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Bridgewater State Normal School

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December.

Normal Offering.

1888.
The Progressive Teacher is up with the times; he is no back number; he gets into no ruts; he lives in the present and prepares his pupils for the special requirements of their day and generation. He reads the daily newspapers, general and local, the monthly magazines, the educational papers, and the latest works on educational matters. He attends and participates in the Teachers' Conventions and Institutes, and seeks the society of the best and ablest thinkers in his profession. He is a contributor to the educational papers to the extent of his ability, and lets his voice be heard upon the live questions of the day.

In short, The Progressive Teacher is progressive in the broadest sense of the word.
refutation is attempted, but the speaker presents what he has prepared.

We again call the attention of our readers to the fact that we can take a limited number of subscriptions to the *Journal of Education* for $2.00 instead of the regular price $2.50.

The January number will contain one or two extra pages and will be full of interesting reading. No one should fail to obtain a copy.

A Merry Christmas and Happy New Year, to you all.

INDUSTRIAL LABORATORY.

HARLAN P. SHAW.

I have been asked to give the readers of the *Normal Offering* something of the object and plan of the work in this department.

The direct object of the work is to give the pupils an elementary training in the use of woodworking tools. This involves training of the powers of the mind,—such as observation and judgment,—cultivation of the industrial disposition, and discipline of the hand and eye. This training is in the line of a well rounded education, and is, perhaps, not second to that obtained in any other way.

Then, true teaching necessitates a large stock of working materials,—apparatus for illustration and experiment in the sciences, blocks, weights, etc., in arithmetic, forms in geometry and drawing, in fact, every study requires more or less apparatus. The question that comes to the average teacher is, how can I get all this needed apparatus? In the answer to this question may be found another reason for the existence of this workshop.

The students are taught, so far as the length of the course will allow, to make any reasonably simple apparatus, by actually using tools in wood construction. So that, when they take charge of their own schools, they will be able at small expense to properly fit up their schoolrooms.

The intelligent use of tools involves a knowledge of the following things:—the tools to be used; the common woods; fastenings; mechanical drawing; the various operations necessary in simple construction. It is not necessary that these be taken up in just this order. On the contrary, it is found to be more profitable to carry on these different lines of work together, making the last point the most prominent.

The method is simple. The teacher explains, in the presence of the class, the principles to be used, performs such operations as are called for, giving directions, and using blackboard when necessary. The class then proceeds with the execution of the work, while the teacher gives additional help to those who need it. At least four-fifths of the time is given to individual work at the bench. Then, this part of the lesson ends, and a few minutes are taken for recitation and discussion.

The aim throughout is to make the work an expression of the pupil's thought, and to have it carried on with reasonable speed and accuracy.

THE NEW TEACHER.

The Christmas festivities were approaching at Elmwood Seminary, that fine old school standing just far enough from the city to be easily reached by horse cars, and resting in solemn stateliness among tall and ancient trees whose branches spread protectingly over their charge, making a "green aisled cathedral" of the smooth lawns and winding avenues.

For fifty or more years, this school had flourished, and when Mr. Harmon, the last Principal, came in 1879, things about the institution began to wear a more modern aspect. Pictures and statuary were placed in the schoolroom. Electricity sent the pupils to and from their classes, and it was rumored that lessons were soon to be learned by the same process. But with all these innovations, there lingered about the place a charming air of quaintness. Its carved furniture and ancient fireplace told of years ago, and carried one back for the moment into the past. The teachers had grown old with the institution, each one becoming more valuable as the years went by, but now at Christmas time, Miss Fletcher, the dear old teacher whom all the girls adored, and whom the boys thought almost the best woman that ever lived, was to resign her position as teacher of French, English History and Literature, and was
to go even before the Christmas reception, which the scholars deeply deplored.

However, she said good bye some days before the reception, and on the morning of her departure, Mr. Harmon spoke to the assembled scholars of this event, and told them that on the eve of the reception they would be introduced to Miss Fletcher's successor. He expressed a desire that she might be cordially received, and said that the new teacher had once graduated from a Normal school, and that her name was Miss Lawrence. After he had finished speaking there were one hundred and sixty-two boys and girls, from twelve to fifteen years of age, who did not like Miss Lawrence, and who resolved that never would they place their affections on this unknown woman who knew how to teach better than Miss Fletcher.

At last the evening of the reception arrived. At seven o'clock the great gong sounded through the house, and the Principal, with his wife and family, passed through the girls' schoolroom and down the flight of stairs into the spacious hall, which, in addition to its usual artistic arrangement, was decorated with all manner of flowering plants from the city greenhouses. The music had already begun when the scholars and invited guests began to assemble. With the lady and gentlemen teachers came the pupils, and Socrates, Plato, Virgil, Johnson and many other famous men gazed down from their frames and pedestals upon a gay and festive assembly.

At eight o'clock carriage wheels were heard on the avenue. Everyone knew the new teacher had arrived. Every boy and girl was in a state of suppressed excitement. The Principal and his wife moved toward the entrance of the hall. A lady was handed from the hack at the door. She came up the steps and was received by Mr. and Mrs. Harmon. After removing her wraps, Miss Lawrence was introduced to the pupils. She stood with her head slightly inclined, in acknowledgement of the reception tendered her.

