May.

Normal Offering.

1888.
Preparations are being made to make the June number of especial interest. A two page supplement will be issued, making about eight pages of reading matter. Prof. A. C. Boyden will have an article upon one of the natural sciences; there will be a prophecy of the graduating class; a humorous poem by Mr. F. P. Speare; and the usual news of the school. Every one interested in the school and its work, should not fail to obtain a copy. Speak of the Offering to your friends, and help enlarge the subscription list of our paper.

The "Operatic Evening" was a grand success, and much credit is due to those who had the matter in charge, especially the prudential committee, Misses Whiton and Wormley, and Mr. Speare. The good taste and musical experience of Mr. Speare were shown in the excellence of the selections, and Miss Whiton's accompaniments were greatly appreciated. The chorus was drilled by Mr. Hobart. The thanks of the school are due to all those who took part in the entertainment, for an evening of rare enjoyment.

Since our last issue, we have heard many remarks in regard to the price of the Offering with the new cover. The opinion has been expressed that there might be an increase in the price. We had carefully considered this point and had decided that we would let the price stand. The paper is not published to make money, but to furnish the most and best possible, to its readers, at the lowest price, and we believe that any money made by it should be expended in this direction.

In the concluding chapter of "A District School," many a one, we dare say, will recognize the scenes and incidents as corresponding to similar ones in his own experience.

Prof. F. H. Kirmayer's article upon language will be read with much interest by all. It is es-

The Normal Offering.

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

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We think that the advantages of subscribing to the Journal of Education through the Offering are not fully understood. We are enabled by an agreement with the editor, to take a limited number of subscriptions at two dollars a year, instead of the regular price, two dollars and a half. We hope our readers will take advantage of this opportunity. First come, first served.

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sententially practical, and gives the experience of many years' work in that department.

SOME have mourned the non-appearance of the usual spring poem. The spring came on so tardily that the crop was neither large nor of good quality, prices were extravagant, and it was therefore deemed unwise to invest.

WE call especial attention to our department column in this number.

WHAT LANGUAGE OR LANGUAGES SHALL I STUDY?

PROF. F. H. KIRMAYER.

A n examination of different paragraphs, taken from books in the languages mentioned below, shows the following percents of foreign words, that is of words which are so nearly like the words in the language in question, as to suggest the corresponding word at once.

<table>
<thead>
<tr>
<th>Language</th>
<th>5% English</th>
<th>5% Latin</th>
<th>5% French</th>
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<tbody>
<tr>
<td>German</td>
<td>58</td>
<td>3</td>
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<tr>
<td>Latin</td>
<td>53</td>
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<td>Dutch</td>
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<td>Spanish</td>
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<td>Italian</td>
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The question is often asked by the American student: "What language or languages shall I study?"

The answer to this question should be decided by the end for which the language is studied.

For mental discipline and for increased, better, and more concise knowledge of the English language, no language is better adapted than the Latin. Therefore Latin ought to be studied by every American who wishes to go beyond the Grammar school studies.

For practical utility on this continent Spanish and German are the leading languages, Spanish being the more important as it is spoken more extensively than German.

If the student has a good knowledge of Latin, he may learn Spanish in four months, giving it two hours study each day. At the end of that time he will be able to use Spanish as a medium of exchange in conversation and correspondence, and will read it with ease. This can be accomplished with a good knowledge of Latin, because the Spanish language has about ninety-three per cent of the Latin Vocabulary. Next to the Spanish come the Italian and French languages for the Latin scholar with about ninety and eighty-four per cent of Latin Vocabulary.

If the student has no knowledge of Latin, German will be easier for him, although it is a highly inflected language. The German and English languages belonging both to the Tentonic division of the Ayran language, have so much vocabulary in common, especially the vocabulary used in every day life on familiar subjects, that a German may talk to an American who never studied German, for half an hour and longer and be perfectly understood, while the American could not understand a Spaniard, a Frenchman, or an Italian.

If the acquisition of a language depended solely upon the knowledge of the vocabulary, their relative ease of acquisition would be in the order indicated. But this is not so. German, and Latin are highly inflected languages, French has little inflection beyond the verb and is for this reason easier; but to speak French correctly seems really more difficult than German on account of the many idioms and the unfamiliar sounds which make a word, spelled exactly alike in French and English, seem to be to the ear something entirely different from what it is to the eye.

From want of time, the table given at the beginning of these remarks was not carried out to show the Italian and Spanish vocabulary in the Dutch nor the Dutch vocabulary in the Italian and Spanish languages, but enough is stated to show what advantage the Latin scholar has in the acquisition of languages and how easy it ought to be for the Englishman, even without the knowledge of Latin to acquire other languages.

