The Normal Offering, Vol. 11, No. 1, Feb. 1892

Bridgewater State Normal School

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FEBRUARY, 1892.

NORMAL OFFERING.

A SCHOOL MONTHLY

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Edited and Published monthly during the School Year, by the Lyceum of the Bridgewater State Normal School.
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to all who intend to teach in the schools of Massachusetts. Entrance examinations, Wednesday, February 10, 1892. Spring term begins Thursday, morning, February 11, 1892.

For circular apply to
ALBERT G. BOYDEN, Principal.
The Normal Offering.

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

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

Copies sent by mail, post-paid, on receipt of price by the Business Manager.

The Offering is strictly a school paper, and all members of the school are requested to contribute.

Ex-members and graduates of the school are requested to keep us informed of their whereabouts, and of any other items of interest.

Articles for publication should be sent in before the 5th of the month.

Address communications to "The Normal Offering" Normal Hall, Bridgewater, Mass.

The Editors reserve the privilege of rejecting any articles which are not deemed satisfactory.

HENRY T. PRATT, Printer, Bridgewater, Mass.

As the new editorial board enters upon its duties, conscious of its inexperience and responsibilities, it earnestly solicits that hearty cooperation on the part of the school which it deems necessary to make the Offering interesting as a school paper.

One of the most valuable features of the Offering is its column of personals. Those who are interested in the school are interested in its members and graduates. Now we request all to keep us informed as to their whereabouts and occupation, that this department of the paper may be extended as much as possible.

To you who have gone out from us to join the busy throng of workers, the Offering extends its best wishes for success; to you who have come among us, a most hearty welcome to the school, coupled with the hope that you will never regret having chosen a profession the influence of which is felt throughout the land. Our work here is a preparation for future usefulness and profit, and we recommend to you the advantages afforded by the Lyceum and its paper for the development of the power to speak and write so invaluable to the teacher.

Nothing is so sure to bring success to the teacher as love for his vocation.

Mrs. Alice Freeman Palmer, in an address before the Middlesex Teachers’ Association, quoted the following remark made by a certain Harvard professor: "If I were able to do it, I would pay the University $5,000 a year rather than surrender the privilege of instructing these young men in the subject to which I have devoted myself."

Such love must be attended by a degree of interest and enthusiasm in the work of teaching that will result not only in the success of the teacher, but also in awakening the ability of the pupil to become interested in the subjects taught, which is the first requirement for good work. What the world wants is teachers with this spirit.

No profession is attended with greater responsibility than that of the teacher. No influence is more far-reaching in its effects. He has entrusted to his care, the training of the moral, intellectual and physical natures of the young. To develop these equally and well requires more than knowledge.

Some fancy the teacher a sculptor, who has it in his power to fashion a child’s mind as he pleases. Delusion! Children that can be thus dealt with are incapable of being educated. Children are not blocks of marble. They are individuals and must be treated as such. The work
of teaching lies in bringing out this individuality. The child develops himself; you can teach him; you can give him methods, but education is from within outwards. The individual makes the man. Teachers must work with this end in view.

The sympathy of civilized nations is directed towards the present distressed state of affairs in Russia. The country is clouded by a dreadful famine, due as Count Tolstoi says to the mistake of the government in not supplying the peasants with sufficient seed corn and fuel. While the Government and provincial assemblies wrangle, the people starve.

To us, who enjoy the liberty we have inherited from our fathers, who have made the sceptre subject to the peoples’ will, it seems strange that this branch of the Aryan race still lingers in quiet submission to the dictation of a Czar.

The public schools of the state are in a prosperous and progressive condition,” says the Board of Education in its annual report to the Legislature. According to this report there are in the Commonwealth 7239 public schools taught by 9227 teachers, allowing one teacher for every 48 pupils. They are supported by an annual expenditure of more than eight and one-half million dollars. Included in the above are 244 High schools with an aggregate attendance of 26,294 pupils.

The Governor in his message recommends the adoption of industrial education and manual training as part of the system of instruction in the public schools. The subject is now under investigation by a committee to report to the Legislature.

He believes it would increase and lengthen the attendance, and make it possible to limit further the employment of children in manufacturing and other establishments.

