that the school at Framingham is to have new buildings throughout. ---Bridgewater Independent.

**A DISTRICT SCHOOL.**

**Miss Mary E. Bosworth.**

"Be you the new teacher?"
"Yes."

The sturdy little urchin throws another stone at the squirrel in the tree before resuming the conversation. "Benny Lam mis aint comin' today. His sister's got the Brown kitus."

Expressing deep sympathy for Benny's sister the teacher passed on to the school-house.

And, by the way, perhaps you were never in a "really and truly" district school. Then let me introduce you to this one.

First the building itself, yellowish gray in color except where a few clapboards have been torn off, rectangularly prismatical in shape, and very loose in the joints.

Bright yellow curtains adorn the windows, each one of which is put up askew at an angle of at least thirty degrees, and several cracked panes of glass are kept from falling to pieces by large seals of putty.

The front part of the building is occupied by two cloak rooms,—one on each side of the door. The one furnished with a piece of a looking-glass is for the girls. The other with wood piled up to the ceiling is for the boys.

The schoolroom is small with whitewashed walls. A trap-door in the ceiling affords ventilation and a box stove with a long stovepipe strung up by wires, heats the whole building.

The scholars hang bashfully about the door casting frequent side glances at the new teacher. The girls make a mental note of the way she does her hair and the boys debate upon the possibility of her believing in corporal punishment.

They file in at nine o'clock, as good natured a company as one might wish to see. The two smallest ones are five years old, have never been to school before, and have to be sent home because they are not vaccinated.

The oldest one is eighteen. His height is five feet nine, his hair four inches long, his coat has had new sleeves put into it, his pants are tucked into the tops of his boots, but he looks honest and straightforward. The others come in everywhere, all ages, all sizes.
By questioning, it is found that the studies range as widely as the ages,—from first lessons in numbers to algebra, and from Munroe’s primer to English Literature.

In all there are thirty-two classes, no one of which contains more than two pupils. They must recite every day, for it is considered almost a crime in the district school to omit a recitation for even one day of the week.

This multiplicity of classes is one of the hardest things the district school teacher has to encounter. It can only be met by the most rigid system of work, and ability to carry on several entirely different things at the same time.

After making out long lists, adding, subtracting and multiplying over several sheets of paper, the teacher goes home, satisfied with the day’s work and ready to face the coming trials.

To be concluded.

SPORTS.

MILITARY DRILL.

MILITARY drill will begin next Monday, April 30, occurring once a week for three-quarters of an hour, as last term. The work will be confined to company and platoon movements. Lieutenants Leonard and Burke will take charge of the noon squad, instead of one of their own number as heretofore, thus giving each man an equal chance in the annual prize drill.

BASE BALL.

THERE is a prospect of a lively season of Base Ball this year. Two teams are being formed: one from the hall and the other from the outside students. They will be made up about as follows:

- c. Norton, c. P. Smith,
- p. Parker, p. F. Kingman,
- 1b. Leonard, 1b. E. Perkins,
- 2b. Sedley, 2b. Gurney,
- 3b. Shaw, 3b. Eldridge,
- s. s. Hatch, s. s. Hathaway,
- l. f. Bodfish, l. f. Kingman,
- e. f. Hines, c. f. Wilbur,
- r. f. Dyer, r. f. Burke.

Already some of the enthusiasts have been putting in practice and some interesting contests may be expected.

TENNIS.

MARCH 15, 1888, was the date of the first annual meeting of the Normal Tennis Club. The reports of the Secretary and Treasurer were read and accepted, and also the report of the nominating committee. The following officers were chosen: Pres., Mr. F. E. Hobart; Vice-Pres., Miss G. E. Andrews; Sec., Miss K. D. Jones; Treas., Mr. J. Q. Litchfield; Executive Committee, Prof. F. F. Murdock and Mr. Hathaway, Misses Cummings and Snow.

DEPARTMENTS.

GEOGRAPHY.

The series of coast survey charts now being posted in the “weather corner” of the main hall is, except the real object, the most valuable and most effective means known to us for teaching the peculiarities of our shores and coast waters. In the hands of teachers of coast towns, they are a source of knowledge which is of immediate and possibly of long continued use. Inland teachers by their use can lead their pupils to much knowledge of maritime affairs, and arouse in them an active heartfelt interest in the welfare of those who sail the seas or patrol the shores. Lieut. John Downes, U. S. N., in charge of the Hydrographic Office, Custom House, Boston, will give each applicant an order by which charts can be procured at cost.

Graduates and friends are earnestly requested to send us raw material and manufactured articles of all kinds, and pictures, pamphlets or newspapers giving information about any part of the world. These will prove of much value in teaching Geography and will be thankfully received.

GEOLGY AND ZOOLOGY.

NEW outlines have been prepared in Geology and Zoology. The work for the two years’ course will fit pupils to teach in the Grammar grades. The four years’ students will have a course which will prepare them to teach the subjects in High Schools.

PERSONALS.

- ’88. Miss Lumbert is teaching in Berkley.
- ’88. Miss Whitman is teaching in Southboro.
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-'88. Miss Eaton is teaching in Brockton.
-'87. Miss Laura Pease is teaching in Hyannis.
-'87. Miss Grace Parker has a school in Walpole.
-'85. Miss Sarah H. Bryant is teaching in Kingston.
-'87. Miss McLellan is teaching in North Attleboro.
-'88. Miss Grace Russell is teaching at North Raynham.
-'88. Miss Doane is teaching a Primary School in Orleans.