Whatever language a student wishes to acquire, he will make sure progress and save much time, if he reflects carefully on the following points:

The Articles (if any), auxiliary Verbs, Pronouns, limiting Adjectives, Adverbs not derived from Adjectives, Prepositions, and Conjunctions contain in all not over three hundred and fifty words in any language. Each one of these little words however is used on an average two hundred times before the average Noun, Verb or qualifying Adjective is used once.
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Study these little words when you meet them thoroughly in sentences, so that you can use them surely any time when wanted, both in speaking and in writing.

Learn the declensions (if any) of Nouns, Pronouns and adjectives and the conjugation of the regular Verb. Study at least forty irregular Verbs in French, eighty in German, thirty in Spanish, thirty in Italian.

The necessary forms of the Verb in the beginning are: the Present, Imperfect, Future and historical Past Tenses, the Imperative, Infinitive and Conditional Moods. Later the Subjunctive must also be studied.

Master all these forms so that you know them absolutely. Read much, retranslate much from the English into the language to be studied, listen to much reading and speaking and you may acquire any language in a very short time, so that you can read it with ease, and in the case of a modern language, understand it when you hear it, and make your wants known, when you need to speak to any one in that language.

Great stress should be laid on hearing and understanding. For this end the lesson is studied first so as to be understood by the eye, that is the pupil must be able to give at once the English for the task studied when he sees it. With this, teacher and pupil usually are satisfied. This however, ought to be regarded only as the foundation on which to build an enduring structure. At this point a teacher is absolutely needed. The pupil has studied his lesson so that he knows it when he sees it. The teacher now reads the lesson aloud in an easy natural way to the pupil, who listens with closed book and takes in the thoughts as they flow from the teacher’s lips. The pupil should be dissuaded from translating even mentally what the teacher reads. The understanding of what is read thus, will be perfect if the lesson was thoroughly studied.

Let the pupil watch the position of the vocal organs of the teacher, notice carefully his utterance, pay close attention to intonation, inflection and cadence, and his ear, a most faithful servant, will retain the sounds, when heard sufficiently often, so well that the tongue can reproduce them just as they were heard. Perfect attention is requisite to do this. A good listener will make a good speaker. If the pupil can understand well what he hears, he will soon become proficient in speaking, by speaking much and by retranslating aloud to himself, passages he has studied, in case he has no one to speak to.

The value of the training of the ear may be inferred from what occurs almost daily. Those who go to Germany or France and understand well what they hear, will at once feel at home there, enjoy themselves, learn in a short time to speak fluently, and come home good linguists, while those whose ear was neglected though they may be able to read and translate well will be discouraged, and will have to devote much time and money to make good this defect, if they wish to become good linguists.

SHADOWS OF COMING EVENTS.

DECORATION DAY.

THE morning will be spent in decorating, the tablet and Hall. In the afternoon, public exercises will be held in the Hall, the veterans of the town uniting with the school in carrying out the programme of the day. There will be appropriate music, an address by Rev. A. E. Winship representing the veteran alumni of the school, and one by Rev. T. F. Wright in behalf of the town veterans. At the close of the exercises, a procession will be formed headed by the band, with the cadets acting as escort. The line will proceed to the Memorial Library and thence to the cemetery, where the graves of the soldiers will be decorated. Prof. A. C. Boyden, Prof. F. H. Kirmayer, and Miss Horne form the committee on arrangements.

GRADUATION EXERCISES.

THE Graduation Exercises at the close of the forty-eighth year of the school, will take place on Wednesday, June 27, beginning at 9 a. m. and 1.45 p. m.

The graduating class numbers fifty-three, twelve men and forty-one women. Twelve graduate from the four years’ course, and thirty-six from the two years’ course. This is the largest graduating class, and one of the best, in the history of the school.
THE Biennial Convention of the Bridgewater Normal Association will be held on Thursday, June 28.

The business meeting will be held in the school-room at 10 a.m., after which the portrait of Miss Eliza B. Woodward will be presented to the school by Mr. George H. Martin. Principal A. G. Boyden will receive the portrait and deliver the memorial address on Miss Woodward. Others will speak representing her classmates, pupils, and associate teachers.

The Biennial Dinner will be served in the Town Hall at 1 p.m., followed by speaking by members of the Association and others. The social reunion will be held in the Town Hall in the evening.

A DISTRICT SCHOOL.

MISS MARY E. BOSWORTH.

Concluded

And before long she finds a difficulty in her path.