The Governor enters the complaint that he is hampered in the discharge of his duties by the Council, the consent of which is necessary to important removals and appointments. He says in his message to the Legislature that the Governor is in name only the “Supreme Executive Magistrate,” that the Council was created “for advising the Governor” not for “tying his hands,” that the Constitution creates not ten but one Supreme Executive Magistrate. Whether the Council should or should not have a restrictive influence over the Governor’s duties, is a question which would admit of good arguments on either side.

The first term in the new building has come to a close and another entered upon. All have appreciated the advantages and improvements which the building affords, and feel proud of this monument, dedicated to the noblest attainments of the human race, and marking the progress of Normal schools. The room which it affords, has made it possible to introduce features which the progress of time demands, and to make other changes which were needed.

The revolution of ideas continually going on, calls for frequent alterations of the courses in different studies, that they may not grow stagnant; and this term witnesses changes in Drawing, Advanced Chemistry, and General History.

We hope that the Offering will meet with a lively sale among the members of the school. Flock to his coffers, fill them with dimes, and delight the heart of the Business Manager!

Through the English Country.

We crossed the Irish sea and found it calm and beautiful. Unlike a person the oftener you cross it the more beautiful it is. Four hours brought us across the sixty-six miles which separates England and Ireland at this point. It is a pleasant run from Holyhead to Chester, which is the quaintest, queerest city in England. The Romans built a wall around it in the year 71, and if you care to follow this you will come to a tower with an inscription on it which tells you that from this place Charles I saw his army defeated by the parliamentary forces in the plains below in 1645.

Then there are the remains of a castle built by William the Conqueror; now a few regiments of soldiers have their barracks there. The cathedral is certainly very fine, and St. John’s church in the midst of the ruins of a church 1000 years old deserves a visit. You hear stories of Dean
Stanley who lived here a few years, and if you take a carriage out to Hawarden Castle, the residence of Gladstone, you may ride through the wonderous park and see places where the strong arm of the "grand old man" has felled the giant trees.

But now we have left Chester and are moving rapidly over the pleasant English roads. Imagine the best turnpiked road you ever saw in America. Imagine high stone or brick walls on each side covered with a luxuriant growth of ivy and moss and you have a faint copy of the English road. Miles and miles the walls extend now and then varied by lovely hawthorne hedges while the trees within hang over and almost intertwine above your head as you ride in the balmy air and flickering shadows of this early morning on your way to Kenilworth.

As soon as you approach the castle how the past rises to your view! You can almost fall in love with ruin, decay and death if they assume such beautiful forms and appeal to the soul so powerfully. I need tell you little about the story. Sir Walter Scott has immortalized it in his novel "Kenilworth."

We climbed over the ivy covered walls and looked out upon a wonderfully beautiful picture of lawns, arching trees, and shadowed vales. The day was perfect and every moment like a watch was full jewelled. The castle is grand even in its ruins. It was strong or it never could have held out for six months in 1266 against the royal forces; it was magnificent or it never could have won Queen Elizabeth to travel three times through her kingdom to enjoy its beauty and hospitality. Here is the ancient gateway through which she passed. Here the bravest men of the century and the most beautiful women of the age followed in her train to visit the favorite of the queen.

Again into your carriages and five miles of as beautiful roads as you ever travelled, brings you to Warwick. The town through which we pass on our way to the castle, is not so old looking as one would suppose, but this is because of a great fire some 200 years ago, whereby all the old landmarks were destroyed, and so modern structures greet the eye. And now we approach Warwick Castle. It is nearly 1000 years old and only half of it is in ruins. Ethelfred, daughter of Alfred, built it in 915. Some centuries later, all save the strong and massive towers, was destroyed by the wars of Henry.

Scott says concerning this place, "The fairest monument of ancient and chivalrous splendor which yet remains uninjured by time." The castle as my memory pictures it, forms three sides of a large square. The two wings are the ruins through whose windows the sun plays hide and seek with the shadows on the lawn below. The central wing is occupied by the present Earl of Warwick and his family. A wonderful number of rooms were shown us; filled with the rarest pictures, marbles, cabinets, vases, tables curiously inlaid with precious stones, and wonders of art.