—We are glad to know that Miss Spalter is improving though slowly.
-'86. Mr. John Moran enters the Harvard Medical School next September.
—Mr. Loring of the class of Jan. '88 is Principal of a Grammar School in Bondsville.
—Miss C. C. Brown, a member of the class of '90, is substitute teaching in West Bridgewater.
—Miss Abbie Nickerson, who entered in September '85, died on the 26th of January, 1888.
-'88. Mr. Whitney is substitute teaching in the Huntington School, Grammar grade, Campello.
—Miss Flora Sears, who entered with the present senior class, died on the 3d of last August.
—Miss Hazel Stuart Whitney arrived in South Milford, Monday, March 26, where she was warmly welcomed by her friends.
—Miss Agnes Hall, who entered in Feb. '86 was married on the 15th of last February, and Miss Blenus, of the same class, has taken her school in Ipswich.
—'87. Mr. Pollard, who is Master of a Grammar School at Quincy Point, has been taking a special course in Geology with Prof. A. C. Boyden during his vacation.
—'85. Miss Dixon has been teaching for some time in Brewster and we hear that during the summer vacation she preached several times in the Methodist church at Yarmouth.
—We have had many visitors this month, among them, Mr. John Prince, Dr. Wallace Boyd, Mr. Russell, Mr. Ficket, Mr. Brown (Superintendent of Schools in Quincy), Mr. Edw. Parker, Jr., Principal of Brockton High School, Mr. N. S. Nickerson, Mr. Potter, Miss Helen Packard, Miss Carrie O. Pierce, and Miss Leymunion, of the class of '85, Misses Mackenzie, Deane and Nightingale of '86, Misses Hunt, Blanchard, Parker, Draper, Packard, Dodge, Pease and Hutchinson of '87, and Misses Dow and Eaton, and Mr. Whitney of '88.

LOCALS.

FOOTPRINTS OF ANGELS (?)

When the hours of day are numbered, and the watchman for the night
To his pride and satisfaction has arranged the red hall light;
When the gas lights are extinguished and like phantoms grim and tall,
Shadows from the fitful moonlight gleam and dance upon the wall;
Then the forms of two staid maidens make a dash from out their door,
Scamper in their worsted slippers till they reached this well known door.
Then with prudence great, and caution and by mounting on a chair
Throw this missive over the transom in the red light's sickly glare.

But the object of this labor?
As they question in the schools—just to say to 40's inmates
You are two big April Fools.

(Answer, accompanied by a calendar).

To-morrow's April Fool's day, not to night,
We hope this calendar will set you right;
For 40's fools are surely yet quite deft but 38's we know are sadly left.

A member of the Trigonometry class wishes to know the distance between two mile stones.

We have learned that the classic expression for the modern "too thin" is "dialtphanos," authority, the Greek class.

—Experiment. Heat Hg, O and hold a glowing splinter in the fumes.
—Observation. The splinter burns.
—Inference. Combustibility combines with O.

—"Dura illuvies inmissaque harba,
Consustium legantm spinis; at eterna Gratias."

"With dreadful filth, with uncut beard and garments pinned together with thorns; in other words, a Greek."
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—Psychology student. “Why should the qualities tenacious and slippery be contrasted?”

Prof. “Because of the difference between holding on and slipping off. The contrast is striking sometimes.”

—It takes the Literature class to revise and bring out the sublimity and pathos of some of the passages in Chevy Chace; recently one told me that “Earl Percy took the dead man by the hand and told him he was sorry he was dead.”

—Teacher of Literature. “Why would a ‘Round Table’ make the seats of King Arthur’s knights, of equal rank?”

Lady Student. “Because there would be no legs in the way, and so one seat would be just as good as another.”

—Recently a Normal strolling through the cemetery came to a grassy mound marked “Perpetual Care.” She stopped and mused, “Do you suppose he really did die of that?”

“’Tis true, ’tis pity, And pity ’tis ’tis true.”

German Class.

—Professor. “Die Normal Schule ist ein erschienen institution what does this mean?”

Pupil (meditatively). “Ziehen” means to pull; “erschienen” means to pull up; the sentence means “The Normal School is an institution where one is pulled up.”

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T. W. CROCKER.

JOURNAL OF EDUCATION.

A. E. WINSHIP, Editor.

A. G. BOYDEN, A. M., will have a series of articles upon “The Art of Teaching,” appearing every other week from the first of October to July. Mr. Boyden has been urged to give his graduates and the teachers at large the benefit of his experience and research, and their appearing will be heralded with delight.

LARKIN DUNTON, LL. D., Headmaster of the Boston Normal School, has the best, practical articles on psychology for the teacher that have ever appeared in book or periodical, and these articles alternate with Mr. Boyden’s.

The JOURNAL OF EDUCATION is in every other way the paper that no teacher can afford to be without. It is published at $2.50 A YEAR, giving for the money as much of the best matter for teachers as could be found in TWELVE of the best $1.50 books. There is clearly $18.50 worth of winnowed matter furnished for $2.50.

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