Some of the big boys of the neighborhood who graduated last year, show that they still keep up an interest in the school by nailing up the gate. District school teachers are not discommoded by such trifles as these, however, and she promptly climbs over, followed by her obedient flock.

The next Monday morning, after a rainy Sunday, as the teacher enters the school-room, she is confronted by a quantity of machinery lying on her desk. There are wheels, springs, wires, and screws of every kind. Investigation proves that it is what used to be the clock.

Then, again, the big boy is mischievous. He occasionally writes notes to the girls and is very much averse to having the teacher intercept them. He brings pet squirrels into school, and makes them appear from his sleeve or from under his coat collar, when the teacher’s back is turned. The little fellows, in imitation of their big hero, tie one end of a long thread around a grasshopper’s neck, and let him out or take him in, according to the direction of the teacher’s attention. They also capture small turtles and leave them in the aisle, free to wander.

But these are only passing diversions and are nothing to be compared with excuses and compositions.

One morning the teacher sees a worn and dog-eared missive on her desk. Somewhat surprised and wondering if anyone has sent in a complaint because she doesn’t “learn ‘em the alphabet” she opens it to find this request:

“Teacher, please let Beny and Hary home to go to the store as the molasses is all out after their reading Class.”

She has never received an excuse before, and she reads it several times before the full meaning dawns upon her. In a few weeks they get to be an old story and no longer strike her as being very amusing.

But composition day! The novelty of it never wears away.

She wishes to select an easy subject at first to test their ability, and after giving the matter due consideration, decides upon Dogs. It would be impossible to reproduce all the results; one specimen will suffice:

“My Father has a Dog. He is a thurer bread. Dogs have four feet they is the king of beests. Our dog’s tail was cut of by the moing mersheen.”

Almost in despair, the teacher concludes the subject was too abstract, and as the history class are studying about the founding of Pennsylvania, gives them for the next subject, The Life of William Penn. They do better this time, for they have been truly interested in the life of this good man. But they still need to study arrangement, as the following production shows:

“William pen was a good man. He was good to the indyuns, he berrered a Tomyhork and smoaked a pipe of peas with them. He died however at a early age and didn’t get mutch reward for it.”

When spring comes, the older classes begin the study of botany, which involves long walks and excursions into the woods. Mayflower time brings a picnic to the hills ten miles distant where these lovely flowers grow. Then follows may-basket time and occasionally a hay ride when the moon is full, and in short the pleasures of a district school are endless.

There, surrounded by woods and brooks and
pure air, the teacher is “monarch of all she surveys.” Hers can be no machine teaching; the influence of the place forbids it. Give to the district schools, teachers who have been intelligently trained for their work, and the results must be better than can be obtained in any other school, however closely graded or however strictly disciplined.

NORMAL LYCEUM OPERATIC EVENING.

“Tarantara, tarantara.”

This was the strain echoing in the ears of those who attended the Operatic entertainment, as they wended their way homeward. And it was a fitting finale to a most enjoyable evening.

“Ladies wearing large hats please remove them before sitting” was the Normal direction at the head of the program. Overture, Ruddygore, Orchestra; Song and Chorus, Erminie, Mr. Palmer; Solo, Namon, Miss Adams; Duet, Evangeline, Misses Wormley and Washburn; Solo, Erminie, Mr. Lincoln; Duet, Ruddygore, Miss Adams and Mr. Hobart; Solo, Dorothy, Mr. Speare; Quartet, Erminie, Misses Duncan and Blake, Messrs. Whipple and Hobart; Solo, Bohemian Girl, Miss Field.

“Gentlemen need not go out between acts, (after May 1st.)”

Overture, Iolanthe, Orchestra; Solo, Bohemian Girl, Mr. Hobart; Duet, Evangeline, Miss Field and Mr. Speare; Trio, Dorothy, Misses Washburn, Wormley, and Padelford; Duet, Erminie, Messrs. Hobart and Speare; Solo, Marco Vincenti, Miss Prince; Chorus, Pirates of Penzance.

“Ladies need not expect escorts home as this is a singular performance.”

It is difficult to particularize, when all did so well. Of the ladies, Miss Field sang her solos admirably, and her voice was heard to fine effect in the chorus; Miss Prince rendered a difficult selection with great skill; and Misses Washburn, Adams, and Wormley did exceedingly well. Of the gentlemen, Mr. Hobart sang finely; Mr. Lincolns solo was well given; and Mr. Palmer looked every inch a soldier. Mr. Speare, as usual, was at his best.

It was evident that the entertainment gave great satisfaction to the audience, and the Offering congratulates the participants upon their complete success.