In the spacious garden we saw some of the descendants of the "tall cedars of Lebanon," famed as being used in the construction of Solomon's temple; they had been brought over from Palestine many years ago. We visited Beauchamp chapel, about 450 years old and said to be second to the most beautiful one in England, Henry Seventh's in Westminster being first. Its wonderful windows and curious monuments arrest the eye. Here you see the marble image of a sleeping child, who died the heir of eight titles not one of which was able to guard him from the poison which his nurse gave him.

The wonder is, as you hear the story of the crimes, weaknesses, and follies of the old Barons and Ignobles, that England has been able to endure it so long. Nemesis comes sooner or later and blots out the whole family and another name succeeds to the old title and with richer blood puts new life into it for a generation or two, then deterioration, decay and death comes in and sweep them away into a merciful oblivion.

We shall soon approach the noblest shrine to which the American pilgrim can come. We drive along the beautiful country roads now catching a view of Charlecote, a fine country residence, and again skirting the boundaries of a forest where the noblest poacher on earth may have chased the deer of Sir Thomas Lucy. Again and again you catch the gleam of the winding Avon till at last you have reached the queer old Sleepy Hollow of an English town and you are in Stratford.

We first visit the church which stands on the banks of the little Avon. Within its walls is the
grave of the greatest English magician. They have a handsome bust of the poet and then the slab laid in the floor with the epitaph which he wrote for himself. What a master hand and architect he was, creator of a world of beauty which he filled with the deathless children of his brain. What a musician he was, sweeping with magic fingers the wonderous harp of a thousand strings which we call human nature and even bringing its discordant passions to join the harmony.

Let us go down the narrow streets and enter the birthplace of Shakespeare. The room where he was born is not changed; old and quaint it was and is today. This little room the lad slept in and here he dreamed. Here he played and near this old fire-place he sat and conjured up in the sparks of the fire queer fancies (for children have them) which glowed brilliantly in after years in the characters of Calaban and Titania and the fairies of a “Midsummer Night’s Dream.”

A fine memorial theatre has been erected in Stratford, and here once a year some magic creation of Shakespeare’s brain is shown with modern accessories and in a manner worthy of its creator. Then let us take one last look. How peacefully the Avon lies before us! It does not seem to move. It is asleep beneath the sloping sunlight of the warm afternoon.

In the midst of the hurry and bustle of the 19th century it is pleasant to let time go by and leave us resting and meditating on the lasting things, and we know, as we stand here beneath the fair English sky with the warm summer wind whispering in our ears, that the sight of the gently flowing river and softened shadows of the distant hills once filled the soul of the poet with an intense delight. And so we move on to London.

L. M. S.

THE IMPORTANCE OF CONCENTRATION.

As one attends public gatherings, he cannot help noticing the great and almost universal lack of the power of concentration. In church, it is very noticeable. Some think that if they go to church, their duty ends there, and hence, after they are seated in the pew, they may entertain themselves so as to while away the time as best they may. If someone comes in late, his embarrassment is increased by the inquisitive faces which are turned to stare at him. During the sermon, the thoughts of these people are on their neighbors or far, far away. Even if the speaker is very eloquent and succeeds in holding their attention for a while, the sound of an unusual movement in another part of the room will cause their curiosity to get the better of them. If the sermon is very dull and uninteresting to us, is not this a good opportunity for us to exert our wills and learn the great lesson of self control? The thought tends to follow the eye, and if the eye is not fixed upon the speaker, it is very probable that the mind is not following his discourse.

How many of us have been disturbed when we were at a concert by the incessant whispering of people near us! Think also how annoying this must be to the one who is before the audience. Courtesy and thoughtfulness for others dictate that we should give attention to the person who has a claim upon our attention.

In the schoolroom, the lack of concentration is great, and it is here that the children should acquire this much needed power. It is necessary not only that they may learn their lessons for the day, and remember them in after years, but that they may gain a habit which will be of inconceivable benefit to them all their lives. The children are not the only ones who need concentration, but the teacher should have a large amount of it in order that he may train the children as he should.