One hundred and sixty-two rebellious hearts stood still. What they had expected to see was a middle aged lady whom they thought must be severe looking because she knew just how to teach. What they saw was a lady of about twenty-six years of age with a tall and slender figure. Her artistic dress of some soft black material was slightly relieved by a cluster of pink roses. A perfect halo of golden hair surrounded a bright sensitive face, while the large brown eyes looked inquiringly toward her prospective pupils and shone on them with a loving light. Miss Lawrence had taken Elmwood Seminary by storm.

That night after the reception, as the scholars said good night to each other, ejaculations of “Isn't she pretty!” “How good she seemed!” “Didn't she look lovely?” floated through the corridors and down into the hall.

After this the work went on. Miss Lawrence had so many different ways of making the lessons attractive, that pupils who came to play remained to do good work. It was quite noticeable that the pupils began to imitate her sweet voice and her manner which was always kind. And Miss Lawrence lived and reigned—in the hearts of her pupils.

L. S.

THE TWILIGHT VISITOR.

O'er the brakes and braes at twilght,
Clouds were slowly settling down,
Wrapping up the distant woodland
Skirting near this seashore town.

Deeper glowed the trembling embers,
Casting shadows on the floor,
Waking thoughts long since forgotten
Of the good old days of yore.

Deep and long I pondered, thinking
Of the changes wrought by man,
Where naught was but waving forests,
And the fox and wild deer ran.

As I pondered thus, and musing
On these primal days of yore,
In there stepped a stately red man
From that far-off mystic shore.

Then a low obeisance made he,
And his crested head he bent,
Showing scars and furrowed temples
From a life in hunting spent.

Weapons in his hands he carried,
Bow and arrows, knife and spear,
Wielded bravely, when the red man
Roamed the plains and knew no fear.

Noble looked he in the dim light,
By the dying embers made,
Stately, fearless, haughty, thoughtful,
Like some Spartan hero's shade;
Or like restless Dardan warrior,
Troy's ruins pondering o'er,
Of the fate of Priam, Helen,
On the dark Plutonian shore.

Came he thus to where I nodded,
Came and spoke in accents clear,
"Why, oh thou death-dealing pale-face,
Cam'st thou and thy brethren here?"

Once I was a happy chieftain,
Hunting, trapping, fishing, good—
In a few score years the warrior,
Had to beg for needed food.

Now, where stands the white man's dwelling,
The tall pine tree reared its head,
And the smooth and perfumed needles
Made a soft refreshing bed.

Then, we pitched our wigwams, doubting
Not of Nature's kindly care;
Free, we roamed the heights and valleys,
Free as the pure ocean air,

From the hills of Long Pond's bosom,
Mirrored there by sunset rays,
To the lakes upon the river
Warmed by autumn's quivering haze.

White perch leapt and flashed in sunlight;
Partridge whirred and called his mate;
Maize leaves rustled in the breezes,—
See, now, our unhappy fate."

Mournfully his words resounded
Through the twilight's deepening gloom,
And the echo, in its sadness,
Seemed a requiem of his doom.

Up I spoke then, but the red man
Stood not where he stood before,
And the slowly-dying embers
Wrought a faint light on the floor.

R. W. W.

Valuable Reference Books
for a Teacher's Library.

History.


An excellent book for the earlier periods. The author clearly shows the condition of liberty in England which brought the colonists to this country, describes in detail the typical civilizations of the northern, middle, and southern colonies, and traces with the greatest fullness the steps which finally led to the Revolution.

Lectures by John Fiske, in Atlantic Monthly.

A series of lectures of great value to the teacher in gaining a clear idea of the Revolutionary war, its periods, campaigns, and prominent leaders.


This book covers the period from 1783-89. Beginning with the results of Yorktown the author traces the Confederation as it drifts in its weakness towards anarchy, through the period of reaction which resulted in the Federal convention and culminated in the adoption of the Constitution and inauguration of Washington as the first President.

Natural Science.

Botany.

General Reference.


Structural Botany.


Histology and Physiology.


Laboratory Practice.


Classification.

WHAT TEACHERS TALK ABOUT.

What authority is there that will explain why the expression “as soon as” (in sense of willingly) is wrong? X.

According to derivation and good usage “soon” directly preceded and followed by “as” means immediately. G.

Is there any meaning in the expression ‘equinoctial storm’? F.

The expression ‘equinoctial storm’ has significance, and is applied to the unusually violent storm which occurs about the time of the sun’s crossing the equinoctial. M.

Do all teachers agree that children should not be taught to use a pen before the third year at school? What are the arguments for and against it? Has anyone ever begun with small children and with what result? An Inquirer.

Children should be taught to use a pen as soon as tracing books are introduced. This will probably be in the second year as the first year is devoted entirely to blackboard and slate, with some paper work. S.

Should pupils be seated according to rank? R. T. S.