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DEPARTMENTS.

CAMPUS ECHOES.

BOTANY.

The advanced botany are using a new text book—Bessey's Essentials of Botany.

CAUTION. The members of the botany classes...
are hereby warned not to gather flowers in the cemetery, or trespass in the hay fields.

MINERALOGY.

There has been received a lot of fine minerals from the Hoosac Mountains, collected by Mr. E. W. Sampson of the 61st class. Also many specimens of Massachusetts rocks were brought by the students on their return from vacation. Every specimen of mineral, rock, plant, or animal will be gladly received and put to immediate use in the department.

ASTRONOMY.

The long used much abused (verbally) wire sphere has entered upon a new sphere of usefulness. A detachable cloth covering has been made, and on the inside of it are depicted the constellations, the stars of the 1st, 2d, 3rd, and some of the 4th magnitude, and the various circles. It proves a successful means of supplementing out-of-door observations of the positions and movements of the heavenly bodies.

HISTORY.

The Civil Government class are using the “Old South Leaflets” in their study of the documents of history. These leaflets contain many of the documents not usually found in the text books, such as the Magna Charta, The Articles of Confederation, Washington’s Farewell Address, Federalist, etc. D. C. Heath & Co. of Boston have done a good thing for teachers in publishing these leaflets at so reasonable a price.

GEOLOGY.

The Seniors have begun their geological trips, two having been made, one to the broken ledge on Hale St. to study erosion, and another to study boulders, going a mile south on Bedford St. thence across the ridge of land to the sandstone quarry near school No. 13. Questions are given the students before the trip, and careful notes are taken by each one to be discussed in the next recitation. Further trips will be taken to study gravel beds, ledges, the course of the river, kames, dumlins, etc., besides some trips out of town to study historical geology. This field work is very helpful in understanding geological agencies and their results, as well as training (?) in estimating distances.

ZOOLOGY.

The Zoology class has begun its out-door work in searching for the haunts of animals and in collecting insects. A section of the Insect case is being arranged to illustrate the insects common each month of the year, with their early stages of development, homes, etc.

Constant work is going on in the Zoological cases, in mounting specimens, arranging, and labeling. The object is to make the room a Synoptic collection of the animals of Massachusetts, with labels, drawings, and descriptions sufficient to make it valuable to studious observers. In the drawers will be kept sufficient specimens for class use.

PERSONALS.

—’87. Miss Baldwin is teaching in Halifax.

—’87. Miss Annie Blackman is teaching in Sharon.

—’88. Miss Gertrude Robbins is teaching in Sharon.

—’88. Miss Emily Arnold is teaching in Somerville.

—’88. Miss Ada Piper is teaching in Saratoga, N. Y.

—’87. Miss Gertrude Robbins is teaching in Somerville.

—’88. Miss Hattie Quimby is teaching in the Westford Primary School.

—Mr. R. W. White of Section G has been compelled to leave school on account of ill health.

—The perspective apparatus which has been so helpful to the classes in drawing this term, is the invention of Mr. Shaw.

—Mr. A. A. Lincoln of North Raynham is the valedictorian of the four years’ course, and Miss A. Maud Mackenzie of Taunton of the two years’ course.

—During the month we have had with us as visitors, Mr. Dickinson; Miss Shute, teacher of Botany, Penmanship, and Language in the Boston Normal School, and Miss Moses, teacher of Geography in the same school; Mr. Newton, for sometime Principal of the High School in Provincetown; Miss Fannie B. Whitten and Mr. Moran of ’86.
THE NORMAL OFFERING.

LOCALS.

—Zoology exercise, Professor, "What is the common name for rodents?"
Lady Student, "Rats!"

—Student of Latin reads: "redolentque thymo fragrantia mella." Faltering translates—"The fragrant honey smells like thyme."

—A member of the botany class has discovered a leaf without a margin. It has not yet been put into the cabinet; some slight additions may be made.

—A seasonable warning.—Don't get mad when your neighbor in tennis whose net saw its best days a few seasons ago, declares that there are fewer holes in it than in your new one. "He's all right."

—A certain person not far from Normal, is trying to see the advantage of the special delivery system. Not long since, he paid ten cents for a special delivery stamp and put it inside his letter, but strange to say it reached its destination no sooner.

—Cloudy nights are no longer an excuse for ignorance on the part of the Astronomy student. All that he now has to do is to find the best way of getting inside that wire sphere, then,
Silently, all at one time, in the milky limits around him,
Blossom the ebony stars, the forget-me-nots of the teacher.

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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.

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