An anecdote of Archimedes illustrates this power. The enemy were storming the city in which he was living, but the great mathematician was so deeply at work over a problem, that he was perfectly unconscious of the din of battle around him. Not until after the battle when
some soldiers interrupted him, did he know of the event. Hill, the celebrated geometer, would often pause in the street and with his cane, draw some figure on the ground and stand there deep in thought over his problem, unmindful of the wagons rumbling around him. Napoleon showed his power of concentration in many ways and much of his dazzling success was due to this power. He could so fix his mind on the business in hand that he could make most wonderful plans. In time of battle, if he was weary and in need of rest, he could lie down and sleep a short time, and upon awakening, be full of energy for the things which needed his attention.

Thus we find that concentration is the power of the mind to grasp one of the many ideas which are passing through the mind and to fix all the energies upon this one thought to the perfect exclusion of everything else.

Although we may not be able to concentrate our minds upon our work so as to be undisturbed, should a battle be raging around us, yet we can cultivate this power to a great degree if we persevere.

One way of doing this is by cultivating one's self control. If one has a task set before him, he should bend all his energies to the accomplishing of that work, and should let himself think of nothing foreign to it. As outside thoughts come, let him persistently drive them away, and gradually he will come into the possession of this power.

Another way is to become interested in one's work. If a person is thoroughly in sympathy with his work, he will not care to think of other things while engaged in it. Then he will be able to give his whole self to his task, and thus get the greatest good out of it.

One of the most important results of this power, is the training of the mind which it gives; and the training of the mind is education. One also gains a strong will by which he is able to govern himself and to lead others. If the teacher trains the child to acquire the power of concentration, he is doing an inestimable service for him; for, other things being equal, his success is proportionate to the degree of this power which he possesses.

—'91. Miss Lizzie Spencer has been substituting in Stoneham, also Miss French in Waltham.

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GRADUATION JAN. '92.

ASSEMBLY HALL never looked more attractive than on graduation morning. Desks had been removed, and flowers were placed wherever the effect would be pleasing. Devotional exercises were conducted by Rev. Mr. Wheeler. Mr. Boyden introduced the exercises of the day, stating their purpose briefly. Teaching in geography, and natural science was illustrated by those graduating from the shorter course, and in physics by those from the longer. Miss Fickett read an essay on "Fidelity to Ideals." The valedictory was delivered by Miss Weston.

The interest usually appertaining to graduation was heightened by three new features, a school orchestra, led by Mr. Bates, a class in Swedish gymnastics, directed by Miss Robbins, and a visit from some of the little ones in Miss Stuart's room, who in response to invitation, gathered around their teacher and sang, till a more pleased audience would have been hard to find. The usual singing by the school consisted of a glee and an anthem, the latter having an orchestra accompaniment.

As the exercises drew to a close Mr. Boyden presented each member of the graduating class with a roll of parchment. The recipients seemed pleased but did not volunteer any information as to what the rolls were. Brief remarks were made by Messrs. Nash, Winship, and Fickett, and Rev. Mr. Porter. The doxology was sung and graduation was over.

RECEPTION BY CLASS OF '92.

WEDNESDAY evening Jan. 27 the graduates met their friends in Assembly Hall for a social time. Music was furnished by the Weber quartette, the school orchestra, and Mr. Horan. Every number called forth an encore and it was not until Mr. Horan had been twice recalled that the audience would release him. Since opportunities for having first-class music are always limited in number, it is unfortunate that more did not avail themselves of the privilege thus afforded. Conversation and promenades made the remaining time pass quickly till "the curfew's solemn sound" was heard at 10 P. M.
THE NORMAL OFFERING.

ENTERING CLASS, FEB. '92.