Pupils should not be seated according to rank. It encourages work from a low motive, and if the seats are graded in size (as they often are) it invariably occasion physical discomfort. This last hinders the concentration of the attention of the pupil upon his work, and he loses time and power. E.

How is folding the arms as a sign that the answer to a question is known, an improvement over the old way of raising the hand? Common Sense.

Folding the arms is an improvement simply in the superficial appearance of the class. It occasions a passive position and seriously interferes with a free use of the respiratory muscles. Do not allow the habit to be formed. Give the children pure air and insist on right habits of breathing even at the expense of appearance. B. M.

Folding the arms so continually as is necessary during a recitation, contracts the chest and rounds the shoulders. The position naturally suggests repose of mind and body, when, in reality, the mind is on the alert, ready for action. It is evidently a teacher’s innovation, to give a more orderly appearance to the class. Give the children a chance to throw up the hand as the answer dawns upon them, a movement as agreeable to themselves as satisfying to the observer. C. R.

The following questions have been received:

What are some new methods for promoting punctuality at the beginning of school sessions? R. P. S.

What is the majority in the following supposed case, x has 1625, y has 1212, z has 163, 3000 votes? An Inquirer.

What would you do with a little fellow, six years old, who seems to have a mania for playing truant?
He has been whipped at home and at school time and again, but it does no good. I am at my wit's end. Can any one suggest a plan to a Troubled Teacher.

DEPARTMENTS.

GEOLOGY.

The collections and note books of the Seniors in Geology are worthy of special mention, most of the class have made full collections of the minerals and rocks of this section, and some of the collections are large and comprehensive. The note books are the best ever handed in by a class in the school, giving geological maps and sections of the country studied in field work and class room, and in many cases very full notes of the trips taken. The section which elected special work covered most of Bridgewater, prominent portions of Abington, Brockton, East and West Bridgewater, Easton, Holbrook and Middleboro with excellent success. This feature of elective work promises the best of results and will be extended as fast as seems advisable.

ZOOLOGY.

A small section of the Sub-Senior Zoology class are continuing their work in dissection with great earnestness and success under the direction of Miss Brassill. The most abundant facilities will be supplied to all who have the desire and time for advance work. A fine exhibit of the collections made by the Zoology class is expected at the end of the term.

PERSONALS.

—'88 Mr. Balch has a school at Ashland.
—Miss Lizzie H. Ray is teaching in Northampton.
—'88 Miss Jennie Kirby is teaching at Pepperell, Mass.
—'88 Miss Flora Stuart has accepted a position in Newton.
—'88 Mr. Whitney is Principal of the Adams school, Quincy.
—Mr. Charles Wetherbee will come back to school in February.
—Mrs. Bowler is taking a course of lessons in the Industrial Laboratory.
—Miss Amelia Perkins who entered in Feb. '86 has returned to finish her course.
—Principal and Mrs. Boyden held a reception for the students, Friday evening, Dec. 7.
—Miss Grace Andrews will not return to school until after Christmas, on account of sickness.
—Miss L. Russell spent a part of the vacation substituting in the sub-grammar department, Needham.
—Mr.shaw, Mr. Battice, Misses Selano, Colton and Dickerson, passed the Thanksgiving recess at Normal Hall.
—'88 Mr. Alvarado spent Thanksgiving at Normal Hall; Mr. Lopez at Mr. Wetherbee's home. They will sail for Chili in the first steamship in January.
—Miss Susan Y. De Normandie of Kingston, is valedictorian of the four-years' course, and Miss Kate H. Thompson of Exeter, N. H., of the two-years' course.
—Among the visitors this month have been Mr. James S. Barrel with a corps of teachers from the Harvard School, Cambridge, Mr. Dinmoodie from Minneapolis, Rev. Mr. De Normandie of Kingston, Miss Carrie Deane '87, and Mr. Lopez '88.

LOCALS.

—Subjects for debate: Should the train students' male mixed be allowed to sing in public with impunity?
—Should the sun be permitted to shine while the class in Physics are engaged in the study of light?
—For the ladies: Resolved: that a refusal by a lady to give her age should debar her from registering as a voter.
—The train students show their musical training as the s-train of sweet melody fills the train, attracting a train of eager listeners who cannot be res-trained from applauding the train-ed vocalists.
—Some changes are being made in a celestial way. The moon has lately been known to rise in the west and come out half full, and the harvest moon will this year appear in December.
We have more calls for Bridgewater graduates than for those of any other school in Mass. If you are a successful teacher we can recommend you at once for good positions. A large number of desirable vacancies, all grades, on our books. Call and investigate. If you cannot call, send for circulars.

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There is one table in the dining room where a large part of the food consumed is of an intellectual nature. The principal dish is puns served on toast and in every other conceivable manner. The next course consists of riddles which only a modern Sphinx could propound, and which it would puzzle a Philadelphia lawyer to answer. For dessert, they tell stories, whose sparkle and brightness like that of good wine, has only been acquired by extreme old age. They have "A feast of reason and a flow of soul" at that table.

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