George A. Grover, Salem.
George H. Hill, Brockton.
George E. Murphy, Brighton.
James E. Parker, Marblehead.
Emily Bayfield, Orleans.
Lella Brady, Fall River.
Mary Baker, Bridgewater.
Grace N. Bramhall, Plymouth.
Mary E. Carey, Rockland.
Mary J. Drew, East Bridgewater.
Marion N. Darling, Bridgewater.
Florence M. Ferry, Milton.
Emma C. Gifford, Westport.
Mrs. Mary B. Hunt, Brockton.
Edith M. Hill, Braintree.
Edna A. Lincoln, Brewster.
Mary L. Mahoney, Norwood.
Nina M. Morse, Medway.
Annie L. Nickerson, Sheldonville.
Martha E. Nickerson, Brookton.
Carrie E. Prescott, East Jaffrey, N. H.
Mary B. Putnam, Somerville.
Alice C. Richards, West Bridgewater.
Mary A. Sargent, Merrimac.
Annie L. Thompson, West Medway.
Mabel E. Vaughan, Pomfret, Vt.
Genevieve Winter, Bridgewater.
Nanette M. Young, Provincetown.

THE AURORA.

The brilliant auroral displays this winter have aroused a new interest in one of the most beautiful and mysterious of natural phenomena. This interest concerns the appearance of the aurora, its causes, and its relation to other phenomena.

In the higher latitudes as is well known, auroras are much more frequent and more brilliant than with us, and assume forms that are never seen here.

Those who were fortunate enough to see the display about the middle of January and again a few nights ago have seen exhibitions of what the aurora may be that are seldom surpassed in this latitude.

In the first almost the whole northern half of the heavens was aglow, while broad ribs of brighter light, like the rafters of a vaulted roof, extended from the horizon to the zenith; at brief intervals great billows of mellow light rolled upward and faded away overhead, while less evanescent, but constantly changing fields of pale red, green, and blue, brightened and faded in different parts of the northern sky.

In the second case the light was confined to a smaller area, in the northwest, but was more lasting and much more intense in the coloring. In both cases the quality of the color seemed to the writer the same as that seen in the colors produced by polarized light.

As to the causes of the aurora nothing is known with certainty. The commonly accepted theory is that first advanced by Franklin, that the light is due to electrical discharges in the upper regions of the atmosphere. This theory, which when originally proposed could have been little more than a shrewd guess, is supported by the fact that similar luminous effects are produced when an electrical discharge takes place in a closed tube containing a rarified gas.

Attempts have been made to identify the lines in the auroral spectrum with the lines given by known gases, especially nitrogen, but little agreement has been reached by different observers, partly perhaps because the lines differ so much at different times.

Another more recent theory is that the light is due to fine dust of meteoric iron made incandescent by passing through the atmosphere; this theory might help to account for the relation of the auroral arches to the magnetic meridian to which they are perpendicular. The spectrum is appealed to to support this theory also, but its testimony has little weight. It so happens that the lines for iron are exceedingly numerous, some hundreds in number, so that some of them might easily coincide by accident with those given by the aurora.

Among the few things that seem to be established in regard to auroras is their connection with sun spots and with magnetic storms which are manifested by irregular variations in the direction of the magnetic needle. When the record of these three phenomena is graphically represented the coincidence in the curves is very noticeable. In each case there is a recurring period when
the manifestations are especially striking, followed by a period when they are much more feeble, the three reaching their climax, or the reverse, at substantially the same time; the time for a complete cycle in each case seems to be about eleven years, though with considerable variation.

The recent appearance of a large sun spot area emphasizes anew this connection, while the aurora which occurred just after this appearance was accompanied by magnetic disturbances, and it was possible in some cases, it is said, to work telegraph wires without batteries.

The connection between magnetism and electricity is so evident in all their relations, that whichever theory in regard to the cause of the aurora is accepted the connection of the aurora with magnetic storms seems explicable, but how either is related to sun spots is one of the remaining mysteries of the universe.

If electrical effects in general are due to disturbances in the ether similar to those which produce light, then the explanation of the relation becomes more simple. It seems more than probable that along this line the truth will be found and that there will be shown to be not merely connected with each other but that all are necessary manifestations of the same great agency.

W. D. JACKSON.

A COMPOSITION.

WRITING compositions in connection with zoology is excellent practice for the pupil, and the result of his efforts seldom fails to reveal the lore that he has gained from experience and observation. The following on "Ants," will answer for an illustration:

"There is many kinds of Ants. My ant Mary Jane is one of these kinds. She is genly good natured and when she comes to see my Mother she brings me five cents worth of peanuts and tells me why James how you've growed but when I go to see her and only just walk on the Carpet without cleaning my boots she's orAy mad. Ants like to give you Advice and scold at you like everything but their Hart is in the "right place and once I found a Ants nest in the woods I poked it with a stick and a Million Ants run out after me and Crawled up my Pants and bit me like sixty.

Ants nests are good things not to poke with a stick Ants are very industryous in Steeling Shugar.

I forgot to say that My Ant Martha lives in Main she has a boy of just about my Aige and he can stand on his head five Minites and how Do you suppose he can Do it?

I do not think of anything more about Ants at present."

WANTED: AN INVENTOR.

NOT all inventors secure the benefit of their inventions. It is only the man who has the push to make people see that something is wanting and that his is the article that meets that want, who succeeds. Such an inventor and invention is needed here.

Let us look at the condition of affairs that gives rise to this need. The ignorance of current events and recent history is surprising. A respectable minority, it is safe to say, are ignorant as to what office is filled by Wm. E. Russell, supposing of course that they know the name. His predecessors, who have filled the gubernatorial chair the past ten years, are hardly so well known as Miles Standish or Capt. John Smith. A large majority of our number are ignorant of the occasion and course of events of the recent Chilian difficulty. Possibly some have not heard of the affair at all. A senior was heard to ask recently, "Will not Queen Victoria abdicate, since her husband has just died?" Another inquires how it happened that Dom Pedro was away from Brazil at the time of his decease; while her companion thinks Dom Pedro a pretty name and wishes to know who it was that bore it.

The knowledge of modern writers and their works is hardly less meagre. Some know Dickens only through selections in the reading books. Thackeray is well-nigh unknown. Stockton is supposed to be a young man, who has just begun to write funny stories. Charles Egbert Craddock passes for a southern gentleman. Any discussion of James Whitcomb Riley's inimitable Hoosier verses must be prefaced by introducing the author into the listener's field of knowledge.

This state of affairs ought not to exist. We have papers, magazines, and books in abundance, but unless we will take the time to read and in-
form ourselves, we must have an invention which will enable us to take in this knowledge as we do vitality from the air, without detention from other matters. Such an invention would be much sought after, and its producer would be regarded as a public benefactor. R. P. IRELAND.

A SERIOUS APHAIR.

A WESTERN newspaper started on its career under peculiar circumstances. The editor of the Rocky Mountain Cyclone thus opened the first article of the first issue of his paper:

We begin the publication of the Rocky Mountain Cyclone with some phew difficulties in the way. The type foundry phrom whom we bought the outfit for this printing is a failure to supply any ephs or cays and it will be phour or five weeks before we can get any.

We have ordered the missing letters, and will have to wait until they come. We don't lique the 100 ov this variety ov spelling any better than our readers, but mistax will happen in the best regulated ov phamilies, and iph the cees and exes and quos hold out we shall ceep (sound the chard) the Cyclone whirling aphter a phasion till the sc.rts arrive. It is no joque to us; it is a serious aphair. The Golden Rule.

RECENT ADDITIONS TO THE LIBRARY.

Iconographic Cyclopedia, 6 vols.
I. Ethnology.
II. Archaeology.
III. Sculpture and Painting.
IV. Architecture.
V. Constructive Arts.
VI. Applied Mechanics.
Duruy's History of Rome, 8 vols.
Abraham Lincoln, Nicolay and Hay. 10 vols.
Century War Book, 4 vols.
Smithsonian Reports, 1885-90.
U. S. Consular Reports, 1889.
Mass. Labor Bureau, 6 vols.

REPORT of Boston School Committee, 1891.
U. S. Agricultural Reports, 1889.
Life Saving Service Reports, 2 vols.
Signal Service Reports, 4 vols.
REPORT of Treasury, 1889.
Smithsonian Collections, 6 vols.
Special Consular Reports, 10 vols.
American Supplement to Britannica Cyclopedia, 4 vols.
50 Educational pamphlets on various subjects.
100 Scientific pamphlets.
25 Historical pamphlets.

LITERARY NOTES.

"A First Family of Tassajara," a story by Bret Harte published by Houghton, Mifflin & Co., will come out soon. "The Early Renaissance and Other Essays," a valuable addition to art literature by a Yale professor will appear, also a course of lectures delivered by Mr. Lowell at Lowell Institute published by Houghton, Mifflin & Co., come out next autumn. The February Atlantic contains an article of great interest by Prof. Shaler of Harvard, a native Kentuckian, in which he gives his reasons for joining the Union army in the War of the Rebellion.

DEPARTMENTS.

MISS FLORA E. BILLINGS.

THE ZENANA BAND.

"It is a grief to me to learn that members of the Bridgewater Band have fallen off in their subscriptions for it means, of course, a falling off in interest, and I am very desirous that the interest of the school in foreign missions should be kept up. My ideas, you know, in starting the band was to implant an interest that would not end with Bridgewater and the school life there, but an interest that would go out with them into their lives in other places. It seemed to me a grand chance of awakening missionary interest in places where there is sad need of it. Then outside of that the school is pledged for various things and unless they keep them up they will go down, notably among these is Elizabeth Woodward, one of the dearest girls in our school, a girl
THE NORMAL OFFERING.

that is growing daily in womanly grace. If they could have one glimpse of her they would never lose interest in her."

The above is an extract from a letter received from Miss Sarah Gardner of Calcutta, India.

The Zenana Band has been unable to make the payments pledged.

The amount pledged for the little girl, Elizabeth Woodward, is sixty dollars a year; this supports her at the school.

If we fail to meet our pledge the education and training of this girl must cease and her life of greater usefulness warped.

Some, perhaps for the sake of one who allowed her name to be given to this little hand-maiden, others, that the usefulness of the school may not be narrowed, may desire to strengthen the weak hands of the band at this time.

Whatever help may come from any will be gladly received by the Zenana Band and may be sent to Miss M. E. Chandler, Sec. of the Band.

HISTORY.

In our last term’s work in Civil Government we used a number of new reference books. The Sheldon Barnes American History is especially valuable to all teachers. It is rich in records of the past, obtained from traditions, old manuscripts, and relics. Thus the information given is not arbitrary. This book gives the teacher and pupil abundant material for historical researches. The child can come into closest sympathy with the thoughts and feelings of the men and women who lived in the period which he is trying to understand. He will have a chance to think for himself and to form his own opinion. The book is published by D. C. Heath & Co.

We have also used an outline course of study, as reported to the Superintendents’ Association of 1891. This was prepared by G. I. Aldrich, G. H. Martin, and Samuel Dutton. The report consists of a valuable introduction, an outline in History and Civics for Primary and Grammar grades, and a list of helpful books. We found it very instructive, especially in Primary work.

DRAWING.

The course in Drawing has been slightly changed from that of last year. The Junior class begins with Mechanical Drawing, thus enabling the pupils to make working drawings, from which the objects made in the industrial department may be constructed.

The Ex-Junior class takes Pictorial Drawing, which will aid them in their Sub-Senior studies, Zoology and Physiology.

The Sub-Seniors study Decoration and prepare an Outline of Drawing for Grammar grades. In connection with the latter, special attention is given to Primary school work.

The Advanced class makes out a course for High schools. This course is a continuation of that prepared for the Grammar grades. After the first year in High schools the class is divided, part electing mechanical, and part freehand work. The mechanical course consists largely of Machine and Architectural Drawing, with some Perspective. The Freehand course includes special study in light and shade and color. Decorative drawing is taken in both courses.

PERSONALS.

MISS GRACE E. NICKERSON.

—Mr. Boyden has a secretary this term.
—Miss Alice Estes of Cambridge has returned to school.
—'92. Miss Annie Weston has a school in Abington.
—'89. Miss Lida Shaw is teaching in Abington this year.
—'90. Mr. Albert Scott Ames entered Harvard last fall.
—'91. Miss Ellouise A. Eldredge is teaching at Millers Falls, Mass.
—'92. Miss Ella Brown has a first grade Primary school in Millis, Mass.
—'92. Miss Flora E. Billings substituted in Canton during her vacation.
—Miss Myra Cushing, formerly a member of Sec. A, is teaching in Montello.
—'92. Miss Agnes E. Gorman has been substituting, while at home in Hingham.
—'90. Miss Florence Marsh has a position in one of the Grammar grades of Waltham.
—'89. Miss Annie A. Robinson is supervisor of drawing in the schools of Andover, Mass.
—'93. Mr. Soule has been substituting in the Easton High school during the last vacation.
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—'92. Miss Robbins is teaching first, second, and third Grades, Primary in Franklin, Mass.
—'80. Mr. E. J. Cox is superintendent of the schools in Sudbury and teaches in the Brockton evening school.
—'92. Miss Emma W. Hunt is teaching the lowest Grammar grade in the Rogers building, Fairhaven, Mass.
—'90. Mr. John G. Horan is attending the Harvard Medical School, in addition to his regular college course.
—'89. Mr. Litchfield has started a Lyceum in connection with his school. Every Friday afternoon is devoted to this exercise.
—'91. Mr. George F. Adams has been giving a course of lectures on historical subjects in the town where he is teaching, No. Reading.
—'88. Mr. Murray Ballou has resigned his position at Hingham, and is teaching in West Fitchburg. Mr. Farwell of the class of '90, has accepted this vacancy.
—Graduation Day, the following former members of the school were seen: Misses Minnie Eaton, Savage, Keith, Drake, Brassil, DeNormandie, Miller, and Howard, and Messrs. Horan, Nickerson, and Winslow.
—Among the visitors of the month were Mrs. Barker, Mrs. Schuyler, Miss Marion Pratt, Mr. Edward King of Bridgewater, Mr. Warner of Boston, Mr. Russell of Brockton, Miss A. G. Hamblett of Malden, and Miss Brown of Waltham.

LOCALS.
MISS AGNES E. GORMAN.

—How do you spell mucus? One junior spelled it m-u-c-u-s.
—Why is the Normal Offering immortal? Because it has a Soul(e).
—Proven, Jan. 22, 1892, 5.15 p. m. 1. That the descendants of the Puritans are not the only ones who can say grace. 2. Neither are the gentlemen of B. N. S.

—In the class in Mineralogy the question was asked, “Where are diamonds found?” The answer, “In the pawnshop.”
—The Senior’s wail on astrological observation: “If ’twere done when ’tis done, but it isn’t, for we never know what we do know.”
—“Praise. Price. Prize.” Praise the Offering. Pay the subscription price. Obtain it, the prize.
—From No. 2. Johnston is relieved of his command and Hood succeeds him. Hood turns his attention to Thomas who retreats from place to place. At length in a strong position with all his forces in line, Thomas turns. The loss of life is terrible, and scarce a thread of that Hood is left together.
—During the first of the winter, the large doors of the new building seemed to have as strong a tendency to “Grip” as the inmates of the building. A little girl’s dress became caught one day in the side door and she was held fast until released. The doors have now been made to fit all kinds of weather, and their “Grip” has been cured by the chisel.
—Actual experience. The new teacher had been explaining how aquatic birds are provided with boat-like bodies so as to enable them to swim easily, and was testing the result of her efforts to impress the fact upon her pupils. “Now,” she said, “Who can tell why the duck’s body is formed as it is?” “I kin,” said the smart boy who sits in the back seat. “So’s to have her all ship-shape.”
—When Washington assumed command of the army, the great question that weighed on the patriot was Howe could they succeed with such great odds against them? But he encouraged them, saying, “Wait, and we will have our Lafayette at the enemy.” Although his lieutenants were Green and unused to hard Knox, he threw down the Gage of battle, opened the Gates of war, and by his manifest ability, gained Lee-way at once.
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TESTIMONIALS.

From M. M. MARBLE:—I wish once more to express my high appreciation of the excellent aid you have rendered me in obtaining the position (at New Haven, Conn.—salary $1,500) which I desired. I am confident that no one could have done better, and feel myself under great obligations to you. Please accept my thanks.

From A. W. EDSON, Agent Mass., Board of Education:—From a personal acquaintance with you and your method of doing business, I cheerfully bear witness to the efficiency of your Teachers' Bureau. I have secured several excellent teachers through your agency and have advised many to apply to you for positions.

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